

University Budget Committee
February 8, 2019

Attachments

- Feb 8 FY20 Scenario and Notes
- January 17 FY20 Scenarios and Notes
- Tuition and Enrollment FY19
- CLA School of Arts and Communication Differential Proposal

FY20 Corvallis E&G Budget Projections Update Steps

Red are to be done, black completed

- Current winter term FY19 tuition revenue projections
- Updated state funding scenarios forecasts
- Updated enrollment forecasts
- Updated costs of growth (by headcount and SCH)
- Updated composite benefit rates
- E&G Debt service forecast schedule
- Project \$7.2M of budget reductions taken in FY19
- Updated tuition revenue projections (differentials held flat correction)
- **F&A Recovery Projection for FY20**
- Q2 Expense projection update from budget
- FY19 \$7.2M expense reduction forecast
- **College level enrollment projections**
- Additional \$2.6M in institutional financial aid for new students
- Updated scenarios table

IF there were the \$186M per biennium investment package, where would OSU invest?

- Bridge to Success need-based financial aid
- Completion grants for seniors with need near graduation
- Summer academic start and orientation for first generation or at-risk new students
- Community college transfer partnerships and programs

Tuition Scenario Table (Corvallis campus):

The pressures on tuition come from inflation (3.9% to 4.2% this year because of large increases in benefit costs (about \$10M total), mostly in retirement rates); costs of growth (about 0.3% for modest growth in Ecampus but small declines in Corvallis); and new commitments (this year largely for capital renewal and repair, athletics, and the OSU Foundation).

	Scenario A	Scenario B	Scenario C	Scenario D
State biennium \$0M -\$4.5M FY20 to OSU	Resident undergraduate: 2% Non-res undergraduate: 2% Financial aid increase \$3.2M Surplus or (deficit): \$(23.7M) \$189 annual increase residents \$567 annual increase non-res	Resident undergraduate: 4% Non-res undergraduate: 3% Financial aid increase \$3.6M Surplus or (deficit): \$(20.7M) \$377 annual increase residents \$851 annual increase non-res	Resident undergraduate: 5% Non-res undergraduate: 3.5% Financial aid increase \$3.8M Surplus or (deficit): \$(19.3M) \$472 annual increase residents \$993 annual increase non-res	Resident undergraduate: 7% Non-res undergraduate: 4.5% Financial aid increase \$4.2M Surplus or (deficit): \$(16.3M) \$660 annual increase residents \$1390 annual increase non-res
State biennium +\$40M +\$2.0M FY20 to OSU	Resident undergraduate: 2% Non-res undergraduate: 2% Financial aid increase \$3.2M Surplus or (deficit): \$(16.6M) \$189 annual increase residents \$567 annual increase non-res	Resident undergraduate: 4% Non-res undergraduate: 3% Financial aid increase \$3.6M Surplus or (deficit): \$(13.6M) \$377 annual increase residents \$851 annual increase non-res	Resident undergraduate: 5% Non-res undergraduate: 3.5% Financial aid increase \$3.8M Surplus or (deficit): \$(12.2M) \$472 annual increase residents \$993 annual increase non-res	Resident undergraduate: 7% Non-res undergraduate: 4.5% Financial aid increase \$4.2M Surplus or (deficit): \$(9.2M) \$660 annual increase residents \$1390 annual increase non-res
State biennium +\$120M +\$15.0M FY20 to OSU	Resident undergraduate: 2% Non-res undergraduate: 2% Financial aid increase \$3.2M Surplus or (deficit): \$(4.2M) \$189 annual increase residents \$567 annual increase non-res	Resident undergraduate: 4% Non-res undergraduate: 3% Financial aid increase \$3.6M Surplus or (deficit): \$(1.3M) \$377 annual increase residents \$851 annual increase non-res	Resident undergraduate: 5% Non-res undergraduate: 3.5% Financial aid increase \$3.8M Surplus or (deficit): \$0.2M \$472 annual increase residents \$993 annual increase non-res	Resident undergraduate: 7% Non-res undergraduate: 4.5% Financial aid increase \$4.2M Surplus or (deficit): \$3.1M \$660 annual increase residents \$1390 annual increase non-res
State biennium +\$186M +\$25.3M FY20 to OSU	Resident undergraduate: 2% Non-res undergraduate: 2% Financial aid increase \$3.2M Surplus or (deficit): \$6.2M \$189 annual increase residents \$567 annual increase non-res	Resident undergraduate: 4% Non-res undergraduate: 3% Financial aid increase \$3.6M Surplus or (deficit): \$9.1M \$377 annual increase residents \$851 annual increase non-res	Resident undergraduate: 5% Non-res undergraduate: 3.5% Financial aid increase \$3.8M Surplus or (deficit): \$10.6M \$472 annual increase residents \$993 annual increase non-res	Resident undergraduate: 7% Non-res undergraduate: 4.5% Financial aid increase \$4.2M Surplus or (deficit): \$13.6M \$660 annual increase residents \$1390 annual increase non-res

