

## PROGRAM FEE REQUEST

University: **University of Arizona**

College: **College of Science**

School: **Speech, Language, & Hearing Sciences** Program: **Clinical M.S. in Speech-Language Pathology**

**Graduate X** Undergraduate  Upper Division  Lower Division  Both

New **\$ 500** **Fall 2016**  
(Proposed) (Effective Date)  
Existing \$ \_\_\_\_\_ \$ \_\_\_\_\_  
(Proposed) (Current) (Year Approved)

**Proposed fee to be applied as:**  
**X Per Term**  Per Unit, Total of \_\_\_\_ Units per Program

**Proposed fee to be applied:**  
**X Fall X Spring**  Summer  Winter

Date Submitted: 11/2/15

### Rationale for Request (~100 words)

We offer a Master's degree in Speech, Language, and Hearing Sciences with a clinical emphasis in Speech-Language Pathology that has been rated in the top 10 ever since graduate school ratings were implemented in the 1980s. We draw students from all over the country because of our strength in academic and clinical preparation. We have experienced tenure-track faculty growth to meet the diversity of needs as content areas expanded, but state support for clinical faculty has declined with sequential budget cuts. Supervised clinical practica are implemented in our on-campus clinic, in the community, and other sites across the country for some summer placements. In recent years, the time demands for oversight of the off-campus placements has been an overload for our clinical faculty and we acknowledge the need to fund an off-campus clinical coordinator as has been done by other programs across the country.

### Compliance with Board Guidelines (~250 words)

Supervised clinical training is a key component of the speech-language pathology program. The clinical setting allows students to apply the principles and techniques learned in the classroom. The quality and diversity of clinical settings is critical to the overall training mission. Our students recognize that the recruitment, appraisal, and coordination with off-campus clinical settings is essential to assure that they experience evidence-based clinical practice as part of their training. Our on-campus clinical faculty do an excellent job with students, but the coordination and oversight of off-campus sites requires attention beyond the available resources. Current graduate students recognize the increased value that would be added by additional personnel to focus on off-campus clinical experiences. The experiences gained in off-campus placements prepare students for setting-specific jobs and are thus directly related to employment outcomes.

It is worth noting that it is not uncommon in clinical training programs to have personnel devoted specifically to the off-campus clinical training. As noted above, we currently distribute this responsibility to clinical faculty who supervise in our on-campus clinic. Our goal is to devote greater resources to enhance those experiences.

We propose to initiate this program with the entry of each new class. In other words, the current students would not be charged the program fee, because they were not expecting additional fees when they selected the University of Arizona. There will be a 14% set-aside for scholarships that can be utilized by students with financial need to help pay the program fee.

### Student Consultation (~100 words)

Student consultation began with conversations with student leadership (Graduate and Professional Student Council Representative), followed by an open forum for graduate students that was well attended by first and second year M.S. students with the department head. The recommendation for additional clinical personnel for off-campus coordination emerged from the students and there was support and strong consensus regarding the priority of this enhancement. Discussion included concern regarding the financial burden of a program fee, but all students supported the plan. There was strong support for this proposal.

### MARKET PRICING (~200)

We have examined the tuition and fee costs relative to the UA peer institutions, but also relative to the best ranked programs in the country. In the table below, it is evident that our in-state costs are clearly in the mid-range of our peer institutions.

Speech-Language Pathology Graduate	Resident 2015-16 Tuition & Mandatory Fees	Program Fees	Total Resident Tuition & Mandatory Fees + Program Fee	Non-Resident 2015-16 Tuition & Mandatory Fees	Program Fees	Total Non-Resident Tuition & Mandatory Fees + Program Fee
U of Washington - medical	\$28,067	\$0	\$28,067			
Penn State U	\$20,270	\$0	\$20,270	\$34,084	\$0	\$34,084
University of Maryland-College Park	\$17,688	\$75	\$17,763	\$34,232	\$75	\$34,307
U of Minnesota-Twin Cities	\$17,289	\$0	\$17,289	\$25,953	\$0	\$25,953
U of Washington - core	\$16,278	\$0	\$16,278	\$28,326	\$0	\$28,326
U of Illinois-Champaign-Urbana	\$15,818	\$436	\$16,254	\$29,816	\$436	\$30,252
Michigan State U	\$16,122	\$0	\$16,122	\$31,674	\$0	\$31,674
<b>U of Arizona</b>	<b>\$12,048</b>	<b>\$1,000</b>	<b>\$13,048</b>	<b>\$30,370</b>	<b>\$1,000</b>	<b>\$31,370</b>
U of Florida	\$12,737	\$0	\$12,737	\$30,130	\$0	\$30,130
Ohio State U	\$12,425	\$0	\$12,425	\$31,897	\$0	\$31,897
U Wisconsin-Madison	\$11,870	\$0	\$11,870	\$25,197	\$0	\$25,197
U of North Carolina-Chapel Hill	\$11,074	\$0	\$11,074	\$28,285	\$0	\$28,285
U of Texas-Austin	\$10,878	\$0	\$10,878	\$20,698	\$0	\$20,698
U of Iowa	\$9,693	\$0	\$9,693	\$26,871	\$0	\$26,871
Texas A&M / Austin	\$8,466	\$0	\$8,466	\$20,698	\$0	\$20,698

## ACCOUNTABILITY

**Financial Aid Set-Aside Amount: 14%**

### Proposed Annual Revenue

Annual Program Fee Amount	\$	1,000
Number of Students Enrolled Annually	#	50
<b>Total Annual Revenue</b>	=	<b>50,000</b>

### Proposed Annual Expenditures

Financial Aid Set Aside (14%)	\$	7,000
Institutional and Advising Personnel	\$	
Support Staff Expense	\$	35,700
Total Operating Expenses	\$	7,300
<b>Total Program Costs</b>	=	<b>50,000</b>