



# MEMORANDUM

TAB B

March 25, 2021

## 2021-22 Degree-Granting Differential Tuition Proposals

[Board Policy R510, Tuition and Fees](#), requires the Board to approve new and existing academic program differential tuition. The Board may authorize differential tuition schedules for programs on a case-by-case basis, where increases are above or below the regular institutional tuition proposed increase. The policy further requires institutions to use increased revenues from the differential tuition rate to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

- Student and market demand for the program
- Impact of differential tuition rates on student access and retention
- Tuition rates of comparable programs at other institutions
- Potential earnings capacity of program graduates
- Societal importance of the program

The following institutions are requesting program differential tuition in *addition* to the base tuition rate or *total* tuition rate specific to the program.

| Institution              | Program                          | Differential Tuition    | Additional or Total |
|--------------------------|----------------------------------|-------------------------|---------------------|
| University of Utah       | M.Ed. Health Professions         | \$279 per credit hour   | Additional          |
|                          | MS Occupational Therapy          | \$5,551 per semester    | Additional          |
|                          | MS Recreational Therapy          | \$1,500 per semester    | Additional          |
|                          | Masters Science & Tech.          | \$230 per credit hour   | Additional          |
| Weber State University   | Masters of Social Work           | \$78.82 per credit hour | Additional          |
| Southern Utah University | BA/BS General Studies            | \$75 per credit hour    | Total               |
|                          | Psy.D. Clinical Psychology       | \$600 per credit hour   | Total               |
| Utah Valley University   | Masters Physician Assistant      | \$770 per credit hour   | Total               |
|                          | M.Ed. School Counseling          | \$75 per credit hour    | Additional          |
|                          | MS Engr. & Tech Management       | \$129 per credit hour   | Additional          |
|                          | MS Clin. Mental Health Counselor | \$75 per credit hour    | Additional          |

### Attachment

# Utah System of Higher Education



## FORM R-6: DIFFERENTIAL TUITION REQUEST

|                  |                            |
|------------------|----------------------------|
| Institution:     | University of Utah         |
| Fiscal Year:     | 2022                       |
| Prepared by:     | Ethan Hacker               |
| Due date:        | March 8, 2021              |
| Program:         | M.Ed. Health Professionals |
| Submission Date: | 8-Mar-21                   |

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

### 4.2.1. Student and Market Demand for the Program:

The program is designed for individuals who possess a professional degree (Master or Doctorate) or are currently enrolled in a professional degree program in a health profession and either have or aspire to have responsibility as education practitioners, leaders, and scholars. We anticipate that the majority of students will be employed in health professions higher education in Utah. We anticipate that most of our students will be employed by the University of Utah, either as part of ongoing medical training (Fellows) or as staff or faculty. In preparation for the creation of this Master of Education in Health Profession program, we conducted a needs assessment within University of Utah Health. We learned that there is significant interest and that most faculty would be supported by their departments to complete such a program.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

Employees will utilize their reduced tuition benefit, making the return of tuition dollars even lower. By creating a differential tuition rate, the Utah Master of Education in Health Professions program tuition will still be lower than comparable programs. Utah residents seeking the degree will have lower tuition costs and will not be required to travel for in-person events, which results in lost productivity.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

A review of similar Master of Medical/Health Professions Education programs nationally revealed a range of total tuition and fees from \$26,816.00 to \$73,860.00. With the proposed tuition differential, the University of Utah program would cost approximately \$23,087.15 for a resident, and \$53,566.30 for a non-Utah resident. The comparison programs are those that are available online or hybrid, many of which University of Utah faculty are now graduates, as there have been no such programs in Utah or the Intermountain West. In fact, there are few programs in the Western United States. By creating a differential tuition rate, the Utah Master of Education in Health Professions program tuition will still be lower than comparable programs. Utah residents seeking the degree will have lower tuition costs and will not be required to travel for in-person events, which results in lost productivity.

### 4.2.4. Potential Earnings Capacity of Program Graduates:

The School of Medicine is proposing a master's level program focused specifically on optimizing the preparation of faculty who educate health professional students within the complex environment of health systems (environments dedicated to promoting health and providing healthcare). The program is designed for individuals who possess a professional degree (Master or Doctorate) or are currently enrolled in a professional degree program in a health profession and either have or aspire to have responsibility as education practitioners, leaders, and scholars. These individuals are in the challenging position of balancing responsibility to serve patient needs while also teaching and mentoring a wide variety of trainees (e.g. students, interns, residents). The goals are to optimize educational skills of individuals who teach in health professions, primarily focused on clinical teaching; prepare leaders who can advance the practice of teaching and learning in the healthcare environment, and develop educational scholarship focused on the integration of education and health systems.

### 4.2.5. Societal Importance of the Program:

The goals are to optimize educational skills of individuals who teach in health professions, primarily focused on clinical teaching; prepare leaders who can advance the practice of teaching and learning in the healthcare environment, and develop educational scholarship focused on the integration of education and health systems.

**Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):**

We anticipate that most of our students will be employed by the University of Utah, either as part of ongoing medical training (Fellows) or as staff or faculty. This is a master's level program requiring basic graduate level courses (6000). The total number of credits required to graduate is at least 32.

**Estimated Revenue and Uses (including program and institution):**

**We are requesting a differential tuition rate of \$279.00 per student credit hour.** The differential tuition will be used to compensate program faculty. These faculty are particularly required for clinical teaching, in which the teacher must understand the dynamics at play while providing clinical care and teaching. Most clinical faculty are highly compensated as clinicians, and to "buy" their time is costly. The SVPHS education unit pays the majority of its faculty directors based on a set cap of \$200,000/year, just above the NIH cap of \$199,300. This amount is above the salary for some faculty and below for others. It sets a standard measure.