- After 7%, each 1% increase in resident undergraduate tuition reduces budget gap by about \$0.9M and increases financial aid by \$0.1M.
- Graduate resident tuition, professional tuition, and Ecampus up at local rate of inflation (3.5-4.2%)
- Non-resident graduate tuition up about 5% (long-term adjustment to get closer to peers)
- Most differential tuition charges flat, though some adjustments in Engineering and Business may be necessary

DRAFT

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The pressures on tuition come from inflation (3.9% to 4.2% this year because of large increases in benefit costs (about \$10M total), mostly in retirement rates); costs of growth (about 0.3% for modest growth in Ecampus but small declines in Corvallis); and new commitments (this year largely for capital renewal and repair, athletics, and the OSU Foundation).

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State biennium +\$40M +\$2.0M FY20 to OSU	Resident undergraduate: 2% Non-res undergraduate: 2% Financial aid increase \$0.6M Surplus or (deficit): \$(14.4M) \$189 annual increase residents \$567 annual increase non-res	Resident undergraduate: 4% Non-res undergraduate: 3% Financial aid increase \$1.0M Surplus or (deficit): \$(11.8M) \$377 annual increase residents \$851 annual increase non-res	Resident undergraduate: 5% Non-res undergraduate: 4% Financial aid increase \$1.2M Surplus or (deficit): \$(9.9M) \$472 annual increase residents \$993 annual increase non-res	Resident undergraduate: 7% Non-res undergraduate: 4.5% Financial aid increase \$1.5M Surplus or (deficit): \$(7.6M) \$660 annual increase residents \$1390 annual increase non-res
State biennium +\$120M +\$15.0M FY20 to OSU	Resident undergraduate: 2% Non-res undergraduate: 2% Financial aid increase \$0.6M Surplus or (deficit): \$(2.3M) \$189 annual increase residents \$567 annual increase non-res	Resident undergraduate: 4% Non-res undergraduate: 3% Financial aid increase \$1.0M Surplus or (deficit): \$0.5M \$377 annual increase residents \$851 annual increase non-res	Resident undergraduate: 5% Non-res undergraduate: 3.5% Financial aid increase \$1.2M Surplus or (deficit): \$2.5M \$472 annual increase residents \$993 annual increase non-res	Resident undergraduate: 7% Non-res undergraduate: 4.5% Financial aid increase \$1.5M Surplus or (deficit): \$4.7M \$660 annual increase residents \$1390 annual increase non-res
State biennium +\$186M +\$25.3M FY20 to OSU	Resident undergraduate: 2% Non-res undergraduate: 2% Financial aid increase \$0.6M Surplus or (deficit): \$8.2M \$189 annual increase residents \$567 annual increase non-res	Resident undergraduate: 4% Non-res undergraduate: 3% Financial aid increase \$1.0M Surplus or (deficit): \$11.0M \$377 annual increase residents \$851 annual increase non-res	Resident undergraduate: 5% Non-res undergraduate: 3.5% Financial aid increase \$1.2M Surplus or (deficit): \$12.9M \$472 annual increase residents \$993 annual increase non-res	Resident undergraduate: 7% Non-res undergraduate: 4.5% Financial aid increase \$1.5M Surplus or (deficit): \$15.2M \$660 annual increase residents \$1390 annual increase non-res

