

EXECUTIVE SUMMARY

ACTION ITEM APPROVAL OF DIFFERENTIAL TUITION, SPECIAL CLASS FEES, SPECIAL PROGRAM FEES, AND OTHER FEES FOR AY 2006-2007.

ISSUE The Board is asked to review and approve several requests for differential tuition, special class fees, special program fees, and other fees. These additional charges are to students and are added to regular tuition.

BACKGROUND

- Board of Regents policy governs tuition and the setting of tuition, as well as special class fees and deposits. University requests are submitted under four general categories.
- Differential Tuition: Differential tuition is tuition that deviates from base tuition and applies to an entire college/school or campus. Differential tuition applies to an entire college/school or campus, may be higher or lower than the base, and may be established at the graduate or undergraduate level. A university proposing differential tuition must develop a rationale based on the following criteria: 1) quality, 2) access and affordability, 3) cost, 4) market pricing, 5) benefits to the entire university, and 6) student consultation and support
- Special Class Fees and Deposits: ABOR Policy 4-105 governs special class fees and deposits. The stated purpose of special class fees is to allow the universities to cover expenses that are necessary for successful completion of the class objectives. These expenses are: 1) Off-campus field trips or specialized equipment/facilities use, 2) Private instruction, 3) Expendable materials, 4) Technology expense, 5) Selected personnel expenses, and 6) Deposits. The Board must approve special class fees greater than \$50.
- Special Program Fees: Special costs not normally associated with the delivery of a program are often covered by special program fees, which are added to base tuition. Special program fees are usually earmarked for payment of specific costs, and fee revenues are retained by the program. A university proposing special program fees must develop a rationale addressing the following criteria: 1) quality, 2) access and affordability, 3) cost, 4) market pricing, 5) benefits to the entire university, 6) student consultation and support, (7) increased earnings potential of graduates, and 8) accountability. It was determined that in assessing the appropriateness of a fee request, all the criteria need to be considered, but not all requests need to satisfy all criteria.
- Other Fees: ABOR Policy 4-104 governs the procedure for setting and distributing fees including other fees and charges established by each university. Other new or revised fees and charges are not effective until approved by the Board.

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DISCUSSION

A. Differential Tuition: The following is a summary of the requested increases in existing differential tuition with descriptions outlined on the referenced page. (UA: 3)

**REQUESTED INCREASES IN EXISTING DIFFERENTIAL TUITION
 AY 2006-2007**

Differential Tuition	CURRENT FEE AY 05-06	INCREASE IN FEE	PROPOSED FEE AY 06-07	DESCRIPTION REFERENCE (page #)
<u>UNIVERSITY OF ARIZONA</u>				
James E. Rogers College of Law	\$8,250	\$2,500	\$10,750	8
Eller College of Management <i>Undergraduate Program</i>	\$500	\$300	\$800	15
College of Pharmacy				
Graduating Class of 2007	\$4,500	\$1,000	\$5,500	22
Graduating Class of 2008	\$4,500	\$1,000	\$5,500	22
Graduating Class of 2009	\$7,000	\$1,000	\$8,000	22
Graduating Class of 2010			\$8,000	22

Comment: Class of 2010 enters this Fall 06; thus, students are not currently paying but will pay \$8,000.

A.1 New Differential Tuition: The following is a summary of the requested new differential tuition with descriptions outlined on the referenced page. (UA: 2)

**REQUESTED NEW DIFFERENTIAL TUITION
 AY 2006-2007**

Program	PROPOSED FEE AY 06-07	DESCRIPTION REFERENCE (page #)
<u>UNIVERSITY OF ARIZONA</u>		
College of Architecture and Landscape Architecture <i>Undergraduate Program</i>	\$600	28
College of Engineering <i>Undergraduate Program</i>	\$600	34

B. Special Class Fees: The following is a summary of the requested increases in special class fees with a description provided on the referenced page. Course levels 400 and under are undergraduate classes. Course levels 500 and above are graduate classes. (ASU: 6; NAU: 39)

**REQUESTED INCREASES IN EXISTING SPECIAL CLASS FEES
 (Added to Regular Resident and Nonresident Tuition)
 AY 2006-2007**

Class	CURRENT FEE AY 05-06	INCREASE IN FEE	PROPOSED FEE AY 06-07	DESCRIPTION REFERENCE (page #)
<u>ARIZONA STATE UNIVERSITY</u>				
Music Performance (MUP) 111, 127, 311, 327	\$100	\$50	\$150	41
MUP 121, 321	\$60	\$15	\$75	53
<u>NORTHERN ARIZONA UNIVERSITY</u>				
ART 161, 261, 361, 461, 462C	\$50	\$25	\$75	59
BIO 205, 220, 414	\$50	\$15	\$65	64
BIO 221	\$50	\$10	\$60	67
BIO 227	\$50	\$30	\$80	68
BIO 349L	\$45	\$55	\$100	69
BIO 401	\$30	\$45	\$75	70
BIO 410	\$20	\$55	\$75	71
BIO 425L	\$25	\$35	\$60	72
BIO 488C	\$50	\$100	\$150	73
Dental Hygiene (DH) 408	\$40	\$60	\$100	74
DH 227, 228, 319, 320, 425, 426	\$65	\$135	\$200	75
Geology (GLG) 602	\$20	\$155	\$175	81
MUS 480C	\$100	\$50	\$150	82
NUR 190, 195, 208, 211, 212, 302, 307, 350, 390, 426, 427, 444, 450C	\$50	\$25	\$75	83
Parks & Recreation Mgmt (PRM) 331	\$140	\$35	\$175	96
Social Work (SW) 408	\$50	\$25	\$75	97

B.1 New Special Class Fees: The following is a summary of the requested new special class fees with a description provided on the referenced page. (ASU: 5; NAU: 5; UA: 4)

**REQUESTED NEW SPECIAL CLASS FEES
 (Added to Regular Resident and Nonresident Tuition)
 AY 2006-2007**

Class	PROPOSED FEE FY 06-07	DESCRIPTION REFERENCE (page #)
<u>ARIZONA STATE UNIVERSITY</u>		
Art History (ARS) 494, 598	\$140	98
ART 394, 494, 598	\$130	102
<u>NORTHERN ARIZONA UNIVERSITY</u>		
ART 263, 363	\$75	108
BIO 411	\$60	110
Civil & Environmental Eng. (CENE) 180	\$75	111
Parks & Recreation Mgmt (PRM) 431	\$350	112
<u>UNIVERSITY OF ARIZONA</u>		
Media Arts (MAR) 317a, 369, 510	\$75	113
Media Art (MAR) 401	\$95	119

C. Special Program Fees: The following is a summary of the special program fee increases with a description provided on the referenced page. (ASU: 12; UA: 3)

**PROPOSED INCREASES IN EXISTING SPECIAL PROGRAM FEES
 (Added to Regular Resident and Nonresident Tuition)
 AY 2006-2007**

Program	CURRENT FEE AY 05-06	INCREASE IN FEE	ROPOSED FEE AY 06-07	DESCRIPTION REFERENCE (page #)
<u>ARIZONA STATE UNIVERSITY</u>				
College of Design				
<i>Master of Architecture</i>	\$2250/year	\$1000	New Students \$3250/year Continuing Students No Change	121
<i>Master of Science in Building Design</i>	\$2250/year	\$1000	New Students \$3250/year Continuing Students No Change	121
<i>Master of Science in Design</i>	\$450/year (resident) \$950/year (non resident)	\$550 \$50	\$1000/year \$1000/year	123
<i>Master of Environmental Planning</i>	\$450/year (resident) \$950/year (non resident)	\$550 \$50	\$1000/year \$1000/year	125

Program	CURRENT FEE AY 05-06	INCREASE IN FEE	PROPOSED FEE AY 06-07	DESCRIPTION REFERENCE (page #)
<i>Master of Urban and Environmental Planning</i>	\$450/year (resident)	\$550	\$1000/year	125
	\$950/year (non resident)	\$50	\$1000/year	
W.P. Carey School of Business				127
<i>Fulltime MBA</i>	\$9,500 yr	\$500 yr	\$10,000 yr	129
<i>Master of Tax Master of Accountancy & Information Systems</i>	\$9,000 yr \$300 credit hr	\$500 yr \$16.67 credit hr	\$9,500 yr \$316.67 credit hr	129
<i>Master Information Systems</i>	\$14,500 yr \$483.33 credit hr	\$500 yr \$16.67 credit hr	\$15,000 yr \$500 credit hr	129
<i>Master Health Sector Mgmt Part Time Evening</i>	\$9,500 yr \$452.38 credit hr	\$500 yr \$23.81 credit hr	\$10,000 yr \$476.19 credit hr	129
<i>Global MBA</i>	\$26,000 yr \$1083.33 credit hr	\$500 yr \$20.83 credit hr	\$26,500 yr \$1104.16 credit hr	130
<i>Technology, Science & Engineering MBA at ASU Research Park</i>	\$13,500 yr \$562.50 credit hr	\$500 yr \$20.83 credit hr	\$14,000 yr \$583.33 credit hr	130
<i>Evening MBA</i>	\$13,500 yr \$562.50 credit hr	\$250 yr \$10.40 credit hr	\$13,750 yr \$572.92 credit hr	130
UNIVERSITY OF ARIZONA				
Eller College of Management				
<i>Executive MBA</i>	\$40,000	\$7,500	\$47,500	135
College of Nursing				
<i>Graduate Cert. Program</i>	\$3,000	\$1,000	\$4,000	137
<i>MS Nursing</i>	\$1,500	\$2,500	\$4,000	141

C.1 New Special Program Fees: The following is a summary of the requested new special program fees with descriptions outlined on the referenced page. (ASU: 1; UA: 1)

**REQUESTED NEW SPECIAL PROGRAM FEES
 (Added to Regular Resident and Nonresident Tuition)
 AY 2006-2007**

Program	PROPOSED FEE AY 06-07	DESCRIPTION REFERENCE (page #)
<u>ARIZONA STATE UNIVERSITY</u>		
Barrett Honors College (undergraduate) Incoming honors new students	\$500	
All honors students currently enrolled	\$250	145
<u>UNIVERSITY OF ARIZONA</u>		
Doctorate of Nursing Practice (DNP)	\$4,000	148

C.2 Other Requested Changes to Existing Program Fees: The W. P. Carey School at Arizona State University is proposing to change method for computing MBA and related Master's program fees in part-time Graduate programs for working professionals eliminating the annual fee and assessing students per credit hour. The academic year schedule no longer allows the required flexibility to compete in the marketplace (i.e. short, more intensive course offerings, alternative start and stop dates for the semester etc.). Additionally, the ranges within which all MBA program fees must fall have been approved by ABOR through the 2005-2006 academic year. It is also proposed that an extension of that approval be granted through the 2006-2007 academic year. A summary of the changes follows. (ASU: 10)

**OTHER CHANGES TO EXISTING SPECIAL PROGRAM FEES
 Existing Annual Fees And Proposed Credit Hour Charges
 For Graduate Programs: ASU W. P. Carey School of Business
 AY 2006-2007**

W. P. Carey School of Business	Existing Annual Fee	Existing Approved Range: Annual Fee	PROPOSED CHANGE		DESC. REF. (page #)
			Credit Hour Fee	Approved Range: Credit Hour Fee	
Evening MBA	\$13,500	\$8,000 - \$18,000	\$562.50	\$333.33 - \$750	152
TSE MBA	\$13,500	\$8,400 - \$20,000	\$562.50	\$350 - \$833.33	152
Online MBA	\$13,500	\$15,000 - \$20,000	\$562.50	\$625 - \$833.33	152
Executive MBA	\$26,000	\$25,000 - \$35,000	\$1083.33	\$1041.67 - \$1458.33	152
Global MBA	\$26,000	\$25,000 - \$35,000	\$1083.33	\$1041.67 - \$1458.33	152
Master of Tax	\$9,000	\$8,000 - \$15,000	\$300.00	\$266.67 - \$500	152
Master Acc. & Info Systems	\$9,000	\$8,000 - \$15,000	\$300.00	\$266.67 - \$500	152
Master of Info Systems	\$14,500	\$8,000 - \$15,000	\$483.33	\$266.67 - \$500	152
Master Health Sector Mgmt	\$9,500	\$8,000 - \$15,000	\$452.38	\$380.95 - \$714.28	152

OTHER CHANGES TO EXISTING SPECIAL PROGRAM FEES (ASU)

Program	School	PROPOSED CHANGE	DESC. REF. (page #)
<u>ARIZONA STATE UNIVERSITY</u>			
MBA programs (Reduction in Fees)	The W. P. Carey School is proposing to reduce the MBA fees for employers that agree to meet certain provisions which will serve to reduce costs for both the firm and University.	A 10% reduction in program fees is proposed in a new partnership program for companies that enroll and provide full support for at least 75 new students in any given year, agree to provide a “one bill – one check” payment system and a portal through their website for information distribution. Other elements of the proposed partnership will benefit both parties.	157

D. Requested New Other Fees: The College of Design at Arizona State University proposes collecting a \$200 fee from applicants to its graduate degree programs upon admission to the program. Collection of this fee will help to ensure that people admitted to the program actually intend to enroll. The college has a history of students being admitted and not enrolling. This will allow the college to better match the studio space available with the incoming class and allow for a more efficient use of space. Students who actually enroll will have the fee applied toward the special program fees collected in each degree program. Those who don’t enroll will forfeit the fee. (ASU: 1) (UA:2)

REQUESTED NEW OTHER FEES (ASU)

Program	PROPOSED FEE AY 06-07	DESCRIPTION REFERENCE (page #)
<u>ARIZONA STATE UNIVERSITY</u>		
The College of Design	\$200	160

REQUESTED NEW OTHER FEES (UA)

Program	CURRENT FEE AY 05-06	INCREASE IN FEE	PROPOSED FEE AY 06-07	DESCRIPTION REFERENCE (page #)
<u>UNIVERSITY OF ARIZONA</u>				
Non-Resident Undergraduate Application Fee	\$50	\$15	\$65	161
First-Year Student Orientation Fee	\$85	\$50	\$135	163

RECOMMENDATIONS

- A. It is recommended that the Board review and approve the requests by UA for differential tuition, as presented in this Executive Summary.**
- B. It is recommended that the Board review and approve the requests by ASU, NAU, and UA for special class fees, as presented in this Executive Summary.**
- C. It is recommended that the Board review and approve the requests by ASU and UA for special program fees, as presented in this Executive Summary.**
- D. It is recommended that the Board review and approve the requests by ASU and UA for requested new other fees, as presented in this Executive Summary.**

UNIVERSITY: The University of Arizona

DIFFERENTIAL TUITION REQUEST

College/School: James E. Rogers College of Law

Program: J.D., LL.M., and S.J.D. programs

Is this for the graduate level, undergraduate level or all levels?

GRADUATE LEVEL UNDERGRADUATE LEVEL ALL LEVELS

Is this a new differential tuition fee or an increase to an existing differential tuition fee?

NEW DIFFERENTIAL TUITION FEE Amount requested: \$ _____

EXISTING DIFFERENTIAL TUITION FEE

Current Fee: \$ 8,250 per academic year Requested Fee: \$ 10,750 per academic year

BACKGROUND: *Include information concerning the establishment of the differential tuition fee, history of increases (if any), references to policy, and the campus review/approval process.*

The Board is asked to review and approve a proposal to increase the differential tuition for all degree programs (J.D., LL.M., and S.J.D.) at the College of Law at The University of Arizona. Over and above the base tuition and fees charged by the University, the College of Law currently charges an annual differential tuition of \$8,250. The College requests that the Board approve phased-in differential increases of \$2,500 for each of the next three years, with a first annual increase of \$2,500, effective for students who enter law programs after spring, 2006. This would result in a total annual differential for students entering after spring, 2006, of \$10,750; for those entering after spring, 2007, of \$13,250; and for those entering after spring, 2008, of \$15,750. Current students would continue to pay the current differential of \$8,250. Under the proposal, each entering student would pay the same differential for the duration of his or her program.

Since 1993, the Board has allowed differential tuitions for the College of Law. In 2002, the Board established a three-year range for a differential tuition of from \$4,750 to \$8,250 for the College. In addition, the Board approved a policy permitting approval by the Board of a specific differential amount within the established range at any time during the three-year period. Subsequently, the Board approved the full amount of the range, which is the \$8,250 annual differential currently in place. The College of Law is here requesting the Board to approve phased-in differential increases to be implemented over a three-year period.

Student consultation/campus review process: Three sets of e-mails were sent to Law students, notifying them that differential increases would be proposed, and inviting them to a Student Forum to learn the details of the proposal and to ask questions relating to the proposal. Students at the Forum were encouraged to e-mail any College administrator (many of whom attended the Student Forum) with questions or concerns. In addition, the President of the Student Bar Association sent a letter to all law students, asking for their feedback on the proposal.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for differential tuition. Also, indicate the number of students affected and the financial impact of the request.*

Number of students impacted: Approximately 155 students comprise an incoming cohort group of J.D. students per year. Thus, in the three years of the program for the cohort beginning after Spring 2006, the cumulative differential tuition would be \$32,350. In the LL.M. programs, approximately 24 students enter each academic year, and typically take 1 year to complete the degree program; thus, the cumulative differential tuition would be \$10,750 for the class entering after Spring 2006. In the newly approved S.J.D. program, approximately 3 students enter each academic year. Students would expect to complete the program in two years; thus, the cumulative differential tuition for the entering class after Spring 2006 would be \$21,500.

Access and affordability: The University of Arizona James E. Rogers College of Law has a long history of providing generous need- and merit-based scholarship packages to students and recognizes the importance of financial aid where tuition and fees are relied upon as a revenue stream. As with previous increases, 15% of the fees will be set aside for financial aid for law students.

The College's commitment to accessibility is demonstrated by the fact that it awards free financial aid to a higher percentage of its students than all top 25 public law schools except for UC Davis, and by the total amount of financial aid awarded.

In 2004-05, the College awarded a total of \$2.67 million in scholarship and grant funds to J.D. students, and students received an additional \$254,300 in Work Study funds. 86% of the J.D. students received some form of free financial aid. In 2004-05, the median award was \$5,000; the average award was \$6,685. Free financial aid in excess of \$3 million will be awarded in FY 06 to J.D., LL.M., and S.J.D. students.

The increase in the differential tuition would not apply to continuing students. As with past significant increases in the differential tuition at The University of Arizona College of Law, the reasons for applying the increase only to entering students is to provide ample notice to those students for whom the increased fees will apply to allow them to make informed selections among schools and to plan, to a substantial degree, their three years of expenditures.

The College of Law is committed to enrolling a diverse student body, and the prior implementations of differential tuitions have not affected the robust diversity of the College of Law. From fall, 1999 through fall, 2005, the percentage of minority students in the College of Law J.D. program follows: 25%; 24%; 25%; 27%; 29%; 31%; and 30%. UA's College of Law have been ranked 4th, 5th and 7th in the nation in the last three years by *Hispanic Magazine*, in terms of hospitable climate for Hispanic students. Prospective law students decide on which law school to attend for a variety of reasons; price is only one factor. In fact, some applicants decide to attend law schools with higher tuition than the College of Law for a wide variety of reasons including, for example, because another school is closer to family, or because of specific program reputation. In fact, reputation is a critical factor that UA cannot ignore in the decisions of prospective students or faculty; quality of programs, faculty, and students all play a part in the College's reputation.

Finally, the number of applications to the College of Law has not been affected adversely by previously implemented differential tuitions. The number of applications to the College of Law for the past five years follows: Year 2000: 1660 applications; Year 2001: 1857 applications; Year 2002: 2200 applications; Year 2003: 2589 applications; Year 2004: 2376 applications; Year 2005: 2195 applications. The applications received thus far for the 2006 academic year are approximately 10% above the number of applications received by the same time last year.

Comparison to other law programs: While it is difficult to forecast the precise amount of increases that will be instituted by other public law schools, the trend of increased tuition is not abating, and one should not expect that the proposed differential tuition will significantly affect UA's market position.

The median resident tuition at the top 25 public law schools has risen consistently over the last 10 – 15 years, and continues to rise. The College of Law resident tuition for both 2005-06, and for 2006-07, including the current law differential and the proposed differential respectively, fall below the projected average resident tuition for the top 25 public law schools for both years.

The College has projected resident tuition increases for 2006-07 based on the average resident tuition increase of 11% at the top 25 public law schools from 2004-05 to 2005-06. Given the consistent rise in the cost of tuition, this is a reasonable estimate. (Please see tables at the end for 2005-06 and 2006-07 Tuition and Fees at the Top 25 Public Law Schools.)

Quality of the program and Benefits to the University: One of the best indicators of student quality is seen in the Bar Exam pass rate.

UA students' performance on the Arizona State Bar exam (necessary in order to practice law in the State of Arizona) demonstrates the competitive strength of our graduates. Law College graduates' performance on the bar exam is consistently stronger than that of the total pool, as shown in the chart below for first-time exam-takers in Arizona:

Bar Passage Rates - Arizona State Bar Exam

	Summer '03	Winter '04	Overall Total Average
# from UA taking bar for first time	91	14	105
UA pass rate for first-time takers	<u>96%</u>	<u>79%</u>	<u>93%</u>
Overall State's pass rate for first-time takers	78%	74%	77%
	Summer '04	Winter '05	Overall Total Average
# from UA taking bar for first time	116	15	131
UA pass rate for first-time takers	<u>83%</u>	<u>93%</u>	<u>84%</u>
Overall State's pass rate for first-time takers	73%	74%	73%
	Summer '05	Winter '05	Overall Total Average
# from UA taking bar for first time	114	Not yet available	N/A
UA pass rate for first-time takers	<u>85%</u>	<u>N/A</u>	<u>N/A</u>
Overall State's pass rate for first-time takers	71%	N/A	N/A

Use of differential tuition revenues: Colleges of Law require markedly higher than university average expenditures for faculty and library facilities. The University of Arizona James E. Rogers College of Law is no different.

The two most important and expensive assets of the College of Law are its library and its faculty. Law libraries, like all libraries, are faced with the challenge of maintaining a print collection and at the same time developing an electronic collection and online capacity. Print collections are facing double-digit inflation; IT infrastructure is both costly and requires constant maintenance. Law faculties nationwide command higher salaries than faculties in many other departments because of the higher salaries commanded by those practicing in the profession. The College of Law, as part of a public university, will never pay the salaries of some of the private law schools, but the market does play a role in determining

the salaries the College must pay to attract and retain faculty of the caliber necessary to offer the programs the College has developed over the years and that our state, university, students, and alumni have come to expect.

To maintain the College's quality and attract students and faculty of the caliber that both faculty and students expect, UA needs to maintain and substantially increase the vitality of the programs, and to do so, additional funds are needed. *Program quality* – and the resulting learning experience for students – is a function of *faculty quality*, first and foremost. Hiring a faculty member – by far the largest portion of our budget – means more than a salary – it means an office, secretarial support, IT support, library and research librarian support, national conferences, research grants, travel, sabbaticals, ERE, a robust intellectual environment, and specific program support. Attracting *high quality students* entails many of these as well, and a lot more – a robust and responsive curriculum, career placement support, counseling support, activities support, publications support, IT infrastructure and staff to support it, student competition travel and related expenses, and other ways in which UA seeks to make good on the promises to students to prepare them for practice in a profession and world that is changing rapidly and posing new challenges for all professionals.

This increase in differential tuition will substantially increase the learning experience for students by providing the College of Law with funds crucial to maintaining and improving its technology infrastructure and related staff support, both inside the classroom and throughout the College of Law; to become more competitive in recruiting and retaining outstanding faculty, administrators, and staff; to assist in addressing the double-digit inflation for library acquisitions that has persisted for several years; to continue to solidify our support staffing in the College itself and in the Law Library closer to necessary levels; to solidify financing for fundamental programs and employees; and to increase student support in a variety of areas.

Student earning potential: As mentioned previously, the College of Law spends more than the university average for faculty and library facilities; in turn, law degrees lead to employment possibilities for graduates that are demonstrably worth the higher cost of the differential fees proposed. Like graduates of the University's business school and other professional schools, law graduates have greater earnings potential than graduates of undergraduate programs alone. Of the Law College graduating Class of 2004, 93% of graduates were employed within six months, with 88% in legal related jobs (including LLM programs), and 5% in business and corporate positions. The remaining 7% were either employed in other fields, not seeking employment, or unemployed. The average starting salary of those graduates employed in private sector legal positions was \$80,200 (median \$79,000); for public sector legal positions, the average starting salary was \$43,797 (median \$43,000).

The University of Arizona will benefit from the Law College's ability to maintain the high standards of quality in teaching, research, and service that it has established. A direct benefit to the University is the ability of the College of Law to maintain its law library, which is not only central to the college's academic mission, but which is also vital to Southeastern Arizona residents who rely on the library to conduct basic legal research.

Maintaining the high quality of the College of Law will directly affect the quality of programs offered by other outstanding and nationally recognized departments at the University of Arizona. The College of Law coordinates the interdisciplinary Rogers Program in Law and Society, which sponsors interdisciplinary colloquia and national conferences, and offers cross-listed courses in law and philosophy, law and anthropology, law and psychology, and law and sociology; have developed new law, science and business collaborations; we offer ten dual degrees; work closely with scientists on environmental law and policy issues; and we have strong ties with Latin American Studies, Indigenous Peoples programs, the Udall Center, Native Nations Institute, the Eller Graduate School of Management, the Eller College of Business and Public Administration, and many other programs on campus. All of our interdisciplinary connections benefit from the College's ability to maintain high standards and attract and retain faculty interested in strengthening these ties.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval for the implementation of a differential tuition for all degree programs in the James E. Rogers College (J.D., LL.M., and S.J.D.) of \$10,750 per year for the class entering after Spring 2006. The plan presented is a three year, phased-in differential increase, over and above the base tuition and fees charged by the University, of \$2,500 for each of the next three years, with a first annual increase of \$2,500. This would result in a total annual differential for students entering after spring, 2006, of \$10,750; for those entering after spring, 2007, of \$13,250; and for those entering after spring, 2008, of \$15,750. Current students would continue to pay the current differential of \$8,250. Under the proposal, each entering student would pay the same differential for the duration of his or her program.