# Utah System of Higher Education



## FORM R-6: DIFFERENTIAL TUITION REQUEST

|                  |                                       |
|------------------|---------------------------------------|
| Institution:     | University of Utah                    |
| Fiscal Year:     | 2022                                  |
| Prepared by:     | Ethan Hacker                          |
| Due date:        | March 8, 2021                         |
| Program:         | Masters of Occupational Therapy (MOT) |
| Submission Date: | 8-Mar-21                              |

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

### 4.2.1. Student and Market Demand for the Program:

According to the BLS, the job outlook for occupational therapists in the U.S. is expected to grow from 2019 to 2029 by 16 percent. Utah Economic Data Viewer shows an estimated 30 new annual job openings in Utah and 5,260 job openings in the U.S. Further, the Economic Data Viewer suggests that this occupation is expected to experience faster than average employment growth.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The total number of graduates from the University of Utah Master of Occupational Therapy program during the 3-year period of 2018-2020 was 103, with a three year average (2018-2020) graduation rate of 94%. This has grown year over year until the most recent was 97% as of 2020. This change from six semesters to five keeps the cost within reason and allows students to graduate sooner and expected to strengthen retention.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

#### Resident

University of Utah (2021): \$66,980 (Differential 5,551 flat fee per semester)  
Kansas Medical Center (2021): \$47,292  
University of Washington (2021): \$52,583  
University of Florida (2021): \$62,463

#### Non-Resident

University of Utah (2021): \$93,994 (Differential 5,551 flat fee per semester)  
Kansas Medical Center (2021): \$94,787  
University of Washington (2021): \$91,904  
University of Florida (2021): \$143,203

#### Same Rate:

Clarkson University (2021): \$148,014  
USC (2021): \$304,735 (59,260 flat fee per fall/spring semester)  
Washington St Louis (2021): \$102,281  
Columbia University (2020): \$203,993

### 4.2.4. Potential Earnings Capacity of Program Graduates:

According to Utah Economic Data Viewer, annual median salary for occupational therapists in the United States was estimated to be \$84,270. In Ogden-Clearfield Metro area, the annual median wage was estimated to be \$87,090 and in Provo-Orem \$90,150 while statewide the media salary is estimated to be \$84,680.

### 4.2.5. Societal Importance of the Program:

According to the World Federation of Occupational Therapists, claimed to hold the educational vision of the profession, it states that "occupational therapy is a client-centred health profession concerned with promoting health and well being through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life. Occupational therapists achieve this outcome

by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement."

**Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):**

Currently, per the Office of Budget and Institutional Analysis dashboard data, the MS of Occupational Therapy had 104 enrolled students as of Fall 2019 and 106 in Fall 2021. Courses for this are primarily taken at a masters level (6000), with several advanced graduate (7000) for fieldwork. The total number of credits required for the program is 72 didactic credits along with 24 credit hours of fieldwork.

**Estimated Revenue and Uses (including program and institution):**

Requesting to distribute the same amount of differential tuition (currently \$27,758.16) across the 5 semesters of the new curriculum as opposed to over the 6 semesters of the old curriculum. This will allow the student to graduate sooner to meet the demands within the profession while allowing our program to stay marketable for students.

# Utah System of Higher Education



## FORM R-6: DIFFERENTIAL TUITION REQUEST

Fiscal Year: 2022

Institution: University of Utah

Prepared by: Ethan Hacker

Due date: March 8, 2021

Program: Masters of Recreational Therapy

Submission Date: 8-Mar-21

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the

### 4.2.1. Student and Market Demand for the Program:

As the only program in the Western Region of the United States offering MS level training in Recreational Therapy, student demand for this new program is expected to be high. The licensure laws of Utah that mandate MS level training for certain professional activities is just one clear reason workforce demand will be high for graduates of this program.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

Even with the addition of differential tuition, the currently low tuition rate for students with residency status will remain in line with the median tuition and fees rate for comparable programs across the country.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Currently, the residential rate for the tuition and fees of the MS RT program at the University of Utah is one of the lowest in the nation (\$3829/semester) and it is well below the Median rate (\$5025/semester) at these comparable institutions. The proposed differential tuition would increase the University of Utah's total cost (\$5329/semester), but still keep the cost in line with the Median rate (\$5025/semester) of comparable programs.

### 4.2.4. Potential Earnings Capacity of Program Graduates:

The U.S. Bureau Labor of Statistics estimated that Annual Mean Wage for Recreational Therapists in Utah, as of May of 2019, was \$48,780. In the U.S., BLS estimated earnings to be \$51,130.

### 4.2.5. Societal Importance of the Program:

While graduate education in Therapeutic Recreation has existed at the University since 1972, both the health care arena and the profession of Recreational Therapy have evolved tremendously in recent years. Therefore, following the College of Health realignment in 2016, master's level education in recreational therapy was redesigned in an effort to better meet current education and training needs for the profession. As vital health and human service professionals, the majority of all recreational therapists work in medical/clinical settings where professional knowledge and skills have become increasingly diverse and complex. Resultantly, the current MS RT curriculum has a strong focus on health education and advanced clinical training incorporated into the curriculum in order to train graduates with the specialized skill sets needed in today's health care job market.

### Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

Six students were enrolled in the spring of academic year 2020-2021 (obia graduate major profile dashboard). These courses would be masters level (6000). The student is expected to take 36-39 credits to graduate.

### Estimated Revenue and Uses (including program and institution):

A \$1,500/semester "zero hour" tuition differential is being requested, starting with the 2021-2022 academic year. These funds would be used to meet the strategic needs of the program by supporting the quality academic instruction, clinical experiences, and individualized mentoring that is a hallmark of the program but challenging to implement with current faculty resources.

# Utah System of Higher Education



## FORM R-6: DIFFERENTIAL TUITION REQUEST

|                  |   |
|------------------|---|
| Institution:     | University of Utah                            |
| Fiscal Year:     | 2022  |
| Prepared by:     | Ethan Hacker                                  |
| Due date:        | March 8, 2021                                 |
| Program:         | Professional Master of Science and Technology |
| Submission Date: | 8-Mar-21                                      |

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

### 4.2.1. Student and Market Demand for the Program:

As of Fall 2020, 57 students are currently enrolled in the Professional Master of Science and Technology with corresponding enrollment in the five tracks being: Biotechnology, 22; Computational and Data Science, 15; Earth Resource Management, 2; Environmental Science, 14; Science Instrumentation, 3. Student demand for the PMST program has been stable for the past five years (2016–2020), with the Biotechnology degree program enrolling a majority of students. As the term “data science” has become standardized, the Computational Science degree was renamed Computational and Data Science in 2019; we expect steady enrollment or modest growth in these programs as workforce demand increases. It should be noted, that a large percentage of PMST students are currently employed and most graduates indicate they enrolled in the program to acquire specific skills and/or knowledge or to increase opportunities for promotion/pay.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The proposed differential tuition rate was presented to the program’s Graduate Student Advisory Committee in October 2020; while cost was a consideration, program fit was considered a leading factor in choosing the program. Based on current student employment information and student interviews, approximately 50% of current PMST students receive employer assistance—minimizing or negating the impact of differential tuition on student access for a majority of students. With this being a cost neutral proposal, no change in retention is expected.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

A survey of USHE designated peer, public institutions shows estimated graduate school program cost to be less than peer institutions except for the University of New Mexico, where the program cost is comparable. Comparisons are made based on in-state tuition as >95% of our students are Utah residents. The PMST program per term cost is less than other affiliated PSM programs. (The PMST program is an affiliated Professional Science Master’s program through the National Professional Master’s Association.)