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Analysis of Undergraduate Enrollment Sensitivity to Tuition Increases

From Sherm Bloomer, OSU Office of Budget and Fiscal Planning

Summary

A review of enrollment changes and associated tuition increases was made for resident and non-resident undergraduates on the Corvallis campus for fall FY13 through fall FY19. Tuition increases are only one variable affecting enrollment (demographics of high-school graduates, financial aid changes, and tuition changes in neighboring states or institutions are others). It is difficult to isolate the effects of tuition increases only.

With that said, for non-resident undergraduates there is a clear correlation of higher tuition increases with slowing growth rates of enrollment (so if you're growing, a higher tuition rate slows that growth, if you're shrinking a higher tuition rate makes that decline worse). Assuming that the status quo would produce about a 1.5% increase, enrollment declines begin at about a 4% tuition increase and net revenues begin to decline at increases of 4.5% to 5%.

A similar look at resident undergraduate enrollment changes and resident tuition increases showed no clear correlations. Increases in tuition did not correlate with percentage enrollment changes, changes in the growth rate from year to year, or numbers of students gained or lost. There was a weak negative correlation for resident freshmen, with the rate of enrollment decline increasing slightly at higher tuition rates. The enrollment consulting company OSU works with, Ruffalo Noel Levitz (RNL), noted that tuition increases over 3% could impact reaching the recruiting targets for resident undergraduates. There is enrollment loss with increased tuition but there is also net revenue. The question here is not just the net revenue break-even point but the loss of students and impact on mission. It is clear that we have seen erosion of lower middle class and middle class first-time full-time freshmen over the last decade.