2005-06 Tuition and Fees at Top 25 Public Law Schools (Includes Top 25 Average)

Institution	FY02 res	FY03 Res	FY04 res	FY05 res	FY06 res	% Increase	Institution	FY02 non	FY03 non	FY04 non	FY05 non	FY06 non	% Increase
U of Michigan	\$23,350	\$24,992	\$27,884	\$29,358	\$32,920	12.13%	UC Berkeley	\$21,649	\$22,731	\$28,540	\$33,776	\$36,586	7.68%
U of Virginia	\$18,090	\$20,627	\$23,798	\$26,100	\$28,300	8.43%	U of Michigan	\$29,350	\$30,992	\$32,884	\$34,358	\$35,920	4.35%
UCLA	\$11,156	\$11,412	\$17,012	\$22,123	\$24,580	11.11%	UC Davis	\$22,129	\$22,634	\$29,440	\$33,469	\$35,769	6.43%
UC Berkeley	\$10,945	\$11,027	\$16,294	\$21,531	\$24,341	13.05%	UCLA	\$21,860	\$22,544	\$29,257	\$33,168	\$35,544	6.68%
UC Davis	\$11,425	\$11,502	\$17,195	\$21,224	\$23,524	10.84%	UC Hastings	\$20,895	\$21,623	\$26,281	\$33,119	\$33,522	1.20%
UC Hastings	\$11,409	\$11,616	\$15,615	\$20,919	\$22,297	6.59%	U of Virginia	\$25,316	\$26,967	\$29,201	\$31,100	\$33,300	6.61%
U of Minnesota	\$11,858	\$13,886	\$15,968	\$17,948	\$19,969	11.26%	U Conn	\$24,572	\$26,106	\$28,996	\$31,780	\$33,024	3.77%
U of Texas	\$8,961	\$11,634	\$11,462	\$13,955	\$18,236	30.68%	U of Texas	\$17,961	\$19,794	\$21,380	\$25,003	\$31,363	20.28%
U of Maryland	\$11,246	\$12,148	\$15,225	\$16,253	\$17,701	8.91%	U of Minnesota	\$19,528	\$22,784	\$25,934	\$28,042	\$30,353	7.61%
U of Illinois	\$10,790	\$12,874	\$14,610	\$15,888	\$17,512	10.22%	Ohio St	\$21,702	\$23,300	\$25,174	\$27,237	\$29,511	7.71%
Average - Top 25 Publics	\$9,591	\$10,858	\$12,873	\$16,011	\$16,714	11.00%	U of Maryland	\$20,193	\$22,890	\$26,504	\$27,532	\$28,980	5.00%
Ohio State	\$10,826	\$11,880	\$13,068	\$14,405	\$15,909	10.44%	U of Wisconsin	\$22,484	\$24,864	\$25,005	\$26,952	\$28,870	6.64%
U Conn	\$11,954	\$12,690	\$14,074	\$15,388	\$15,648	1.69%	Average Top 25 Publics	\$19,898	\$21,648	\$24,074	\$28,619	\$28,777	7.00%
William and Mary	\$10,400	\$11,100	\$13,159	\$14,160	\$15,300	8.05%	U of Illinois	\$22,688	\$25,962	\$27,222	\$28,224	\$28,416	0.68%
U of Washington	\$6,921	\$10,230	\$13,630	\$13,634	\$14,807	8.60%	U of Florida	\$16,995	\$19,863	\$23,035	\$26,475	\$28,350	6.61%
Indiana-Bloomington	\$8,423	\$10,872	\$12,415	\$13,045	\$13,500	3.49%	U of Iowa	\$20,777	\$24,266	\$25,361	\$26,556	\$27,989	5.12%
U of Iowa	\$8,655	\$10,508	\$11,603	\$12,348	\$13,211	6.99%	Indiana-Bloomington	\$20,925	\$23,119	\$24,294	\$25,875	\$27,500	5.91%
U OF ARIZONA	\$5,240	\$5,844	\$10,604	\$12,597	\$13,202	4.80%	U of Colorado	\$19,510	\$21,217	\$22,781	\$26,329	\$27,144	3.00%
George Mason	\$8,092	\$9,123	\$10,262	\$10,906	\$12,936	18.61%	U of Georgia	\$18,730	\$20,850	\$23,898	\$25,084	\$27,102	7.45%
U of Colorado	\$6,352	\$6,719	\$7,645	\$10,737	\$12,240	14.00%	William and Mary	\$19,750	\$21,290	\$23,399	\$24,400	\$25,500	4.31%
U of N Carolina	\$7,446	\$9,966	\$10,429	\$11,118	\$11,947	7.46%	George Mason	\$18,704	\$19,232	\$20,412	\$21,532	\$24,500	12.11%
U of Wisconsin	\$8,180	\$9,416	\$9,557	\$10,734	\$11,685	8.86%	U of N Carolina	\$19,359	\$21,822	\$22,397	\$23,036	\$24,165	4.67%
U of Utah	\$6,463	\$7,687	\$8,510	\$9,746	\$11,289	15.83%	U of Utah	\$13,852	\$16,263	\$18,072	\$20,742	\$24,071	13.83%
U of Georgia	\$5,272	\$5,832	\$7,130	\$7,978	\$9,126	14.39%	U OF ARIZONA	\$13,106	\$14,364	\$19,374	\$21,577	\$22,182	2.73%
U of Florida	\$5,120	\$5,613	\$6,431	\$7,168	\$9,000	25.56%	U of Washington	\$17,124	\$17,969	\$18,630	\$19,934	\$21,737	8.29%
U of Alabama	\$5,764	\$6,144	\$7,252	\$8,130	\$8,660	6.52%	U of Alabama	\$11,972	\$12,850	\$12,972	\$16,802	\$18,028	6.80%
Average - All Publics	\$8,419	\$9,392	\$10,819	\$11,860	NA		Median - All Publics	\$17,538	\$18,650	\$20,110	\$21,458	NA	
Median - All Publics	\$7,738	\$9,252	\$9,979	\$11,012	NA		Average - All Publics	\$16,643	\$18,146	\$20,171	\$21,905	NA	

2006-07 Projected Tuition and Fees at Top 25 Public Law Schools
Includes U/A at Proposed Rate and Others at Average Increase from 04-05 to 05-06 (11% Resident; 7% Nonresident)

Institution	FY02 res	FY03 res	FY04 res	FY05 res	FY06 res	FY07 res	Institution	FY02 non	FY03 non	FY04 non	FY05 non	FY06 non	FY07 non
U of Michigan	\$23,350	\$24,992	\$27,884	\$29,358	\$32,920	\$36,541	UC Berkeley	\$21,649	\$22,731	\$28,540	\$33,776	\$36,586	\$39,147
U of Virginia	\$18,090	\$20,627	\$23,798	\$26,100	\$28,300	\$31,413	U of Michigan	\$29,350	\$30,992	\$32,884	\$34,358	\$35,920	\$38,434
UCLA	\$11,156	\$11,412	\$17,012	\$22,123	\$24,580	\$27,284	UC Davis	\$22,129	\$22,634	\$29,440	\$33,469	\$35,769	\$38,273
UC Berkeley	\$10,945	\$11,027	\$16,294	\$21,531	\$24,341	\$27,019	UCLA	\$21,860	\$22,544	\$29,257	\$33,168	\$35,544	\$38,032
UC Davis	\$11,425	\$11,502	\$17,195	\$21,224	\$23,524	\$26,112	UC Hastings	\$20,895	\$21,623	\$26,281	\$33,119	\$33,522	\$35,869
UC Hastings	\$11,409	\$11,616	\$15,615	\$20,919	\$22,297	\$24,750	U of Virginia	\$25,316	\$26,967	\$29,201	\$31,100	\$33,300	\$35,631
U of Minnesota	\$11,858	\$13,886	\$15,968	\$17,948	\$19,969	\$22,166	U Conn	\$24,572	\$26,106	\$28,996	\$31,780	\$33,024	\$35,336
U of Texas	\$8,961	\$11,634	\$11,462	\$13,955	\$18,236	\$20,242	U of Texas	\$17,961	\$19,794	\$21,380	\$25,003	\$31,363	\$33,558
U of Maryland	\$11,246	\$12,148	\$15,225	\$16,253	\$17,701	\$19,648	U of Minnesota	\$19,528	\$22,784	\$25,934	\$28,042	\$30,353	\$32,478
U of Illinois	\$10,790	\$12,874	\$14,610	\$15,888	\$17,512	\$19,438	Ohio St	\$21,702	\$23,300	\$25,174	\$27,237	\$29,511	\$31,577
Average - Top 25 Publics	\$9,591	\$10,858	\$12,873	\$16,011	\$16,714	\$18,553	U of Maryland	\$20,193	\$22,890	\$26,504	\$27,532	\$28,980	\$31,009
Ohio State	\$10,826	\$11,880	\$13,068	\$14,405	\$15,909	\$17,659	U of Wisconsin	\$22,484	\$24,864	\$25,005	\$26,952	\$28,870	\$30,891
U Conn	\$11,954	\$12,690	\$14,074	\$15,388	\$15,648	\$17,369	Average - Top 25 Publics	\$19,898	\$21,648	\$24,074	\$28,619	\$28,777	\$30,791
William and Mary	\$10,400	\$11,100	\$13,159	\$14,160	\$15,300	\$16,983	U of Illinois	\$22,688	\$25,962	\$27,222	\$28,224	\$28,416	\$30,405
U of Washington	\$6,921	\$10,230	\$13,630	\$13,634	\$14,807	\$16,436	U of Florida	\$16,995	\$19,863	\$23,035	\$26,475	\$28,350	\$30,335
Indiana-Bloomington	\$8,423	\$10,872	\$12,415	\$13,045	\$13,500	\$14,985	U of Iowa	\$20,777	\$24,266	\$25,361	\$26,556	\$27,989	\$29,948
U of Iowa	\$8,655	\$10,508	\$11,603	\$12,348	\$13,211	\$14,664	Indiana-Bloomington	\$20,925	\$23,119	\$24,294	\$25,875	\$27,500	\$29,425
U OF ARIZONA	\$5,240	\$5,844	\$10,604	\$12,597	\$13,202	\$15,702	U of Colorado	\$19,510	\$21,217	\$22,781	\$26,329	\$27,144	\$29,044
George Mason	\$8,092	\$9,123	\$10,262	\$10,906	\$12,936	\$14,359	U of Georgia	\$18,730	\$20,850	\$23,898	\$25,084	\$27,102	\$28,999
U of Colorado	\$6,352	\$6,719	\$7,645	\$10,737	\$12,240	\$13,586	William and Mary	\$19,750	\$21,290	\$23,399	\$24,400	\$25,500	\$27,285
U of N Carolina	\$7,446	\$9,966	\$10,429	\$11,118	\$11,947	\$13,261	George Mason	\$18,704	\$19,232	\$20,412	\$21,532	\$24,500	\$26,215
U of Wisconsin	\$8,180	\$9,416	\$9,557	\$10,734	\$11,685	\$12,970	U of N Carolina	\$19,359	\$21,822	\$22,397	\$23,036	\$24,165	\$25,857
U of Utah	\$6,463	\$7,687	\$8,510	\$9,746	\$11,289	\$12,531	U of Utah	\$13,852	\$16,263	\$18,072	\$20,742	\$24,071	\$25,756
U of Georgia	\$5,272	\$5,832	\$7,130	\$7,978	\$9,126	\$10,130	U OF ARIZONA	\$13,106	\$14,364	\$19,374	\$21,577	\$22,182	\$24,682
U of Florida	\$5,120	\$5,613	\$6,431	\$7,168	\$9,000	\$9,990	U of Washington	\$17,124	\$17,969	\$18,630	\$19,934	\$21,737	\$23,259
U of Alabama	\$5,764	\$6,144	\$7,252	\$8,130	\$8,660	\$9,613	U of Alabama	\$11,972	\$12,850	\$12,972	\$16,802	\$18,028	\$19,290
Average - All Publics	\$8,419	\$9,392	\$10,819	\$11,860	NA		Median - All Publics	\$17,538	\$18,650	\$20,110	\$21,458	NA	
Median - All Publics	\$7,738	\$9,252	\$9,979	\$11,012	NA		Average - All Publics	\$16,643	\$18,146	\$20,171	\$21,905	NA	

UNIVERSITY: The University of Arizona

DIFFERENTIAL TUITION REQUEST

College: Eller College of Management

Program: All Undergraduate Professional Programs in Management (advanced standing students)

Is this a graduate or an undergraduate differential tuition?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM ALL LEVELS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 250 per semester (Fall-Spring semesters)
 Requested Fee: \$ 400 per semester (Fall-Spring semesters)

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The Board of Regents is asked to approve an increase in the differential tuition for bachelor's degrees in the Eller College of Management at The University of Arizona Campus effective with the 2006-2007 academic year. The higher differential tuition will enhance the educational experience of students in the program; improve career enrichment, advising, and placement services; aid in covering rising costs of recruiting and retaining management faculty; and promote the reputation of the program. Three years ago the Arizona Board of Regents approved a program fee of \$250 per semester for upper-division students in the Eller College. This fee was part of a plan for improving the undergraduate program and financing the high cost of providing state-of-the-art management education. Approval is now sought to change this program fee to a differential tuition and to increase the amount to \$400 per semester.

The current program fee is collected from juniors and seniors who have Advanced Standing in the Professional Program phase of their management studies. The proposed higher differential tuition would be collected from juniors who enter the Advanced Standing/Professional Program phase of their studies as of 2006-2007. These students will be advised of the possibility of a fee increase during the process of their application for Advanced Standing.

The proposed differential tuition for the Fall and Spring semesters would follow students beginning the Advanced Standing phase of their studies as of 2006-2007 through the remainder of their regular academic year management education at The University of Arizona. The proposed increase for Fall and Spring semesters would NOT be applied to students who have attained Advanced Standing in the Eller College as of the 2005-2006 academic year.

Student consultation/campus review process: Students in the Eller College supported the differential tuition proposal three years ago because they recognized the value proposition associated with the degree. The extra benefits associated with an Eller degree more than offset the extra cost associated with the differential tuition.

As a result of students paying differential tuition, the Eller Student Council has created two oversight committees. The Student Fee Oversight Committee is comprised of Eller undergraduate students that meet with the Deans to stay informed regarding the expenditures of the fees. The other committee is the Student Appropriations Board that has been meeting to fund student initiatives out of the one-half of 1% that is used to support student excellence. Students have been funded to complete research projects, attend national conferences and facilitate student programs. In order to keep the Eller Student body informed about differential tuition and other administrative decisions, the Deans meet with the Federation of Eller Student Organizations (FESO) (FESO members are the leaders of all 30 Eller student organizations). The College's financial status, curricular ideas and overall vision for the direction of the College are discussed at these meetings.

The Eller College Deans engaged in a dialog with students beginning Fall 2004 regarding a differential tuition increase. The Deans met with FESO, students in an applied consulting course BAD497z, and 40 student members of the Business Communication Support Lab. The students outlined ongoing strategies to communicate the college financial situation and sources and uses of funding to the Eller student community. This semester a collaborative approach to student feedback through "Be Heard Week" was started in which the Associate Dean and Student Council members conduct an electronic survey and follow-up sessions in every semester of the core and prebusiness courses. This regular, on-going feedback allows us to target student-centered improvements. The students in the Business Support Lab will be working with the Dean to develop an annual financial report that models our philosophy of transparent financial communication.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for differential tuition. Also, indicate the number of students affected and the financial impact of the request.*

Students impacted: Approximately 800 students are admitted into the professional phase of the Eller College undergraduate programs each semester. Thus, students newly admitted to the Eller College's professional undergraduate programs in Fall 2006 forward would expect to pay an estimated cumulative differential tuition of \$1,600 for their 3rd and 4th years of study.

The College has a well-established quality academic advising program reaching both currently enrolled and prospective students. Information about the implementation of differential tuition for advanced standing students and how to seek financial aid or scholarships will be incorporated into the student advising process.

Access and affordability: In order to insure that financial considerations for students with need do not deter a student at The University of Arizona from pursuing Advanced Standing studies at the Eller College, 15 percent of the revenues generated by the proposed differential tuition will be set aside for student scholarships, as is currently the practice. This set-aside percentage is consistent with new university guidelines on differential tuition set-asides for needy students. The experience with the existing program fees over the last three years has been that approximately 15 percent of students who qualify for Advanced Standing are resident needy students, as determined by the Office of Student Aid. This suggests that a 15 percent set-aside for needy students will provide for the needs of resident students. In addition, the Eller College has both need- and merit-based scholarships that are financed from private donations available for undergraduate students. The College is committed to growing its scholarship program over time to insure continued access for financially needy students and to aid in recruiting academically gifted students to the program.

Comparison to other business programs in the senior public universities: The table below lists resident tuition and business fees for FY 05-06 for the 50 flagship state universities. The University of Arizona and twelve other flagship state universities have a separate fee (or differential tuition) for business students. Holding resident tuition and business fees at all universities at this year's levels, an increase in our

undergraduate business fee from \$500 per year to \$800 per year would place us at 34th in total resident tuition plus fees among the 50 flagship state universities (using a FY 2006 benchmark). Further, factoring in UA's FY 2007 proposal for base tuition and mandatory fee increases of \$265 plus the differential tuition places UA's Eller request at 34th of the 50 business programs listed below, assuming a 5% growth in price for universities of rank proximate to UA.

2005-06 Resident Tuition and Business Fees at State Flagship Universities

FY 06 Adjusted Rank	Institution	Resident Tuition 05-06	Fee	UA proposed FY 2007 increase in base & mandatory fees	2005-06 Resident Tuition + Fee
1	PENNSYLVANIA St University, Univ Park	11,508	730		12,238
2	University of VERMONT	10,748			10,748
3	University of MICHIGAN, Ann Arbor	9,798	726		10,524
4	University of ILLINOIS, Urbana-Champ.	8,670	1,160		9,830
5	University of NEW HAMPSHIRE, Durham	9,778			9,778
6	University of MINNESOTA, Twin Cities	8,622	760		9,382
7	University of MASSACHUSETTS, Amherst	9,278			9,278
8	Rutgers Univ., Newark – NEW JERSEY	8,812			8,812
9	OHIO State University, Columbus	8,082	636		8,718
10	University of TEXAS, Austin	7,438	840		8,278
11	INDIANA University, Bloomington	7,112	1030		8,142
12	University of COLORADO, Boulder	5,372	2,700		8,072
13	University of CONNECTICUT	7,912			7,912
14	University of MARYLAND, College Park	7,821			7,821
15	University of KANSAS	5,413	2,340		7,753
16	University of MISSOURI, St. Louis	7,618			7,618
17	University of CALIFORNIA, Berkeley*	7,434			7,434
18	University of DELAWARE	7,318			7,318
19	Univ. of SOUTH CAROLINA, Columbia	7,314			7,314
20	University of RHODE ISLAND	7,284			7,284
21	University of VIRGINIA	7,133			7,133

22	University of MAINE, Orono	6,910			6,910
23	St University of NEW YORK, Stony Brook	6,375			6,375
24	University of WISCONSIN, Madison	6,284			6,284
25	University of OREGON	5,805	250		6,055
26	University of KENTUCKY, Lexington	5,812			5,812
27	University of IOWA	5,612			5,612
28	University of WASHINGTON, Seattle	5,610			5,610
29	University of NEBRASKA, Lincoln	5,540			5,540
30	University of OKLAHOMA	5,008	524		5,532
31	University of ARKANSAS**	5,495			5,495
32	Univ. of NORTH DAKOTA, Grand Forks	5,282	200		5,482
33	University of TENNESSEE, Knoxville ***	5,290			5,290
34	University of ARIZONA***	4,487	Proposed 800	Proposed 265	FY 07 proposed ****5,552
35	University of MONTANA	4,910			4,910
36	Arizona State University	4,404	500		4,904
37	University of ALABAMA	4,864			4,864
38	University of SOUTH DAKOTA	4,829			4,829
39	University of GEORGIA, Athens	4,628			4,628
40	Univ. of NORTH CAROLINA, Chapel Hill	4,613			4,613
41	LOUISIANA State University	4,509			4,509
42	Northern Arizona University	4,393			4,393
43	University of MISSISSIPPI	4,320			4,320
44	University of UTAH	4,299			4,299
45	WEST VIRGINIA University, Morgantown	4,164			4,164
46	University of NEW MEXICO	4,109			4,109
47	University of IDAHO	3,968			3,968
48	University of ALASKA, Anchorage	3,944			3,944
49	University of HAWAII, Manoa	3,697			3,697
50	University of WYOMING	3,429			3,429
51	University of NEVADA, Reno	3,270			3,270
52	University of FLORIDA	3,094			3,094

Sources: Resident Tuition: Annual tuition and fees survey conducted by ABOR Central Office; Business Fee: University web sites

* University of California tuition as stated on university web site (this differs from ABOR survey).

** University of Arkansas tuition as stated on university web site (this differs from ABOR survey).

*** Assuming the universities at proximate rank increase their base tuition 5% in FY 2007 (business programs: Oklahoma moves to \$6,032; Nebraska moves to \$5,817; Arkansas moves to \$5,770; North Dakota moves to \$5,746; UT-Knoxville moves to \$5,555), Eller's proposed undergraduate differential tuition increase, including UA's proposed increase in base tuition would keep it at 34th in FY 2007.

Use of differential tuition revenues: The revenues from the program fee instituted in 2003-2004 have made possible a number of investments in maintaining and improving the quality of the undergraduate program:

- There have been significant expansion of and improvements in the Business Communications curriculum that is required for all students.
- Fee revenues have gone toward salary increases that have allowed the College to recruit new faculty and retain current faculty members who teach in the undergraduate program core and in major classes.
- The *E-tegrity Initiative* was launched to promote academic integrity and ethical character development. In its first year, E-tegrity won an award for innovation (2004 Southwestern Business Deans' Association) and reduced academic integrity cases within the College by 20%.
- Fee revenues helped the College improve access to and services for several new types of experiential education. An example is our new "Walk on Wall Street" program of experiential tours of financial institutions and networking with Eller alumni for students interested in work on Wall Street.
- We launched the integrated undergraduate core curriculum in fall of 2005. A team of faculty in the first semester of the junior core work together by utilizing a business plan as a coordinated framework for learning. The semester emphasizes the six principals of effective teaching: student contact, cooperation, active learning, prompt feedback, time on task, high expectations, and utilization of diverse talent.
- Teaching awards and grants were created to recognize and reward dedicated and progressive faculty and teaching staff. The College offers two Teaching Excellence Awards/Grants on an annual basis for the concerted effort instructors make in improving the quality of their teaching and students' learning experience by introducing innovative practices or technologies
- A Learning Technology Manager was hired and the Eller Learning Technologies Center (ELTC) was created to services and support Eller College faculty members, teaching assistants, and staff. The ELTC provides assistance with or referrals to a variety of multimedia, teaching and learning support services and is ready to work with faculty members, instructors, or teaching assistants who have concerns about or would like to improve any aspect of their students' learning.

Below are several areas in which the College intends to invest new differential tuition revenue. This list incorporates student feedback from "Be Heard Week," exit surveys, and suggestions from the executive committee of the Eller Student Council. Investments such as these will help the College reach the goal of becoming a top 10 public management college.

Recruit and Retain Faculty – As noted above, the costs associated with recruiting and retaining high quality management faculty are high and rising. A portion of increased differential tuition will be invested in faculty salaries. The College hires an optimal mix of tenured/tenure-track faculty and lecturers to teach undergraduate classes. While, salaries for lecturers are typically less than salaries for tenure-track faculty, lecturers who have the skills required to offer high quality instruction in management fields are valuable and command a good salary in the marketplace.

Improving Undergraduate Education – Investments in personnel and in computer technology are needed to ensure that Eller graduates have state of the art computer skills and certifications. The College plans to use technology to enhance students' entrepreneurship education, management skills, and decision making skills. First semester freshman courses and second semester junior foundation courses are priorities for these curriculum improvements. Some of the revenue will be allocated for faculty grants aimed at curriculum improvement and innovation.

Honors Program – The goal is to improve the quality of students entering the University of Arizona and the Eller Professional Program. A cadre of faculty has been selected to develop Eller's Honors program. This will include a commitment to recruitment, retention, and mentoring of talented management students. The program will need an infusion of money to allow for smaller classes, break out sessions, experiential education opportunities (field projects) and individual faculty mentoring. The overall goal is to steadily increase the numbers of Eller students graduating with honors.

Career Services – 40 percent of Eller's graduates intend to live outside of Arizona and the West. As a result the current practice of relying the University's Career Services to assist with placement in the East must be re-engineered. With the collaboration of Career Services and Eller alumni, the College will be able to better develop creative strategies to expose students to worldwide recruiting markets. These innovations will include networking with Eller alumni, technology interfaces, consortia with other top business programs and creative networking with parents and friends of our students.

We also propose to continue the existing practice of setting aside 1 percent of the net revenues generated for student leadership programs, in addition to the 15% set-aside for needy students. Of this set-aside, half (0.5%) would be used to fund operations for such student leadership programs and half (0.5%) would be placed into a student leadership fund endowment to support future programs.

Sustaining the excellence of Eller's undergraduate programs is expensive. The College competes in a national (and international) market to recruit and retain faculty. Due to the intense national and global competition for management faculty, the average salary of an assistant professor in Eller is 65 % higher than the corresponding campus-wide average. Similarly, the support services for students associated with professional development are higher than most other undergraduate programs on campus.

In spite of the availability of revenues from the current program fee, the financial situation for the Eller College remains difficult. The College has faced the twin challenges of high (and rising) market salary levels for top quality management faculty and budget cuts. College expenditures for 2004-2005 exceeded sources of funds by approximately \$500,000, requiring account balances to be drawn down by this amount. The budget situation for the College in 2005-2006 is similar to that of 2004-2005.

Student earning potential: Eller students are part of a professional management program and have access to College advising, career development programs and recruiting fairs. Students take management classes from highly trained faculty. The national reputation of this program, coupled with the quality and relevance of the educational experience, pays off for students in terms of higher starting salaries and improved career opportunities.

Quality of the program, Benefits to the University, and Marketability: The Eller College of Management is ranked 18th in the country in undergraduate management education and 11th among public management schools (according to *U.S. News and World Report*). The rankings of our undergraduate program have risen in recent years. We believe that improvements in the program made possible by program fee revenue have been instrumental in our rankings gains. Ten of the top 20 undergraduate public management schools have differential tuition for undergraduate students. Total undergraduate tuition and fees at the top 20 public management schools average \$7,007 for residents and \$19,275 for non-residents in 2005-2006. If differential tuition for undergraduate students is raised by \$300 per

academic year, then total tuition and fees for a junior attaining Advanced Standing status in the Eller College as of 2006-2007 would remain well below the peer top 20 averages. Moreover, this assumes that peer top 20 publics will not be raising their tuition and fees for the following academic year – an unlikely phenomenon.

The leadership of the Eller College of Management is committed to continuing to build the quality of its programs and attaining the goal of becoming a top-10 public management school. The plan for reaching this goal rests on a three-part funding strategy to secure additional resources from the university administration, from differential tuition for undergraduate and graduate students, and from the business/donor community.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends that the Arizona Board of Regents approve the proposed increase in differential tuition for the undergraduate professional program in Management to \$400 per semester (Fall-Spring semesters). The proposed higher differential tuition would start to be collected from juniors who enter the advanced standing/professional program phase of their studies as of 2006-2007.

UNIVERSITY: The University of Arizona

DIFFERENTIAL TUITION REQUEST

College/School: College of Pharmacy

Program: Pharm. D. program

Is this for the graduate level, undergraduate level or all levels?

GRADUATE LEVEL UNDERGRADUATE LEVEL ALL LEVELS
PROFESSIONAL DEGREE

Is this a new differential tuition fee or an increase to an existing differential tuition fee?

NEW DIFFERENTIAL TUITION FEE

EXISTING DIFFERENTIAL TUITION FEE

Current Fee: Graduating Class of 2006--\$2,000
Graduating Class of 2007--\$4,500
Graduating Class of 2008--\$4,500
Graduating Class of 2009--\$7,000

New Fee: Graduating Class of 2007--\$5,500
Graduating Class of 2008--\$5,500
Graduating Class of 2009--\$8,000
Graduating Class of 2010--\$8,000

BACKGROUND: *Include information concerning the establishment of the differential tuition fee, history of increases (if any), references to policy, and the campus review/approval process.*

The College of Pharmacy proposes an increase in the differential tuition of \$1,000 per year per student enrolled in the Pharm.D. (Doctor of Pharmacy) program, the professional program to prepare pharmacists, effective with the class enrolling in Fall 2006. This represents an increase of \$1,000 above the differential tuitions currently paid by students. Students in different classes now pay the following differential tuitions:

Graduating Class of 2006--\$2,000
Graduating Class of 2007--\$4,500
Graduating Class of 2008--\$4,500
Graduating Class of 2009--\$7,000

If approved, the following differential tuitions will apply in academic year 2006-2007:

Graduating Class of 2007--\$5,500
Graduating Class of 2008--\$5,500
Graduating Class of 2009--\$8,000
Graduating Class of 2010--\$8,000

The Arizona Board of Regents recognized in 1995 that preparing student pharmacists for a rapidly changing healthcare environment required a level of financial investment that was not being met through state funds. ABOR authorized a special fee of \$1,500 per year for resident and non-resident students enrolled in the Pharm.D. program. The fee went into effect in Fall 1995.

Since that first differential tuition more than a decade ago, ABOR, recognizing the resource needs of this professionally accredited program, has approved several subsequent fee increases. Students admitted since Fall 2005 pay a differential tuition of \$7,000 per year (Fall-Spring semesters).

Student consultation/campus review process: The dean of the college announced the college's intent to seek an increase in differential tuition January 18, 2006, to the College of Pharmacy Student Council, which includes a representative of each class and 10 student organizations. The discussion included ABOR policy making increases across the board to all students in the program, how additional revenues will support recruiting and retaining faculty, additional financial aid to students and comparative costs at other colleges of pharmacy. Students inquired about the prospect of future fee increases, expressing their hope that fees will remain more stable in the future. The dean explained that if the state increases funding to the college in future budgets, as is proposed, it will greatly reduce the need for raising fees in the next few years.

The college is continuing to solicit student input about the differential tuition. Now that the semester has resumed, the dean will meet with each class over the next two weeks to explain the need for additional revenue and how funds raised through the differential tuition will be used. At the close of each meeting, students are encouraged to send their comments to the dean by e-mail.

In their comments to date, students appear supportive of using the funds to retain and hire faculty with exceptional expertise, to maintain the strength of its professional and graduate degree programs and to provide a breadth of clinical experiences to students. Most of them acknowledge that the national reputation of the College of Pharmacy accounted in part for their decision to apply to our program, and none wished to see that reputation diminished.

About half of the applicants hoping to enter the Pharm.D. program in Fall 2006 have been invited to interview for admission. Candidates will be informed during their interview that a Pharm.D. differential tuition increase is proposed and that a UA tuition increase is also likely. Full information about approved 2006-2007 costs will be included in the letters of acceptance sent to admitted candidates in April.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for differential tuition. Also, indicate the number of students affected and the financial impact of the request.*

Number of students impacted: The College of Pharmacy has a long-standing reputation as one of the premier pharmacy professional schools in the country and in 2005 was ranked at fourth among all colleges of pharmacy in *America's Best Graduate Schools 2006* compiled by U.S. News and World Report. The college offers a rigorous four-year curriculum leading to the Doctor of Pharmacy degree to students who meet specific admission requirements. These include completion of 67 units of college coursework in prepharmacy courses such as chemistry, biology, microbiology, physics and calculus, and completion of the qualifying Pharmacy College Admissions Test (PCAT). Candidates for the Pharm.D. program are selected on a competitive basis; nearly half of admitted students have completed a baccalaureate degree. Candidates are enrolled as professional students through the UA Graduate College and assessed the same tuition as graduate students. The college is now determining who will enter the professional program in Fall 2006: 399 applicants are competing to be part of a class of 75 students.

The implementation of a \$1,000 increase across all students would impact three currently enrolled groups (approximately 225 students in Years 1-3 of the 4 year program) as well as the incoming cohort to be admitted for Fall 2006. (Cohort group fee listed on p. 1.)

Pre-majors, and all potential applicants, are informed verbally at Pre-pharmacy Club meetings and through individual advising, that tuition, including differential tuition, has been increased annually for the past several years and that they should expect the trend to continue. Applicants to the college receive similar information verbally during their interview day with the campus. Candidates are encouraged to investigate multiple avenues of financial aid and advised of the scholarships managed by the college.

Access and affordability: The College of Pharmacy recognizes its obligation to help top students enter and remain in its programs. Since differential tuition was first implemented, 15 percent of the fee revenue has been set aside to provide scholarships to students with financial need. In addition, the college continues to raise funds from private donors to build its total scholarship base. In Fall 2005, 295 scholarships were awarded through the college, for a total amount of \$349,036, making the average scholarship \$1,183. Private gifts to college scholarship funds increased, with two new endowed scholarships established and \$30,000 added to existing funds. Differential tuitions will bring more than \$294,000 to the college's scholarship base in 2006-2007, substantially increasing its ability to provide meaningful aid to those with the most need.

The college plans to campaign zealously in 2006 and beyond for private gifts to existing and new scholarships and hopes to add student services staff to advise and assist students in obtaining external financial aid from professional organizations, government agencies and other entities.

Comparison to other pharmacy programs: In 2005-2006, resident tuition and differential tuitions at The University of Arizona College of Pharmacy for new students total \$11,951. This cost puts the college at number 17 (most costly equals number 1) of the 59 colleges of pharmacy that are public institutions (as reported by the American Association of Colleges of Pharmacy). The most costly programs are at the University of California, (San Francisco \$19,682; San Diego \$19,209). Other public colleges charging the highest in-state fees are Pittsburgh, Virginia Commonwealth, Temple, Michigan, Missouri, Minnesota, Auburn and Colorado.

UA costs fall at the midpoint of tuition and fees assessed at the pharmacy colleges considered peer institutions to the UA college. The list below includes those peer programs and other programs ranked at 11 or above in *America's Best Graduate Schools 2006*.