- UC-Irvine - \$65,032
- University of Pittsburg - \$47,060
- University of Virginia - \$45,904
- University of North Carolina at Chapel Hill - \$40,424
- University of Washington - Seattle - \$39,024
- UC-San Diego - \$35,967
- University of Cincinnati - \$29,804
- University of Illinois at Chicago - \$26,156
- University of Iowa - \$23,331
- University of Utah - \$18,499
- University of New Mexico - \$16,441

### 4.2.4. Potential Earnings Capacity of Program Graduates:

Earnings potential is a common question we receive from applicants to the program. In 2018, we surveyed 192 PMST alumni to identify their salary range. The results from 51 respondents are bimodal with the most common salary range being \$55,001 to \$80,000; the second largest group was over \$95,000. There was not a clear relationship between the number of years since graduation and reported salary range indicating salaries are related to job type and not years-of-service. This survey information aligns well with wage data collected by USHE based on USHE first- and fifth-year salary data, as well as the alumni survey data, students should expect to earn an additional \$20,000 to \$30,000 per year with a master’s degree over a bachelor’s degree—making the “breakeven” point less than two years. Tuition reimbursement programs would reduce this time further.

#### **4.2.5. Societal Importance of the Program:**

The Professional Master of Science and Technology is a professional, project-based, interdisciplinary Professional Science Masters (PSM) program that combines graduate studies in science and mathematics with skills from business, communication, and management. It provides professional scientists an opportunity to earn a graduate science or math degree that increases their core scientific knowledge and quantitative skills. It can develop leadership and management skills that will be highly valued by industry, government, and non-profits.

#### **Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):**

As of Fall 2020, 57 students are currently enrolled in the Professional Master of Science and Technology. The PMST program requires students complete 9 credit hours (three courses) of the programs core courses which focus on transferable skills (MST 6100, MST 6110, MST 6200, MST 610), one course in advanced quantitative skills (MST 6600), and their professional experience project (MST 6975), which is completed in lieu of a thesis. The total number of credits required by the program (36).

#### **Estimated Revenue and Uses (including program and institution):**

**We are requesting a proposed differential tuition of \$230 per credit hour for MST courses.** Based on current enrollments, differential tuition would generate \$54,366.56. Use of these funds, combined with current funding for the instructional program and support activities such as salary for instructors and staff (project coordinator).



# Utah System of Higher Education



## FORM R-6: DIFFERENTIAL TUITION REQUEST

|                  |                        |
|------------------|------------------------|
| Institution:     | Weber State University |
| Fiscal Year:     | 2020-21                |
| Prepared by:     | Mark Bigler            |
| Due date:        | March 8, 2021          |
| Program:         | Masters of Social Work |
| Submission Date: | 8-Feb-21               |

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

### 4.2.1. Student and Market Demand for the Program:

For many years, students have expressed a desire for a graduate social work program at Weber State University. While some of this demand is for a more convenient option for graduate social work studies, it is clear that students are also looking for a program that is clinically focused and locally relevant. The market demand for master's-level social workers is high. In fact, recent data from mental health officials in the State, as well as anecdotal reports from local community partners, suggest the shortage of credentialed social workers in the U.S. is especially acute in Utah, with a rapidly growing gap between social service needs and available service providers.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The differential tuition requested for the Master of Social Work (MSW) program is the same as the Master of Criminal Justice and the Master of Education, which have the lowest differential at Weber State University. Even with the differential tuition, the Weber State MSW program will be the most affordable option for graduate studies in social work in the state of Utah. The differential tuition is not expected to be a barrier for students.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

The graduate tuition, differential and student fees for the Weber State University MSW program at \$4,399 for 15 credit hours with resident status are significantly less than comparable costs at Utah Valley University (\$5,850), Utah State University (\$6,540), and the University of Utah (\$7,599).

### 4.2.4. Potential Earnings Capacity of Program Graduates:

The Bureau of Labor Statistics estimates that the annual median pay for master's-level social workers in 2019 was \$50,470. Estimates of average annual base pay in Utah ranges from \$41,767 (glassdoor.com) to \$51,160 (bls.gov). With a projected growth rate in the number of jobs of 13% over the next 10 years, and a current shortage of trained and credentialed social work providers, the job market is strong with rapid upward mobility.

### 4.2.5. Societal Importance of the Program:

Social work's historical mission addresses society's most impoverished, marginalized, and at-risk populations. Likewise, social workers provide services to individuals, families, and communities when they are most vulnerable. Graduate social work training (MSW) provides prospective professionals with theories, practice models, and an ethical framework, along with opportunities to develop skills and competencies to meet these challenges, supporting individuals, strengthening families and communities, and improving society.

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# Utah System of Higher Education

## FORM R-6: DIFFERENTIAL TUITION REQUEST

|                  |                          |
|------------------|--------------------------|
| Institution:     | Southern Utah University |
| Fiscal Year:     | 2022                     |
| Prepared by:     | Grant Corser             |
| Due date:        | March 5, 2021            |
| Submission Date: | 3/5/2021                 |

Program: BGS (Speedway)

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

### 4.2.1. Student and Market Demand for the Program:

The Bachelor's of General Studies degree program at Southern Utah University is a new degree program. It was first offered in a pilot phase during the Fall 2020 semester. This program is designed to provide students with an opportunity to meet the goal of earning an affordable bachelor's degree and becoming more educated. Students enrolled in our Online Bachelors of General Studies degree program are typically in need of an alternative pathway to complete their baccalaureate degree requirements that neither a traditional face-to-face nor typical online format would afford. To assess student demand, a version of this program has been offered in a pilot phase during the 2020-21 academic year and as of the writing of this request (February, 2021) there appears to be student demand for this program with more than 180 students currently enrolled.

The proposed Bachelor of General Studies (BGS) degree is not the kind of degree program that is typically connected with a specific labor market sector. However, the level of knowledge, skills, and personal responsibility associated with earning a bachelor's degree translates into preparation for successful employment in a variety of fields as well as career advancement.

Because employers value dedicated employees who can "learn on the job," many job postings merely state that a bachelor's degree is required and does not identify any preferred disciplinary specialization. In other words, sometimes what employers need are solid, college-educated employees who are adaptable, can learn new things, and can provide leadership for the organization. This does not always require a specific, discipline-based bachelor's degree. In many cases, earning any bachelor's degree is what qualifies a person to apply for a job. The person's other skills, work history, professional aptitude, and motivation are what sets them apart and allows them to advance. Besides, students earning degrees in specific disciplines might find themselves in vastly different employment situations (oftentimes not aligned with the disciplinary content found in their major or program of study). Likewise, students who earn a BGS degree could be employed in a wide range of different jobs or seek advancement in their current jobs.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

We anticipate that the lower price per credit will be attractive to prospective students and help to retain students enrolled in this program. Also, this program, because it is offered fully on-line, provides good student access to a broad array of learners. Any student admitted to SUU's online campus is eligible to declare the proposed BGS degree and there are no other specific admission requirements. Once students declare their intent for the BGS, a dedicated academic advisor will work with the student to create a degree plan. This degree plan will be entered into Degree Works, a planning and graduation audit program to which students have access and can track their progress toward degree completion.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

There are no other USHE institutions that offer reduced rate tuitions; thus, there is no comparable data. Regionally, Brigham Young University-Idaho does offer a comparable tuition schedule of \$75 or \$79 for the preferred path and \$128 for the advanced path.

