OSU Differential Tuition Guidance

Differential tuition may be approved in certain programs that meet the requirements noted below and that are approved by the Board of Trustees as part of setting tuition and fees. The use of differential tuition charges by an academic program must be consistent with the purposes described in the proposal for the charges and should be reviewed periodically with the students in the program.

Differential tuition may be considered for a program if:

- The costs for delivering the program (as documented by national norms) are significantly higher than for other majors at OSU (approximately 20% above the median program cost). There should be documented comparisons to similar programs nationally in establishing those costs (see Table 1 and Figure 1 for reference).
- The program has national norms that require accreditation, specialized services, limited course sizes, or additional support activities that increase the value of the program to students and that may create additional costs appropriately shared by students.
- There are external markets that define nationally recognized cost and value for certain degrees or credentials. This most often would apply to degrees or certificates in graduate or professionally certified fields.
- The OSU program provides an educational opportunity that significantly enhances a student's experience (as in the Honors College) or the program provides access to facilities or educational experiences unusual for programs in similar disciplines nationally.

In general, differential tuition charges[1]:

- Must meet at least one of the criteria noted above, and preferably more than one.
- Provide services and experiences to majors in the program clearly distinct from those offered to students outside those programs.
- Are established at as broad a level as is appropriate (for example at the College or School level rather than individual majors if all majors meet similar criteria).
- Are charged only to students with junior standing and above, unless a significant part of the experiences supported by the charges take place in the freshmen and sophomore years (as for the Honors College)[2].

[1] Existing differential charges which do not meet these guidelines Fall, 2017 will be continued but every effort will be made to align those charges with the guidelines over time without damaging the academic quality of the existing program. It is expected that this policy, if approved, will be implemented for Fall term, 2017.

[2] This is most appropriately done by establishing a professional school model. Students would then be charged the differential tuition when they are admitted to the professional school.

- Are established by major rather than course designator.
- Are set as a per credit hour charge in addition to base tuition or as a flat charge per term (programs that allow part-time study may pro-rate a flat charge appropriately].
- Assessed 10% of gross revenues to augment the need-based institutional financial aid pool.

Proposals for new differential tuition charges or increases in existing charges will be reviewed annually as part of the university's process for recommending tuition and fee changes to the Board of Trustees. Proposals for new differential tuition charges should address:

- How the proposed charge meets the criteria described in this policy. References to cost, student demand, career earnings, and market demand should include documentation to national norms for similar programs or disciplines.
- How the differential tuition charges will substantially increase the quality of the learning experience for students and provide the basis for opportunities that would not be possible without the differential revenues.
- Description of the specific activities, services, and opportunities to be supported by the proposed charges and how they differ from what is normally available to students in other programs. Note that high faculty salary costs are not an appropriate criterion.
- Evidence of student consultation and a summary of student opinion. All differential tuition plans must show evidence of thorough consultation with students who will be affected.

Proposals to increase established differential tuition rates are not required to comply with the complete process outlined above if those increases do not exceed the corresponding rate increases recommended for base tuition rounded to the nearest whole dollar.

Proposals for new differential charges or for increases in existing charges are reviewed by the University Budget Committee for recommendation to the Provost. Proposals are due by November 1st for changes to take effect in fall term of the next academic year. Proposals should be submitted to the Chair of the University Budget Committee or the Director of Budget and Fiscal Planning

All differential tuition charges will be reviewed at least once every five years to insure that they continue to meet the criteria described here.

Table 1: comparison of relative costs per credit hour for disciplines at OSU, based on several national studies of cost by discipline and level. The costs per credit hour are ratios to an average of eight common upper division disciplines. The average relative cost of an upper division credit hour comes out to 1.017 in this approach. The upper-division relative costs are the ones relevant to undergraduate differential tuition. The weights for Veterinary Medicine and Pharmacy professional programs are not well constrained and are excluded here.

CIP Levels		LOWER	UPPER	GRAD I	GRAD II	Total
	Average Across All Disciplines if Given	0.705	1.017	2.049	2.868	1.101
01	Agricultural Business	0.773	1.419	2.901	3.094	1.541
02	Agricultural Sciences					
03	Conservation	0.654	1.401	2.524	2.547	1.310
04	Architecture	0.906	1.418	2.165	2.287	1.505
05	Area, Ethnic, Cultural Studies	0.705	1.235	3.065	4.231	1.167
09	Communications	0.656	0.921	2.324	2.729	0.908
10	Communications Technologies					
11	Computer and Information Science	0.655	1.215	1.995	2.917	1.171
13	Education	0.806	0.952	1.477	2.562	1.160
14	Engineering	1.039	1.649	2.732	3.121	1.848
15	Engineering-related Technology	1.092	1.286	1.917	2.229	1.249
16	Foreign Languages and Literature	0.722	0.942	2.125	2.463	0.896
19	Home Economics	0.495	0.756	2.865	3.088	0.782
22	Law and Legal Studies	1.315	0.869	2.093	3.861	1.856
23	English Language and Literature	0.779	0.902	2.205	2.169	0.890
24	Liberal Arts and Sciences, Humanities	1.154	1.473	2.516	1.871	1.358
25	Library Science	0.897	1.999	1.306	2.000	1.315
26	Biological Sciences, Life Sciences	0.760	1.132	2.977	2.923	1.158
27	Mathematics	0.612	0.925	2.358	3.083	0.778
28	Reserve Officers Training Corps					
29	Military Technologies					
30	Multi/Interdisciplinary Studies	0.856	1.082	2.964	4.243	1.138
31	Parks, Rec, Leisure, Fitness Studies	0.607	0.829	1.670	2.539	0.797
32	Basic Skills					
34	Health Related Knowledge/Skill					
38	Philosophy and Religion	0.630	0.867	2.906	2.806	0.822
40	Physical Sciences	0.838	1.394	3.399	2.978	1.170
41	Science Technologies					
42	Psychology	0.439	0.810	2.293	2.950	0.857
43	Protective Services	0.535	0.671	1.605	4.339	0.733
44	Public Administration and Services	0.850	1.040	1.443	3.173	1.276
45	Social Sciences and History	0.518	0.860	2.337	3.116	0.794
50	Visual and Performing Arts	0.902	1.382	2.849	2.907	1.308
51	Health Professions, Related Sciences	0.793	1.238	2.251	3.204	1.747
51.20	Pharmacy					
51.24	Veterinary Medicine (DVM)					
52	Business Mgmt, Administrative Services	0.611	0.947	1.683	4.933	0.954
54	History	0.541	0.878	2.388	2.954	0.795
9999	Unknown					

Figure 1: The distribution of numbers of undergraduate majors binned by the relative cost of that major using the upper-division relative costs in Table 1. For example, there are about 4,800 undergraduate engineering majors and the relative upper-division cost is 1.649, so the bar at the right represents 4,800 majors in the 1.60 to 1.65 cost bin. The point of the plot is to show where majors are distributed in higher vs. lower-cost programs.