Peers (=Includes Top 11 per US News)*

U of Texas, Austin*	\$ 9,392
U of Florida*	\$10,664
U of North Carolina*	\$11,283
U of Washington	\$11,657
Purdue*	\$11,834
U of Wisconsin*	\$11,942
<u>U of Arizona*</u>	<u>\$11,951</u>
Ohio State*	\$12,165
U of Maryland*	\$12,749
U of Colorado	\$13,343
U of Illinois-Chicago*	\$14,570
U of Kentucky*	\$14,650
U of Michigan*	\$14,992
U of Minnesota*	\$16,104
UCSD	\$19,209
UCSF*	\$19,682

An increase in the differential tuition of \$1,000 added to existing in-state graduate tuition at UA will make the total cost of enrolling in the College of Pharmacy professional program \$12,951 (using 2005-06 UA registration costs). If all other colleges of pharmacy were to retain fixed fees, this increase would place UA as the 13th most costly public college of pharmacy. Although we do not know the amount of increases that will take place in 2006 tuition and fees at other pharmacy schools, it is certain that most, if not all, will experience increases. Since 1999, nearly all of the 56 schools have increased costs to students annually. None of our peer colleges has experienced increases of less than \$5,000 during this period. It is likely that even with the proposed increase to the Pharm.D. differential tuition, overall in-state costs to UA student pharmacists will not equal those of the 12 most expensive public programs.

While The University of Arizona boasts the only pharmacy program within the state university system, the private Midwestern University-Glendale, Arizona offers a 36-month Pharm.D. program. The current 12-month tuition at Glendale is \$28,229. This would make the total cost of tuition (at this year's cost, without subsequent tuition increases) \$84,687 upon degree completion.

Comparatively, a student entering the UA Pharm.D. program next fall will spend (based on constant annual costs) approximately \$51,400 in tuition and special fees at graduation in 2010. More than 90 percent of the students enrolled in the UA Pharm.D. program are Arizona residents. They will spend approximately \$30,000 less in tuition by attending UA rather than Midwestern.

Quality of the program and Benefits to the University: The first of the health science colleges in the university, the College of Pharmacy is known nationally and internationally for the quality of its professional program, its graduate education and its research efforts. It is the home of four centers of excellence, and has brought prestige to the University of Arizona for several decades. In 1997, it was ranked as the seventh top pharmacy school in the nation by *U.S. News and World Report*; in the next ranking, announced last year, the school had moved to fourth, making it the highest ranked college at The University of Arizona. The college is also a magnet for research funding, attracting \$13.3 million in extramural funding in 2004.

Prepharmacy is now the fourth largest declared major at UA (nearly 400 students during Spring 2006) and the college advises a very active Prepharmacy Club. While interest in the field likely is strong because of the high demand and attractive salaries for pharmacists, certainly the presence of a premier college of pharmacy on the Tucson campus influences the decision of many prospective undergraduate students to enroll at UA. The College of Pharmacy draws freshmen and sophomores to a variety of courses in other colleges, especially the sciences.

The College of Pharmacy also attracts top graduate students to its M.S. and Ph.D. programs. In Fall 2005, 77 graduate students were enrolled through the College of Pharmacy in medicinal chemistry/natural products, pharmacology and toxicology, pharmaceuticals and pharmacokinetics and pharmaceutical economics and health outcomes. The college will add a graduate track in clinical research in 2006.

The strength of the Pharm.D. program is greatly enhanced by the knowledge brought to students by faculty who join the college and university to conduct research. To maintain these high-quality programs and their synergistic effect on the Pharm.D. program, the college must not only be able to attract and retain top scientists as faculty, but also provide experimental laboratory resources and laboratory personnel. All of these activities require funding not currently being met through revenues. In better times, the indirect costs from research grant funding would be reinvested in research activities; today they are supporting salary lines and services needed to sustain the Pharm.D. program.

Nationwide, there is a dearth of professionals to provide quality health care to America's growing and aging population. Arizona, the second fastest growing state in the nation, has a very high need for more physicians, nurses—and pharmacists. In July 2005, Arizona was ranked as the state with the third largest pharmacist shortage in chain pharmacies. Pharmacists are needed throughout the state to work in community pharmacies, hospitals, nursing homes, clinics, insurance and health maintenance organizations, government agencies, reservations and research facilities.

During the past five years, the UA College of Pharmacy has been increasing its Pharm.D. class size to respond to this growing demand for Arizona pharmacists. It has done so while state support to the university and college has been cut significantly. Revenues raised through the differential tuition will help support further increasing enrollment in the Pharm.D. program. It is hoped the college will be able to provide faculty and resources to grow incoming classes by about 10 percent annually, for an enrollment of 400 Pharm.D. students within the next five years.

Use of differential tuition revenues: Like most professional programs, especially health sciences programs, the Pharm.D. curriculum requires special training in settings beyond the university. Student pharmacists cap their preparation with a year of learning experiences in clinical settings. Each student completes seven clerkships during the fourth year of study. Each clerkship site requires at least one faculty preceptor to ensure the highest quality education in clinical services. Each preceptor must have an academic appointment with the college to meet liability and Arizona State Board of Pharmacy requirements. Although many preceptors serve without salary compensation, maintaining site contracts and managing the experiential learning program for 75 or more students every year is a significant expense in the program, with a potential cost of \$2,100 per student trained. Twice as many training sites required administrative fees in 2005 as in 2004, a trend that is likely to continue.

The Pharm.D. program also requires a sophisticated technology infrastructure for students. All modern pharmacies operate from computerized medication and patient databases, and student pharmacists must be prepared to use these systems. The college must maintain online connections to clerkship sites. In addition, every Pharm.D. graduate must complete a research project. The college provides both the research tools needed and the computer technology and instruction needed to present the research in academic poster sessions.

As in most academic programs, the highest cost is for the human talent that makes a program outstanding. Faculty needed to teach a comprehensive Pharm.D. program must be highly trained and represent a wide breadth of specialty areas. The college currently needs additional faculty with expertise in neuropharmacology, women's health, pediatrics, geriatrics, clinical genomics, ambulatory care, chronic disease and other specialty fields. The cost of recruiting and retaining professors in these specialties continues to climb, given an external environment of high salaries for pharmacists in commerce and research and the rapid growth of new colleges of pharmacy and the expansion of existing schools. An assistant professor of pharmacy expects a beginning salary in the \$85,000 to \$100,000 range, and UA must be able to compete in this arena if it is to maintain its tradition of excellence.

Student earning potential: What is the new pharmacist likely to earn upon graduation? Licensed pharmacists are in high demand across the country and will be for many years. The Baby Boom generation is hitting their Medicare years, Americans young and old are taking more medications than ever (on average 12 prescriptions per year), and genomics offers the very real promise of delivering "personalized medicine" and individualized pharmaceutical therapies within the new pharmacist's career span. In this sphere, a nationwide shortage of pharmacists has driven

starting salaries for Pharm.D. graduates to the \$100,000 level. The starting salary for a new pharmacist at Walgreens in Arizona currently is \$102,000. Hiring packages often include additional signing bonuses and incentives for working in underserved areas. An advertisement to current student pharmacists sent during January 2006 lists a \$25,000 incentive package to new Walgreens pharmacists willing to work in Phoenix for three years. No matter where she locates, even without residency or other post-graduation training, the new pharmacist can expect a bright earnings future.

Marketability: There are currently 90 colleges of pharmacy with accredited programs. Arizona has two colleges (one public, one private); California has six; Texas has four; Oklahoma has two; Colorado, New Mexico, Nevada and Utah each have one.

Pharmacy schools nationwide are experiencing rapid growth in applications to their programs. In 1999-2000, applications nationwide numbered less than 25,000; in 2002-2003 they climbed to nearly 50,000. During the same period, tuitions at both public and private pharmacy colleges rose significantly—in 1999 the average in-state costs at public schools (per the American Association of Colleges of Pharmacy) was just over \$5,000; by 2005, the average was \$9,954. The average tuition at private pharmacy colleges was \$23,379.

The situation at the University of Arizona parallels the national scene. The profession is increasingly appealing to women: 63 percent of the UA pharmacy class that entered in 2005 is female. Even as total costs of tuition and fees have been rising, so have the number of prospective students. In 2001, 169 applicants competed for 70 places; in 2004, 482 hopefuls applied for admission to a 2005 class with 75 expected openings, and 81 were admitted. Though applications to the UA class that will be admitted in Fall 2006 dropped to 399, college officials attribute this decrease largely to restricting applications to those who have a 3.0 or greater prepharmacy GPA.

Though an increase in total costs for a Pharm.D. education at the University of Arizona will undoubtedly present financial challenges to prospective students, the college does not expect a significant decrease of interest in its highly respected program. As Arizona experiences a growing demand for pharmacists in nearly every segment of the profession (retail, hospital, clinical, managed care, industry, government, etc.) and salaries continue at high levels, the college will remain attractive to Arizona residents. As most other public pharmacy colleges face funding situations similar to Arizona's and boost their own tuition and fees, we expect to remain competitive with peer institutions hoping to enroll the best candidates.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to increase the differential tuition currently charged to students in The University of Arizona College of Pharmacy Pharm.D. program by \$1,000 per year (\$500 per semester). The differential tuition increase would apply to all professional doctoral students enrolled beginning Fall Semester 2006.

UNIVERSITY: The University of Arizona

DIFFERENTIAL TUITION REQUEST

College/School: College of Architecture and Landscape Architecture

Program: Bachelor of Architecture (B.Arch.) program (upper division students)

Is this for the graduate level, undergraduate level or all levels?

GRADUATE LEVEL UNDERGRADUATE LEVEL ALL LEVELS

Is this a new differential tuition fee or an increase to an existing differential tuition fee?

NEW DIFFERENTIAL TUITION FEE Amount requested: \$ 300.00 per academic semester
(Fall-Spring semesters)

EXISTING DIFFERENTIAL TUITION FEE

Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the differential tuition fee, history of increases (if any), references to policy, and the campus review/approval process.*

The former College of Architecture, Planning, and Landscape Architecture (CAPLA) was identified for reorganization under the "Focused Excellence" initiative. As part of the process, the College was restructured into the College of Architecture and Landscape Architecture (CALA).

Several viability factors, including enrollment, community outreach, infrastructure, and budget, were examined in light of the special nature of professional education and the goal of excellence. As part of the examination, the Restructuring Plan of 2003 established the intent of pursuing differential tuition to ensure budgetary viability into the future.

The College is now the home of two accredited professional disciplines, and offers both undergraduate and graduate education. This proposal addresses the need for differential tuition in the professional undergraduate architecture program.

The Bachelor of Architecture (B. Arch) is a five-year, professionally accredited degree program that is required to meet strict national standards. The pedagogical method of instruction; the level of skill development, technical knowledge, and technology competence; and even the length of residency (five years) distinguish the degree program from the typical undergraduate course of study at the University.

In addition, architectural education is not only professional in nature, but it has the responsibility of preparing graduates to successfully navigate a state-licensing process, as is the case with medicine, law, and engineering. No one can practice the profession of architecture without being licensed by the state government. The resulting demands and costs of the curriculum under these circumstances are increasingly difficult to meet at current tuition levels.

Student consultation/campus review process: Conversations about differential tuition (fees) began in 2003 as part of the Reorganization Plan for the College. Students were involved and active in their desire to keep the college together and improve resources devoted toward their education. These fees were discussed in several public meetings, which led to the professional organization of landscape architects to cover these fees at the graduate level for all MLA students.

On February 7, 2005, the Dean, Associate Dean, and faculty coordinator met with the leadership of the American Institute of Architects Student Chapter (AIAS) and consulted them concerning the differential tuition proposal. This group has traditionally served in the role of a student government body. The new Dean of Architecture and Landscape Architecture has since established a Dean's Student Advisory Board which includes elected representatives from each of the five years of the Bachelor of Architecture program, as well as representatives of the graduate programs in each school. During a meeting of this advisory board on January 18, 2006, the consensus of the Dean's Student Advisory Board was that the proposed differential tuition is warranted for three reasons. The first reason is the realization that the tuition at The University of Arizona compared to the 50 state public universities represents a significant value for the program they are enrolled in. The second factor that students reacted favorably to was that the majority of all funds generated by differential tuition are returned directly to the students in the form of financial aid, services, improved material/equipment, and scholarly opportunity. The third factor that really generated support was the opportunity arising from the College's directive that 10% of the differential tuition revenues would be applied toward priorities determined by the student governing organizations, AIAS and Dean's Advisory Board. These factors, along with the phasing-out of the present class fees in the upper division classes, created a very positive indication of support for the proposal. The Dean's Advisory Board agreed to propose full student support during the Dean's open meetings with each class level of the School, where additional comments and responses will be requested.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for differential tuition. Also, indicate the number of students affected and the financial impact of the request.*

Numbers of students impacted: The College of Architecture and Landscape Architecture at The University of Arizona is the only college in the Arizona Universities System that offers the 5-year professional undergraduate Bachelor of Architecture (B.Arch.) degree. As noted above, the demands of this professional curriculum are coupled with the additional requirements of state licensure. That said, the demographics of the College are very praiseworthy, given the competitive nature and the rigor of the program. Students are first admitted into the pre-architecture program (an average first-year class size of 175). To enter the professional phase of the program, which starts in the second year, students must undergo a formal application and portfolio review process. The application and portfolio review examines successful completion of core first-year course work including college algebra, trigonometry, and physics. Students also submit a portfolio derived from architecture design courses and writing samples. Typically, 48 to 50 students are selected into the professional phase of our undergraduate program. The College is very proud of the numbers of students who stay in the program once admitted: we are successful in graduating between 42 and 45 of this class at the end of their fifth year. This is a retention rate of over 90%. Our extremely rigorous selection process enables us to identify students who demonstrate the creative and academic prowess necessary to succeed in our program. The diversity of our students reflects a balance that most professional programs around the country would envy with approximately 50% of the entering professional students being female and 29% minority representing African American, Native American, Asian, and Hispanic heritage.

The differential tuition would be assessed on the approximately 144 upper division students in the professional program (that is, students in Years 3-5 of the program). The cumulative additional cost would be \$1,800 for the three years of upper division course work.

The College has a well-established quality academic advising program reaching both currently enrolled and prospective students. Information about the implementation of differential tuition for advanced standing students and how to seek financial aid or scholarships will be incorporated into the student advising process.

Access and affordability: Access to programs in the College of Architecture and Landscape Architecture will be a high priority. The College already provides \$60,000 per year of College funds to undergraduate scholarship support for a total undergraduate student body of approximately four hundred students. The

collection of the proposed differential tuition will result in an increase in scholarship support, and it will provide the opportunity to seek additional support from external gift sources. This has been the outcome of the implementation of a graduate fee in landscape architecture where the professional community has pledged to cover the \$1000 per year fee for each MLA student for the next five years. An amount equal to fifteen percent of the differential tuition will also be earmarked for need-based student support.

It is important to note that the current system of course fee charges will be phased out in the upper division courses with the implementation of the differential tuition. Currently, this amounts to approximately \$100 per year per student. This move will greatly simplify fee collection, clearly communicate the amount of charges to be anticipated by students, provide a greater ability to meet real educational needs, and increase the quality of the educational experience and opportunity for architecture students at The University of Arizona.

Comparison to other architecture programs in the senior public universities: Architecture education at The University of Arizona is a tremendous bargain. Even with the implementation of differential tuition, the cost of pursuing an undergraduate degree will be one of the lowest of all AAU public universities. Factoring in UA's FY 2007 proposal for base tuition and mandatory fee increases of \$265 plus the differential tuition places UA's Architecture request at 34th of the 50 architecture programs listed below (using a FY 2006 benchmark for other universities).

2005-06 Tuition and Fees of 50 Senior Public Universities with Architecture Programs
 (N/A = no architecture program at the site)

FY 06 Rank of base tuition	FY 06 Rank of Tuition + differential fee	Institution	Resident 2005-06	FY 06 Program Fee	UA proposed FY 2007 increase in base & Mandatory fees	FY 06 Total tuition and differential fee
1	1	PENNSYLVANIA State University, University Park	\$11,508	\$0		\$11,508
2	2	University of VERMONT	\$10,748	N/A		\$10,748
3	3	University of MICHIGAN, Ann Arbor	\$9,798	\$0		\$9,798
4	4	University of NEW HAMPSHIRE, Durham	\$9,778	N/A		\$9,778
44	5	University of UTAH	\$4,299	\$5,443		\$9,742
5	6	University of MASSACHUSETTS, Amherst	\$9,278	N/A		\$9,278
7	7	University of ILLINOIS, Urbana-Champaign	\$8,670	\$532		\$9,202
8	8	University of MINNESOTA, Twin Cities	\$8,622	\$550		\$9,172
6	9	Rutgers University, Newark - NEW JERSEY	\$8,812	N/A		\$8,812
9	10	OHIO State University, Columbus	\$8,082	\$360		\$8,442
13	11	University of TEXAS, Austin	\$7,438	\$806		\$8,244
10	12	University of CONNECTICUT	\$7,912	N/A		\$7,912

11	13	University of MARYLAND, College Park	\$7,821	\$0		\$7,821
12	14	University of MISSOURI, St. Louis	\$7,618	N/A		\$7,618
14	15	University of DELAWARE	\$7,318	N/A		\$7,318
15	16	University of SOUTH CAROLINA, Columbia	\$7,314	N/A		\$7,314
16	17	University of RHODE ISLAND	\$7,284	N/A		\$7,284
17	18	University of VIRGINIA	\$7,133	\$106		\$7,239
18	19	INDIANA University, Bloomington	\$7,112	N/A		\$7,112
19	20	University of MAINE, Orono	\$6,910	N/A		\$6,910
32	21	University of ARKANSAS	\$5,193	\$1,342		\$6,535
20	22	University of CALIFORNIA, Berkeley	\$6,512	\$0		\$6,512
21	23	State University of NEW YORK, Stony Brook	\$6,375	N/A		\$6,375
22	24	University of WISCONSIN, Madison	\$6,284	N/A		\$6,284
23	25	University of KENTUCKY, Lexington	\$5,812	\$290		\$6,102
24	26	University of OREGON	\$5,805	\$250		\$6,055
28	27	University of KANSAS	\$5,413	\$488		\$5,901
29	28	University of COLORADO, Boulder	\$5,372	\$464		\$5,836
33	29	University of OKLAHOMA	\$5,008	\$630		\$5,638
25	30	University of IOWA	\$5,612	N/A		\$5,612
26	31	University of WASHINGTON, Seattle	\$5,610	\$0		\$5,610
34	32	University of MONTANA	\$4,910	\$684		\$5,594
27	33	University of NEBRASKA, Lincoln	\$5,540	\$0		\$5,540
40	34	University of ARIZONA	\$4,487	Proposed \$600	Proposed \$265	Proposed FY 07 \$5,352
30	35	University of TENNESSEE, Knoxville	\$5,290	\$0		\$5,290
31	36	University of NORTH DAKOTA, Grand Forks	\$5,282	N/A		\$5,282
35	37	University of ALABAMA	\$4,864	N/A		\$4,864
36	38	University of SOUTH DAKOTA	\$4,829	N/A		\$4,829
47	39	University of IDAHO	\$3,968	\$704		\$4,672
37	40	University of GEORGIA, Athens	\$4,628	N/A		\$4,628
38	41	University of NORTH CAROLINA, Chapel Hill	\$4,613	N/A		\$4,613

39	42	LOUISIANA State University	\$4,509	\$0		\$4,509
41	43	ARIZONA State University	\$4,404	\$0		\$4,404
42	44	Northern ARIZONA University	\$4,393	N/A		\$4,393
43	45	University of MISSISSIPPI	\$4,320	N/A		\$4,320
45	46	WEST VIRGINIA University, Morgantown	\$4,164	N/A		\$4,164
46	47	University of NEW MEXICO	\$4,109	\$0		\$4,109
48	48	University of ALASKA, Anchorage	\$3,944	N/A		\$3,944
49	49	University of HAWAII, Manoa	\$3,697	\$0		\$3,697
50	50	University of WYOMING	\$3,429	N/A		\$3,429
51	51	University of NEVADA, Reno	\$3,270	N/A		\$3,270
52	52	University of FLORIDA	\$3,094	\$0		\$3,094

Source: Annual tuition and fees survey conducted by ABOR Central Office

Quality of program and Benefits to the University: UA's architecture program offers an extremely high quality education that addresses the manner in which it researches and implements new technologies, develops its communities, and inhabits the desert. Design Futures Council, publisher of *America's Best Architecture and Design Schools 2006*, ranks the University of Arizona's architecture program fourth in western region schools. Architecture students have consistently won national and international design awards over the decade.

Architecture is integral to the pursuit of "Focused Excellence." Active in international and border issues, the development of emerging building technologies, historic preservation, and the environmentally responsible development of our communities, it is a vigorous member of the University community. Multidisciplinary collaboration is a fundamental principle of the College, and it interacts persistently and regularly with Engineering, Agriculture, Science, and Public Health. The College offers a professional undergraduate degree program that is sensitive to our arid region and produces many stewards of the environment of the future.

The College is committed to the application of research that comes with its membership in a Research Extensive Institution. The research arm of the College, the Drachman Institute, has been awarded one of only five national grants from the Department of Housing and Urban Development (HUD) to study innovations in affordable housing.

In addition to its efforts in research and teaching, the College also accepts as part of its mission the responsibility for outreach that comes with the University's status as a land-grant institution. Present work in the professional phase of the architectural studios and material application classes, as well as virtually all contract efforts of the Drachman Institute, are continually engaged in statewide community outreach activities.

Use of differential tuition revenues: Funds generated by differential tuition will be applied to those areas that will directly benefit students the most and for support and services increasingly difficult to fund with present budgets. Specifically, funds will be used for service contracts for digital fabricating and rapid prototyping equipment already purchased, digital fabrication supervisor personnel mandatory in student use of these facilities, and site licenses for specialized computer software. Additional funds will also allow

the College to expand energy and sustainable research laboratories, the new materials technology facility, as well as enhance instructional support. Given its regional location in Tucson, students will also benefit from the scholarship and professional expertise that visiting architects from major metropolitan areas and international cities can provide. Differential tuition will support the visiting lecturer series. Finally, funds received by the Dean's office will be directed to projects determined by student leadership organizations, such as the American Institute of Architects Student Chapter and the Dean's Advisory Board: students identified this as their highest priority for support.

Student earning potential: The earning potential of architects can be substantial. According to the Design Futures Council, the national median range is \$41,060-\$67,720, including the intern ranks of the field. An architect with 15 years experience will earn an average of \$62,200, with the upper range at approximately \$93,500 per year. Managing principals of architectural firms make from \$78,000 to \$350,000 per year.

Marketability: The above table of data that illustrates the relative tuition rates of all senior public universities offering architecture programs demonstrates that UA is severely under-valued. Several of the architectural programs charge nearly twice the tuition UA does.

In a survey of the differential tuition undertaken by the Association of Collegiate Schools of Architecture (ACSA) in 2005, 41% of the programs across the country charge program fees, differential tuition, or both. Among those charging fees, the average is \$240 per semester, with the highest being \$1,800. The range for differential tuition is from \$100 to \$2,600 per semester. The average amount is \$697 per semester. Of those architectural programs not now charging program fees or differential tuition, 49% plan to utilize one or the other of these funding mechanisms. In using the 2005–2006 50-state comparison of senior public universities' data, included in this report, 28% of the institutions charge some form of program fee. Among those charging fees the average fee is \$897 and range from \$106 to \$1,342.

The necessity of remaining competitive in the changing environment of computer technology and material innovation can be addressed only with increased investment into the education of our students. Not to do so will diminish the earning potential of graduates and reduce UA's ability to recruit the best and brightest students.

The undergraduate program in architecture uniquely prepares students for a professional career in a challenging and rewarding field. As one of the fastest growing states in the country, the field of architecture will be pivotal in the future of Arizona and life in the desert. The College's architecture program is an extremely high quality education that addresses the manner in which communities are developed, with special attention directed toward the varying regions of the southwest.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval for the implementation of a differential tuition for all upper division students in the Bachelor's of Architecture program in the College of Architecture and Landscape Architecture. The differential tuition, effective Fall 2006, would be \$600 per academic year (Fall-Spring semesters).

UNIVERSITY: The University of Arizona

DIFFERENTIAL TUITION REQUEST

College/School: College of Engineering

Program: All Undergraduate Degree Programs in the College of Engineering (advanced standing students)

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM ALL LEVELS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$300.00 per semester (Fall-Spring semesters)

EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The College of Engineering proposes a differential tuition for all undergraduate majors who have been granted advanced standing in their respective undergraduate engineering degree programs. Advanced standing status is required before students can enroll in 300- or 400-level engineering coursework and is achieved through an application review process. The College of Engineering proposes that this differential tuition begin in the Fall 2006. The differential tuition for students who have been granted advanced standing would be \$300 per semester (\$600 per academic year).

Engineering as an academic discipline has substantial *direct* involvement of faculty as well as a significant laboratory component as part of the required undergraduate curriculum. An integrated and comprehensive curriculum depends critically on maintaining a strong and balanced faculty, who can in the aggregate provide expertise in all aspects of the technical components of the curriculum. While the types of laboratory course(s) may vary across disciplines, the need for equipment refresh, software upgrades and technician and laboratory assistant support are ubiquitous. Accreditation by the Accreditation Board for Engineering and Technology (ABET) of engineering programs depends significantly on each program's ability to provide a modern, relevant technical education, which in turn depends critically on having a strong and vibrant faculty and up-to-date laboratory equipment.

Student consultation/campus review process: The College of Engineering has worked with engineering students from every department, primarily through the student chapters of the professional societies, to elicit their support for the proposed differential tuition. Additional college-wide presentations of the proposed differential tuition, and the uses to which the differential tuition will be put, have been made by the Dean of the College. Of the eight departments in engineering, approximately one third of the undergraduate students are in Aerospace and Mechanical Engineering (AME), one third in Electrical and Computer Engineering (ECE), and one-third in the other six departments. Students in all departments and programs have been given the opportunity to meet with the Dean and/or their department head to learn more about the differential tuition proposal.

While there has been some variability in the results from each individual meeting, 85-95% of the engineering students in each meeting have expressed support for the differential tuition concept, as well as for the general amount (\$600 per year) requested.

In the implementation of this differential tuition, the College proposes to ask the Engineering Student Council to assemble a Differential Tuition Student Advisory Committee, comprised of current undergraduate students from each department. This advisory group will be tasked to recommend, based on student input, how these fees should be invested each year, in each department. Further, each department will be asked to provide an Annual Report on how program fees were spent the previous academic year. This report will be compiled during the summer between spring and fall semesters, and will be made available to the faculty and staff in the college, as well as to the Student Advisory Committee, the following Fall semester. In this way, accountability for program fee usage at all levels in the college will be expected and provided.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for academic programs. Also, indicate the number of students affected and the financial impact of the request.*

Numbers of students impacted: The College of Engineering's differential tuition would be implemented for all undergraduate majors who have been granted advanced standing in their respective undergraduate engineering degree programs. Advanced standing status is required before students can enroll in 300- or 400-level engineering coursework and is achieved through an application review process, including successful completion of prerequisite engineering, math, and science courses. Approximately 1,300 students hold advanced standing.

Because of the demands of the curriculum, the College has received approval to require more than 120 applicable units to earn an undergraduate degree in engineering. Consequently, students recognize and expect to complete their degrees typically in 4½ years instead of a traditional 4 years. The average cumulative additional cost of differential tuition would thus be \$1,500.

The College has a well-established quality academic advising program reaching both currently enrolled and prospective students. Information about the implementation of differential tuition for advanced standing students and how to seek financial aid or scholarships will be incorporated into the student advising process.

Access and affordability: The College of Engineering is very proactive in making engineering education affordable to students. The College provides an average of \$500,000 per year in undergraduate scholarships. In the current year, some 200 students benefited from these funds. Beyond these college scholarships, 15% of differential tuition revenues will be set aside for financial aid, to assist those students who demonstrate need.

With regard to access, the College of Engineering is a campus leader in organizing "pipeline" programs for students from under-represented populations and for building multicultural programs for engineering students. There are four summer engineering academy programs, designed to attract students from under-represented populations to learn more about and experience academic and career preparation for engineers. Two of these programs have industry-sponsorship, thus keeping access to these outreach programs within reach.

Comparison to other engineering programs in the senior public universities:

Table 1 details comparisons of *in-state* tuition (including differential tuition) for the 50 senior public universities, as defined by ABOR. In those instances where the senior public university does not have a College of Engineering, data for the most senior state university, which does have an engineering college, are provided. Factoring in UA's FY 2007 proposal for base tuition and mandatory fee increases of \$265 plus the differential tuition places UA's Engineering request at 34th of the 50 engineering programs listed below (using a FY 2006 benchmark for other universities).