### 4.2.4. Potential Earnings Capacity of Program Graduates:

According to the U.S. Department of Education's publication, "College Affordability and Completion: Ensuring a Pathway to Opportunity" (ed.gov/college), a post secondary credential is necessary for an individual's economic opportunity and needed to be competitive in a labor market. While there are no specific data about a generalized bachelor's degree and potential earning capacity, the U.S. Department of Education (*ibid*) does offer the following:

--College graduates with a bachelor's degree typically earn 66 percent more than those with only a high school diploma; and are also far less likely to face unemployment.

--Over the course of a lifetime, the average worker with a bachelor's degree will earn approximately \$1 million more than a worker without a postsecondary education.

--By 2020, an estimated two-thirds of job openings will require postsecondary education or training."

#### **4.2.5. Societal Importance of the Program:**

According to the Lumina Foundation's publication, "It's Not Just the Money: The Benefits of College Education to Individuals and to Society," (<https://www.luminafoundation.org/files/resources/its-not-just-the-money.pdf>) earning a bachelors degree (any bachelors degree) leads to several advantages:

- Lower unemployment and increased access to job opportunities
- Lower dependence on public assistance
- Lower crime rates
- Lower substance abuse
- Increased home ownership
- Increased rates of voting, community involvement, and volunteerism
- Increased rates of health, happiness, personal growth, self-esteem, and satisfaction with life
- Increased career advancement opportunities
- Better health insurance and retirement benefits
- Better able to respond to adversity and overcome personal and professional challenges

The authors go on to cite philosopher Martha Nussbaum on the value of education for both the individual and society:

"Nussbaum (2007) summarized the ancient Stoic notion of education as 'liberating the mind from the bondage of habit and custom to produce people who can function with sensitivity and alertness as citizens of the whole world.' This is the real virtue of college education, and the full manifestation of the benefits from it could never be measured completely. Nonetheless, a list of the measurable benefits of college education is long." (from page 67 of the Lumina Foundation publication)

[embedded quote from: Nussbaum, M. (2007). "Cultivating humanity and world citizenship." In Forum Futures 2007. Cambridge MA: Forum for the Future of Higher Education.]

In addition to already well-documented financial benefits of earning a bachelor's degree (including increased annual salary, increased lifetime earning potential, and increased economic stability, e.g., <https://www.thoughtco.com/financial-benefits-of-a-college-degree-793189>), this Lumina Foundation publication speaks to the wide range of benefits for the individual and for society as a whole. The proposed BGS degree aligns with and supports all of these anticipated benefits across economic, personal, and social dimensions.

#### **Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):**

It is estimated that 50 additional students will enroll in this degree program in the coming academic year, that the number of students will double for the next 4-5 years, and then enrollment will begin to plateau.

This degree requires 120 credits to fulfill the graduation requirements including the completion of a general education program. The following courses are the proposed pathway of study:

CJ 1010 Introduction to Criminal Justice 3 credits  
CJ 1330 Criminal Investigation 3 credits  
EDUC 1010 Foundations of Education 3 credits  
ENGL 1010 Introduction to Academic Writing 3 credits  
FLHD 1500 Human Development through the Lifespan 3 credits  
GEO 1090 How the Earth Works 3 credits  
GEO 1095 How the Earth Works Lab 1 credit  
INFO 1010 Information Literacy 1 credit  
MATH 1031 Statistical Inference 3 credits  
MUSC 1020 Popular Music in America 3 credits  
MUSC 1050 Music of the World 3 credits  
NFS 1020 Scientific Foundations of Human Nutrition 3 credits  
PHYS 1040/45 Astronomy 4 credits  
POLS 1100 American National Government 3 credits  
SUU 1020 Strategies for Success 1 credit  
TH 1023 Introduction to Film 3 credits  
1000 Level Total 46 credits  
ENGL 2010 Intermediate Writing 3 credits  
FIN 2870 Personal Finance 3 credits  
FLHD 2400 Marriage and Family Relations 3 credits  
FLHD 2700 Consumerism and Family Finance in American Society 3 credits  
ORPT 2040 Americans in the Outdoors 3 credits  
POLS 2100 Introduction to International Relations 3 credits  
2000 Level Total 15 credits  
Lower Division Total 61 credits  
CJ 3020 Criminal Justice Management 3 credits  
COMM 3150 Nonverbal Communication 3 credits  
COMM 4240 Technical Writing 3 credits  
ENTR 3100 Basic Entrepreneurship 3 credits  
FLHD 3100 Foundations of School Counseling 3 credits  
FLHD 3300 Family Processes and Theories 3 credits  
FLHD 3450 Mindfulness and Meditation 3 credits  
HIST 3090 History Seminar 3 credits  
HIST 3630 Afro-American History from 1877 to the Present 3 credits  
HIST 3870 Utah History 3 credits  
MGMT 3180 Management and Organizations 3 credits  
MKTG 3010 Marketing Principles 3 credits  
POLS 3120 Courts 3 credits  
POLS 3510 Constitutional Law 3 credits  
POLS 3520 Civil Rights and Liberties 3 credits  
PSY 3700 Theories of Personality 3 credits  
3000 Level Total 51 credits  
FLHD 4100 Family Problems and Solutions 3 credits  
FLHD 4250 Marital Problems and Solutions 3 credits  
FLHD 4300 Human Sexuality 3 credits  
GS 4000 General Studies Capstone 1 credit

**Estimated Revenue and Uses (including program and institution):**

This program is designed to efficiently cover the cost of instruction. However, if there are any revenues generated by this program, they will be directed towards academic advising, student retention, academic student services, and the program's refinement and delivery. If there are excess revenues available beyond these needs, then they will be used for educational expenses of the institution.