Data

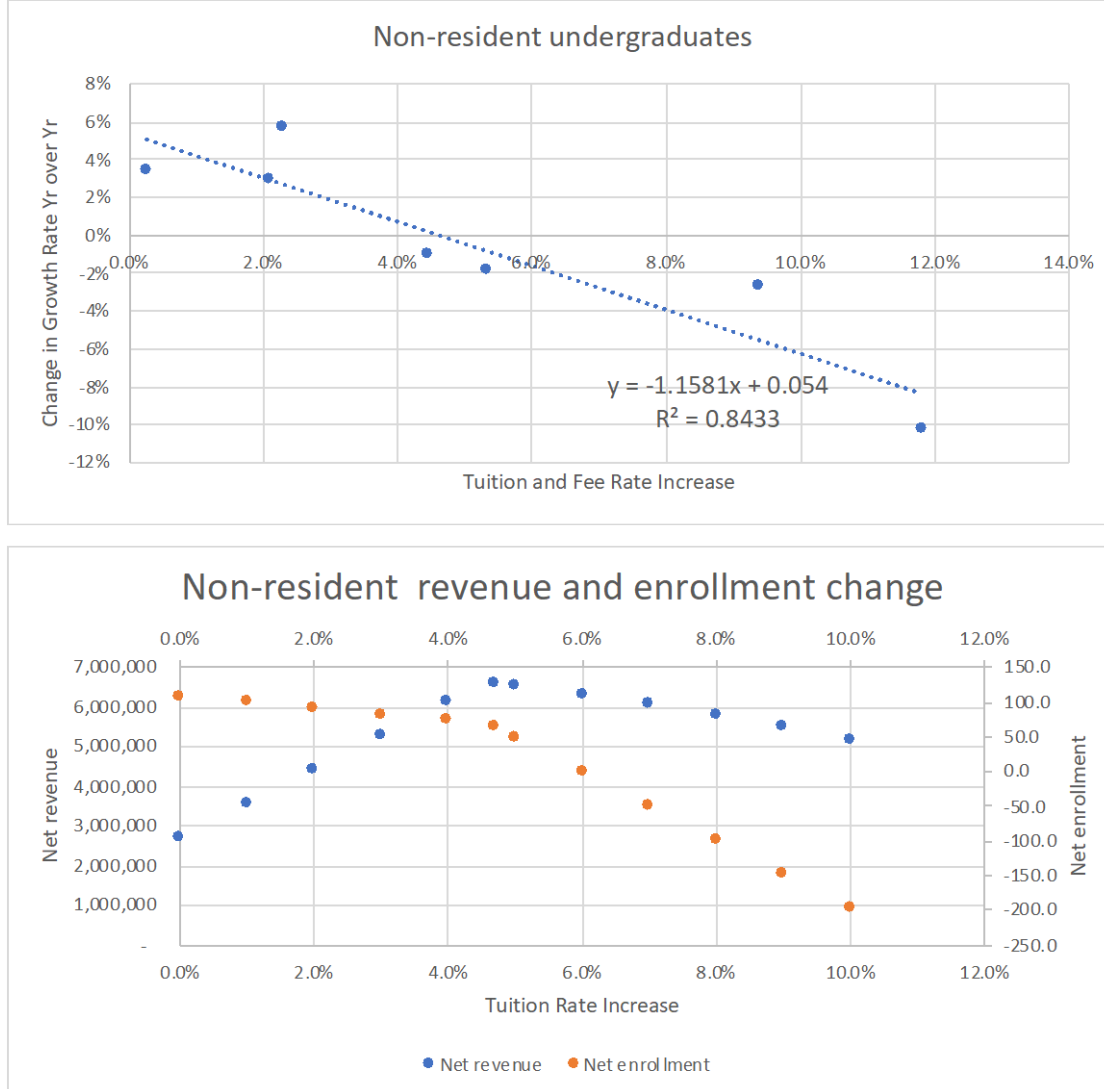
We looked at annual tuition increases for undergraduates and the enrollment change for resident undergraduates (splitting out freshmen) and non-resident undergraduates for FY13 through FY19. We then looked for correlations of tuition increases with enrollment growth rate, changes in growth rate, or numbers of students. These were used to model net revenue at different tuition increase rates, accounting for enrollment change.

A baseline was assumed for projected enrollment at a 4% tuition increase for non-residents (yielding growth of about 1.6%) and 3% increase for residents (yielding a decline of -4.1%). These are from the assessment of where the beginning of enrollment sensitivity to tuition is from RNL's analysis and projections of historical enrollment trends. Changes in enrollment growth and associated revenue were figured from those starting points.

Non-resident undergraduates

Non-resident enrollments showed a correlation with the rate of change in growth rate (i.e. a higher tuition increase slowed growth if you were increasing and increased the rate of decline if enrollments were shrinking):

Figure 1:



In all of these models it was assumed that tuition rates lower than the starting point (4% in this case) didn't have a linear impact on the change in growth rate, as the number of available students is limited and the yield rate is unlikely to change a lot. This is consistent with RNL's observation that tuition freezes didn't necessarily yield significant increases in enrollment.