**Table 1.
 Tuition and Differential Tuition Comparison: 50 Senior Public Universities (2005-06)
 Undergraduate Engineering Programs
 (other campuses as noted, when no Engineering program at the senior public university site)**

FY 06 Base Tuition Rank	FY 06 Total Tuition Rank	ABOR list of Senior Public Universities	FY 06 Comparison tuition in state	FY 06 Comparison tuition in state using schools with ENGR	FY 06 engr add-on	UA proposed FY 2007 increase in base & mandatory fees	FY 06 sum of tuition + add-on
7	1	University of Illinois, Urbana-Champaign	\$8,670	\$8,670	\$3,162		\$11,832
1	2	Penn State, University Park	\$11,508	\$11,508	\$0		\$11,508
2	3	University of Vermont	\$10,748	\$10,748	\$0		\$10,748
3	4	University of Michigan, Ann Arbor	\$9,798	\$9,798	\$598		\$10,396
4	5	University of New Hampshire, Durham	\$9,778	\$9,778	\$0		\$9,778
6	6	Rutgers University, Newark	\$8,812	\$8,812	\$811		\$9,623
5	7	University of Massachusetts, Amherst	\$9,278	\$9,278	\$320		\$9,598
12	8	University of Missouri, St. Louis	\$7,618	\$7,618	\$1,470		\$9,088
8	9	University of Minnesota, Twin Cities	\$8,622	\$8,622	\$340		\$8,962
9	10	Ohio State University, Columbus	\$8,082	\$8,082	\$200		\$8,282
16	11	University of Rhode Island	\$7,284	\$7,284	\$680		\$7,964
10	12	University of Connecticut	\$7,912	\$7,912	\$0		\$7,912

11	13	University of Maryland, College Park	\$7,821	\$7,821	\$60		\$7,881
15	14	University of South Carolina, Columbia	\$7,314	\$7,314	\$400		\$7,714
13	15	University of Texas, Austin	\$7,438	\$7,438	\$246		\$7,684
14	16	University of Delaware	\$7,318	\$7,318	\$0		\$7,318
17	17	University of Virginia	\$7,133	\$7,133	\$0		\$7,133
18	18	Indiana University, Bloomington	\$7,112	\$7,112	\$0		\$7,112
19	19	University of Maine, Orono	\$6,910	\$6,910	\$0		\$6,910
29	20	University of Colorado, Boulder	\$5,372	\$5,372	\$1,404		\$6,776
24	21	University of Oregon (<i>no ENGR - use Oregon State</i>)	\$5,805	\$5,439	\$1,329		\$6,768
20	22	University of California, Berkeley	\$6,512	\$6,512	\$0		\$6,512
22	23	University of Wisconsin, Madison	\$6,284	\$6,284	\$200		\$6,484
21	24	State University of New York, Stony Brook	\$6,375	\$6,375	\$0		\$6,375
28	25	University of Kansas	\$5,413	\$5,413	\$936		\$6,349
23	26	University of Kentucky, Lexington	\$5,812	\$5,812	\$450		\$6,262
33	27	University of Oklahoma	\$5,008	\$5,008	\$930		\$5,938
32	28	University of Arkansas	\$5,193	\$5,193	\$728		\$5,920
25	29	University of Iowa	\$5,612	\$5,612	\$295		\$5,907
27	30	University of Nebraska, Lincoln	\$5,540	\$5,540	\$300		\$5,840
30	31	University of Tennessee, Knoxville	\$5,290	\$5,290	\$400		\$5,690
31	32	University of North Dakota, Grand Forks	\$5,282	\$5,282	\$375		\$5,657
26	33	University of Washington, Seattle	\$5,610	\$5,610	\$0		\$5,610
40	34	University of Arizona	\$4,487	\$4,487	Proposed \$600	Proposed \$265	Proposed FY 07 \$5,352

36	35	University of Montana (<i>only Pre-engineering - using Montana State</i>)	\$4,829	\$5,221	\$0	\$5,221
34	36	University of Alabama	\$4,910	\$4,864	\$225	\$5,089
35	37	University of South Dakota - (<i>no ENGR - using South Dakota St</i>)	\$4,864	\$5,056		\$5,056
45	38	West Virginia University	\$4,164	\$4,164	\$668	\$4,832
37	39	University of Georgia, Athens (<i>no ENGR - using Georgia Tech</i>)	\$4,628	\$4,648	\$0	\$4,648
39	40	Louisiana State University	\$4,509	\$4,509	\$0	\$4,509
38	41	University of North Carolina, Chapel Hill (<i>only one program - using NC State</i>)	\$4,613	\$4,368	\$90	\$4,458
41	42	ASU	\$4,404	\$4,404	\$0	\$4,404
42	43	NAU	\$4,393	\$4,393	\$0	\$4,393
43	44	University of Mississippi	\$4,320	\$4,320	\$0	\$4,320
44	45	University of Utah	\$4,299	\$4,299	\$0	\$4,299
46	46	University of New Mexico	\$4,109	\$4,109	\$0	\$4,109
47	47	University of Idaho	\$3,968	\$3,968	\$0	\$3,968
48	48	University of Alaska, Anchorage	\$3,944	\$3,944	\$0	\$3,944
49	49	University of Hawaii, Manoa	\$3,697	\$3,697	\$0	\$3,697
50	50	University of Wyoming	\$3,429	\$3,429	\$110	\$3,539
51	51	University of Nevada, Reno	\$3,270	\$3,270	\$0	\$3,270
52	52	University of Florida	\$3,094	\$3,094	\$0	\$3,094

Quality of the program and Benefits to the University: The UA College of Engineering offers 18 different undergraduate engineering degrees. Of these, 14 are accredited by the Accreditation Board for Engineering and Technology (ABET), the sole accrediting body for U.S. engineering programs. The primary function of ABET is program quality control, providing assurance to graduates that, for example, a chemical engineering degree from the UA is comparable in technical content to a chemical engineering degree from Purdue University or any other accredited chemical engineering program. In meeting these important accreditation standards, the University benefits from assuring that its Engineering programs have stability of faculty size commensurate with the size of program, and providing expertise in all core areas of the discipline; laboratory facilities for students; computer facilities for students; institutional support (TA's) for students, particularly in lab courses; and professional development opportunities for faculty and students.

Use of differential tuition revenues: As a professional college, the UA College of Engineering has a number of 'expense categories' that are not typically found in other colleges. Further, the basic costs in engineering for common categories, such as faculty and graduate teaching assistants, are more expensive simply because those costs are market-driven. In order to stay competitive with other engineering programs, faculty salaries and graduate student stipends cannot get too far out of alignment with the rest of the US engineering academic community.

Below is a listing of the types of costs in engineering education that are not incurred in other university programs:

- Laboratory Personnel Costs. Experimental labs and computer labs need personnel support, both in terms of technical and instrumentation support as well as in the supervision and instruction of laboratory courses. Technicians, TA support and support for lecturers are critical in order to perform these tasks efficiently.
- Experimental Laboratory costs. Typical Engineering curricula include 2-4 laboratory courses *in addition to* those lab based science courses (such as chemistry and physics). Equipment in these labs is often in need of repair and replacement. No state support currently exists for such repair and refresh.
- Computer Laboratory costs. All curricula in the University involve, to one degree or another, the use of computers and computer equipment. However, in engineering there are many specialized applications for computer hardware and software (such as data acquisition packages, sophisticated CAD/CAM software, simulation packages and compiler software) that go far beyond what one would find in a 'typical' open-access computer laboratory.
- Academic and Career Counseling Costs. In a professional program with direct and clearly articulated career objectives, providing proper academic and career counseling to undergraduate students is critical. In the large departments such as Aeronautical and Mechanical Engineering and Electrical and Computer Engineering, with burgeoning undergraduate enrollments, fulltime professional advisors are essential for student success.
- Faculty costs. The College of Engineering's biggest challenge is the retention of good faculty and the ability to hire additional faculty. This challenge has occurred in the face of increasing enrollment in undergraduate engineering programs. Faculty salaries are now substantially below our peers, and the quality of the undergraduate experience is *directly* related to the quality of the faculty.

Student earning potential: When this proposed differential tuition is fully implemented, the estimated total cost per student throughout her/his studies would range between \$1200 - \$1800, since it takes the student 4 to 6 semesters of advanced standing to complete the degree requirements. The most direct path requires only 4 semesters, but most engineering students take 5 semesters of advanced standing (9 semesters total) to complete the BS Engineering degree.

Many surveys of starting salaries for freshly minted BS/BA recipients are available. In its February 2006 survey, the National Association of Colleges and Employers (NACE) published the survey salary data. Engineering annual starting salaries ranged from a high of \$55,900 for chemical engineers to a low of \$44,999 for civil engineers. A range of other engineering and engineering-science disciplines fall between these limits.

Taking an average starting salary of \$50,000 for an engineer and NACE's February 2006 benchmark of \$30,828 for students in liberal arts degree programs, a salary differential of \$19,000/year can safely be assumed. At the rate, it will take 1½ months of employment for an engineering graduate to recoup the *entire* costs paid for these proposed program differential tuition.

Marketability: Having compared base tuition and differential tuition costs for engineering schools across the country, this proposal has been constructed to make it modest in comparison to national peers. If the proposed tuition differential of \$600 per year had been introduced for FY 06, UA engineering would still have been more than \$1,100 below the *average* for these flagship universities.

The College of Engineering undergraduate programs provide educational experiences the quality of which is rarely found in large public universities. Programs in all major engineering disciplines are available at the UA, as are programs (such as Optical Sciences and Engineering, Systems Engineering, Mining Engineering, and Engineering Management) that are found only at limited other educational

institutions. In addition to rigorous undergraduate curricula accredited by ABET, most undergraduate students conduct research and participate in industry internships, and these experiences provide invaluable educational benefits. Over 98% of all required courses within the engineering curricula are taught by tenure-track faculty. The percentage of UA engineering faculty elected to the National Academy of Engineering is among the highest of all public engineering colleges nationwide.

RECOMMENDATION: The Arizona Board of Regents is requested to approve the implementation of a differential tuition of \$300.00 per semester (\$600.00 per academic year, Fall-Spring semesters), effective Fall 2006, for all undergraduate majors who have advanced standing in the College of Engineering at The University of Arizona.

UNIVERSITY: ASU, Tempe Campus

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Music

Course Number(s): MUP 111

Course Title(s): Studio Instruction

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$
EXISTING FEE: Current Fee: \$ 100 Requested Fee: \$ 150

BACKGROUND: Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.

This is to request an increase from the current fee of \$100 to \$150. The Studio Instruction courses in the School of Music provide private lessons for students in voice or a particular instrument. Because of the one-on-one instruction provided, expense is significantly greater than when instruction is provided in a traditional classroom setting. It is essential for music students to receive individual instruction during their educational experience, since each student will be different in skill level, talent, etc. This type of instruction is an accreditation requirement of the national music accrediting agency, National Association of Schools of Music, of which we are an accredited member.

A recent survey of music lesson fees revealed that the fee at the University of Southern California was \$540, Temple University's fee was \$135- \$300; the University of Minnesota's fee was \$140; the University of North Carolina's fee was \$290; Indiana University is \$650. Current rates for similar courses at NAU and the U of A are \$125.

This series of courses provides 50 minutes of one-on-one instruction per week. The partner proposal to this proposal covers courses that meet 30 minutes per week. This is why a different fee is requested for the two different number series even though all series of private instruction are titled "Studio Instruction."

These fees will be used only to defray the annual costs of the personnel providing these private lessons. Without this fee, the School of Music would be forced to reduce the number of students who are able to enroll in music because it could not provide the private instruction required. Approximately \$150,000 in total private instruction fees would be collected from all studio instruction course fees, regardless of level. This directly funds the salaries of twenty .25 graduate teaching assistantships and four .33 faculty associates who teach these courses. The funds collected are not used for any other purpose than to directly provide instruction for those students enrolled in the courses.

The private lesson fee is the only music fee that a music major pays each term. In is difficult to predict how many students will be impacted in each course level of this course. In total approximately 550 students take private lessons and would pay a private lesson fee, of which approximately 350 are undergraduate students. If enrollment were evenly distributed across the undergraduate studio lesson courses, each level or course number would enroll approximately 60 students. This course might then generate \$9000 in fees. In total the private lesson fee generates approximately \$75,000 per term which is used only to pay instructors of the courses.

The fee was last increased in 2001.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

ABOR policy 4-105-B-2 allows requests for fees to cover Private Instruction and defines it as: one-on-one study with an instructor in special areas of study, such as, music performance.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The board is asked to approve an increase in the course fee from \$100 to \$150 for MUP 111 effective fall semester 2006.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST**
Information required by ASU Student Business Services

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit:
Course Prefix and Number: MUP 111	Course Title: Studio Instruction
Contact Person: Wayne Bailey	Phone: 5-5015
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$150	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # TR51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities:
- Private instruction: Private Music Lessons.
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment):
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at http://www.abor.asu.edu/1_the_regents/policymanual. Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: _____ Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY
Board of Regents Action: <input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: ASU, Tempe Campus

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Music

Course Number(s): MUP 127

Course Title(s): Studio Instruction

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE:	Amount requested: \$	
EXISTING FEE:	Current Fee: \$ 100	Requested Fee: \$ 150

BACKGROUND: Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.

This is to request an increase from the current fee of \$100 to \$150. The Studio Instruction courses in the School of Music provide private lessons for students in voice or a particular instrument. Because of the one-on-one instruction provided, expense is significantly greater than when instruction is provided in a traditional classroom setting. It is essential for music students to receive individual instruction during their educational experience, since each student will be different in skill level, talent, etc. This type of instruction is an accreditation requirement of the national music accrediting agency, National Association of Schools of Music, of which we are an accredited member.

A recent survey of music lesson fees revealed that the fee at the University of Southern California was \$540, Temple University's fee was \$135- \$300; the University of Minnesota's fee was \$140; the University of North Carolina's fee was \$290; Indiana University is \$650. Current rates for similar courses at NAU and the U of A are \$125.

This series of courses provides 50 minutes of one-on-one instruction per week. The partner proposal to this proposal covers courses that meet 30 minutes per week. This is why a different fee is requested for the two different number series even though all series of private instruction are titled "Studio Instruction."

These fees will be used only to defray the annual costs of the personnel providing these private lessons. Without this fee, the School of Music would be forced to reduce the number of students who are able to enroll in music because it could not provide the private instruction required. Approximately \$150,000 in total private instruction fees would be collected from all studio instruction course fees, regardless of level. This directly funds the salaries of twenty .25 graduate teaching assistantships and four .33 faculty associates who teach these courses. The funds collected are not used for any other purpose than to directly provide instruction for those students enrolled in the courses.

The private lesson fee is the only music fee that a music major pays each term. In is difficult to predict how many students will be impacted in each course level of this course. In total approximately 550 students take private lessons and would pay a private lesson fee, of which approximately 350 are undergraduate students. If enrollment were evenly distributed across the undergraduate studio lesson courses, each level or course number would enroll approximately 60 students. This course might then generate \$9000 in fees. In total the private lesson fee generates approximately \$75,000 per term which is used only to pay instructors of the courses.

The fee was last increased in 2001.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

ABOR policy 4-105-B-2 allows requests for fees to cover Private Instruction and defines it as: one-on-one study with an instructor in special areas of study, such as, music performance.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The board is asked to approve an increase in the course fee from \$100 to \$150 for MUP 127 effective fall semester 2006.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST**
Information required by ASU Student Business Services

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit:
Course Prefix and Number: MUP 127	Course Title: Studio Instruction
Contact Person: Wayne Bailey	Phone: 5-5015
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$150	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # TR51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities:
- Private instruction: Private Music Lessons.
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment):
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at http://www.abor.asu.edu/1_the_regents/policymanual. Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: Wayne Bailey (electronic signature) Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY	
Board of Regents Action:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: ASU, Tempe Campus

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Music

Course Number(s) MUP 311

Course Title(s): Studio Instruction

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE:	Amount requested: \$	
EXISTING FEE:	Current Fee: \$ 100	Requested Fee: \$ 150

BACKGROUND: Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.

This is to request an increase from the current fee of \$100 to \$150. The Studio Instruction courses in the School of Music provide private lessons for students in voice or a particular instrument. Because of the one-on-one instruction provided, expense is significantly greater than when instruction is provided in a traditional classroom setting. It is essential for music students to receive individual instruction during their educational experience, since each student will be different in skill level, talent, etc. This type of instruction is an accreditation requirement of the national music accrediting agency, National Association of Schools of Music, of which we are an accredited member.

A recent survey of music lesson fees revealed that the fee at the University of Southern California was \$540, Temple University's fee was \$135- \$300; the University of Minnesota's fee was \$140; the University of North Carolina's fee was \$290; Indiana University is \$650. Current rates for similar courses at NAU and the U of A are \$125.

This series of courses provides 50 minutes of one-on-one instruction per week. The partner proposal to this proposal covers courses that meet 30 minutes per week. This is why a different fee is requested for the two different number series even though all series of private instruction are titled "Studio Instruction."

These fees will be used only to defray the annual costs of the personnel providing these private lessons. Without this fee, the School of Music would be forced to reduce the number of students who are able to enroll in music because it could not provide the private instruction required. Approximately \$150,000 in total private instruction fees would be collected from all studio instruction course fees, regardless of level. This directly funds the salaries of twenty .25 graduate teaching assistantships and four .33 faculty associates who teach these courses. The funds collected are not used for any other purpose than to directly provide instruction for those students enrolled in the courses.

The private lesson fee is the only music fee that a music major pays each term. In is difficult to predict how many students will be impacted in each course level of this course. In total approximately 550 students take private lessons and would pay a private lesson fee, of which approximately 350 are undergraduate students. If enrollment were evenly distributed across the undergraduate studio lesson courses, each level or course number would enroll approximately 60 students. This course might then generate \$9000 in fees. In total the private lesson fee generates approximately \$75,000 per term which is used only to pay instructors of the courses.

The fee was last increased in 2001.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

ABOR policy 4-105-B-2 allows requests for fees to cover Private Instruction and defines it as: one-on-one study with an instructor in special areas of study, such as, music performance.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The board is asked to approve an increase in the course fee from \$100 to \$150 for MUP 311 effective fall semester 2006.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST**
Information required by ASU Student Business Services

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit:
Course Prefix and Number: MUP 311	Course Title: Studio Instruction
Contact Person: Wayne Bailey	Phone: 5-5015
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$150	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # TR51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities:
- Private instruction: Private Music Lessons.
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment):
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at http://www.abor.asu.edu/1_the_regents/policymanual. Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: Wayne Bailey (electronic signature) Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY
Board of Regents Action: <input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: ASU, Tempe Campus

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Music

Course Number(s) MUP 327

Course Title(s): Studio Instruction

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$
EXISTING FEE: Current Fee: \$ 100 Requested Fee: \$ 150

BACKGROUND: Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.

This is to request an increase from the current fee of \$100 to \$150. The Studio Instruction courses in the School of Music provide private lessons for students in voice or a particular instrument. Because of the one-on-one instruction provided, expense is significantly greater than when instruction is provided in a traditional classroom setting. It is essential for music students to receive individual instruction during their educational experience, since each student will be different in skill level, talent, etc. This type of instruction is an accreditation requirement of the national music accrediting agency, National Association of Schools of Music, of which we are an accredited member.

A recent survey of music lesson fees revealed that the fee at the University of Southern California was \$540, Temple University's fee was \$135- \$300; the University of Minnesota's fee was \$140; the University of North Carolina's fee was \$290; Indiana University is \$650. Current rates for similar courses at NAU and the U of A are \$125.

This series of courses provides 50 minutes of one-on-one instruction per week. The partner proposal to this proposal covers courses that meet 30 minutes per week. This is why a different fee is requested for the two different number series even though all series of private instruction are titled "Studio Instruction."

These fees will be used only to defray the annual costs of the personnel providing these private lessons. Without this fee, the School of Music would be forced to reduce the number of students who are able to enroll in music because it could not provide the private instruction required. Approximately \$150,000 in total private instruction fees would be collected from all studio instruction course fees, regardless of level. This directly funds the salaries of twenty .25 graduate teaching assistantships and four .33 faculty associates who teach these courses. The funds collected are not used for any other purpose than to directly provide instruction for those students enrolled in the courses.

The private lesson fee is the only music fee that a music major pays each term. In is difficult to predict how many students will be impacted in each course level of this course. In total approximately 550 students take private lessons and would pay a private lesson fee, of which approximately 350 are undergraduate students. If enrollment were evenly distributed across the undergraduate studio lesson courses, each level or course number would enroll approximately 60 students. This course might then generate \$9000 in fees. In total the private lesson fee generates approximately \$75,000 per term which is used only to pay instructors of the courses.

The fee was last increased in 2001.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

ABOR policy 4-105-B-2 allows requests for fees to cover Private Instruction and defines it as: one-on-one study with an instructor in special areas of study, such as, music performance.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The board is asked to approve an increase in the course fee from \$100 to \$150 for MUP 327 effective fall semester 2006.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST**
Information required by ASU Student Business Services

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit:
Course Prefix and Number: MUP 327	Course Title: Studio Instruction
Contact Person: Wayne Bailey	Phone: 5-5015
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$150	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # TR51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities:
- Private instruction: Private Music Lessons.
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment):
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at http://www.abor.asu.edu/1_the_regents/policymanual. Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: Wayne Bailey (by electronic signature) Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY
Board of Regents Action: <input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: ASU, Tempe Campus

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Music

Course Number(s) MUP 121

Course Title(s): Studio Instruction

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$
EXISTING FEE: Current Fee: \$60 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.*

This is to request an increase from the current fee of \$60 to \$75. The Studio Instruction courses in the School of Music provide private lessons for students in voice or a particular instrument. Because of the one-on-one instruction provided, expense is significantly greater than when instruction is provided in a traditional classroom setting. It is essential for music students to receive individual instruction during their educational experience, since each student will be different in skill level, talent, etc. This type of instruction is an accreditation requirement of the national music accrediting agency, National Association of Schools of Music, of which we are an accredited member.

A recent survey of music lesson fees for similar courses revealed that the fee at the University of Southern California was \$270, Temple University's fee was \$135; the University of Minnesota's fee was \$70; the University of Maryland's fee was \$100; Indiana University was \$495. Current rates for similar courses at NAU and the U of A are \$50 and \$105, respectively.

This series of courses provides 30 minutes of one-on-one instruction per week. The partner proposal to this proposal covers courses that meet 50 minutes per week. This is why a different fee is requested for the two different number series even though all series of private instruction are titled "Studio Instruction."

These fees will be used only to defray the annual costs of the personnel providing these private lessons. Without this fee, the School of Music would be forced to reduce the number of students who are able to enroll in music because it could not provide the private instruction required. Approximately \$150,000 in total private instruction fees would be collected from all studio instruction course fees, regardless of level. This directly funds the salaries of twenty .25 graduate teaching assistantships and four .33 faculty associates who teach these courses. The funds collected are not used for any other purpose than to directly provide instruction for those students enrolled in the courses.

The private lesson fee is the only music fee that a music major pays each term. In is difficult to predict how many students will be impacted in each course level of this course. In total approximately 550 students take private lessons and would pay a private lesson fee, of which approximately 350 are undergraduate students. If enrollment were evenly distributed across the undergraduate studio lesson courses, each level or course number would enroll approximately 60 students. This course might then generate \$4500 in fees. In total the private lesson fee generates approximately \$75,000 per term which is used only to pay instructors of the courses.

The fee was last increased in 2001.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

ABOR policy 4-105-B-2 allows requests for fees to cover Private Instruction and defines it as: one-on-one study with an instructor in special areas of study, such as, music performance.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The board is asked to approve an increase in the course fee from \$60 to \$75 for MUP 121 effective fall semester 2006.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST
 Information required by ASU Student Business Services**

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit:
Course Prefix and Number: MUP 121	Course Title: Studio Instruction
Contact Person: Wayne Bailey	Phone: 5-5015
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$75	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # TR51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities:
- Private instruction: Private Music Lessons.
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment):
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at http://www.abor.asu.edu/1_the_regents/policymanual. Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: Wayne Bailey (electronic signature) Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY	
Board of Regents Action:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: ASU, Tempe Campus

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Music

Course Number(s) MUP 321

Course Title(s): Studio Instruction

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$
EXISTING FEE: Current Fee: \$60 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.*

This is to request an increase from the current fee of \$60 to \$75. The Studio Instruction courses in the School of Music provide private lessons for students in voice or a particular instrument. Because of the one-on-one instruction provided, expense is significantly greater than when instruction is provided in a traditional classroom setting. It is essential for music students to receive individual instruction during their educational experience, since each student will be different in skill level, talent, etc. This type of instruction is an accreditation requirement of the national music accrediting agency, National Association of Schools of Music, of which we are an accredited member.

A recent survey of music lesson fees for similar courses revealed that the fee at the University of Southern California was \$270, Temple University's fee was \$135; the University of Minnesota's fee was \$70; the University of Maryland's fee was \$100; Indiana University was \$495. Current rates for similar courses at NAU and the U of A are \$50 and \$105, respectively.

This series of courses provides 30 minutes of one-on-one instruction per week. The partner proposal to this proposal covers courses that meet 50 minutes per week. This is why a different fee is requested for the two different number series even though all series of private instruction are titled "Studio Instruction".

These fees will be used only to defray the annual costs of the personnel providing these private lessons. Without this fee, the School of Music would be forced to reduce the number of students who are able to enroll in music because it could not provide the private instruction required. Approximately \$150,000 in total private instruction fees would be collected from all studio instruction course fees, regardless of level. This directly funds the salaries of twenty .25 graduate teaching assistantships and four .33 faculty associates who teach these courses. The funds collected are not used for any other purpose than to directly provide instruction for those students enrolled in the courses.

The private lesson fee is the only music fee that a music major pays each term. In is difficult to predict how many students will be impacted in each course level of this course. In total approximately 550 students take private lessons and would pay a private lesson fee, of which approximately 350 are undergraduate students. If enrollment were evenly distributed across the undergraduate studio lesson courses, each level or course number would enroll approximately 60 students. This course might then generate \$4500 in fees. In total the private lesson fee generates approximately \$75,000 per term which is used only to pay instructors of the courses.

The fee was last increased in 2001.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

ABOR policy 4-105-B-2 allows requests for fees to cover Private Instruction and defines it as: one-on-one study with an instructor in special areas of study, such as, music performance.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The board is asked to approve an increase in the course fee from \$60 to \$75 for MUP 321 effective fall semester 2006.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST**
Information required by ASU Student Business Services

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit:
Course Prefix and Number: MUP 321	Course Title: Studio Instruction
Contact Person: Wayne Bailey	Phone: 5-5015
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$75	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # TR51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities:
- Private instruction: Private Music Lessons.
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment):
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at http://www.abor.asu.edu/1_the_regents/policymanual. Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: Wayne Bailey (electronic signature) Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY

Board of Regents Action: Approved Denied Date _____

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Arts and Letters

Department: School of Art

Course Number: ART 161

Course Title: Ceramics I

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was originally approved in February 1996 and rejustified in 2001 when all course fees at Northern Arizona University were required to be resubmitted for review and approval. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B- 3. This fee will be used to cover the cost of expendable materials used in this course. In the past ten years the cost of Lincoln 60 fire clay has doubled in price. The cost of OM4 ball clay has increased by 80%. The requested course fee is comparable to course fees for this course at University of Washington, University of Iowa, Western Michigan University, Bowling Green State University, Utah State University and Arizona State University. The annual enrollment in this course is 200 students. It is a required course for Bachelor of Fine Arts majors with an emphasis in ceramics and it is a course all NAU students may take to fulfill a general education requirement.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Arts and Letters

Department: School of Art

Course Number: ART 261

Course Title: Ceramics II

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was originally approved in February 1996 and was rejustified in 2001 when all course fees at Northern Arizona University were required to be resubmitted for review and approval. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. The fee will be used to cover the cost of expendable materials used in this course. In the past ten years the cost of Lincoln 60 fire clay has doubled in price and the cost of OM4 ball clay has increased by 80%. The requested course fee is comparable to course fees for this course at University of Washington, University of Iowa, Western Michigan University, Bowling Green State University, Utah State University and Arizona State University. The annual enrollment in this course is 40 students. It is a required course for Bachelor of Fine Arts majors with an emphasis in ceramics.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Arts and Letters

Department: School of Art

Course Number: ART 361

Course Title: Ceramics III

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was originally approved in February 1996 and was rejustified in 2001 when all course fees at Northern Arizona University were required to be resubmitted for review and approval. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in this course. See statement regarding cost of clay and comparable fees at other universities included on justification requests for ART 161 and ART 261. The annual enrollment in this course is 10 students. It is a required course for Bachelor of Fine Arts majors with an emphasis in ceramics.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Arts and Letters

Department: School of Art

Course Number: ART 461

Course Title: Ceramics IV

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was originally approved in February 1996 and was rejustified in 2001 when all course fees at Northern Arizona University were required to be resubmitted for review and approval. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in this course. See statement regarding cost of clay and comparable fees at other universities included on justification requests for ART 161 and ART 261. The annual enrollment in this course is 10 students. It is a required course for Bachelor of Fine Arts majors with an emphasis in ceramics.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Arts and Letters

Department: School of Art

Course Number: ART 462C

Course Title: Ceramics Exhibition

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was originally approved in February 2000 and was rejustified in 2001 when all course fees at Northern Arizona University were required to be resubmitted for review and approval. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in this course. See statement regarding cost of clay and comparable fees at other universities included on justification requests for ART 161 and 261. The annual enrollment in this course is 8 students. It is a required course for Bachelor of Fine Arts majors with an emphasis in ceramics.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 205

Course Title: Microbiology

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 65

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in the lab that is part of this course and for maintenance of lab equipment. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$15,015. The average enrollment in this course is 230 students. The current fee of \$50 per student leaves approximately \$3,500 of these costs uncovered. This deficit coupled with a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover the costs. This course is required in three of the twelve biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 220

Course Title: Biology of Microorganisms

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 65

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in the lab that is part of this course and for the maintenance of the microscopes used for this course. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$2,015. The average enrollment in this course is 30 students. The current fee of \$50 per student leaves approximately \$500 of these costs uncovered. This deficit coupled with a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover the costs. This course is required in two of the twelve biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 414

Course Title: Native Plants of Arizona

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 65

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in October 2002. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-1. The fee will be used to cover the transportation costs associated with the numerous field trips that are required for this course. Total costs of conducting field trips for this course during the 2003-2004 academic year were \$ 1,820. The average enrollment in this course is 28 students. The current fee of \$50 per student leaves approximately \$500 of these costs uncovered. The decision by NAU to eliminate the 15-passenger vans and replace them with 12-passenger vans has resulted in increased costs to the departments for field trips. This deficit coupled with a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover the costs. This course is an elective in all biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 221

Course Title: Lower Invertebrates

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 60

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-1,3. This fee will be used to cover travel costs for field trips and to cover the cost of expendable materials in the lab that is part of this course. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$2,340. The average enrollment in this course is 40 students. The current fee of \$50 per student leaves approximately \$300 of these costs uncovered. This deficit coupled with a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover the costs. This is an elective course for all biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 227

Course Title: Intertidal Invertebrates

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 80

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in October 2004. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-1. This fee will be used to cover the transportation cost of field trips associated with this course. Total costs of conducting field trips for this course during the 2003-2004 academic year were \$780. The average enrollment in this course is 10 students. The current fee of \$50 per student leaves approximately \$300 of these costs uncovered. This deficit coupled with a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover the costs. This is an elective course for all the biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 349L