# Utah System of Higher Education



## FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution: Southern Utah University

Fiscal Year: 2022

Prepared by: Strosser, Garrett

Due date: March 5, 2021

Submission Date: 3/5/2021

Program: Psy.D. in Clinical Psychology

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

### 4.2.1. Student and Market Demand for the Program:

Although the program proposed is a Psy.D. in Clinical Psychology, the closest comparable program in the state of Utah is the Ph.D. in Clinical Psychology. Application and acceptance rates at state Ph.D. universities indicate that the demand for doctoral-level training in clinical psychology is high with far more students applying than obtaining acceptance. The overall acceptance rate for existing doctoral programs in clinical psychology within the geographical region is between 2-8%, with even fewer students actually matriculating into the programs. Based upon data posted on university program webpages for the 2018-2019 academic year, the University of Utah had 245 student applicants with 6 admitted (2.4%), and Utah State University had 110 applicants with 9 admitted (8.2%). Outside of Utah, the acceptance rates are similar: at the University of Wyoming, 169 applied and 7 were admitted (4.1%); at Idaho State University, 100 applied and 6 were admitted (6%); and at UNLV, 110 applied and 8 were admitted (7.2%). Likewise, the national average acceptance rate into clinical doctoral programs, as reported by the American Psychological Association, is 12%, and this number includes data from high-volume, private, expensive, for-profit schools which tend to admit large cohorts of incoming students and maintain low completion rates. Both regional and national student demand for doctoral-level training in clinical psychology appears to exist, and SUU's proposed Psy.D. program can help to serve those students not accepted into other

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

No students are currently enrolled in the Psy.D. program at SUU as the program only obtained approval by the Utah Board of Higher Education this past academic year (AY 2021).

This program has a proposed higher tuition rate than other graduate and undergraduate programs at SUU. The additional costs associated with the program largely exist in order to create the physical structure (e.g., a new mental health facility space for working with clients from both student and community populations) as well as the program structure (e.g., obtaining weekly individual supervision from licensed doctoral-level clinicians) required by the American Psychological Association in order to meet accreditation standards.

As the APA also requires that accredited doctoral programs report certain outcome data on the university's website, information about the number of students enrolled in the program are available for public viewing. In spite of higher tuition rates, enrollment into these programs reflects a high demand. Even higher tuition universities, such as the University of Denver, reports enrolling 45 new students into the program during the 2018-2019 academic year. Universities such as LaSalle University (CA) reports 344 applicants, with 57 accepted, and 18 enrolling into the program in 2019. State universities such as Georgia Southern University reports 100 applicants with 11 accepted, and 8 enrolled in 2019, and Marshall University reports 11 new students admitted in the 2017-2018 academic year. Most Psy.D. programs currently exist at private, rather than public, institutions which generally charge higher tuition rates. These enrollment numbers seem to indicate that even with a higher tuition rate, our target number of 10 new students a year should be obtainable.

The program will continue to look for ways in which additional financial support can be provided to the students. Federal financial aid

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Tuition rates of Psy.D. programs in clinical psychology are often not comparable to Ph.D. program in clinical psychology given factors such as that Psy.D. programs typically admit more students, thereby making it more difficult for the university to cover student-related costs, and relatedly, Ph.D. faculty have more time for grant applications to help support the program. As a result, Psy.D. programs are

typically more expensive, and these programs are more likely to occur at both private universities or at for-profit universities than public, non-profit universities.

Geographically-similar and established Psy.D. programs (tuition and fees per year) include the following: University of Denver (\$68,448), California Lutheran University (\$31,435), and the University of LaVerne (CA, \$38,020). As these are examples of programs at private universities, Psy.D. public, non-profit universities in the western U.S. region seem to be lacking, with the exception of a new program at Northern Arizona University that began enrolling students in Spring 2020. NAU charges \$18,016 (in-state) and \$32,166 (out-of-state) in tuition and fees.

Examples of tuition rates at other Psy.D. programs housed at state universities (in other parts of the U.S.) include the following: Rutgers University (in-state: \$24,078/out-of-state: \$39,039), Marshall University (in-state: \$16,609/out-of-state: \$33,506), Georgia

#### **4.2.4. Potential Earnings Capacity of Program Graduates:**

According to the national Occupational Outlook Handbook, 2018 median pay for psychologists is \$77,010 per year with a 14% expected job growth rate ("Faster than average") from 2016-2026 (<https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>). In Utah, the Department of Workforce Services reported a statewide median salary of \$69,010 and is expected to grow "much faster than average employment growth." DWS estimates 110 average annual job openings.

In discussion with Carrie Mayne, Associate Commissioner for Workforce and Institutional Research at USHE, an additional job-market analysis report was created that would potentially reflect labor demands. Using the Standard Occupational Classification (SOC) title of "Clinical, Counseling, and School Psychologists," which often requires the Educational Value of "Doctoral or Professional Degree," this SOC title is rated as a 5-star occupation, is projected to have an annual growth rate of 3.10% (which is slightly above average of the statewide occupational growth rate of 2.9%), and the median annual wage in 2017 was \$69,010, as previously indicated.

#### **4.2.5. Societal Importance of the Program:**

In the State of Utah (and the nation as a whole), the demand for professionals qualified to treat people with mental health issues is far outpacing the supply, especially in rural areas. For example, David Levine writes that in the United States "nearly 1 in 5 people has some form of mental health condition" and that the "number of mental health care providers is barely holding steady" (<https://health.usnews.com/health-care/patient-advice/articles/2018-05-25/whats-the-answer-to-the-shortage-of-mental-health-care-providers>). Moreover, Levine reports that "More than half of U.S. counties have zero psychiatrists" and that about 111 million people live in areas that have a shortage of mental health professionals. The greatest impact of "underserved" populations are in rural areas.

In March 2018, the American Academy of Child and Adolescent Psychiatrists (AACAP) reported a total of 6 psychiatrists per 100,000 children in the State of Utah, with more critical shortages in both Washington and Iron Counties; the current ratio is grossly below the recommended ratio provided by mental health professional organizations ([http://www.aacap.org/app\\_themes/aacap/docs/Advocacy/federal\\_and\\_state\\_initiatives/workforce/individual\\_state\\_maps/Utah%20workforce%20map.pdf](http://www.aacap.org/app_themes/aacap/docs/Advocacy/federal_and_state_initiatives/workforce/individual_state_maps/Utah%20workforce%20map.pdf)).

With national health statistics suggesting nearly one in five adults having a diagnosable mental disorder within the past year, there are many people who cannot access the care they need. Further, those areas with the highest need also face the largest deficiencies in the number of providers. A paucity of qualified helping professionals exists in the southwestern area of the United States. A recent study conducted by the Association of American Medical Colleges predicted that within the next 6 years the nation will face a deficit of between 46,000 and 90,400 medical providers, with even more significant deficits among specialized practitioners in geriatrics and psychiatry being more acute (<https://physiciansnews.com/2015/03/11/significant-shortfall-of-physicians-projected-for-2025/>). Practitioners with Psy.D. qualifications can help fill the current and increasing void.