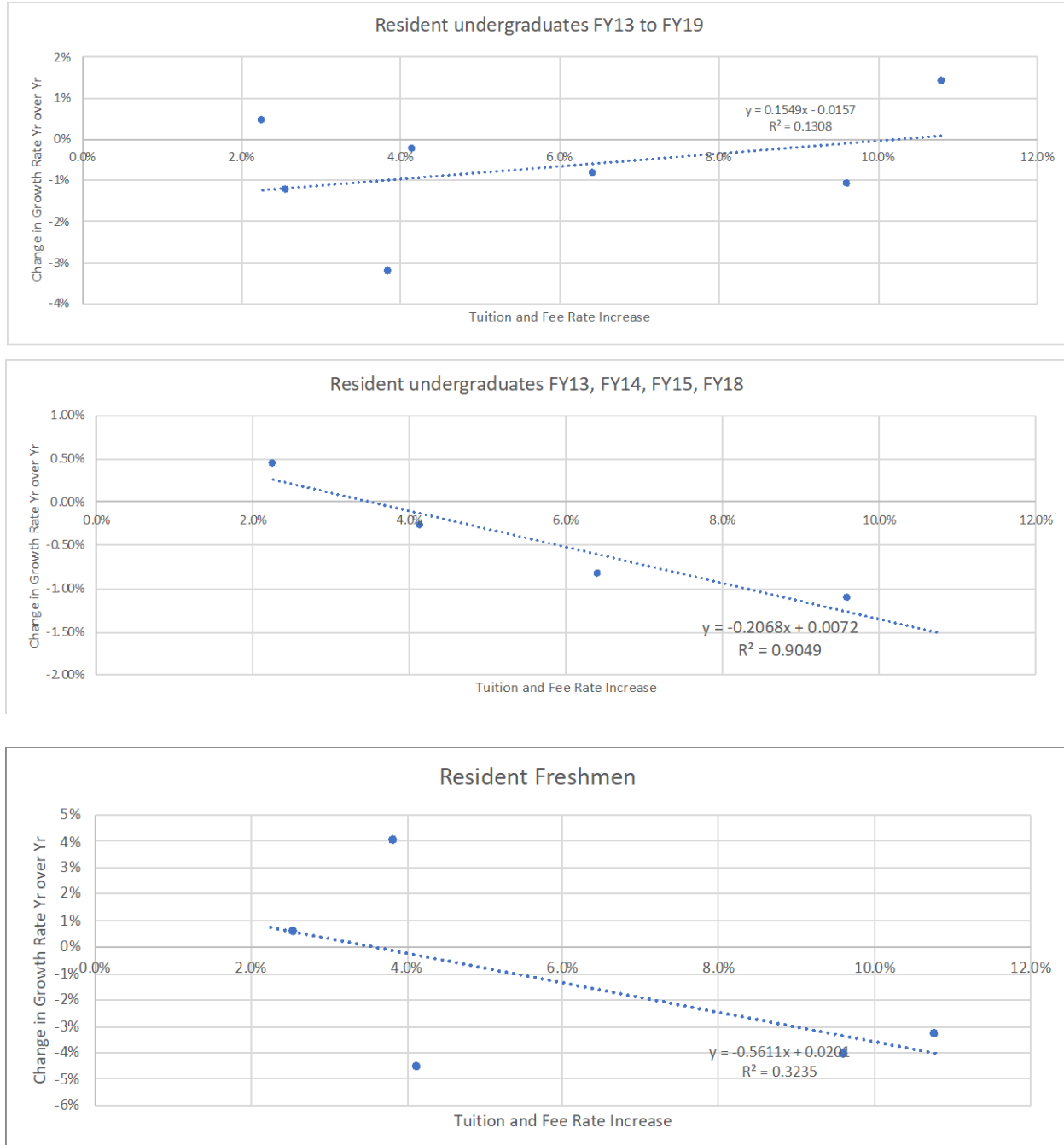
Net revenue starts to decline around a 4.5% to 5% tuition increase as there is sufficient loss in students to offset the gains from the rate increases.

Resident undergraduates:

This is much less clear. There are additional variables like Oregon demographics of high school graduates, other universities' financial aid (as at UO), and the impact of the Oregon community college program. Resident tuition increases show no correlation to rate of growth, decline in headcount, or change in rate of growth (top graph in Figure 2). There is a slight correlation with the change in rate of

growth of freshmen (bottom graph in Figure 2). If you had to find a correlation and cherry picked years (middle graph in Figure 2), there is a slight correlation with change in rate of growth, but there is no particular reason to drop FY16, FY17 and FY19.