Course Title: Molecular Techniques

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 45 Requested Fee: \$ 100

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. There is no fee attached to the lecture portion of this course. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in this lab. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$1,800. The average enrollment in this course is 18 students. The current fee of \$45 per student leaves approximately \$1,100 of these costs uncovered. This deficit coupled with a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover the costs. This course is required in one of the twelve biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 401

Course Title: Immunobiology

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 30 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in the lab that is part of this course. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$2,850. The average enrollment in this course is 38 students. The current fee of \$30 per student leaves approximately \$1,700 of these costs uncovered. This deficit coupled with a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover the costs. This course is an elective in all biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 410

Course Title: Phycology

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 20 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in the lab portion of this course and for microscope maintenance. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$1,5715. The average enrollment in this course is 20 students. The current fee of \$20 per student leaves approximately \$1200 of these costs uncovered. This deficit coupled with a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover the costs. This course is an elective in all biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 425L

Course Title: Animal Physiology Laboratory

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 25 Requested Fee: \$ 60

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. There is no fee attached to the lecture portion of this course. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3,4. This fee will be used to cover the cost of expendable materials used in this lab and for computer hardware and software integral to the lab curriculum. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$5,400 for computer hardware, \$600 for computer software and \$1,100 for laboratory supplies. The average enrollment in this course is 28 students. Assuming a four-year replacement cycle for the computers, the expected total costs for this course over four years is approximately \$10,400. The current fee results in total revenues of \$2,800 over a four-year period and a deficit of \$7,600. The proposed fee will result in total revenues of \$6,720 and a projected deficit of \$3,680 which will be covered the Biology department's operations budget. However, a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover more of the costs of offering this course. This course is required in one of the twelve biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 488C

Course Title: Medical Microbiology

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 150

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in the lab portion of this course and to acquire and maintain specialized microscopes required for this subject matter. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$1,010 for a microscope, \$917 for maintenance on the microscope, and \$4,030 for laboratory supplies. The average enrollment in this course is 33 students. Assuming a four-year replacement cycle for the microscope, the expected total costs for this course over four years is approximately \$20,800. The current fee results in total revenues of \$6,600 over a four-year period and a deficit of \$14,200. The proposed fee will result in total revenues of \$19,800 and a projected deficit of \$1,000 which will be covered the Biology department's operations budget. However, a 42% decrease in the Biology department's operations budget over the past four years necessitates an increase in the fee to cover more of the costs of offering this course. This course is required in one of the twelve biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Dental Hygiene

Course Number: DH 408

Course Title: Internship

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 40 Requested Fee: \$ 100

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was first approved in March 1994 and was rejustified in 2001 when all course fees at Northern Arizona University were required to be resubmitted for review and approval. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3. This fee will be used to cover expendable materials required for students to take with them to extern sites and for travel costs incurred by the intern supervisor to travel to the sites to supervise the interns and review the sites. The average enrollment in this course is 24 students. This course is required in the traditional Dental Hygiene degree. It is not included in the degree completion program for licensed dental hygienists.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Dental Hygiene

Course Number: DH 227

Course Title: Preclinical Dental Hygiene

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 65 Requested Fee: \$ 200

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in April 2000 when the course number was DH 217. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean, and the Associate Provost for Academic Administration

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the acquisition, sanitation and maintenance of equipment and materials used in this course. This course is taught in the Dental Hygiene Laboratory which is equipped in a manner similar to a Dentist's office. Students practice on dolls and attend to patients. The Dental Hygiene laboratory serves approximately 500 patients each year at a service cost per patient of \$65.00 for a total annual laboratory cost of approximately \$32,500. The annual enrollment in this course and the other Dental Hygiene courses for which the increase is requested (except DH 408) is 24. A fee of \$200 per student for these six courses will result in approximately \$28,800 (144 students x \$200) which will assist in covering the costs of operating the laboratory. The current fee of \$65 raises approximately \$9,400 leaving of deficit of \$23,000 to be covered by the department. This course is required in the traditional Dental Hygiene degree. It is not included in the degree completion program for licensed dental hygienists.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Dental Hygiene

Course Number: DH 228

Course Title: Clinical Dental Hygiene I

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 65 Requested Fee: \$ 200

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in April 1995. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the acquisition, sanitation and maintenance of equipment and materials used in this course. This course is taught in the Dental Hygiene Laboratory which is equipped in a manner similar to a Dentist's office. Students practice on dolls and attend to patients. The Dental Hygiene laboratory serves approximately 500 patients each year at a service cost per patient of \$65.00 for a total annual laboratory cost of approximately \$32,500. The annual enrollment in this course and the other Dental Hygiene courses for which the increase is requested (except DH 408) is 24. A fee of \$200 per student for these six courses will result in approximately \$28,800 (144 students x \$200) which will assist in covering the costs of operating the laboratory. The current fee of \$65 raises approximately \$9,400 leaving a deficit of \$23,000 to be covered by the department. This course is required in the traditional Dental Hygiene degree. It is not included in the degree completion program for licensed dental hygienists.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Dental Hygiene

Course Number: DH 319

Course Title: Clinical Dental Hygiene II

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 65 Requested Fee: \$ 200

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in April 1994. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by Section 4-105-B-3. This fee will be used to cover the acquisition, sanitation and maintenance of equipment and materials used in this course. This course is taught in the Dental Hygiene Laboratory which is equipped in manner similar to a dentist's office. Students practice on dolls and attend to patients. The Dental Hygiene laboratory serves approximately 500 patients each year at a service cost per patient of \$65.00 for a total annual laboratory cost of approximately \$32,500. The annual enrollment in this course and the other Dental Hygiene courses for which the increase is requested (except DH 408) is 24. A fee of \$200 per student for these six courses will result in approximately \$28,800 (144 students x \$200) which will assist in covering the costs of operating the laboratory. The current fee of \$65 raises approximately \$9,400 leaving of deficit of \$23,000 to be covered by the department. This course is required in the traditional Dental Hygiene degree. It is not included in the degree completion program for licensed dental hygienists.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Dental Hygiene

Course Number: DH 320

Course Title: Clinical Dental Hygiene III

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 65 Requested Fee: \$ 200

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in April 1995. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by sections 4-105-B-3. This fee will be used to cover the acquisition, sanitation and maintenance of equipment and materials used in this course. This course is taught in the Dental Hygiene Laboratory which is equipped in a manner similar to a dentist's office. Students practice on dolls and attend to patients. The Dental Hygiene laboratory serves approximately 500 patients each year at a service cost per patient of \$65.00 for a total annual laboratory cost of approximately \$32,500. The annual enrollment in this course and the other Dental Hygiene courses for which the increase is requested (except DH 408) is 24. A fee of \$200 per student for these six courses will result in approximately \$28,800 (144 students x \$200) which will assist in covering the costs of operating the laboratory. The current fee of \$65 raises approximately \$9,400 leaving a deficit of \$23,000 to be covered by the department. This course is required in the traditional Dental Hygiene degree. It is not included in the degree completion program for licensed dental hygienists.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Dental Hygiene

Course Number: DH 425

Course Title: Clinical Dental Hygiene IV

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 65 Requested Fee: \$ 200

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in April 1994. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the acquisition, sanitation and maintenance of equipment and materials used in this course. This course is taught in the Dental Hygiene Laboratory which is equipped in a manner similar to a dentist's office. Students practice on dolls and attend to patients. The Dental Hygiene laboratory serves approximately 500 patients each year at a service cost per patient of \$65.00 for a total annual laboratory cost of approximately \$32,500. The annual enrollment in this course and the other Dental Hygiene courses for which the increase is requested (except DH 408) is 24. A fee of \$200 per student for these six courses will result in approximately \$28,800 (144 students x \$200) which will assist in covering the costs of operating the laboratory. The current fee of \$65 raises approximately \$9,400 leaving a deficit of \$23,000 to be covered by the department. This course is required in the traditional Dental Hygiene degree. It is not included in the degree completion program for licensed dental hygienists.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Dental Hygiene

Course Number: DH 426

Course Title: Clinical Dental Hygiene V

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 65 Requested Fee: \$ 200

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in April 1994. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the acquisition, sanitation and maintenance of equipment and materials used in this course. This course is taught in the Dental Hygiene Laboratory which is equipped in a manner similar to a dentist's office. Students practice on dolls and attend to patients. The Dental Hygiene laboratory serves approximately 500 patients each year at a service cost per patient of \$65.00 for a total annual laboratory cost of approximately \$32,500. The annual enrollment in this course and the other Dental Hygiene courses for which the increase is requested (except DH 408) is 24. A fee of \$200 per student for these six courses will result in approximately \$28,800 (144 students x \$200) which will assist in covering the costs of operating the laboratory. The current fee of \$65 raises approximately \$9,400 leaving a deficit of \$23,000 to be covered by the department. This course is required in the traditional Dental Hygiene degree. It is not included in the degree completion program for licensed dental hygienists.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Geology

Course Number: GEO 602

Course Title: Topics in Geology

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 20 Requested Fee: \$ 175

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in January 2003. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover transportation costs, camping fees and food for the field trip portion of this course. This course is an elective course in a graduate program leading to a Master of Science in Secondary Science Teaching. The estimated annual enrollment is 12 students.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Arts and Letters

Department: School of Music

Course Number: MUS 480C

Course Title: Lessons and Senior Recital

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 100 Requested Fee: \$ 150

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

Fees on lessons and recital courses have existed since 1999 and have not been increased since that date. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2. This fee will be used to cover the cost of the lessons during the semester, recital program printing costs and recording the recital. There annual enrollment in this course is 15 students. It is a required course for the Bachelor of Music degrees in vocal and performance. It is not included in the Bachelor of Music Education nor the Bachelor of Arts in Music.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 190

Course Title: Transition into Nursing

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

Northern Arizona required the re-justification of all course fees in 2001. This process resulted in a fee of \$45 being placed on this course. In 2004 the fee was increased to \$50 and the additional \$5 was specified for technology expenses. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by sections 4-105-B-2,3,4. \$65 of the fee will be used to cover travel of the clinical supervisor, clinical lab supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. Beginning in 2006, a clinical laboratory in Tucson is scheduled to open and this fee will assist in supporting this new laboratory. The annual enrollment in this course is 110 students. The course is required in the traditional and accelerated Nursing programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 195

Course Title: Pharmacology

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

This course was created in 2003 and the \$50 fee was approved in February 2004. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$65 of the fee will be used to cover travel of the clinical supervisor, clinical lab supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. Beginning in 2006, a clinical laboratory in Tucson is scheduled to open and this fee will assist in supporting this new laboratory. The annual enrollment in this course is 110 students. The course is required in the traditional and accelerated Nursing programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: COnsortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 208

Course Title: Transition: Chronic Illness

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

Northern Arizona University required the re-justification of all course fees in 2001. This process resulted in a fee of \$45 being placed on this course. In 2004, the fee was increased to \$50 and the additional \$5 was specified for technology expenses. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$65 of the fee will be used to cover travel of the clinical supervisor, clinical lab supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the courses. Beginning in 2006, a clinical laboratory in Tucson is scheduled to open and this fee will assist in supporting this new laboratory. The annual enrollment in this course is 110 students. The course is required in the traditional and accelerated Nursing programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 211

Course Title: Developmental Transitions

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

Northern Arizona University required the re-justification of all course fees in 2001. This process resulted in a fee of \$45 being placed on this course. In 2004, the fee was increased to \$50 and the additional \$5 was designated for technology expenses. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$65 of the fee will be used to cover travel of the clinical supervisor, clinical supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. The annual enrollment in this course is 110 students. The course is required in the traditional and accelerated Nursing programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 212

Course Title: Transitions: Acute

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

All course fees at Northern Arizona University were re-justified in 2001. This process resulted in a fee of \$45 being placed on this course. The fee was increased to \$50 in 2004 and the additional \$5 was designated to cover technology expenses. Course fees are initiated by the department and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$65 of the fee will be used to cover travel of the clinical supervisor, clinical lab supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. The annual enrollment in this course is 110 students. The course is required in the traditional and accelerated Nursing programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommnd this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 302

Course Title: Baccalaureate Nursing Transitions

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

This course was created when the RN to BSN program was initiated and the course fee of \$50 was approved in February 2004. Course fees are initiated by the department and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$65 of the fee will be used to cover travel of the clinical supervisors, clinical lab supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. Most of the RN to BSN students are located off the Flagstaff campus. Hence this program requires significantly more travel than programs in Flagstaff. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. Beginning in 2006 this fee will assist in supporting a new clinical laboratory scheduled to open in Tucson. The annual enrollment in this course is 110 students. This course is required in the RN to BSN program.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 307

Course Title: Nursing Assessment

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

In 2001 Northern Arizona University underwent a re-justification of all course fees. At that time a \$45 fee was placed on this course which was increased to \$50 in February 2004 with the addition of a \$5 fee for technology expenses. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$65 of the fee will be used to cover clinical lab supplies, travel of the clinical supervisor and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. The annual enrollment in this course is 110 students. This course is required in the traditional, accelerated and RN to BSN programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 350

Course Title: Family Nursing

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

Northern Arizona University rejustified all course fees in 2001. This process resulted in a fee of \$45 approved for this course. In 2004, the fee was increased to \$50 and the additional \$5 was specified for technology expenses. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$10 of the fee will be used for costs of computer hardware and software used in the course. \$65 of the fee will be used to cover costs of clinical laboratory supplies, travel costs of the clinical supervisor and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. The annual enrollment in this course is 110 students. This course is required in the traditional, accelerated and RN to BSN programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 390

Course Title: Nursing Research

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee was approved in February 2004. \$5 of the current fee is allocated to cover technological expenses. Course fees are initiated by the department and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$10 of the fee will be used to cover technology expenses related to computer hardware and software used in the course. \$65 of the fee will be used to cover license fees for electronic books and journals through Cline Library, clinical lab supplies and travel of the clinical supervisor.. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. The annual enrollment in this course is 110 students. This course is required in the traditional, accelerated and RN to BSN programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 426

Course Title: Psychiatric/Mental Health Nursing

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee of \$50, of which \$5 is used for technology expenses, was approved in February 2004. Course fees are initiated by the department and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4 \$65 of the fee will be used to cover travel of the clinical supervisor, clinical lab supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the courses. Beginning in 2006, a clinical laboratory in Tucson is scheduled to open and this fee will assist in supporting this new laboratory. The annual enrollment in this course is 110 students. This course is required in the traditional, accelerated and RN to BSN programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 427

Course Title: Community Mental Health II

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee of \$50, of which \$5 is used for technology expenses, was approved in February 2004. Course fees are initiated by the department and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$65 of this fee will be used to cover travel of the clinical supervisor, clinical lab supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. A new clinical laboratory scheduled to open in Tucson in 2006 will be partially supported by this fee. The annual enrollment in this course is 110 students. This course is required in the traditional, accelerated and RN to BSN programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 444

Course Title: Applications of Nursing Principles to Clinical Situations

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee of \$50 was approved in February 2004. \$5 of this fee is used for technology expenses. Course fees are initiated by the department and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-2,3,4. \$65 of this fee will be used to cover travel of the clinical supervisor, clinical lab supplies and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. The annual enrollment in this course is 110 students. This course is an elective course for all Nursing programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Consortium of Professional Schools and Colleges

Department: Nursing

Course Number: NUR 450C

Course Title: Advanced Applied Nursing

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The current fee of \$50, of which \$5 is used for technology expenses, was approved in February 2004. Course fees are initiated by the department and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 5-105-B-2,3,4. \$65 of this fee will be used to cover the costs of clinical lab supplies, travel of the clinical supervisor and license fees for electronic books and journals through Cline Library. The acquisition of the books and journals through Cline Library are less expensive per student than if the students had to acquire them on their own. \$10 of the fee will be used to cover technology expenses of computer hardware and software used in the course. Beginning in 2006, a clinical laboratory is scheduled to open in Tucson and this fee will assist in supporting this new laboratory. The annual enrollment in this course is 110 students. This course is required in the traditional, accelerated and RN to BSN programs.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Social and Behavioral Sciences

Department: Geography, Planning and Recreation

Course Number: PRM 331

Course Title: Outdoor Leader Certification I

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 140 Requested Fee: \$ 175

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The \$140 fee was established upon the creation of the course in 1998. It has not been increased since that time. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-1. The fee will be used to cover costs of a six-day outdoor field experience and two days of the outdoor leader field-day experience. Costs to be covered by this fee are transportation, field use permits, field food, medical supplies for field emergencies, safety wear, field equipment, field maps, knot ropes and food bags. The annual enrollment in this course is 48 students. This course is required for the park protection emphasis in the Parks and Recreation major and is an elective course for all other emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Social and Behavioral Sciences

Department: Sociology and Social Work

Course Number: SW 408

Course Title: Field Work Experience

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____
EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 75

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

Prior to 2002 all field work courses at Northern Arizona University had a standard university fee of \$40. In 2002 the standard fee was discontinued and each department was required to submit new fee requests for approval. The fee for this course was approved in December 2003. No changes have been made since that date. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered under section 4-105-B-2. This fee will be used for the orientation and training of the supervisor and social work students prior to the start of the internship and to cover the travel costs of the Social Work Field Coordinator to develop and assess placement sites and supervise interns at their sites. The annual enrollment in this course is 30 students. This is a required course for all Social Work students.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: ASU Tempe

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Art

Course Number(s):ARS 494

Course Title(s): Art Now

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$ 140
EXISTING FEE: Current Fee: \$ Requested Fee: \$

BACKGROUND: *Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.*

As part of the curriculum of the course Art Now, students travel to Los Angeles for a one day field trip to study contemporary art. In the past, the funds have been collected through the Herberger College of Fine Arts Ticket Office. Establishing a course fee for the field trip will streamline the process and be more cost effective. The fee will cover the cost of students' round trip air transportation between Phoenix and Los Angeles, the ground coach fare to various venues in Los Angeles, and the fee for the Hammer Museum or other museums/exhibitions in LA. Structuring this as a class fee will allow students to add this cost to their financial aid request.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

The fee is for expenses related to an off campus field trip to Los Angeles to study contemporary art. Field trips are an approved ABOR use of funds (see the first checkbox on page 2). It is anticipated that the enrollment for ARS 494 Art Now will be 25 students which will generate \$3,500. There are two art classes which will continue to be offered for undergraduates which have a fee of \$30 each or a total of \$60. For a student in the BA or BFA studio program who is enrolled in the undergraduate Art Now class, the total class fees are estimated to be \$565 during the entire program of study, not including the proposed \$140 fee for Art Now.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The Board is asked to approve a new course fee of \$140 for the Art Now section ARS 494 to fund the field trip for the class.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST
 Information required by ASU Student Business Services**

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit: School of Art
Course Prefix and Number: ARS 494	Course Title: ART NOW
Contact Person: Rebecca George (Art Business Manager)	Phone: 5-3276
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$140	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # MA5 1901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

Off-campus field trip expenses: Round trip air transportation between Phoenix and Los Angeles, the ground coach fare to various venues in Los Angeles, and the fee for the Hammer Museum or other museums/exhibitions in LA. The costs are approximately : airfare (\$95), ground coach (\$30), museum fee (\$15).

- Specialized use of equipment or facilities:
- Private instruction:
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment):
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at http://www.abor.asu.edu/1_the_regents/policymanual. Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: _____ Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY	
Board of Regents Action:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: ASU Tempe

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Art

Course Number(s):ARS 598

Course Title(s): Art Now

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$ 140
EXISTING FEE: Current Fee: \$ Requested Fee: \$

BACKGROUND: *Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.*

As part of the curriculum of the course Art Now, students travel to Los Angeles for a one day field trip to study contemporary art. In the past, the funds have been collected through the Herberger College of Fine Arts Ticket Office. Establishing a course fee for the field trip will streamline the process and be more cost effective. The fee will cover the cost of students' round trip air transportation between Phoenix and Los Angeles, the ground coach fare to various venues in Los Angeles, and the fee for the Hammer Museum or other museums/exhibitions in LA. Structuring this as a class fee will allow students to add this cost to their financial aid request.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

The fee is for expenses related to an off campus field trip to Los Angeles to study contemporary art. Field trips are an approved ABOR use of funds (see the first checkbox on page 2). It is anticipated that the enrollment for ARS 598 Art Now will be 20 students which will generate \$2,800. There are no other class fees for art history graduate classes. For a student in the MFA studio program who is enrolled in the graduate Art Now class, the total class fees are estimated to be \$480 per student during the entire program of study, not including the proposed \$140 fee for Art Now.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The Board is asked to approve a course fee of \$140 for the Art Now section ARS 598 to cover the expenses of the field trip.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST
 Information required by ASU Student Business Services**

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit: School of Art
Course Prefix and Number: ARS 598	Course Title: ART NOW
Contact Person: Rebecca George (Art Business Manager)	Phone: 5-3276
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$140	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # MA5 1901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

Off-campus field trip expenses: Round trip air transportation between Phoenix and Los Angeles, the ground coach fare to various venues in Los Angeles, and the fee for the Hammer Museum or other museums/exhibitions in LA. The costs are approximately: airfare (\$95), ground coach (\$30), museum fee (\$15).

- Specialized use of equipment or facilities:
- Private instruction:
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment):
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at http://www.abor.asu.edu/1_the_regents/policymanual. Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: _____ Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY

Board of Regents Action: Approved Denied Date _____

UNIVERSITY: Arizona State University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Art

Course Number(s): ART 394

Course Title(s): Digital Processes for Printmaking

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$ 130
EXISTING FEE: Current Fee: \$ Requested Fee: \$

BACKGROUND: *Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.*

Technology Fee: The \$130 fee is for the acquisition of technology updates for hardware and software, including repair and maintenance and personnel involved in that maintenance. The class shares use of a large centralized server to store files generated by various class projects. This includes software for specialized scanning, photo processing, plug ins, profiling, and RIP printing. Hardware includes computers, photographic quality ink jet printers for different formats, drum/film/flatbed scanners, pectrophotometers, and monitor displays.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

Fees for technology equipment and software are allowed by ABOR. This is highly specialized hardware and software that is not available elsewhere on campus and that would be prohibitive for students to purchase individually. The structure and content of the course has a direct impact on the image generation and processing in all areas of printmaking (intaglio, lithography, serigraphy, relief, letterpress/artists' books) since digital and analog printmaking techniques are increasingly being integrated. This integration helps printmaking to remain competitive in recruiting talented students, and to expand the visual vocabulary and art making practices and to pioneer new directions in printmaking that can enhance the program's national reputation and ranking. ART 394 is taught with an ART598 section of Digital Processes for Printmaking. The fees expected to be generated for the ART 394 section are \$1,560 based on an estimated enrollment of twelve. It is estimated that a BFA student in printmaking would pay fees totaling \$565 during the entire program of study, not including the proposed \$130 fee.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The Board is asked to approve a new technology fee of \$130 for ART 394, Digital Processes for Printmaking to assist with the cost of technology and software.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST**
Information required by ASU Student Business Services

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit: School of Art
Course Prefix and Number: ART 394	Course Title: Digital Processes for Printmaking
Contact Person: Rebecca George	Phone: 5-3276
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$130	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # JM51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities: Hardware includes computers, photographic quality ink jet printers for different formats, drum/film/flatbed scanners, pectrophotometers, and monitor displays.
- Private instruction:
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment): Acquisition of technology updates for hardware and software, including repair and maintenance.
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at [http://www.abor.asu.edu/1 the regents/policymanual](http://www.abor.asu.edu/1_the_regents/policymanual). Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: _____ Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY	
Board of Regents Action:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: Arizona State University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Art

Course Number(s): ART 494

Course Title(s): Digital Processes for Printmaking

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$ 130
EXISTING FEE: Current Fee: \$ Requested Fee: \$

BACKGROUND: *Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.*

Technology Fee: The \$130 fee is for the acquisition of technology updates for hardware and software, including repair and maintenance and personnel involved in that maintenance. The class shares use of a large centralized server to store files generated by various class projects. This includes software for specialized scanning, photo processing, plug ins, profiling, and RIP printing. Hardware includes computers, photographic quality ink jet printers for different formats, drum/film/flatbed scanners, pectrophotometers, and monitor displays.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

Fees for technology equipment and software are allowed by ABOR. This is highly specialized hardware and software that is not available elsewhere on campus and that would be prohibitive for students to purchase individually. The structure and content of the course has a direct impact on the image generation and processing in all areas of printmaking (intaglio, lithography, serigraphy, relief, letterpress/artists' books) since digital and analog printmaking techniques are increasingly being integrated. This integration helps printmaking to remain competitive in recruiting talented students, and to expand the visual vocabulary and art making practices and to pioneer new directions in printmaking that can enhance the program's national reputation and ranking. The ART 494 is taught with ART 598 section of Digital Processes for Printmaking. The fees expected to be generated for the ART 494 section are \$1,560 based on an estimated enrollment of twelve. It is estimated that a BFA student in printmaking would pay fees totaling \$565 during the entire program of study, not including the proposed \$130 fee.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The Board is asked to approve a new technology fee of \$130 for ART 494, Digital Processes for Printmaking to assist with the cost of technology and software.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST**
Information required by ASU Student Business Services

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit: School of Art
Course Prefix and Number: ART 494	Course Title: Digital Processes for Printmaking
Contact Person: Rebecca George	Phone: 5-3276
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$130	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # JM51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities: Hardware includes computers, photographic quality ink jet printers for diggerent formats, drum/film/flatbed scanners, pectrophotometers, and monitor displays.
- Private instruction:
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment): Acquisition of technology updates for hardware and software, including repair and maintenance.
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at [http://www.abor.asu.edu/1 the regents/policymanual](http://www.abor.asu.edu/1_the_regents/policymanual). Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: _____ Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY	
Board of Regents Action:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: Arizona State University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Herberger College of Fine Arts

Department: School of Art

Course Number(s): ART 598

Course Title(s): Digital Processes for Printmaking

This is a graduate or an undergraduate class fee.

This is a new fee or an increase to an existing fee?

NEW FEE: Amount requested: \$ 130
EXISTING FEE: Current Fee: \$ Requested Fee: \$

BACKGROUND: *Include information concerning the justification or purpose of the fee or deposit, history of increases (if any), references to policy, and the campus review/approval process.*

Technology Fee: The \$130 fee is for the acquisition of technology updates for hardware and software, including repair and maintenance and personnel involved in that maintenance. The class shares use of a large centralized server to store files generated by various class projects. This includes software for specialized scanning, photo processing, plug ins, profiling, and RIP printing. Hardware includes computers, photographic quality ink jet printers for different formats, drum/film/flatbed scanners, pectrophotometers, and monitor displays.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

Fees for technology equipment and software are allowed by ABOR. This is highly specialized hardware and software that is not available elsewhere on campus and that would be prohibitive for students to purchase individually. The structure and content of the course has a direct impact on on the image generation and processing in all areas of printmaking (intaglio, lithography, serigraphy, relief, letterpress/artists' books) singe digital and analog printmaking techniques are increasingly being integrated. This integration helps printmaking to remain competitive in recruiting talented students, and to expand the visual vocabularly and art making practices and to pioneer new directions in printmaking that can enhance the program's national reputation and ranking. The ART 598 is taught with ART 394 or 494 sections of Digital Processes for Printmaking. The fees expected to be generated for the ART 598 section are \$390 based on an estimated enrollment of three. It is estimated that an MFAs student in printmaking would pay fees totaling \$480 during the entire program of study, not including the proposed \$130 fee.

RECOMMENDATION: *The recommendation should be specific, clear, and concise. (Example: The Board is asked to approve an increase in the course fee for ART 214, 314, 315, and 325 from \$50 to \$110 per student).*

The Board is asked to approve a new technology fee of \$13 for ART 598, Digital Processes for Printmaking to assist with the cost of technology hardware and software.

**SPECIAL CLASS FEES AND DEPOSITS
 FEE REQUEST**
Information required by ASU Student Business Services

Campus: <input type="checkbox"/> Downtown <input type="checkbox"/> Polytechnic <input checked="" type="checkbox"/> Tempe <input type="checkbox"/> West	
College/School: Herberger College of Fine Arts	Unit: School of Art
Course Prefix and Number: ART 598	Course Title: Digital Processes for Printmaking
Contact Person: Rebecca George	Phone: 5-3276
Effective Date: <input checked="" type="checkbox"/> Fall (Dec. 15 th) <input type="checkbox"/> Spring (Aug. 1 st) <input type="checkbox"/> Summer (Oct. 1 st) 2006 (year)	
Dates in parentheses are deadlines by which requests of \$50 and less must complete the internal approval process for implementation on the requested effective date. Requests over \$50 require Board of Regents approval at the spring tuition setting meeting. Requests exceeding \$50 also require submission of an Executive Summary form.	
Total amount to be charged per student: \$130	
<input checked="" type="checkbox"/> Using existing class fee account: Acct # JM51901	
<input type="checkbox"/> Need new class fee account established (see http://www.asu.edu/fs/forms/forms.html)	

ABOR Approved Uses: Check all that apply and provide specific descriptions of how the fees will be used

- Off-campus field trip expenses:
- Specialized use of equipment or facilities: Hardware includes computers, photographic quality ink jet printers for different formats, drum/film/flatbed scanners, pectrophotometers, and monitor displays.
- Private instruction:
- Expendable materials:
- Technology expenses (personnel expenses and/or capital equipment): Acquisition of technology updates for hardware and software, including repair and maintenance.
- Selected personnel expenses:

For additional information on permitted uses, review ABOR policy 4-105B at [http://www.abor.asu.edu/1 the regents/policymanual](http://www.abor.asu.edu/1_the_regents/policymanual). Special class fees that do not comply with these guidelines must be approved by ABOR.