Mental health challenges are also found within college students. With 52,000 new students projected to attend USHE schools by 2025, the need for effective and available mental health services will only increase significantly (<https://highereducation.ushe.edu/ushe-expects-to-add-over-52000-students-by-2025-bucking-national-trend-of-declining-enrollments/>). Not only will USHE institutions be facing pressure from the sheer numbers of students they are expected to serve, if trends continue, the new students will have more and more significant mental health needs.

In 2018, the American College Health Association published an update to its National College Health Assessment. According to this publication, 41.9% of college students reported feeling "so depressed [within the previous 12 months] that it was difficult to function" ([https://www.acha.org/documents/ncha/NCHA-II\\_Spring\\_2018\\_Reference\\_Group\\_Executive\\_Summary.pdf](https://www.acha.org/documents/ncha/NCHA-II_Spring_2018_Reference_Group_Executive_Summary.pdf)). Over 63% of these students felt "overwhelming anxiety" and 12% had seriously considered suicide.

Over the past decade, the State of Utah has tracked various mental health trends, including depression, substance abuse, and suicide. For the last several years, suicide has been documented as the leading cause of death among individuals ages 10-24, and the second leading cause of death among individuals ages 24-44 (<https://health.utah.gov/vipp/pdf/Suicide/youth-suicide-factsheet-12-14.pdf>). Sadly, these rates are climbing. Largely because of these skyrocketing suicide rates, during the 2017 Utah Legislative Session, the USHE endorsed H.C.R. 16 declaring mental health issues a "public health crisis at Utah higher education institutions" (<https://le.utah.gov/~2017/bills/hbillenr/HCR016.pdf>). The bill, signed by the Governor on March 20, 2017, "strongly urges state agencies, local health authorities, non-profit groups, and higher education entities to seek productive, long-term solutions to address this crisis." The establishment of a Psy.D. in Clinical Psychology at Southern Utah University directly meets this mandate.

**Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):**

It is estimated that ten new students would enroll into the program each academic year in the fall semester. As the program can be completed in four years (with a fifth year at an off-site internship), it is anticipated that at full capacity there will be approximately 40 students enrolled in the program. If students take longer to complete the degree, due to the completion of the Comprehensive Professional Project or completion of practicum or internship hours, this may bring the enrollment number up to the range of 40-50.

The course list for the program includes the following:

6100 Ethics, Law, and Professional Practices  
6255 Applied Assessment (Intellectual and Cognitive Testing)  
6250 Applied Assessment (Personality and Psychopathology)  
6300 Foundations of Psychotherapy I  
6310 Foundations of Psychotherapy II  
6320 Foundations of Psychotherapy III  
6400 Advanced Social Psychology  
6450 Psychopathology  
6470 Emotion and Motivation  
6500 Clinical Practicum (repeatable)  
6600 Addictions  
6610 Human Development Through the Lifespan  
6620 Multicultural and Individual Diversity  
6630 Developmental Psychopathology and Assessment  
6700 Statistics and Research Design I  
6705 Statistics and Research Design II  
6710 Industrial-Organizational Psychology  
7010 Applied Research and Program Development/Evaluation  
7100 Memory and Cognition  
7200 History and Systems  
7250 Group Interventions  
7300 Neuropharmacology  
7350 Child and Adolescent Interventions and Family Systems  
7400 Applied Clinical Neuropsychology  
7450 Biological Bases of Behavior  
7900 Supervision and Consultation  
7901 Advanced Ethics and Internship Prep  
7905 Comprehensive Professional Project (variable hours; repeatable)  
7990 Pre-Doctoral Internship (repeatable)

The minimum credit hours a student needs to complete this program is 115. Eighty-four credits are listed in the above table and include some courses which must be repeated in certain semesters. Participation in these courses (including the repeatable courses)

allow students to earn the required minimum hours (115) to successfully complete this program. In a student's first year, for example, PSY 6500: Clinical Practicum should be taken in the spring and summer semesters. Given the nature of this professional program, PSY 6500: Clinical Practicum is also taken most semesters until students enter their Pre-Doctoral Internship. Most students will take approximately 24 to 27 credit hours of clinical practicum over the course of their program.

During students' second through fourth years, a combination of practical content and theoretical content courses are completed. Summer semesters are included in the course of study. During students' fifth year (if qualified), students enroll in the PSY 7990: Pre-Doctoral Internship course which is repeated each semester during the internship year (fall, spring, and summer semesters), totaling three additional credit hours.

Finally, the development of elective courses (not listed above) will occur as the program reaches capacity with faculty and students. The addition of elective course will be based upon departmental resources, faculty specialization, and student demand. Possible

**Estimated Revenue and Uses (including program and institution):**

The expected revenue and uses at the program and institutional level are provided below, as reflected in the R401 proposal. (Updates were made to better reflect expectations.)



| Three Year Projection: Program Participation and Department Budget   |   |  |  |  |        |        |
|--|---|--|--|--|--------|--------|
|  | Year Preceding Implementation               | New Program                                |  |  |        |        |
|  |   | Year 1                                     | Year 2                                     | Year 3                                     | Year 4 | Year 5 |
| <b>Student Data</b>  |   |  |  |  |        |        |
| # of Majors in Department  | 438   | 468  | 478  | 508  | 528    | 548    |
| # of Majors in Proposed Program(s)   |   | 10   | 20   | 30   | 40     | 50     |
| # of Graduates from Department   | 68  | 78   | 88   | 98   | 108    | 128    |
| # Graduates in New Program(s)  |   | 0  | 0  | 0  | 0      | 10     |
| <b>Department Financial Data</b>   |   |  |  |  |        |        |
|  | Department Budget                           |  |  |  |        |        |
|  | Year Preceding Implementation (Base Budget) | Year 1                                     | Year 2                                     | Year 3                                     |        |        |
|  |   | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) | Addition to Base Budget for New Program(s) |        |        |
| <i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>  |   |  |  |  |        |        |
| <b>EXPENSES – nature of additional costs required for proposed program(s)</b>  |   |  |  |  |        |        |
| <i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i> |   |  |  |  |        |        |
| Personnel (Faculty & Staff Salary & Benefits)  | \$1,435,543                                 | \$307,002                                  | \$500,095                                  | \$713,888                                  |        |        |
| Operating Expenses (equipment, travel, resources)  | \$77,815                                    | \$85,000                                   | \$100,000                                  | \$115,000                                  |        |        |
| Other:   |   |  |  |  |        |        |
| <b>TOTAL PROGRAM EXPENSES</b>  |   | \$392,002                                  | \$600,095                                  | \$828,888                                  |        |        |
| <b>TOTAL EXPENSES</b>  | \$1,513,358                                 | \$1,905,360                                | \$2,113,453                                | \$2,342,246                                |        |        |
| <b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>  |   |  |  |  |        |        |
| <i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>  |   |  |  |  |        |        |
| Internal Reallocation  |   |  |  |  |        |        |
| Appropriation  | \$1,498,863                                 | \$380,000                                  | \$380,000                                  | \$380,000                                  |        |        |
| Special Legislative Appropriation  |   |  |  |  |        |        |
| Grants and Contracts   | \$6,312                                     |  |  |  |        |        |
| Special Fees   | \$64,181                                    |  | \$8,438                                    | \$16,875                                   |        |        |
| Tuition  |   | \$157,500                                  | \$315,000                                  | \$472,500                                  |        |        |
| Differential Tuition (requires Regents approval)   |   |  |  |  |        |        |
| <b>PROPOSED PROGRAM FUNDING</b>  |   | \$537,500                                  | \$703,438                                  | \$869,375                                  |        |        |
| <b>TOTAL DEPARTMENT FUNDING</b>  | \$1,569,356                                 | \$2,106,856                                | \$2,272,794                                | \$2,438,731                                |        |        |
| <b>Difference</b>  |   |  |  |  |        |        |
| Funding - Expense  | \$55,998                                    | \$201,496                                  | \$159,341                                  | \$96,485                                   |        |        |