Figure 2:

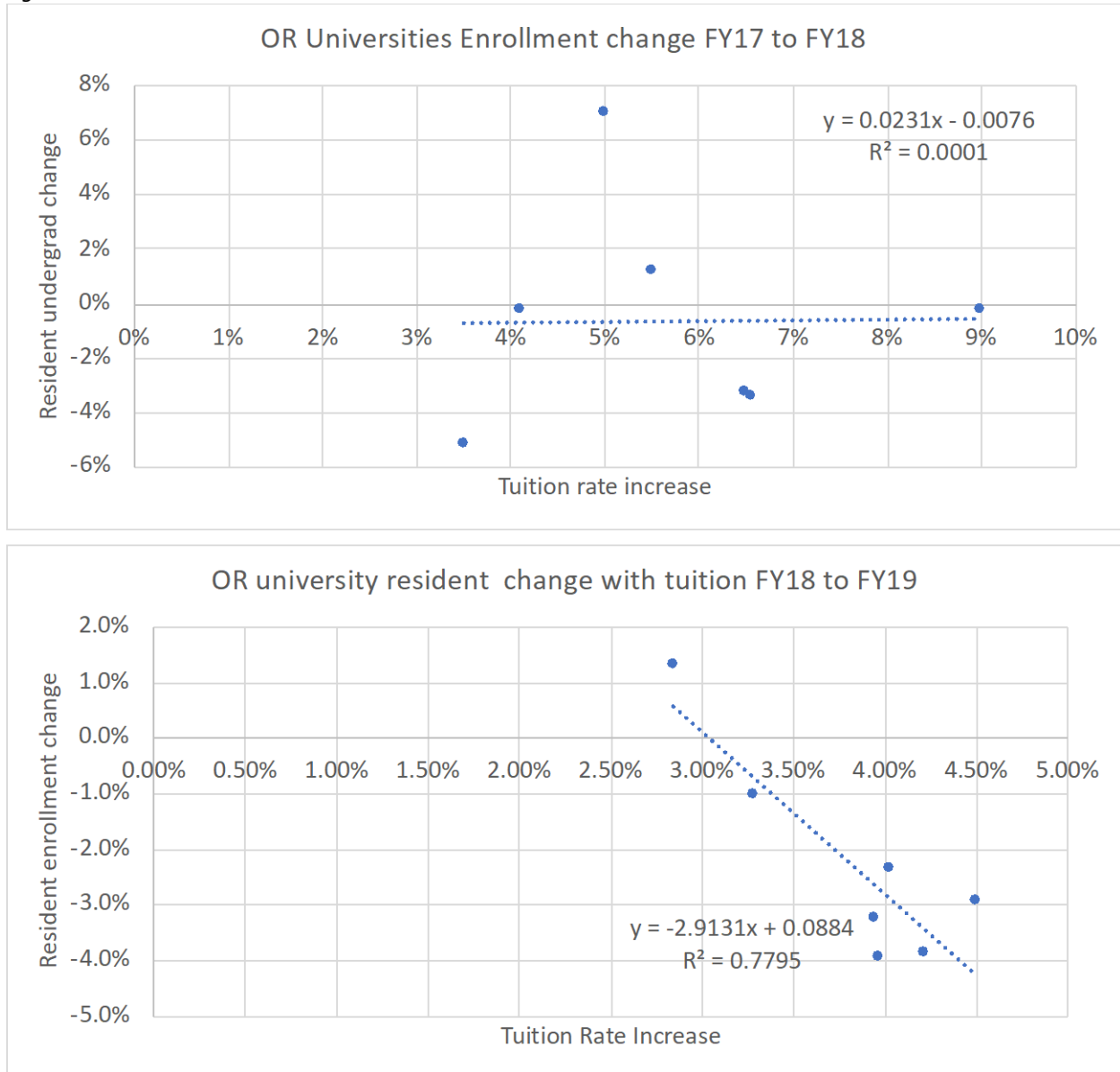


There is no obvious strong sensitivity of enrollment to tuition rate. However, it doesn't seem likely there is no impact. We also looked at a couple of years of tuition rate increases at all seven universities with resident enrollment changes (Figure 3). For FY17 to FY18, despite some quite large increases, there's no correlation with enrollment. For FY18 to FY19 there is a correlation, but it is driven in large

part by growth at UO which we understand was impacted much more by an increase in gift aid than from the lower tuition rate.