APPROVALS:

Unit Chair or Director: _____ Date: _____

Dean: _____ Date: _____

Provost (or designee): _____ Date: _____

Approved and forwarded to ABOR Denied _____

EXECUTIVE VICE PRESIDENT AND PROVOST'S USE ONLY	
Board of Regents Action:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied Date _____

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Arts and Letters

Department: School of Art

Course Number: ART 263

Course Title: Hand Building

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 75
EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

There is no fee currently approved for this course. This is a new course effective Fall 2004. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in this course. See statement regarding cost of clay and comparable fees at other universities included on justification requests for ART 161 and ART 261. The annual enrollment in this course is 10 students. It is a required course for Bachelor of Fine Arts majors with an emphasis in ceramics.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Arts and Letters

Department: School of Art

Course Number: ART 363

Course Title: Ceramics - Glazing and Firing

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 75
EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

There is no fee currently approved for this course. This is a new course effective Spring 2004 and is offered every third semester. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-3. This fee will be used to cover the cost of expendable materials used in this course. See statement regarding cost of clay and comparable fees at other universities included on justification requests for ART 161 and ART 261. The annual enrollment in this course is 14 students. It is a required course for Bachelor of Fine Arts majors with an emphasis in ceramics.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Biology

Course Number: BIO 411

Course Title: Mycology

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 60

EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

There is currently no course fee on this course. Course fees are initiated at the department level and are reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-1,3. This fee will be used to cover the transportation cost of field trips and the costs of expendable materials used in the lab segment of this course. Total costs for operating the laboratory for this course during the 2003-2004 academic year were \$606 and transportation costs for the field trips were \$190. The average enrollment in this course is 13 students. A fee of \$60 per student is needed to cover these costs. The 42% decrease in the Biology department's operations budget over the past four years necessitates the implementation of these kinds of fees to cover these costs that can no longer be paid out of the departmental budget. This course is an elective in all biology emphases.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Engineering and Natural Sciences

Department: Civil and Environmental Engineering

Course Number: CENE 180

Course Title: Computer Aided Drafting

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 75
EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

CENE 180 is a new course that will be taught for the first time Fall semester 2005. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-4. The fee will be used to provide computer hardware and software for the students enrolled in the course. The anticipated annual enrollment in this course is 75 students per year. It is a required course for Civil and Environmental Engineering majors.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved.

UNIVERSITY: Northern Arizona University

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: Social and Behavioral Sciences

Department: Geography, Planning and Recreation

Course Number: PRM 431

Course Title: Outdoor Leader Certification II

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 350
EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

This is a new course that was created to provide a second and higher level outdoor leader certification. Course fees are initiated at the department level and reviewed and approved by the Chair, College Dean and the Associate Provost for Academic Administration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs.*

This request is covered by section 4-105-B-1. The fee will be used to cover costs of a sixteen-day outdoor field experience and two days of Leave No Trace day training. Costs to be covered by this fee are transportation, field use permits, field food, medical supplies for field emergencies, field equipment, field maps, knot ropes, and food bags. The annual enrollment in this course is 18 students. This course is an elective for all emphases in the Parks and Recreation major.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

Recommend this fee be approved

UNIVERSITY: University of Arizona

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Fine Arts

Department: Media Arts

Course Number: 317a

Course Title: Sound Design for Media Production

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 75

EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

This request is a result of the Department of Media Arts' internal re-organization, spurred by the precepts of Focused Excellence. As part of the department's overall re-organization, the faculty reconfigured the Bachelor of Fine Arts' degree to increase the intensity of the production process and the rigor of the degree program. Two faculty members were added to the production division, and efforts were made to increase the base of production and post-production equipment at the heart of the degree. This new fee is thus part of the larger effort within the department and production division to align more closely the BFA in media arts with the arts orientation of the College of Fine Arts,

The course fee was initiated at the department level and reviewed / approved by the Dept. Head and College Dean. The Fee request has been reviewed by the University Fees Committee forwarding a recommendation for approval to the Provost. The Provost has accepted the Committee's recommendation pending ABOR approval.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs. Also, indicate the number of students affected and the financial impact of the request.*

ABOR policy 4-105, B-3 and B-4 allow costs associated with expendable materials and technology costs to be incorporated in class fees. Expendable materials covered by this course fee include digital audiotape and DVD-discs; technology associated with this course fee includes professional audio editing software, microphones and recorders. The course is required for completion of the B.F.A. degree; average annual enrollment is 20 students. Over the course of the four-year B.F.A. degree, students would pay \$1020 in course fees (if approved) for this and other Media Arts courses, above tuition and other fees, to complete the program.

The Production Division within the Department of Media Arts is committed to encouraging the expression of underrepresented voices, particularly those of minority and rural communities within the state of Arizona. Students who would otherwise never have the means to buy a \$5,000 digital camera or an even more expensive 16mm camera will be able to produce film and video works through the BFA Degree program that give voice to perspectives rarely heard or seen in mainstream media. The result of such course fees is to create for students enrolled in the major, as low-cost and as equitable access as possible to equipment, allowing many students who would otherwise not be able to afford production equipment with the means to creatively express their voices.

The department is developing its communication efforts to inform students of the larger effects of the fee request. Prospective BFA students are made aware of the course fee costs during the BFA Portfolio Admissions workshops, conducted by faculty four times per year. In addition to outlining the portfolio admission process, faculty talk about the differences between pursuing a BFA versus a BA degree. It is the Department's intention to inform all prospective students via admissions materials and orientation about the potential cost as well as financial aid options.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to implement a special class fee of \$75 for M AR 317A, *Sound Production*.

UNIVERSITY: University of Arizona

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Fine Arts

Department: Media Arts

Course Number: 369

Course Title: Scene Analysis for Directors

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 75

EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

This request is a result of the Department of Media Arts' internal re-organization, spurred by the precepts of Focused Excellence. As part of the department's overall re-organization, the faculty reconfigured the Bachelor of Fine Arts' degree to increase the intensity of the production process and the rigor of the degree program. Two faculty members were added to the production division, and efforts were made to increase the base of production and post-production equipment at the heart of the degree. This new fee is thus part of the larger effort within the department and production division to align more closely the BFA in media arts with the arts orientation of the College of Fine Arts,

The course fee was initiated at the department level and reviewed / approved by the Dept. Head and College Dean. The Fee request has been reviewed by the University Fees Committee forwarding a recommendation for approval to the Provost. The Provost has accepted the Committee's recommendation pending ABOR approval.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs. Also, indicate the number of students affected and the financial impact of the request.*

ABOR policy 4-105, B-3 and B-4 allow costs associated with expendable materials and technology costs to be incorporated in class fees. Expendable materials covered by this course fee include digital videotape and DVD-discs; technology associated with this course fee includes professional video editing software, cameras, microphones and recorders. The course is required for completion of the B.F.A. degree; average annual enrollment is 20 students. Over the course of the four-year B.F.A. degree, students would pay \$1020 in course fees (if approved) for this and other Media Arts courses, above tuition and other fees, to complete the program.

The Production Division within the Department of Media Arts is committed to encouraging the expression of underrepresented voices, particularly those of minority and rural communities within the state of Arizona. Students who would otherwise never have the means to buy a \$5,000 digital camera or an even more expensive 16mm camera will be able to produce film and video works through the BFA Degree program that give voice to perspectives rarely heard or seen in mainstream media. The result of such course fees is to create for students enrolled in the major, as low-cost and as equitable access as possible to equipment, allowing many students who would otherwise not be able to afford production equipment with the means to creatively express their voices.

The department is developing its communication efforts to inform students of the larger effects of the fee request. Prospective BFA students are made aware of the course fee costs during the BFA Portfolio Admissions workshops, conducted by faculty four times per year. In addition to outlining the portfolio admission process, faculty talk about the differences between pursuing a BFA versus a BA degree. It is the Department's intention to inform all prospective students via admissions materials and orientation about the potential cost as well as financial aid options.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to implement a special class fee of \$75 for M AR 369, *Scene Analysis for Directors*.

UNIVERSITY: University of Arizona

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Fine Arts

Department: Media Arts

Course Number: 401

Course Title: Advanced Pre-Production

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 95

EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

This request is a result of the Department of Media Arts' internal re-organization, spurred by the precepts of Focused Excellence. As part of the department's overall re-organization, the faculty reconfigured the Bachelor of Fine Arts' degree to increase the intensity of the production process and the rigor of the degree program. Two faculty members were added to the production division, and efforts were made to increase the base of production and post-production equipment at the heart of the degree. This new fee is thus part of the larger effort within the department and production division to align more closely the BFA in media arts with the arts orientation of the College of Fine Arts,

The course fee was initiated at the department level and reviewed / approved by the Dept. Head and College Dean. The Fee request has been reviewed by the University Fees Committee forwarding a recommendation for approval to the Provost. The Provost has accepted the Committee's recommendation pending ABOR approval.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs. Also, indicate the number of students affected and the financial impact of the request.*

ABOR policy 4-105, B-3 and B-4 allow costs associated with expendable materials and technology costs to be incorporated in class fees. Expendable materials covered by this course fee include digital videotape and DVD-discs; technology associated with this course fee includes professional video editing software, cameras, microphones and recorders. In this course, M AR 401, additional equipment for audio recorders, camera accessories used specifically for the course, and lighting kits, are required. The course is required for completion of the B.F.A. degree; average annual enrollment is 20 students. Over the course of the four-year B.F.A. degree, students would pay \$1,020 in course fees (if approved) for this and other Media Arts courses, above tuition and other fees, to complete the program.

The Production Division within the Department of Media Arts is committed to encouraging the expression of underrepresented voices, particularly those of minority and rural communities within the state of Arizona. Students who would otherwise never have the means to buy a \$5,000 digital camera or an even more expensive 16mm camera will be able to produce film and video works through the BFA Degree program that give voice to perspectives rarely heard or seen in mainstream media. The result of such course fees is to create for students enrolled in the major, as low-cost and as equitable access as possible to equipment, allowing many students who would otherwise not be able to afford production equipment with the means to creatively express their voices.

The department is developing its communication efforts to inform students of the larger effects of the fee request. Prospective BFA students are made aware of the course fee costs during the BFA Portfolio Admissions workshops, conducted by faculty four times per year. In addition to outlining the portfolio admission process, faculty talk about the differences between pursuing a BFA versus a BA degree. It is the Department's intention to inform all prospective students via admissions materials and orientation about the potential cost as well as financial aid options.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to implement a special class fee of \$75 for M AR 401, *Advanced Pre-Production*.

UNIVERSITY: University of Arizona

***SPECIAL CLASS FEES AND DEPOSITS
FEE REQUEST***

College/School: College of Fine Arts

Department: Media Arts

Course Number: 510

Course Title: Critical Video Production

Is this a graduate or an undergraduate class fee?

GRADUATE CLASS

UNDERGRADUATE CLASS

Is this a new fee or an increase to an existing fee?

NEW FEE

Amount requested: \$ 75

EXISTING FEE

Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

This request is a result of the Department of Media Arts' internal re-organization, spurred by the precepts of Focused Excellence. As part of the department's overall re-organization, the faculty reconfigured its degree programs, including the MA in media arts, to have a more production-focused orientation. . Two faculty members were added to the production division, and efforts were made to increase the base of production and post-production equipment at the heart of the degree programs. This new fee is thus part of the larger effort within the department and production division to align more closely the graduate program with the arts orientation of the College of Fine Arts,

The course fee was initiated at the department level and reviewed / approved by the Dept. Head and College Dean. The Fee request has been reviewed by the University Fees Committee with a recommendation to approve forwarded to the Provost. The Provost has accepted the Committee's recommendation pending ABOR approval.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for classes and academic programs. Also, indicate the number of students affected and the financial impact of the request.*

ABOR policy 4-105, B-3 and B-4 allow costs associated with expendable materials and technology costs to be incorporated in class fees. Expendable materials covered by this course fee include digital videotape and DVD-discs; technology associated with this course fee includes professional video editing software, cameras, microphones and recorders. The course is a production elective offered to students enrolled in the M.A. degree; average annual enrollment is 15 students, enhancing the students' opportunities to integrate production into their media studies emphasis. The equipment base for the class draws from the same pool of equipment for production and post-production that is used by undergraduate B.A. and B.F.A. students; as such, the same formulas for calculating class cost are used. The result of such course

fees is to create for students enrolled in the major, as low-cost and as equitable access as possible to equipment, allowing many students who would otherwise not be able to afford production equipment with the means to creatively express their voices.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to implement a special class fee of \$75 for M AR 510, *Critical Video Production*.

UNIVERSITY: ARIZONA STATE UNIVERSITY

College/School: College of Design

Department: School of Architecture and Landscape Architecture

Program: Master of Architecture and Master of Science in Building Design

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested:
EXISTING FEE Current Fee: \$2,250 Requested Fee: \$3,250

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

A program fee of \$2,250 per student per year was approved by the Board of Regents on April 29, 2004 and there have been no increases. The Dean, Associate Dean, Assistant Dean, School Directors/Chairs Designate, faculty and graduate students have proposed increasing the rate in line with ABOR policy 4-104. The proposal will be reviewed by Provost's Office administrators before being submitted to the Arizona Board of Regents for consideration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for academic programs. Also, indicate the number of students affected and the financial impact of the request.*

ABOR adopted criteria for evaluating requests is:

Access: A total of 15 percent has been and will continue to be set aside for scholarship awards within the College.

Affordability: Out of 22 institutions offering graduate degrees in architecture, ASU is ranked 15th highest in tuition and fees for non-residents and 8th for residents.

Benefits to the Entire University: Fifteen percent of the funds will be utilized to help fund those university programs designed to improve the persistence and graduation rates of ASU students.

Cost of the Program: Graduate professional programs require on-going investments in technology, new faculty appointments to grow the program, and infrastructure to support the programs. The College is making other investments to assure its commitment to enhanced program stature. The requested increase to fees will help provide the appropriate amenities for a program of national standing.

Increased Earning Potential of Graduates: Architects and other designers are eligible to become registered/licensed with the completion of the master's degree (and required internships). Graduates of this highly regarded program should expect to command an increased earning capability in their professional careers.

Market Pricing: The proposed fee increase and tuition keeps the ASU Master of Architecture and Master of Science in Building Design priced competitively with comparative institutions as noted under the Affordability heading.

Quality: The investment from fee revenue will provide College of Design opportunities to improve quality of design education and quality of student services support. New technology capabilities, student support services and faculty recruitment and retention will provide recognition by peers and the opportunity for advancement on national rankings.

Number of Students Affected and the Financial Impact of the Request: Continuing Master of Architecture and Master of Science in Building Design students will be exempt from paying the \$1000 increase to the fee. Students admitted to the Master of Architecture and Master of Science in Building Design programs for Summer 2006 or a later semester will pay the increased fee. About 105 majors will generate \$102,923 in additional revenue when no one is exempt from the increase. Total revenue from program fees will be about \$316,171.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

It is recommended that the Arizona Board of Regents approve the fee increases outlined for graduate professional masters' degree programs in the School of Architecture and Landscape Architecture as outlined above.

UNIVERSITY: ARIZONA STATE UNIVERSITY

**SPECIAL PROGRAM FEES
FEE REQUEST**

College/School: College of Design
Department: Departments of Industrial Design, Interior Design,
and Visual Communications Design
Program: Master of Science in Design

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: _____

EXISTING FEE Current Fee: \$450 Res;
\$950 Non Res Requested Fee: \$1,000 All

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

A program fee of \$450 for Residents and \$950 for Non-Residents was approved by the Board of Regents on April 29, 2004 and there have been no increases. The Dean, Associate Dean, Assistant Dean, School Directors/Chairs Designate, faculty and graduate students have proposed increasing the rate in line with ABOR policy 4-104. The proposal will be reviewed by Provost's Office administrators before being submitted to the Arizona Board of Regents for consideration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for academic programs. Also, indicate the number of students affected and the financial impact of the request.*

ABOR adopted criteria for evaluating requests is:

Access: A total of 15 percent has been and will continue to be set aside for scholarship awards within the College.

Affordability: Out of 9 institutions offering graduate degrees in design, ASU is ranked 8th highest in tuition and fees for non-residents and 6th for residents.

Benefits to the Entire University: Fifteen percent of the funds will be utilized to help fund those university programs designed to improve the persistence and graduation rates of ASU students.

Cost of the Program: Graduate professional programs require on-going investments in technology, new faculty appointments to grow the program, and infrastructure to support the programs. The College is making other investments to assure its commitment to enhanced program stature. The requested increase to fees will help provide the appropriate amenities for a program of national standing.

Increased Earning Potential of Graduates: Architects and other designers are eligible to become registered/licensed with the completion of the master's degree (and required internships). Graduates of this highly regarded program should expect to command an increased earning capability in their professional careers.

Market Pricing: The proposed fee increase and tuition keeps the ASU Master of Science in Design degree priced competitively with comparative institutions as noted under the Affordability heading.

Quality: The investment from fee revenue will provide College of Design opportunities to improve quality of design education and quality of student services support. New technology capabilities, student support services and faculty recruitment and retention will provide recognition by peers and the opportunity for advancement on national rankings.

Number of Students Affected and the Financial Impact of the Request: By removing the distinction between resident and non-resident majors and with the increase in the rate, 44 majors will generate \$14,942 in additional revenue. Total revenue from program fees will be about \$35,016.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

It is recommended that the Arizona Board of Regents approve the fee increase outlined for graduate professional master's degree program in the School of Design as outlined above.

UNIVERSITY: ARIZONA STATE UNIVERSITY

**SPECIAL PROGRAM FEES
FEE REQUEST**

College/School: College of Design

Department: School of Planning

Program: Master of Environmental Planning
Master of Urban and Environmental Planning

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: _____

EXISTING FEE Current Fee: \$450 Res;
\$950 Non Res Requested Fee: \$1,000 All

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

A program fee of \$450 for Residents and \$950 for Non-Residents was approved by the Board of Regents on April 29, 2004 and there have been no increases. The Dean, Associate Dean, Assistant Dean, School Directors/Chairs Designate, faculty and graduate students have proposed increasing the rate in line with ABOR policy 4-104. The proposal will be reviewed by Provost's Office administrators before being submitted to the Arizona Board of Regents for consideration.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for academic programs. Also, indicate the number of students affected and the financial impact of the request.*

ABOR adopted criteria for evaluating requests is:

Access: A total of 15 percent has been and will continue to be set aside for scholarship awards within the College.

Affordability: Out of 16 institutions offering graduate degrees in design, ASU is ranked 12th highest in tuition and fees for non-residents and 12th for residents.

Benefits to the entire university: Fifteen percent of the funds will be utilized to help fund those university programs designed to improve the persistence and graduation rates of ASU students.

Cost of the Program: Graduate professional programs require on-going investments in technology, new faculty appointments to grow the program, and infrastructure to support the programs. The College is making other investments to assure its commitment to enhanced program stature. The requested increase to fees will help provide the appropriate amenities for a program of national standing.

Increased Earning Potential of Graduates: Graduates of this program should expect to command an increased earning capability in their professional careers.

Market Pricing: The proposed fee increase and tuition keeps the ASU Master of Environmental Planning and Master of Urban and Environmental Planning degrees priced competitively with comparative institutions as noted under the Affordability heading.

Quality: The investment from fee revenue will provide College of Design opportunities to improve quality of design education and quality of student services support. New technology capabilities, student support services and faculty recruitment and retention will provide recognition by peers and the opportunity for advancement on national rankings.

Number of Students Affected and the Financial Impact of the Request: By removing the distinction between resident and non-resident majors and with the increase in the rate, 70 majors will generate \$28,480 in additional revenue. Total revenue from program fees will be about \$54,727.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

It is recommended that the Arizona Board of Regents approve the fee increase outlined for graduate professional master's degree program in the School of Planning as outlined above.

UNIVERSITY: Arizona State University

***SPECIAL PROGRAM FEES
FEE REQUEST***

College/School: W. P. Carey School of Business

Department: Master of Business Administration Program (MBA) and
Masters Degrees

Program: MBA: Approve an increase in program fees for the Master of Business
Administration and related professional master's degrees for the 2006 –
2007 academic year.

Is this a graduate or an undergraduate program fee? GRADUATE PROGRAM
Is this a new fee or an increase to an existing fee?

EXISTING FEE Amount requested: As shown for each program

BACKGROUND:

Since 1997, the Board has approved requested increases in the fees for MBA and related professional business masters degree programs. The fees have been approved in order to ensure that the relevant programs remain competitive with leading peer public management schools. Revenues from the fees have supported improvements in quality of the MBA programs of the W. P. Carey School through investments in faculty development, curriculum modernization, and enhancements to basic educational infrastructure including classrooms and information technology.

Moreover, revenues directly benefit students through support for student service advisors and technology staff; purchase of computer software and hardware equipment for labs and instruction; in MBA programs for working professionals, books and materials are provided; improved meeting rooms to promote team-based learning; and other student service features such as career counseling.

Student satisfaction with the MBA program experience in the W. P. Carey School is very high and the academic ratings of the W. P. Carey MBA continue to improve. The programs, especially those for working professionals, have grown in recent years to a level exceeding 1,000 students today. The retention rate for all programs is above 90 percent.

In the spring of 2002, the Board approved a three year range (2003 – 2004; 2004 – 2005; and 2005 – 2006) for graduate business program fees in the Fulltime MBA and related programs, the Evening MBA, the Technology MBA (now the Technology, Science and Engineering MBA), and the Technology Delivered MBA (now identified as the Global

MBA). In following years the board approved ranges for the Executive MBA and the new Online MBA.

The ranges for all W. P. Carey MBA programs as approved through the 2005 – 2006 academic year are shown below. For 2006 – 2007 there are no changes requested in the approved ranges for MBA program fees.

<u>W. P. Carey MBA Program</u>	<u>Program Fee Range</u>
Fulltime MBA and Related Masters Degrees (Master of Tax, Master of Accountancy & Information Management, Master of Science in Information Management, Master of Health Sector Management)	\$8,000 - \$15,000
Evening MBA	\$8,000 - \$18,000
Technology, Science, Engineering MBA At ASU Research Park	\$8,400 - \$20,000
Online MBA	\$15,000 - \$20,000
Executive MBA	\$25,000 - \$35,000
Corporate (Global) MBA	\$25,000 - \$35,000

There have been no increases in MBA program fees since those approved in 2003. However, in just the past two years costs have increased for delivery of services and materials that are essential to a high-quality educational experience. Now, fee adjustments are requested to maintain the level of curriculum content and delivery, technology, services, and facilities that support educational quality at the W. P. Carey School.

The adjustments requested would apply to newly enrolled students in the programs specified, effective July 2006.

DISCUSSION:

The fee adjustments requested are shown in the table following the written explanation of fee requests. Compared to past requests, fee increases are relatively small and aimed primarily at offsetting higher costs incurred in recent years for program delivery in order to maintain the quality of graduate business programs. The justification for each increase appears below.

Fulltime MBA: \$500 increase in annual fee for newly enrolled students

One important cost increase for the fulltime MBA program is due to new copyright legislation. Students may have assignments requiring reading 10 – 20 cases in one graduate business course. Cases are sold in the ASU bookstore, but it is known that students on tight budgets will share cases by photo copy. To prevent this and resulting legal issues, the decision has been made to provide students with cases for courses. In essence, students will pay in advance for cases and other copyright material to be made available to them legally. A packet for one course is approximately \$30. Each student may have up to 10 such course packets assigned in each year of the two year MBA program.

The next greatest allocation of revenues from increased fees for this program is continued quality improvements in classroom facilities including seating, computers, media equipment, and software and curriculum delivery. Between the 2003 – 2004 academic year and now, annual expenses for classroom operation for fulltime MBA students increased from \$150,000 to more than \$180,000. Curriculum development costs, which directly benefit students with updating of materials and course content, rose from \$41,500 to more than \$100,000 during the same period.

During discussions with fulltime MBA students, the students expressed their opinion that increases for students should be limited as much as possible during the two years they are in the program. Since 75% or more of fulltime students moved to Arizona to enroll in the program, they have made a major commitment based on information available when they chose their MBA program. Therefore, there is no program fee increase proposed for continuing students. New students will be informed of the \$500 increase in program fees in advance of their coming to ASU.

The number of first year MBA students affected by this increase is 100.

The additional program fee revenue is estimated as $100 \times \$500 = \$50,000$

Masters Degrees (Master of Tax, Master of Accountancy & Information Systems, Master of Information Systems, Master of Health Sector Management): \$500 increase in annual fee for newly enrolled students

Students in these programs have requested access to services and facilities reserved in the past for MBA students, and these requests have now been granted. Masters students now receive resume and career advice through the MBA career center. The MBA computer lab space and information technology support are now available to students in these one year Masters programs. In addition, students in these programs are now eligible to schedule team rooms and use MBA meeting spaces. These services and facilities were originally paid for and maintained by MBA program fees. Therefore, new users should be assessed some reasonable amount to pay their fair share of staff and facility charges. Because these are one year programs, there are relatively few continuing students. All students will pay the \$500 fee for support of the services and facilities noted above.

The number of taxation, accounting and health management students affected is 100.

The additional program fee revenue is estimated as $100 \times \$500 = \$50,000$

Global MBA: \$500 increase in annual fee for newly enrolled students

This program is an executive level MBA delivered primarily online, with periodic face to face sessions with students. In the past the face to face sessions have been conducted in Tempe. However, similar programs across the nation have included at least one face to face session in a foreign country and the W. P. Carey School will follow suit, utilizing contacts and knowledge of China and Mexico. It has been calculated that global locations for the face to face sessions will raise the costs of delivery of these sessions, and that is the primary justification for the fee increase. In addition, similar to the other programs for working professionals, this program distributes books and materials to students as part of the program fee. The fee increase will be used to offset these costs, which have increased in recent years.

The number of students affected by this increase is 45.

The additional program fee revenue is estimated as $45 \times \$500 = \$22,500$

Technology, Science, Engineering MBA: \$500 increase in annual fee for newly enrolled students

This program has undergone an evolution in the past three years. This program now offers the MBA in conjunction with certificates in specialized technical areas provided by the Ira A Fulton School of Engineering. When students enroll in these specialized engineering courses, program fees are transferred to the Fulton School as payment on their behalf. The current rate is \$1,200 per course. A four course engineering sequence adds an additional \$4,800 expense per student to total costs of the TSE MBA program. No other W. P. Carey MBA supports these courses, but the TSE program has used this Engineering Certificate feature as a successful recruiting edge to attract students from leading high technology firms in the metropolitan area. However, the extra expense of this program has resulted in the current request to increase the fee in the Technology, Science and Engineering MBA at the ASU Research Park.

The number of students affected by this increase is 40.

The additional program fee revenue is estimated as $40 \times \$500 = \$20,000$

Evening MBA: \$250 increase in annual fee for newly enrolled students

The Evening MBA program is designed for rising managers, often persons with significant work and family responsibilities. The Evening program staff provides full service support including advising and career counseling. Students receive all books and materials for each

course. The \$250 increase is intended to offset costs of increases in books and materials for this student population and continue to assure a fair share payment by this program for classroom and curriculum improvements. In addition, this program has no laptop requirement. Instead, courses are supported by laptop carts brought in to class. Laptops are now ageing and require additional maintenance and consideration of a replacement schedule.

The number of students affected by this increase is 300.

The additional program fee revenue is estimated as $300 \times \$250 = \$75,000$

STUDENT INPUT:

Student input was sought at the University and school level. At the request of the ASU Vice President for Student Affairs, graduate student leaders reviewed the fee proposal and requested additional information on several items.

1. The group asked how many MBA students receive employer reimbursement. In the Evening MBA, the largest MBA program, 78% of students receive some form of reimbursement for educational expenses. The proportion is higher in programs for senior executives (Executive MBA and Global MBA). At the opposite end of the continuum, students in the fulltime MBA typically are changing careers and are not employed. However, these students have access to assistantships and tuition waivers not available to working students in the part time programs.
2. Graduate student leaders recommended that fee increases should be publicized to applicants so they understand the financial requirements of the degree programs. This will be done through information on the web pages created for each program.
3. Students requested clarification of the course packet charges. This more detailed explanation has been incorporated into the fee proposal. In brief, those in the fulltime MBA will now receive copies of course packets and will be expected not to copy reading and study material that may be subject to copyright laws, as all those materials will be provided in the course packet. The estimated cost of each course packet is \$30, and students would receive 10 – 12 such packets per year.

W. P. Carey School of Business officials met with representatives of the MBA Association student group and discussed the fee proposal. In addition, staff student service workers requested informal feedback.

1. As noted in the fee proposal, fulltime MBA students emphasized that choosing an MBA program is an important decision. Although the choice is based only partly on costs, students felt costs should not change substantially during the two years required to complete the degree. In response, it was agreed that the increase in fees would apply to new students only and there would be no MBA program fee increases for students already in the program.

2. Continuing Evening MBA students felt that they had chosen to attend the MBA program with the understanding that they would be allowed to take courses beyond the regular degree requirements with no additional charge for additional credit hours. The belief was expressed that commitments were made by admissions staff and faculty telling them they could take additional courses in their second year of study. In response, it was agreed that second year Evening MBA students and second year TSE MBA students would not pay by credit hour, but would continue to pay a program fee based on the academic year.
3. It was agreed that if University level graduate tuition increases are greater than 5% per year, there would be a reconsideration of the amounts of increases requested in the W. P. Carey graduate business fee proposals. Following up on that agreement, the current proposal was revised to remove all MBA program fee increases for continuing students.

W. P. Carey School of Business Proposed Graduate Business Program Fees: 2006 – 2007 <u>(Note: Proposed program fee increases apply to newly enrolled students only)</u>			
Program	2005 - 2006 <u>Current</u> Program Fee	2006 - 2007 <u>Proposed</u> Fee Changes	2006 - 2007 <u>New</u> Program Fee
Fulltime MBA	\$9,500 yr	+\$500 yr	\$10,000 yr
Master of Tax Master of Accountancy & Information Systems	\$9,000 yr \$300 credit hr	+\$500 yr +\$16.67 credit hr	\$9,500 yr \$316.67 credit hr
Master Information Systems	\$14,500 yr \$483.33 credit hr	+\$500 yr + \$16.67 credit hr	\$15,000 yr \$500 credit hr
Master Health Sector Mgmt (Part Time Evening)	\$9,500 yr \$452.38 credit hr	+\$500 yr + \$23.81 credit hr	\$10,000 yr \$476.19 credit hr
Global MBA	\$26,000 yr \$1083.33 credit hr	+ \$500 yr +\$20.83 credit hr	\$26,500 yr \$1104.16 credit hr
Technology, Science & Engineering MBA at ASU Research Park	\$13,500 yr \$562.50 credit hr	+ \$500 yr +\$20.83 credit hr	\$14,000 yr \$583.33 credit hr
Evening MBA	\$13,500 yr \$562.50 credit hr	+\$250 yr +\$10.40 credit hr	\$13,750 yr \$572.92 credit hr

RECOMMENDATION:

It is recommended that the Board approve program fee adjustments for W. P. Carey graduate business programs as summarized in the table above, to be effective July 2006.