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# Utah System of Higher Education

## FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution: Utah Valley University

Fiscal Year: 2022

Prepared by: L. Makin/S. Wood

Due date: March 8, 2021

Submission Date: March 8, 2021

Program: Master of Physician Assistant (New program beginning Spring 2022)

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the following:

### 4.2.1. Student and Market Demand for the Program:

In recent years, Burning Glass Technologies reported 67 PA job postings for the Provo-Orem metropolitan area and 501 job postings (both new positions and vacant positions) for the State of Utah. The limited access to PA programs in Utah, coupled with high student and market demand, draws students from Utah to out-of-state programs.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request included a tuition differential for students in this program and revenue generated from the differential is critical to successful implementation and sustainability of the program. The proposed tuition rate is being communicated to prospective students; thus, no negative impact on student access is anticipated. No students are currently enrolled in this program; thus, there will be no impact on student retention.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposes per semester 2021-22 tuition rate for residents of \$770 per credit hour and nonresident rate of \$1,330 per credit hour. Resident students completing UVU's PA program can anticipate a total tuition cost of \$77,000 while nonresident students can anticipate a total tuition cost of \$93,000. During 2020-21, PA resident tuition rates at the University of Utah are \$10,931.88 per semester (or \$76,523.16 total tuition) and Rocky Mountain Health Professions tuition ranges from \$10,967 to \$18,943 per semester (or \$113,658 total tuition).

### 4.2.4. Potential Earnings Capacity of Program Graduates:

Depending on the data source, the mean annual salary for PA job postings in Utah ranges from \$74,055 to \$98,050, much higher than average annual earnings

### 4.2.5. Societal Importance of the Program:

Over the past decades and forecasted for decades to come, the population of Utah and Utah County will continue to increase. This growing and aging population will increase demand for health care and health care providers. This program will prepare graduates for work in the health care and social assistance sectors of our economy.

### Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

All courses in the PA program are at the graduate level. The program requires the completion of 100 credit hours over a consecutive seven semesters. The program is expected to admit 30 students each Spring semester (January).

### Estimated Revenue and Uses (including program and institution):

When fully operational (2023-24), tuition is estimated to generate \$2,510,000 annually. This revenue will be used to support direct ongoing program costs comprised of salaries/wages/benefits of \$1,339,433 and operating expenses of \$628,600, one-time program costs for equipment and supplies of \$300,000, and indirect institutional costs of \$86,210.

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# Utah System of Higher Education

## FORM R-6: DIFFERENTIAL TUITION REQUEST

|                  |  |
|------------------|--|
| Institution:     | Utah Valley University                                 |
| Fiscal Year:     | 2022   |
| Prepared by:     | L. Makin/S. Wood                                       |
| Due date:        | March 8, 2021  |
| Submission Date: | March 16, 2021   |
| Program:         | Master of Education - School Counseling Emphasis, M.Ed |

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the

### 4.2.1. Student and Market Demand for the Program:

The MEd in School Counseling is a new program at UVU. Both the Utah State Board of Education(USBE) and the Utah System of Higher Education (USHE) have approached UVU a number of times over the past year to express the acute need for the School Counseling Degree due to a severe shortage of licensed school counselors across the state. With University of Phoenix and Argosy both closing their School Counseling (SC) master's programs there are too few SC programs in the state of Utah and the intermountain area to meet the employment demand. These closures were due to corporate decisions and not due to lack of enrollment.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request included a tuition differential for students in this program and revenue generated from the differential is critical to successful implementation and sustainability of the program. The proposed tuition rate is being communicated to prospective students; thus, no negative impact on student access is anticipated. No students are currently enrolled in this program; thus, there will be no impact on student retention.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Currently, UVU's MEd students pay UVU's base graduate tuition rate of \$7,008 (resident, annual, 12 credit hours). All of USU's MEd students pay base graduate tuition rate of \$7,942 plus \$1,004 differential, \$8,946 (resident, annual, 12 credit hours). UVU is proposing to charge a tuition differential to ONLY MEd students in the School Counseling program; all other MEd students would continue to pay UVU's base graduate tuition rate. For comparison, UVU's 20-21 differential tuition for MEd students in the School Counseling program would be \$8,784 compared to USU's rate of \$8,946 and the UU's rate of \$10,048.

### 4.2.4. Potential Earnings Capacity of Program Graduates:

According to the BLS, the median annual wage for these occupations is estimated to be \$46,830 which is higher than the 2018 Utah median wage (\$36,790). LaborInsight BurningGlass data indicates 923 job postings for in Utah during the past 12 months, twice as many than the BLS estimate – 424 in the SLC MSA, 61 in Ogden-Clearfield, 154 in Provo-Orem, 23 in St. George, 38 in the Logan-Idaho region, and 223 in unspecified locations.

### 4.2.5. Societal Importance of the Program:

The Master of Education in School Counseling (MEdSC) emphasis prepares individuals to provide school counseling services in grades K-12 in public and private schools, as well as academic advisement centers in universities and colleges. Students will gain skills in behavior and education assessment and intervention; career development and college & career readiness; ethical, legal, and professional standards; and individual and group counseling for diverse populations; they will also gain skills in working more effectively with schools and the community. Successful graduates will be eligible for professional licensure as a school counselor in the state of Utah.

### Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

All courses in the MEd School Counseling program are at the graduate level. This program requires the completion of 51 credit hours and the program is expected to admit 15 students each fall semester.