APPENDIX
TUITION AND FEES FOR MBA PROGRAMS

Fulltime MBA Tuition and Fees for <u>Total</u> Two Year MBA Degree Program: W. P. Carey MBA And Selected MBA Programs		
Fulltime MBA Program	Resident	Non - Resident
Indiana University	29,246	57,080
ASU W. P. Carey MBA	30,122	50,650
Michigan State	34,000	49,566
Univ Texas	36,144	69,860
Univ Illinois	36,236	50,456
Univ North Carolina	36,639	68,437
Ohio State University	38,633	62,733
Univ Minnesota	47,850	65,890
Univ Cal Los Angeles	47,406	65,786
Univ Cal Berkeley	48,650	71,712
Univ Cal Irvine	49,000	72,000
Thunderbird	59,670	59,670
Univ Michigan	69,618	80,118
Part Time MBA Tuition and Fees for <u>Total</u> MBA Degree Program: W. P. Carey MBA And Selected MBA Programs		
Part Time MBA Program	Resident	Non - Resident
Ohio State University	36,765	Part Time programs are designed for local working professionals and non-resident students typically make up a very small percent of student population.
ASU W. P. Carey MBA	38,122	
Univ Illinois – Chicago	38,185	
Univ Colorado	42,000	
Univ Minnesota	43,200	
Univ Maryland	54,978	
Univ Texas	62,500	
Univ Michigan	73,500	
Univ Cal Los Angeles	78,000	
Univ Cal Berkeley	78,889	
Source: <i>Business Week</i> profiles and university web sites.		

UNIVERSITY OF ARIZONA

**SPECIAL PROGRAM FEE
FEE REQUEST**

College/School: Eller College of Management

Program: Executive MBA Program

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM ALL LEVELS

Is this a new fee range or an increase to an existing fee range?

NEW FEE

EXISTING FEE Current Fee: \$40,000 for the program
Requested Fee: \$47,500 for the program

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

At its April 2005 meeting ABOR approved conversion of the Eller College of Management Weekend MBA Program into an Executive MBA Program. This new Executive MBA Program was launched in Tucson in August 2005. The program has an accelerated curriculum that permits students to complete the program in 14 months, rather than the two year duration of the current Eller Evening MBA program and the old Weekend MBA program. Also at the April 2005 meeting ABOR approved a fee of \$40,000 for the Executive MBA Program. The current fee for the Evening MBA Program is \$30,000; this was also the fee for the Weekend MBA Program.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fee ranges for academic programs.*

Nationally, the instructional design and the student audience configuration for executive MBA programs are distinct from other MBA programs that universities may offer concurrently. That certainly is the case for the Eller College's executive MBA program. The Eller College executive MBA program is expressly tailored to meet differentiated educational needs of accomplished managers with 10+ years of experience and executive-sponsored high-potential professionals.

In its initial launching, student demand for the Eller College executive MBA program exceeded anticipated enrollment. During the planning phase for the program we anticipated attracting 20-25 students. The class that began the program in August 2005 had 35 students. This initial class has students from Phoenix, California and the East Coast, as well as from Tucson. Thus, it is evident that the instructional design configuration of the Eller College executive MBA program has found resonance with the business community.

The Eller College request for a fee increase is two-fold. First, this type of program is costly to execute. Classes meet every other week on Friday and Saturday. Students are provided with meals and with a hotel room for each Friday night following Friday class. The business executives who are our students have high expectations about the quality of instruction, the level of IT support, and the logistics of the program. The program requires more staff support and a differentiated, executive learning environment. The cost to deliver the program at the level of expectation for this particular business executive/student

audience is high, and indeed, in this initial year of offering the program, the instructional costs, including salaries for senior faculty members in disciplines such as Finance, Marketing, and Management, are more than originally budgeted. Thus, the increase in the total program fee will offset the expenditures required to offer the program.

Second, the current tuition of \$40,000 for the complete program is far below tuition at peer programs. As a basis for comparison, we list Executive MBA tuition for Thunderbird, ASU, and several other public university programs below. In each case the tuition is the total tuition for the program.

Thunderbird (Garvin)	22 months	\$65,000
Arizona State (Carey)	22 months	\$63,000
UCLA (Anderson)	2 years	\$86,940
Michigan State	21 months	\$65,500 (state residents) \$73,000 (out of state)
Ohio State (Fisher)	18 months	\$59,000
U Texas (McCombs)	2 years	\$59,400 (state residents) \$79,400 (out of state)
University of Washington	21 months	\$58,000

Even at the proposed total program tuition of \$47,500, the least costly of these peer programs would be 22 percent more expensive than this program. These comparisons are important, particularly as we view the program as a regional program that will draw students from the entire Southwest U.S.

We plan to offer this Executive MBA Program in Phoenix beginning in August 2006. While the Phoenix offering of this program would face direct competition from Executive MBA Programs offered by Arizona State University and Thunderbird's Garvin International School of Management, we believe that the large and growing population in Phoenix and the concentration of corporations in Phoenix will support a class at least as large as our initial class in Tucson, even at the higher fee. The revenue from tuition will allow us to provide an overall experience that is not only intellectually rich but that also offers these students the opportunity to pursue their MBA in a uniquely professional and supportive environment.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to increase the program fee for the executive MBA program to \$47,500, effective the 2006-07 academic year.

UNIVERSITY: The University of Arizona

**SPECIAL PROGRAM FEES
FEE REQUEST**

College/School: College of Nursing

Program: Graduate Certificate Programs

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM* UNDERGRADUATE PROGRAM ALL LEVELS

* *Graduate certificate programs*

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 3,000 annually Requested Fee: \$ 4,000 annually

BACKGROUND:

Program fees are currently in place for all graduate (master's and post-master's) programs administered through the College of Nursing. The program fee for graduate certificate programs was initially set at a lower amount, \$3,000, because at the time it was implemented, it was intended to cover the additional costs related to the clinical component of the program. Since then, the graduate certificate programs have become on-line programs. External funding had been secured to finance the initial conversion of the programs to an on-line delivery system; the request to increase the fee includes the cost of sustaining the programs in an on-line environment as well as enhancing the clinical component of the programs.

To assist the state and the nation in addressing the severe nursing shortage, UA is being asked to expand its educational programs to meet the need for primary care nurse providers in rural and remote areas of Arizona. The College has been successful in addressing unmet need by adopting the strategy of using on-line delivery as a means to increase educational opportunity, especially for those who are place-bound and/or time-constrained. The additional funds will be used to support and maintain these programs at a level of excellence.

Student consultation/campus review process: The College is developing the mechanisms to communicate and consult with students, similar to the communications we used with the initial approval of the program fee. Students recognize that these programs are cost-intensive, and we expect that students will support the additional fee.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for differential tuition. Also, indicate the number of students affected and the financial impact of the request.*

Number of students impacted: There are several emphasis areas within the graduate certificate programs in the College of Nursing – Advanced Practice Nursing and Health Care Informatics as well as Post-Master's Adult, Family, Acute Care, and Psychiatric Mental Health Nurse Practitioner certificate programs. Enrollment and time to completion varies according to the emphasis areas: there may be 2 to 8 students enrolled in the different areas, and depending on the credit requirements of the emphasis area, students may be enrolled between 1-3 years. Currently, 9 students are enrolled in graduate nursing certificate programs; the College anticipates 4 new students enrolling in the 2006-07 academic year. A student taking two years to complete a certificate program would spend \$8,000 in differential tuition.

Access and affordability: The UA College of Nursing wants to ensure that students have access to an affordable education. The cost of the program is reasonable for graduate level programs in this field.

The program includes on-line courses, which increases access by enabling some students to enroll in graduate certificate programs of study who otherwise would not be able to do so, due to time and space constraints. This initiative to move more courses and programs on-line represents the College's efforts to respond to the statewide and nation shortage of qualified nursing faculty. Moreover, these innovative programs provide the College with a competitive edge in recruiting students and faculty.

The graduate certificate programs are intended to enhance access to graduate study for advanced practice nursing and nursing administration, increase the number of doctoral graduates, contribute to the pool of advanced practice nurses that will increase access to high quality primary and acute care services for Arizona's populations and also in response to primary care provider shortages, particularly in rural areas and among underserved and minority groups—of which NPs have historically served, as well as the call to address the nursing shortage identified by the Arizona state legislature.

Substantial sources of scholarships and financial assistance are available to the UA College of Nursing students. In addition, fifteen (15) percent of the program fees will be set aside for financial aid to students who demonstrate need.

Comparison to other graduate nursing programs: With the proposed program fees, tuition for these programs will still be highly affordable within the context of our peer institutions. With the additional fees, the cost of education for the program will be in the middle third of tuition charged by our peer institutions for graduate programs for the 2005-06 academic year.

Quality of the program and Benefits to the University: The following factors provide the students with an enhanced learning experience for the additional cost of the education.

- The UA College of Nursing Graduate Programs are currently ranked 15th among the 388 programs in the nation. To maintain and enhance educational excellence, and to maintain our high national standing and national accreditation, UA must continue to provide a top quality student experience.
- With the clinical experiences and extensive supervision required in advanced practice nursing education, the National Organization of Nurse Practitioner Faculties (NONPF) recommends a ratio of one faculty for every six students.
- The medical equipment, hospital beds, and computer equipment used in the clinical labs are capital intensive, and must be properly maintained to protect our investment and are less tailored for advanced practice. Therefore, the labs need to be expanded to provide space and functionality for advanced practice skills development, or space at other locations needs to be used on a fee basis.
- With the increased integration of technology into the healthcare field, it is essential that the College provide current technological tools for use in the learning environment and for data collection.

Use of differential tuition revenues: Funds generated by the program fees will continue to cover costs of the clinical component of the program, and will now cover the cost of delivering the program online. Specifically, the new program fees will be used to:

1. Implement and support on-line courses to provide educational opportunities in nursing to students who otherwise would not be able to participate, especially critical due to the statewide and nationwide nursing shortages. This requires time of faculty and specialist in instructional develop to develop and maintain online courses, graduate advisement, and IT support services.
2. Support clinical experiences for graduate certificate program students.
3. Support travel of preceptors to rural clinical sites.
4. Remain competitive in hiring and retaining faculty.
5. Expand and update the Patient Care Learning Center (PCLC), the clinical lab environments and allow access to other labs to provide the space and functionality required for advanced practice skill development.
6. Expand and maintain computer and data labs used in the educational process.

The requested program fees will enable the College to maintain and enhance educational excellence, thus maintaining our high national standing and national accreditation. Specifically, these funds will be used to expand and maintain advanced practice clinical labs used to support experiential learning; expand classroom and computer lab technology resources; support on-line teaching and learning; enable the College to hire and retain high caliber faculty; and increase scholarship assistance to students in greatest need.

The College of Nursing must continue to expand and maintain its Patient Care Learning Center (PCLC). The PCLC labs are set up as simulated clinical and hospital environments, and are capital intensive. These labs provide hands on learning experiences and must keep pace with the technologies and equipment used in the clinical and hospital settings where students will practice after graduation. Current funding does not allow the College of Nursing to maintain these facilities at a level necessary to support the graduate advanced practice educational needs of NP students.

With the increased integration of technology into the healthcare field, it is essential that the College provide current technological hardware and software tools for use in the learning environment, and that the College provide development and technical support for faculty and students. The program will include education on health information technologies, including clinical management software, data analysis tools, and other software that simulate the kind of information technologies that NP graduates will use in the practice and administrative settings to assess clinical practice patterns, outcome, health system innovation.

A major component that contributes to the escalating program costs in graduate nursing programs is that the courses have transitioned from traditional course work to online teaching/learning methods. This means the College has to increase the technical staff to assist faculty with synchronous and asynchronous teaching methods, purchase computer hardware and software to increase the efficiency of the course design and implementation, and provide faculty development and consultation opportunities, as the program becomes a virtual education experience. Mechanisms for faculty and student development and support in the use of the latest technology are essential to the success of new course development and implementation. The graduate certificate programs are also clinically driven and retain all the national and state requirements for nurse practitioner education and ultimately national certification and licensure. State-of-the-art advanced practice learning tools are required, as well as faculty support for clinical supervision during surge semesters. For example, the numbers of NP students in clinical practice doubles in the spring terms, but faculty FTE does not. Therefore, preceptors are required to provide the level of supervision. Supervision of nurse practitioners is different than supervision of undergraduate since NPs are in the clinical practice setting, often in rural and remote areas of the state, while undergraduates are usually in hospital settings, where we can rely heavily on community-based preceptors.

Another component contributing to the escalating costs of all nursing programs is the need to increase faculty salaries to remain competitive. Nearly 90% of faculty in the College of Nursing are paid less than

the 75th percentile of faculty at peer institutions, and nearly 40% of faculty are paid less than the 50th percentile. Along with the acute nationwide nursing shortage, there is a corresponding shortage in nursing educators. To attract and retain faculty in this highly competitive environment, it is essential that the College be able to pay competitive salaries. The candidates for faculty positions also have the opportunity to work in practice settings, where industry salaries are significantly higher. For example, NPs in specialty areas can earn \$120,000 or more annually in the Tucson area.

The College of Nursing process will budget the program fee revenue for the intended purpose, and produce an annual report of expenditures from the program fees to ensure that the fees are applied to the needs and purposes for which awarded.

Student earning potential: Career tracks for graduate certificate program graduates include advanced practice nursing and direct patient care in primary and acute care settings, healthcare administration, and faculty positions. The statewide and nationwide nursing shortage has created a high demand and is driving up the salaries for nursing professionals.

- The average starting salary for BSN graduates is between \$39,000 and \$52,000 per year, with additional earning potential in specialty fields and with advancement. The statewide and nationwide nursing shortage has created a high demand and is driving up the salaries for nursing professionals.
- The average salary for individuals with graduate nursing degrees working in healthcare administration is between \$96,200 and \$118,300 per year.
- Annual fiscal salaries for masters and post-masters prepared faculty with the rank of Associate Professor teaching in public Academic Health Center ranges from \$67,200 at the 50th percentile and \$77,000 at the 75th percentile.
- Advanced practice nurses command high salaries, which range based on the area of expertise. According to the 2004 Nurse Practitioner Salary Survey conducted by NP Central, nurse practitioners can expect to earn a median salary of \$70,000; those at the 95th percentile are earning well over \$200,000.

The proposed increase in the program fee will enable the College to effectively educate advanced practice nurses for practice at the highest level of nursing to address the shortage of nurses, including advanced practice primary and acute care providers, and nursing educators in the State and the nation, to maintain and enhance the quality of its program, and to continue its tradition of offering a nationally distinguished program.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to increase in the program fee to \$4,000 per year for all College of Nursing graduate (master's and post-master's) programs, effective with the Fall 2006 semester.

UNIVERSITY: The University of Arizona

**SPECIAL PROGRAM FEES
FEE REQUEST**

College/School: College of Nursing

Program: Masters of Science Nursing

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM ALL LEVELS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 1,500 annually Requested Fee: \$ 4,000 annually

BACKGROUND:

Program fees are currently in place for all graduate (master's and post-master's) programs administered through the College of Nursing. The program fee for graduate certificate programs was initially set at a lower amount, \$1,500, because at the time it was implemented, it was intended to cover the additional costs related to the clinical component of the program. Since then, the graduate certificate programs have become on-line programs. External funding had been secured to finance the initial conversion of the programs to an on-line delivery system; the request to increase the fee includes the cost of sustaining the programs in an on-line environment as well as enhancing the clinical component of the programs.

To assist the state and the nation in addressing the severe nursing shortage, UA is being asked to expand its educational programs to meet the need for primary care nurse providers in rural and remote areas of Arizona. The College has been successful in addressing unmet need by adopting the strategy of using on-line delivery as a means to increase educational opportunity, especially for those who are place-bound and/or time-constrained. The additional funds will be used to support and maintain these programs at a level of excellence.

Student consultation/campus review process: The College is developing the mechanisms to communicate and consult with students, similar to the communications we used with the initial approval of the program fee. Students recognize that these programs are cost-intensive, and we expect that students will support the additional fee.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for differential tuition. Also, indicate the number of students affected and the financial impact of the request.*

Number of students impacted: In the Master's of Science program, 45 currently enrolled students will be continuing in the program next year; the impact to the currently enrolled students would be an additional \$1,500 in program fees. The College anticipates that 18 new students will enter the program in Fall 2006. Assuming that time to completion for new students is 2 ½ years, the cumulative financial impact of the program fee for entering students in Fall 2006 \$10,000.

Access and affordability: The UA College of Nursing wants to ensure that students have access to an affordable education. The cost of the program is reasonable for graduate level programs in this field.

The program includes on-line courses, which increases access by enabling some students to enroll in graduate certificate programs of study who otherwise would not be able to do so, due to time and space constraints. This initiative to move more courses and programs on-line represents the College's efforts to respond to the statewide and nation shortage of qualified nursing faculty. Moreover, these innovative programs provide the College with a competitive edge in recruiting students and faculty.

The Masters-NP program is intended to enhance access to graduate study for advanced practice nursing, increase the number of doctoral graduates, contribute to the pool of advanced practice nurses that will increase access to high quality primary and acute care services for Arizona's populations and also in response to primary care provider shortages, particularly in rural areas and among underserved and minority groups—of which NPs have historically served, as well as the call to address the nursing shortage identified by the Arizona state legislature.

Substantial sources of scholarships and financial assistance are available to the UA College of Nursing students. In addition, fifteen (15) percent of the program fees will be set aside for financial aid to students who demonstrate need.

Comparison to other nursing programs: With the proposed program fees, tuition for these programs will still be highly affordable within the context of our peer institutions. With the additional fees, the cost of education for the program will be in the middle third of tuition charged by our peer institutions for graduate programs for the 2005-06 academic year.

Quality of the program and Benefits to the University: The following factors provide the students with an enhanced learning experience for the additional cost of the education.

- The UA College of Nursing Graduate Programs are currently ranked 15th among the 388 programs in the nation. To maintain and enhance educational excellence, and to maintain our high national standing and national accreditation, UA must continue to provide a top quality student experience.
- With the clinical experiences and extensive supervision required in advanced practice nursing education, the National Organization of Nurse Practitioner Faculties (NONPF) recommends a ratio of one faculty for every six students.
- The medical equipment, hospital beds, and computer equipment used in the clinical labs are capital intensive, and must be properly maintained to protect our investment and are less tailored for advanced practice. Therefore, the labs need to be expanded to provide space and functionality for advanced practice skills development, or space at other locations needs to be used on a fee basis.
- With the increased integration of technology into the healthcare field, it is essential that the College provide current technological tools for use in the learning environment and for data collection.

Use of differential tuition revenues: Funds generated by the program fees will continue to cover costs of the clinical component of the program, and will now cover the cost of delivering the program online. Specifically, the new program fees will be used to:

1. Implement and support on-line courses to provide educational opportunities in nursing to students who otherwise would not be able to participate, especially critical due to the statewide and nationwide nursing shortages. This requires time of faculty and specialist in instructional develop to develop and maintain online courses, graduate advisement, and IT support services.
2. Support clinical experiences for graduate certificate program students.
3. Support travel of preceptors to rural clinical sites.
4. Remain competitive in hiring and retaining faculty.

5. Expand and update the Patient Care Learning Center (PCLC), the clinical lab environments and allow access to other labs to provide the space and functionality required for advanced practice skill development.
6. Expand and maintain computer and data labs used in the educational process.

The requested program fees will enable the College to maintain and enhance educational excellence, thus maintaining our high national standing and national accreditation. Specifically, these funds will be used to expand and maintain advanced practice clinical labs used to support experiential learning; expand classroom and computer lab technology resources; support on-line teaching and learning; enable the College to hire and retain high caliber faculty; and increase scholarship assistance to students in greatest need.

The College of Nursing must continue to expand and maintain its Patient Care Learning Center (PCLC). The PCLC labs are set up as simulated clinical and hospital environments, and are capital intensive. These labs provide hands on learning experiences and must keep pace with the technologies and equipment used in the clinical and hospital settings where students will practice after graduation. Current funding does not allow the College of Nursing to maintain these facilities at a level necessary to support the graduate advanced practice educational needs of NP students.

With the increased integration of technology into the healthcare field, it is essential that the College provide current technological hardware and software tools for use in the learning environment, and that the College provide development and technical support for faculty and students. The program will include education on health information technologies, including clinical management software, data analysis tools, and other software that simulate the kind of information technologies that NP graduates will use in the practice and administrative settings to assess clinical practice patterns, outcome, health system innovation.

A major component that contributes to the escalating program costs in graduate nursing programs is that the courses have transitioned from traditional course work to online teaching/learning methods. This means the College has to increase the technical staff to assist faculty with synchronous and asynchronous teaching methods, purchase computer hardware and software to increase the efficiency of the course design and implementation, and provide faculty development and consultation opportunities, as the program becomes a virtual education experience. Mechanisms for faculty and student development and support in the use of the latest technology are essential to the success of new course development and implementation. The graduate certificate programs are also clinically driven and retain all the national and state requirements for nurse practitioner education and ultimately national certification and licensure. State-of-the-art advanced practice learning tools are required, as well as faculty support for clinical supervision during surge semesters. For example, the numbers of NP students in clinical practice doubles in the spring terms, but faculty FTE does not. Therefore, preceptors are required to provide the level of supervision. Supervision of nurse practitioners is different than supervision of undergraduate since NPs are in the clinical practice setting, often in rural and remote areas of the state, while undergraduates are usually in hospital settings, where we can rely heavily on community-based preceptors.

Another component contributing to the escalating costs of all nursing programs is the need to increase faculty salaries to remain competitive. Nearly 90% of faculty in the College of Nursing are paid less than the 75th percentile of faculty at peer institutions, and nearly 40% of faculty are paid less than the 50th percentile. Along with the acute nationwide nursing shortage, there is a corresponding shortage in nursing educators. To attract and retain faculty in this highly competitive environment, it is essential that the College be able to pay competitive salaries. The candidates for faculty positions also have the opportunity to work in practice settings, where industry salaries are significantly higher. For example, NPs in specialty areas can earn \$120,000 or more annually in the Tucson area.

As noted earlier, a ratio of one faculty for every six students for clinical experiences to is recommended earlier to provide adequate supervision required for advanced practice nursing education, a far lower faculty to student ratio than required by other programs. To maintain this ratio requires increased funding.

Computer hardware and software, technical support for students, and faculty development and support account for significant expenses.

The College of Nursing process will budget the program fee revenue for the intended purpose, and produce an annual report of expenditures from the program fees to ensure that the fees are applied to the needs and purposes for which awarded.

Student earning potential: Career tracks for Masters-NP graduates include advanced practice nursing and direct patient care in primary and acute care settings, healthcare administration, and faculty positions. The statewide and nationwide nursing shortage has created a high demand and is driving up the salaries for nursing professionals.

- The average starting salary for BSN graduates is between \$39,000 and \$52,000 per year, with additional earning potential in specialty fields and with advancement. The statewide and nationwide nursing shortage has created a high demand and is driving up the salaries for nursing professionals.
- The average salary for individuals with graduate nursing degrees working in healthcare administration is between \$96,200 and \$118,300 per year.
- Annual fiscal salaries for masters prepared faculty with the rank of Associate Professor teaching in public Academic Health Center ranges from \$67,200 at the 50th percentile and \$77,000 at the 75th percentile.
- Advanced practice nurses command high salaries, which range based on the area of expertise. According to the 2004 Nurse Practitioner Salary Survey conducted by NP Central, nurse practitioners can expect to earn a median salary of \$70,000; those at the 95th percentile are earning well over \$200,000.

The program fee will enable the College to effectively educate advanced practice nurses for practice at the highest level of nursing to address the shortage of nurses, including advanced practice primary and acute care providers, and nursing educators in the State and the nation, to maintain and enhance the quality of its program, and to continue its tradition of offering a nationally distinguished program.

The online practice program at The University of Arizona will be implemented through a combination of online learning strategies and intensive clinical experiences. The lessons learned through the online delivery of these programs will benefit other academic units engaged in graduate education concerned with providing access to students facing time and space constraints.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to increase in the program fee to \$4,000 per year for the MS Nursing program, effective with the Fall 2006 semester.

**ARIZONA STATE UNIVERSITY
SPECIAL PROGRAM FEES**

College/School: Barrett Honors College

Department: Honors College

Program: Undergraduate Honors Program

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM

Is this a new fee or an increase to an existing fee? (Resident, Full-Time Student Rate)

NEW FEE \$250 per semester for incoming honors freshmen
\$125 per semester for all honors students currently enrolled

EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND:

Information concerning the establishment of the fee: The Barrett Honors College at ASU has been operating for 17 years with no additional fees for its students. Many other universities charge extra to students who participate in honors education because of the special opportunities that are made available to such students. The Barrett Honors College now requests that the Board approve a \$250 per semester fee for new students entering the Barrett Honors College at ASU and a \$125 per semester fee for students currently enrolled in the Barrett Honors College beginning with academic year 2006-2007. This program fee will affect between 650 and 700 new students and about 2000 currently enrolled students.

History of Increases (if any): The requested fee is new.

References to ABOR policy statement: Special costs not normally associated with the delivery of a program are often covered by special program fees. Special program fees are usually earmarked for payment of specific costs, and fee revenues are retained by the program. However, special program fees may also be based on market factors such as students' ability to pay and competitive program pricing.

Campus review/approval process: The request has been reviewed and approved on campus by the cognizant department head and dean as well as the Provost's Office.

DISCUSSION:

ABOR policy statement and adopted criteria: In March 1997, the Board adopted criteria for assessing the appropriateness of increased pricing for selected programs. It was determined that in assessing the appropriateness of a fee request, all the criteria need to be considered, but not all requests need to satisfy all criteria.

Access: A complete exemption from this fee will apply to all students demonstrating financial need according to FAFSA. The honors college administration will also construct an appeals process for students who do not fall under the FAFSA exemption, but can demonstrate that the fee will cause them undue hardship.

Affordability: A complete exemption from this fee will apply to all students demonstrating financial need according to FAFSA. The honors college administration will also construct an appeals process for students who do not fall under the FAFSA exemption, but can demonstrate that the fee will cause them undue hardship.

Benefits to the Entire University: A strong honors program enhances the academic reputation of the entire university.

Benefit to the Program:

A. Immediate Uses of Fee Revenue

More Honors Seminars –Twenty departments at ASU that have the highest number of honors student majors will be funded for new honors seminars taught by their faculty. This will provide honors seminars for an additional 500 honors students, who are juniors and seniors.

More Support for Senior Theses and More Thesis Advisors –The “honors thesis project fund” that we currently have will be increased, so that costs associated with honors students working on their senior theses will be supported. Each senior will also have the opportunity to attend a regional or national meeting in their field to talk about their thesis in that venue. Thesis Advisors will be given a small honorarium.

Internship Office and Advising – A staff member will be added to the office at the Barrett Honors College that does advising for both academics and for internships.

Summer Study Abroad scholarships – A scholarship fund will be established for the excellent summer study abroad program.

B. Further Uses of Fee Revenue

- Greater contributions will be made towards increasing numbers of honors seminars and study abroad scholarships.
- 5-10 new honors sections of English 101/102 will be established.
- Three new Lecturers in the special required first-year honors seminar, “The Human Event,” will be added.

Plans for implementing further uses will occur during the coming academic year. They will take effect during the 2006-2007 academic year, or the next academic year.

Quality: The quality of the Barrett experience is excellent. However, honors students should be provided more seminar experiences, a higher quality of supplemental instruction throughout the honors curriculum and greater opportunities to complete a thesis. The thesis experience is the capstone of the honors experience at ASU, and is universally judged extremely valuable by honors students who complete it. There is a great need to encourage and enable *all* honors students to finish their experience with a thesis but some honors students have difficulty finding a mentor due to the heavy workload of the faculty at ASU.

The problems can be solved by compensating faculty or departments for the over-load of teaching responsibilities and mentoring required for teaching honors seminars, for offering honors experiences in regular courses, and for thesis mentoring. It is the behavior of a faculty member on the "margin" - the one who is already very busy in a given semester, and then cannot accommodate an honors student who asks her to mentor a thesis - that keeps us from having the ideal honors program. If a faculty member and his or her home department are in some way compensated, then the decisions being made on the margin will all be positive, and we will have many more meaningful honors experiences for our students.

To these immediate improvements, we can also add more and higher quality internship and community service experiences, better advising, more Honors Lecture Series speakers, and more support for students' senior theses through grants from the Barrett Honors College. The fees would also be used for travel, materials and registration fees for meetings connected to the thesis and conferences connected to curricular experiences.

Although the Barrett deans have been meeting with departments all over the campus to encourage them to offer more honors seminars and advanced honors tutorials, the real improvements will cost money and even a small fee would generate enough funds for us to use to achieve those higher levels of course offerings for the honors students.

Program Fee Amount: The fee has been discussed with the Barrett Honors College student leadership who are in support of the fee.

A major part of the justification for a fee paid by *current* honors students is that the proceeds from a fee that begins in the Fall of 2006 can be used immediately to improve the honors experience even for fourth-year students. Above, the specific uses of the fund have been broken down into funds for "immediate uses" and "further uses" to distinguish between improvements we can carry out in the first year and improvements that will take more than just that year to put into place.

The funds generated by the proposed fee in the first year will be \$542,500 after deducting 15% need-based financial aid, and an additional 15% for appeals from students with special cases.

Specific expenditures of revenues will fall under the jurisdiction of the Barrett Honors College dean, who will work with and be advised by an elected student board in preparing an annual honors college budget and making itemized expenditures throughout the academic year.

RECOMMENDATION

It is recommended that the board approve a \$250 per semester fee for new students entering the Barrett Honors College at ASU and a \$125 per semester fee for students currently enrolled in the Barrett Honors College beginning with academic year 2006-2007.

UNIVERSITY: The University of Arizona

**SPECIAL PROGRAM FEES
FEE REQUEST**

College/School: College of Nursing

Program: Doctorate of Nursing Practice (DNP)

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM UNDERGRADUATE PROGRAM ALL LEVELS

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ 4,000 annually

EXISTING FEE Current Fee: \$ _____ Requested Fee: \$ _____

BACKGROUND:

Program fees are currently in place for all graduate programs administered through the College of Nursing, including the Ph.D. in nursing. The Doctorate of Nursing Practice (DNP) is a new degree program approved through The University of Arizona process and scheduled for action at the March 2006 ABOR meeting.

To assist the state and the nation in addressing the severe nursing shortage, UA is being asked to expand its educational programs to meet the need for primary and acute care advanced practice nurse providers in rural and remote areas of Arizona. The proposed implementation of the DNP program is intended to enhance access to doctoral study for advanced practice nursing, increase the number of doctoral graduates, contribute to the pool of advanced practice nurses that will increase access to high quality primary and acute care services for Arizona's populations and also in response to primary care provider shortages, particularly in rural areas and among underserved and minority groups—of which NPs have historically served, as well as the call to address the nursing shortage identified by the Arizona state legislature. The additional funds will be used to support and maintain the program at a level of excellence comparable to the other programs.

Student consultation/campus review process: Since this is a new program, there is not a current body of students to consult. Students who inquire are being informed that the cost will be comparable to the PhD program, which is currently charged a program fee of \$4,000. This is among the lowest cost for DNP programs throughout the country, and is the lowest of the few programs that offer the program online.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for differential tuition. Also, indicate the number of students affected and the financial impact of the request.*

Numbers of students impacted: The initial class of DNP students, assuming ABOR approval of the program implementation, is expected to attract 12 students in the first year, reaching a steady state of enrollment in the fifth year of 25 students. Time to completion of the DNP degree will vary based on the point of admission, as students may be admitted as bachelor degree holders (10 semesters plus three summer sessions), master's degree holders (5 semesters plus two summer sessions), or post-master's students (8 semesters plus three summer sessions). A student taking three years to complete the program would incur \$12,000 in differential tuition fees.

Access and affordability: The UA College of Nursing wants to ensure that students have access to an affordable education. The cost of the program is reasonable for graduate level programs in this field.

The DNP program will include on-line courses, which increases access by enabling some students to enroll in a masters or DNP program of study who otherwise would not be able to do so, due to time and space constraints. This initiative to move more courses and programs on-line represents the College's efforts to respond to the statewide and nation shortage of qualified nursing faculty. Moreover, these innovative programs provide the College with a competitive edge in recruiting students and faculty.

Substantial sources of scholarships and financial assistance are available to the UA College of Nursing students. In addition, fifteen (15) percent of the program fees will be set aside for financial aid to students who demonstrate need.

Comparison to other DNP programs: With the proposed program fees, tuition for these programs will still be highly affordable within the context of our peer institutions. With the additional fees, the cost of education for the DNP program will be in the middle third of tuition charged by our peer institutions for graduate programs, and in the bottom third of tuition for DNP programs for the 2005-06 academic year.

Quality of the program and Benefits to the University: The following factors provide the students with an enhanced learning experience for the additional cost of the education.

- The UA College of Nursing Graduate Programs are currently ranked 15th among the 388 programs in the nation. To maintain and enhance educational excellence, and to maintain our high national standing and national accreditation, UA must continue to provide a top quality student experience.
- With the clinical experiences and extensive supervision required in advanced practice nursing education, the National Organization of Nurse Practitioner Faculties (NONPF) recommends a ratio of one faculty for every six students.
- The medical equipment, hospital beds, and computer equipment used in the clinical labs are capital intensive, and must be properly maintained to protect our investment and are less tailored for advanced practice. Therefore the labs need to be expanded to provide space and functionality for advanced practice skills development, or space at other locations needs to be used on a fee basis.
- With the increased integration of technology into the healthcare field, it is essential that the College provide current technological tools for use in the learning environment and for data collection.
- The faculty development and support, technical support for students, hardware and software, and personnel costs of the online learning program account for significant expenses.

Use of differential tuition revenues: Funds generated by the new program fees will be used to

1. Implement and support on-line courses to provide educational opportunities in nursing to students who otherwise would not be able to participate, especially critical due to the state-wide and nation-wide nursing shortages. This requires time of faculty and specialist in instructional develop to develop and maintain online courses, graduate advisement, and IT support services.
2. Support intensive clinical experiences for DNP students.
3. Support travel of preceptors to rural clinical sites.
4. Remain competitive in hiring and retaining faculty.
5. Expand and update the Patient Care Learning Center (PCLC), the clinical lab environments and allow access to other labs to provide the space and functionality required for advanced practice skill development.
6. Expand and maintain computer and data labs used in the educational process.

The requested program fees will enable the College to maintain and enhance educational excellence, thus maintaining our high national standing and national accreditation. Specifically, these funds will be used to expand and maintain advanced practice clinical labs used to support experiential learning; expand classroom and computer lab technology resources; support on-line teaching and learning; enable the College to hire and retain high caliber faculty; and increase scholarship assistance to students in greatest need.

The College of Nursing must continue to expand and maintain its Patient Care Learning Center (PCLC). The PCLC labs are set up as simulated clinical and hospital environments, and are capital intensive. These labs provide hands on learning experiences and must keep pace with the technologies and equipment used in the clinical and hospital settings where students will practice after graduation. Current funding does not allow the College of Nursing to maintain these facilities at a level necessary to support the graduate advanced practice educational needs of DNP students.

With the increased integration of technology into the healthcare field, it is essential that the College provide current technological hardware and software tools for use in the learning environment, and that the College provide development and technical support for faculty and students. The program will include education on health information technologies, including clinical management software, data analysis tools, and other software that simulate the kind of information technologies that DNP graduates will use in the practice and administrative settings to assess clinical practice patterns, outcome, health system innovation.

A major component that contributes to the escalating program costs in doctoral programs is that the courses have transitioned from traditional course work to online teaching/learning methods. This means the College has to increase the technical staff to assist faculty with synchronous and asynchronous teaching methods, purchase computer hardware and software to increase the efficiency of the course design and implementation, and provide faculty development and consultation opportunities, as the program becomes a virtual education experience. Mechanisms for faculty and student development and support in the use of the latest technology are essential to the success of new course development and implementation. The DNP also is a clinically driven program and retains all the national and state requirements for nurse practitioner education and ultimately national certification and licensure. State-of-the-art advanced practice learning tools are required, as well as faculty support for clinical supervision during surge semesters. For example, the numbers of NP students in clinical practice doubles in the spring terms, but faculty FTE does not. Therefore, preceptors are required to provide the level of supervision. Supervision of nurse practitioners is different than supervision of undergraduate since NPs are in the clinical practice setting, often in rural and remote areas of the state, while undergraduates are usually in hospital settings, where we can rely heavily on community-based preceptors.

Another component contributing to the escalating costs of all nursing programs is the need to increase faculty salaries to remain competitive. Nearly 90% of faculty in the College of Nursing are paid less than the 75th percentile of faculty at peer institutions, and nearly 40% of faculty are paid less than the 50th percentile. Along with the acute nationwide nursing shortage, there is a corresponding shortage in nursing educators. To attract and retain faculty in this highly competitive environment, it is essential that the College be able to pay competitive salaries. The candidates for faculty positions also have the opportunity to work in practice settings, where industry salaries are significantly higher. For example, NPs in specialty areas can earn \$120,000 or more annually in the Tucson area.

As noted earlier, a ratio of one faculty for every six students for clinical experiences is recommended earlier to provide adequate supervision required for advanced practice nursing education, a far lower faculty to student ratio than required by other programs. To maintain this ratio requires increased funding.

Computer hardware and software, technical support for students, and faculty development and support account for significant expenses.

The College of Nursing process will budget the program fee revenue for the intended purpose, and produce an annual report of expenditures from the program fees to ensure that the fees are applied to the needs and purposes for which awarded.

Student earning potential: Career tracks for graduates of DNP programs include advanced practice nursing and direct patient care in primary and acute care settings, healthcare administration, and faculty positions. The statewide and nationwide nursing shortage has created a high demand and is driving up the salaries for nursing professionals.

- The average starting salary for BSN graduates is between \$39,000 and \$52,000 per year, with additional earning potential in specialty fields and with advancement. The statewide and nationwide nursing shortage has created a high demand and is driving up the salaries for nursing professionals.
- The average salary for individuals with graduate nursing degrees working in healthcare administration is between \$96,200 and \$118,300 per year.
- Annual fiscal salaries for doctorally prepared faculty with the rank of Associate Professor teaching in public Academic Health Center ranges from \$81,600 at the 50th percentile and \$90,000 at the 75th percentile.

Advanced practice nurses command high salaries, which range based on the area of expertise. According to the 2004 Nurse Practitioner Salary Survey conducted by NP Central, nurse practitioners can expect to earn a median salary of \$70,000; those at the 95th percentile are earning well over \$200,000.

The program fee for the DNP program will enable the College to effectively educate advanced practice nurses for practice at the highest level of nursing to address the shortage of nurses, including advanced practice primary and acute care providers, and nursing educators in the State and the nation, to maintain and enhance the quality of its program, and to continue its tradition of offering a nationally distinguished program.

This on-line practice doctoral program will be the first Doctor of Nursing Practice program in the State of Arizona and at The University of Arizona to be implemented through online learning strategies. The successes, as well as "lessons learned" through the implementation of this initiative are expected to be informative to all academic units engaged in graduate education and concerned with providing access to students facing time and space constraints.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

The University of Arizona recommends Arizona Board of Regents approval to implement a program fee of \$4,000 per year for the Doctorate of Nursing Practice program, effective with the Fall 2006 semester.

UNIVERSITY: Arizona State University

***SPECIAL PROGRAM FEES
FEE REQUEST***

College/School: W. P. Carey School of Business

Department: Master of Business Administration Program (MBA) and Related Graduate Business Degrees in School of Accountancy, School of Health Management and Policy, and Department of Information Systems

Program: MBA and Related Degrees: Change Annual Program Fees to Credit Hour Fees for MBA Programs for Working Professionals and Related Graduate Business Degrees

Is this a graduate or an undergraduate program fee? GRADUATE PROGRAM

Is this a new fee or an increase to an existing fee?

EXISTING FEE The proposal is to change the method for computing program fees in part-time programs for working students, replacing the annual fee calculation with a fee that assesses students per credit hour enrolled.

BACKGROUND:

Program Fees approved by the Board have been in place since 1997 for the W. P. Carey MBA program and related graduate business degrees. Fees were approved by the Board to support service staff, career advisors, enhanced information technology hardware such as servers and computer labs, and faculty course development. In programs for working adults, fees cover the costs of books, materials, parking and specialized software.

The graduate business program fees originally were requested and approved for students in lock step cohorts who took the prescribed slate of required courses and began their program in August of each academic year according to a traditional schedule.

The environment for graduate business education has changed in recent years, in part due to the continuing competition from for-profit providers, partly due to the accelerating development of online technology based course delivery, and partly due to the need for greater flexibility in scheduling to better serve students.

Today's graduate business students are asking for more frequent start-dates for programs, similar to those offered by for-profit providers who, for example, can offer start-dates for MBA programs as often as every six weeks during the year. It has become necessary for the W. P. Carey School to respond with programs and payment plans that meet this need.

DISCUSSION:

There have been several evolutionary changes in graduate business programs at the W. P. Carey School in recent years. An important change is the request from students (and their employers) for more frequent start dates, so that once the decision has been made to enroll and employer support has been obtained, students can begin their studies. Traditional schedules in the past required that they wait until August.

Program fee payment plans for graduate business degrees are currently based on the traditional academic year schedule. Fees have been approved by ABOR as “academic year” annual fees. While this has worked well with the traditional August – May academic year schedule, there are difficulties when programs start in summer, or in the middle of the semester.

In response to curriculum needs and student demands, more W. P. Carey graduate programs for working adults are enrolling students under a non-traditional calendar. A cohort of the Global MBA will begin in March 2006 with students from Intel. This starting date comes in the middle of a semester, creating issues regarding the exact proportion of the academic year fee that the corporation should be charged. Further, the students will be enrolled in courses during the summer. While summer school tuition has been established, the Global MBA program fee has been defined for August – May academic year, and there are issues regarding the proper charge to recover costs of program delivery in a portion of an academic year.

Similar issues exist with several hundred Evening MBA students who are admitted in spring of a given year but must wait until August to enroll in courses. These students now have more flexible options from competing programs and the W. P. Carey School must respond with student-friendly calendars that support the needs of working professionals.

Moreover, growing numbers of students have elected to take additional courses beyond the minimum required for graduation to create areas of specialization. While favorable for students, this has created costs above and beyond those originally envisioned with the annual graduate program fees. With a set annual program fee, those working adult students (and their employers) who choose to take additional courses and create additional costs are in effect being subsidized by the employers of those students who take the basic standard curriculum, since there are no additional charges for additional courses. The proposal would link courses taken and program fees paid by students.

After an analysis of program fee payment options it is evident that adoption of program fees based on credit hour enrollments would be flexible and fair for students and their employers. Credit hour program fee payments would also align with credit hour ASU tuition payments, creating a more coherent and understandable payment system for those students who take graduate business programs on a part time basis.

It is therefore proposed that the program fees charged be based on credit hours in the following graduate business programs for working professionals:

- Evening MBA
- Technology, Science and Engineering (TSE) MBA
- Online MBA

- Executive MBA
- Global (Corporate) MBA
- Master of Taxation
- Master of Accountancy and Information Systems
- Master of Science: Information Systems (part time)
- Master of Health Sector Management (part time)

During each payment period, the program fees charged would depend on the number of credit hours for which students enrolled. It is important to note that this method of calculation of fees would not result in higher total costs for those students taking the regular listing of courses offered to allow students to complete a standard program of study. Nor would this calculation penalize students who chose to start in periods other than the August – May academic year time frame. In particular, students who wanted to begin in summer would be able to do so and pay by the credit hour.

The credit hour fee payment method provides a flexible and fair way to assess a program fee on the most ambitious students, some of whom are currently thwarted by the rigidity of the academic year fee payment plan. Students could start their program early, take additional courses, or take courses over and above a standard schedule, and appropriate program fees would be charged to pay for books, materials, and other costs. Under a credit hour payment system, those students (and their employers) that choose to take additional courses would pay the expenses associated with delivery of those courses.

Restating these graduate business program fees would also require a re-statement of the approved ABOR ranges for these programs, as shown in the accompanying table.

Existing Annual Fees And Proposed Credit Hour Charges For Graduate Programs: W. P. Carey School of Business				
			PROPOSED CHANGE	
Program	Existing Annual Fee	Existing Approved Range: Annual Fee	Credit Hour Fee*	Approved Range: Credit Hour Fee*
Evening MBA	\$13,500	\$8,000 - \$18,000	\$562.50	\$333.33 - \$750
TSE MBA	\$13,500	\$8,400 - \$20,000	\$562.50	\$350 - \$833.33
Online MBA	\$13,500	\$15,000 – \$20,000	\$562.50	\$625 - \$833.33
Executive MBA	\$26,000	\$25,000 – \$35,000	\$1083.33	\$1041.67 - \$1458.33
Global MBA	\$26,000	\$25,000 – \$35,000	\$1083.33	\$1041.67 - \$1458.33
Master of Tax	\$9,000	\$8,000 – \$15,000	\$300.00	\$266.67 - \$500
Master Acc. & Info Systems	\$9,000	\$8,000 – \$15,000	\$300.00	\$266.67 - \$500
Master of Info Systems	\$14,500	\$8,000 – \$15,000	\$483.33	\$266.67 - \$500
Master Health Sector Mgmt	\$9,500	\$8,000 – \$15,000	\$452.38	\$380.95 - \$714.28
<p>*Note: Credit hour fee is based on approved annual fee divided by required credit hours in one academic year of study in each program.</p>				

In order to minimize disruption to students and their financial planning, implementation of the credit hour fee payment method would be phased in and depend on the characteristics of each program and marketing materials that were distributed to new and continuing students.

The requested phases of the credit hour payment system are as follows:

1. Executive MBA, Global MBA, Online MBA and Master of Health Sector Management: payment by credit hour would apply to new and continuing students, effective July 2006. These students take a set curriculum and the change in payment system would have no effect on their schedule or total costs.
2. Master of Taxation, Master of Accountancy and Information Systems, Master of Information Systems: payment by credit hour would apply to new and continuing students, effective July 2006. These are one year programs so all students are normally new students. In cases of special circumstances where students have dropped out and returned, for example, they would pay under a credit hour system as well.
3. Evening MBA and Technology, Science and Engineering MBA: payment by credit hour would apply only to new students, effective July 2006. Continuing students in these two-year programs are most likely to have arrangements with their employers on total costs of the program, possibly of a contractual nature, and these are the students most likely to take courses beyond the minimum requirements for graduation. To be consistent with marketing representations and previous agreements, continuing students should be allowed to pay a fixed fee for the 2006 – 2007 academic year only. Beginning July 2007, all Evening MBA and TSE MBA students would be required to pay program fees on a credit hour basis.
4. Fulltime MBA students will not be included in the credit hour payment system, since these students only take courses on a traditional August – May academic year and have varying schedules, course requirements, and participate in international exchange programs during the academic year that make credit hour charges less feasible.

RECOMMENDATION:

It is recommend that the Board eliminate annual MBA program fees for specified W.P. Carey School of Business graduate programs and replace the annual fee with a pro-rated charge per credit hour in those programs. This change would be effective July of 2006 and there after and apply to the programs described above.

UNIVERSITY: Arizona State University

***SPECIAL PROGRAM FEES
FEE REQUEST***

College/School: W. P. Carey School of Business

Department: Master of Business Administration Program (MBA)

Program: MBA: Establish a "Partnership Program" for Employers Who
Support Significant Numbers of Working Professional MBA Students

Is this a graduate or an undergraduate program fee? GRADUATE PROGRAM

Is this a new fee or an increase to an existing fee?

The proposal is to reduce MBA fees for employers that agree to meet the provisions of the Partnership Program and therefore reduce costs for both the firm and the University.

BACKGROUND:

The W. P. Carey School of Business offers a variety of MBA programs for both full time and part-time students. The largest MBA programs are those designed for working adults. There are more than 500 students in the Evening MBA program, for example, all fully employed and pursuing the degree on a part-time basis. Approximately 80 percent of working adult students receive employer reimbursement for MBA program fees and ASU tuition, and at least one quarter receive full support of all costs. As the MBA program has improved in national stature, many firms have chosen to incorporate the graduate business curriculum into their regular management training and it is not uncommon for the MBA degree to be listed as a requirement or preference for promotion. Meanwhile, faculty work with local executives to ensure curriculum meets the needs of employers, and MBA admissions staff work with Human Resources managers to inform and recruit prospective students. Recently, several larger employers have sought to formalize the partnership between the firm and the W. P. Carey School, asking for a reciprocal partnership that would stabilize their student selection and recruiting and promote efficiency and cost savings for the firm and the University.

DISCUSSION:

There are opportunities for cost savings in providing educational services to employees of larger employers. If firms would be willing to commit to supporting a specified number of qualified MBA students in W. P. Carey programs, enrollments would be more stable, recruiting could be better managed, and projections of class sizes and resource needs would be improved. Further, instead of billing and collecting fees and tuition from individual students, larger firms have the

capability to handle billing and payments directly through their financial or human resources offices. The W. P. Carey School maintains a sizeable staff and expends considerable resources on preparing individual billings for students and collecting payments. Meanwhile, firms often feel they have inadequate knowledge about the total costs of educational support and decisions their own internal departments and divisions have made about selection, support and management training.

The proposed “W. P. Carey MBA Partnership Program” has the following components:

1. A program fee reduction of 10 percent to companies that enroll and sponsor a minimum of 75 new students in any year in combined W. P. Carey MBA programs for working professionals. The tally of new enrollees would begin effective July 2006. Firms enrolling and sponsoring a minimum of 125 new students would receive a reduction of 12 percent in the MBA program fee. The reduction does not apply to ASU tuition.
2. The program fee reduction will be based on an employer’s count of students in MBA programs for working professionals including the Evening MBA program, the Technology, Science and Engineering MBA program (ASU Research Park), the Online MBA program, and the Executive MBA program, but not the Global MBA.
3. The corporate Global MBA program is a technology delivered customized MBA for corporations that would be tallied separately, since the program is designed for corporate cohorts. Cohorts of minimum size 30 enrolling from a corporation in the Global MBA would qualify for a 10% discount in program fee.
4. Partnership companies will agree to provide a “one bill” payment system for all their students enrolled in MBA programs at the W. P. Carey School of Business. The W. P. Carey School will bill the employer for all students at the beginning of each payment period, and payment will be made with one check.
5. Partnership companies will agree to provide full support for MBA program fees and ASU tuition for their students. The single billing each payment period to Partnership firms is intended to cover all educational costs of employees in the MBA program.
6. Partnership companies will agree to provide the W. P. Carey School a web portal through their website for recruiting and information about ASU and W. P. Carey educational programs and events. Partnership companies must agree to enable direct access to employment sites as well, for providing information and recruiting potential students. At a minimum, two site visits per calendar year would be provided.
7. The W. P. Carey School will agree to provide accelerated admissions processing to students from employers in the Partnership Program, subject to all existing standards

8. Relating to qualifications of applicants. In turn, employers in the Partnership Program will actively recruit students for the W. P. Carey School, pre-screen applicants, and facilitate the completion of all application materials including letters of reference and documentation of work experience.

RECOMMENDATION:

It is recommended that the Board approve a Partnership Program for employers who support significant numbers of working adults in W. P. Carey MBA programs. Employers would receive a reduction in MBA program fees if they agree to sponsor a minimum number of new MBA students each year and meet all other provisions of the Partnership Program set out above. The Partnership Program would become effective July 2006.

UNIVERSITY: ARIZONA STATE UNIVERSITY

**COMMON SURCHARGE FEES
FEE REQUEST**

College/School: College of Design

Department: School of Architecture and Landscape Architecture,
School of Planning, Department of Industrial Design, Department
of Interior Design, and Department of Visual Communications Design

Program: Master of Architecture, Master of Science in Building Design,
Master of Science in Design, and Master of Environmental Planning,
Master of Urban and Environmental Planning

Is this a graduate or an undergraduate program fee?

GRADUATE PROGRAM

UNDERGRADUATE PROGRAM

Is this a new fee or an increase to an existing fee?

NEW FEE

Amount requested: \$200 per Admission

EXISTING FEE

Current Fee: _____

Requested Fee: _____

BACKGROUND: *Include information concerning the establishment of the fee, history of increases (if any), references to policy, and the campus review/approval process.*

The College of Design proposes collecting a \$200 fee from applicants to its graduate degree programs upon admission to the program. This proposal has the support of the Dean, Associate Dean, Assistant Dean, Schools Directors and Chairs Designate, and faculty.

DISCUSSION: *Include in the discussion how the request is covered under the ABOR policy statement and adopted criteria for evaluating requests for fees for academic programs. Also, indicate the number of students affected and the financial impact of the request.*

This type of fee does not appear to be defined under Board of Regents policy. The purpose of the fee is to ensure that students who apply and are admitted will actually enroll. The College has a history of graduate students being admitted and not enrolling. In programs where a specific number of students can be admitted, to find, at the last minute, that spaces are available, usually means that those spaces remain vacant. The fee is intended to be non-refundable. Those students who enroll after paying the fee, have the fee applied toward the special program fees collected in each degree program.

Indicate the Number of Students Affected and the Financial Impact of the Request: Approximately 100 students are admitted to the graduate programs in the College of Design each year who would pay the new "admissions fee." However, the fee will not generate new revenue for the College because it will be applied against the program fee those students pay upon enrolling. Students who are admitted and do not enroll, will forfeit the \$200 fee. The expectation is that students will not apply for admission unless they intend to enroll.

RECOMMENDATION: *The recommendation should be specific, clear, and concise.*

It is recommended that the appropriate administrators approve the admissions fee outlined for graduate professional master's degree applicants in the programs listed above.

UNIVERSITY: The University of Arizona

***OTHER FEES
FEE REQUEST***

Program: Admissions

Department: Enrollment Management

Is this a graduate or an undergraduate fee?

GRADUATE UNDERGRADUATE OTHER Non-resident undergraduate application fee

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 50 Requested Fee: \$ 65

BACKGROUND:

1. The University of Arizona has an established non-resident undergraduate application fee of \$50.
2. Student application fees are traditionally used by universities to help defray the costs of processing student applications as well as contributing to other student recruiting expenses.
3. All undergraduate application fees are waived for students for whom paying the fee would be a hardship.
4. The University of Arizona is intensifying its efforts to attract higher-quality non-resident students.
5. The proposed \$15 increase in the Non-resident Undergraduate Application Fee is necessary to support increased efforts to recruit non-resident undergraduates through additional programming and communication initiatives.
6. Resident Arizona applicants should not have to bear the burden of our increased efforts to recruit non-resident students.
7. A non-resident application fee of \$65 is consistent with what non-resident students would have to pay to apply to other institutions outside of their states. A survey of application fees at various Universities indicates that many institutions nationwide require resident and non-resident applicants to pay the same application fee – one that is substantially more than the UA currently charges for resident applicants. The table below illustrates a significant disparity between UA's resident application fee of \$25 and the \$38-\$75 fee assessed by our peers.

2005 Application Fee at Other Universities

Institution	Application fee
UA (proposed)	65 (non-resident)
University of Massachusetts (Amherst)	60 (non-resident)
ASU	50 (non-resident)
University of California	55 (all)
Stanford University	75 (all)
San Diego State University	55 (all)
Ohio State University	40 (all)
Penn State University	50 (all)
Lehigh University	60 (all)
UC Boulder	50 (all)
Colorado State University	50 (all)
University of Texas-Austin	60 (all)
University of Michigan	40 (all)
University of Washington	38 (all)
Washington State University	38 (all)

The fee increase request has been reviewed by the University Fees Committee forwarding a recommendation for approval to the Provost. The Provost has accepted the Committee's recommendation pending ABOR approval.

DISCUSSION:

The \$15 increase for approximately 8,000 non-resident undergraduate applicants equals \$120,000 in additional revenue to be utilized to cover some of the following costs:

Increases in communication to non-resident prospects	(\$20,000)
Purchases of non-resident student names	(\$45,000)
Increased representation at national college fairs	(\$30,000)
On-campus recruitment programs directed at non-residents	(\$30,000)
Training and support of alumni to recruit at regional fairs	(\$5,000)
Support of Southern and Northern California Recruiters	(\$20,000)
Total	\$(150,000)

RECOMMENDATION:

The Arizona Board of Regents is asked to approve the increase in the non-resident undergraduate application fee from \$50 to \$65 for The University of Arizona, effective for the 2006 entering class.

UNIVERSITY: The University of Arizona

***OTHER FEES
FEE REQUEST***

Program: Orientation

Department: Enrollment Management

Is this a graduate or an undergraduate fee?

GRADUATE UNDERGRADUATE OTHER Freshman Orientation

Is this a new fee or an increase to an existing fee?

NEW FEE Amount requested: \$ _____

EXISTING FEE Current Fee: \$ 85 Requested Fee: \$135

BACKGROUND:

1. The enrollment deposit was originally established for freshmen new for fall 2005.
2. The purposes of the enrollment deposit were to better gauge the commitment of students and to simplify and consolidate pre-enrollment payments to benefit students.
3. The approved enrollment deposit included the following components:

<i>Deposit amount</i>	
Orientation student fee	\$ 85
Placement exams	\$ 60
Cat Card fee	\$ 25
Tuition deposit	<u>\$ 50</u>
<i>Total enrollment deposit</i>	\$220

4. The deposit is due by May 1 and is refundable up until May 1st.
5. Students may request a deferment if their Estimated Family Contribution < \$4000. (The deferment includes all Pell eligible students.)
6. A new Orientation program has been developed whose goal is to improve student retention through a comprehensive orientation process that includes new communications for students and parents, on-line assignments to introduce students to academic expectations of UA, an extended on-campus program with enhanced activities to build community.
7. Enrollment Management has assumed the additional related expenses for these changes beginning in the 2004-05 budget year. Continuation of this program, which resulted in extensive collaboration with colleges and student service units and improved evaluations from participants, requires an increase in the student orientation fee. Moreover, beginning in 2006, Orientation will be charged new

8. fees for the use of classrooms and lecture halls, which will increase the cost of operating our on-campus orientation programs. Failure to implement the increase in enrollment deposit to support additional costs of orientation will necessitate a reduction in orientation services.

DISCUSSION:

1. The increase in the Orientation Fee will affect all incoming freshmen. In 2005, The University of Arizona collected 6144 deposits and granted 331 deferrals.
2. All requests for deferrals were honored.
3. The proposed increase of \$50 in the freshman Orientation Fee will affect the enrollment deposit in the following way:

<u>Deposit amount</u>	
Orientation student fee	\$135
Placement exams	\$ 60
Cat Card fee	\$ 25
Tuition deposit	<u>\$ 50</u>
<i>Total enrollment deposit</i>	<i>\$270</i>

4. The budget for increased Orientation Fee is the following:

Intrinsic budget deficit	\$ 58,000
Increase in Residence Hall charges	\$ 12,000
Extra meals including Red and Blue Barbeque	\$130,000
Increase in Student Union room charges	\$ 25,000
Recreation Center charges for Red and Blue Barbeque	\$ 30,000
Room rental fee (new for 2006)	\$ 5,000

5. Enrollment Management has worked closely with Residence Life to coordinate the amounts and impact of all pre-enrollment fees on students and to minimize any hardships they might impose. Thus, if the increase in the Orientation Fee is approved for 2007, Residence Life has agreed to reduce its Housing deposit by \$50 (the amount of the proposed Orientation Fee increase.)
6. Thus the total pre-enrollment deposits/fees for resident freshmen in 2007 compared to 2006 will be the following:

	<i>2006</i>	<i>2007</i>
Application for admission	\$ 25	\$ 25
Application for residence hall	\$100	\$100
Enrollment deposit	\$220	\$270
Residence Hall deposit	<u>\$250</u>	<u>\$200</u>
<i>Total pre-enrollment fees</i>	<i>\$595</i>	<i>\$595</i>

5. As a result, there will be no change in deposits/fees for resident, residence hall freshmen due on May 1, 2007.

RECOMMENDATION:

The Arizona Board of Regents is asked to approve the increase in the freshman Orientation Fee from \$85 to \$135 for The University of Arizona, effective for the 2007 entering class.