### Estimated Revenue and Uses (including program and institution):

Unlike other MEd programs at UVU, the MEd in School Counseling requires extensive clinical work and specialized preparation similar to programs such as UVU's Master in Social Work, Master in Marriage and Family Therapy, and Master in Clinical Mental Health Counseling. Revenue (estimated at \$114,750 annually) generated through this differential tuition will support these additional faculty supervision and clinical coordination costs.

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# Utah System of Higher Education

## FORM R-6: DIFFERENTIAL TUITION REQUEST

|                  |   |
|------------------|---|
| Institution:     | Utah Valley University                                    |
| Fiscal Year:     | 2022  |
| Prepared by:     | L. Makin/S. Wood  |
| Due date:        | March 8, 2021   |
| Submission Date: | March 8, 2021   |
| Program:         | Master of Science - Engineering and Technology Management |

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the

### 4.2.1. Student and Market Demand for the Program:

Research from UVU Academic Quality Assurance in their Program Proposal Executive Summary shows the MS-ETM with a score in the 88th percentile for region student demand. It shows a score in the 96th percentile for national student demand.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request included a tuition differential for students in this program and revenue generated from the differential is critical to successful implementation and sustainability of the program. The proposed tuition rate is being communicated to prospective students; thus, no negative impact on student access is anticipated. No students are currently enrolled in this program; thus, there will be no impact on student retention.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

UVU's proposes per semester 2021-22 tuition rate for residents of \$5,160 and nonresident tuition of \$12,456 (for 12 credit hours). Currently no other institutions in Utah offer an MS in Engineering and Technology Management. A Master of Engineering Management is also not available in Utah. Utah State University (USU) and University of Utah (U of U) offer a Master of Engineering but not management training. UVU, USU, U of U, Weber State University, and Southern Utah University offer Master of Business Administration degrees, but only UVU has the Technology Management emphasis. A Master of Science and Technology is also offered at the U of U but does not entail management skills. The proposed tuition is lower than UVU's MBA program and similar MBA programs across the state.

### 4.2.4. Potential Earnings Capacity of Program Graduates:

Based on local industry, the types of jobs in demand are Architectural and Engineering Managers (574), Quality Control Systems Managers (294) and Industrial Production Managers (240). These positions typically require more than a Bachelor degree and are at low risk of automation. The mean salary ranges between \$92,000 and \$123,000.

### 4.2.5. Societal Importance of the Program:

Effective planning, selection, implementation, and management of technology, and the teams involved, is essential to the success of any business in today's complex and time-critical global markets. Students learn to apply proven evaluation concepts and implementation strategies to fast moving, technical management decisions that make the difference in both career and business success. Courses provide practicing engineers and managers of technical teams or projects with the knowledge, tools, and skills to manage projects, operations, organizations, and people.

### Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

All courses in the program are at the graduate level. The program requires the completion of 30 credit hours. The program is expected to admit 20 students in fall semester 2021-22, 25 students in fall 2022-23, and 30 students each fall semester thereafter.

### Estimated Revenue and Uses (including program and institution):

When fully operational (2024-25), tuition is estimated to generate \$359,310 annually. This revenue will be used to support direct ongoing program costs comprised of salaries/wages/benefits of \$163,003 and operating expenses of \$21,000.

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# Utah System of Higher Education

## FORM R-6: DIFFERENTIAL TUITION REQUEST

Institution: Utah Valley University

Fiscal Year: 2022

Prepared by: L. Makin/S. Wood

Due date: March 8, 2021

Submission Date: March 16, 2021

Program: Clinical Mental Health Counseling, M.S.

**R510-4.2. Differential Tuition:** Differential tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. In addition to initially approving differential tuition rates for academic programs, differential tuition increases beyond the regular institutional tuition increase proposal should be approved by the Board. The increased revenues from the differential tuition rate charges shall be used by the institution to benefit the impacted program and to help support related campus services. Institutions requesting differential tuition schedules should consult with students in the program and consider the

### 4.2.1. Student and Market Demand for the Program:

The Master in Clinical Mental Health Counseling is a new program at UVU. The Utah Mental Health Counseling Association approached the faculty at UVU and requested the offering of a CMHC Degree. With University of Phoenix and Argosy both closing their Clinical Mental Health Counseling (CMHC) master's programs there are too few CMHC programs in the state of Utah and the intermountain area to meet the employment demand. These closures were due to corporate decisions and not due to lack of enrollment.

### 4.2.2. Impact of Differential Tuition Rates on Student Access and Retention:

The finance portion of the R401 New Program request included a tuition differential for students in this program and revenue generated from the differential is critical to successful implementation and sustainability of the program. The proposed tuition rate is being communicated to prospective students; thus, no negative impact on student access is anticipated. No students are currently enrolled in this program; thus, there will be no impact on student retention.

### 4.2.3. Tuition Rates of Comparable Programs at Other Institutions:

Currently, UVU graduate students enrolled in the Master in Social Work and Master in Marriage and Family Therapy pay UVU's base graduate tuition rate of \$7,008 plus a differential of \$1,776 for a total of \$8,784 (resident, annual, 12 credit hours). Given the similarity in extensive clinical work in this program, UVU proposes students in the Master in Clinical Mental Health Counseling pay the same differential tuition as MSW and MFT graduate students. During 2020-21, the U's Educational Psychology Graduate programs' tuition is \$10,048 (resident, annual, 12 credit hours) and USU's Psychology graduate specializations' tuition is \$8,946.

### 4.2.4. Potential Earnings Capacity of Program Graduates:

Long-term Bureau of Labor Statistics (BLS) estimates a strong 8-42% growth rate for mental health counselors and therapists in Utah, with an estimated 140 new position openings annually. According to the BLS, the median annual wage for these occupations is estimated to be between \$38,160-\$55,150, which is higher than the 2018 Utah median wage of \$36,790.

### 4.2.5. Societal Importance of the Program:

As UVU faculty examined the issue of access to master's programs, they found that the lack of CMHC training programs in the region proved problematic given the intense need for mental health services in the area, and fails to serve many students interested in direct clinical service as a profession. As a result, the faculty have chosen to propose the development of this program due to the acute demand for mental health services and the great opportunity this gives UVU students to meet the needs of the community in a manner that magnifies the mission of the institution.

### Estimated Student Program Enrollment and Number of Courses (including level designation, 1000, 2000, etc):

All courses in the program are at the graduate level. The program requires the completion of 62 credit hours. The program is expected to admit 24 students each fall semester.

### Estimated Revenue and Uses (including program and institution):

Revenue (estimated at \$208,300) generated through this differential tuition will support clinical practice faculty and clinical coordination costs.