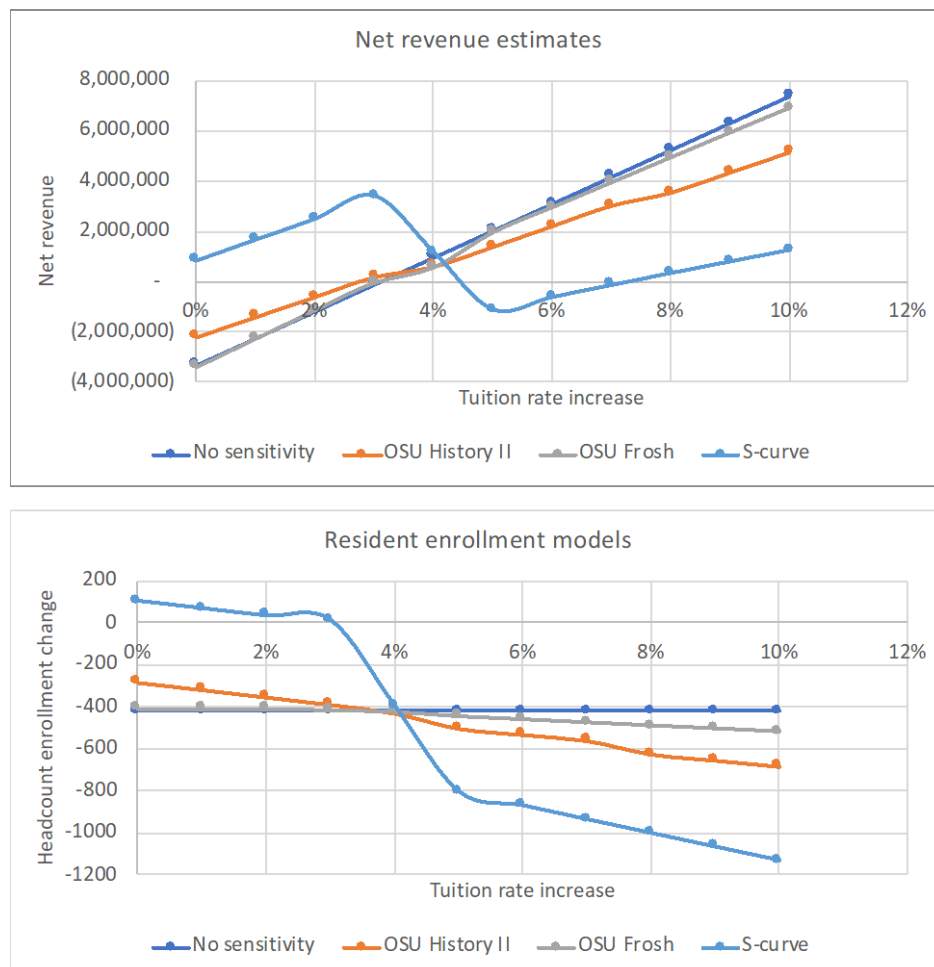
This suggests that tuition rate was not the principal variable driving enrollment changes. The conclusion is that there is likely some impact of higher tuition rates on enrollment but there are too many contributing factors to isolate the impact of tuition rate alone.

Figure 3:



Just to illustrate the relative effects of different models, Figure 4 shows models of net revenue and enrollment change for resident undergraduates. The dark blue line is for no sensitivity to tuition rate (enrollment change is independent of what tuition is set at). The grey line uses the decline growth rate for freshmen enrollment from the bottom graph in Figure 2 and the orange line assumes the growth rate decline in the middle graph of Figure 2 is real (probably not). The light blue line shows what might happen if something like the lower graph in Figure 3 were true---a very strong inverse correlation of enrollment growth with tuition rate increase. The middle part of that graph is the linear decline in growth rate shown by the trendline in the lower graph in Figure 3. I assumed that at lower tuition rate increases there's a point where lowering the tuition rate increase doesn't really impact enrollment as it is not a large enough dollar change to trump other factors (economy, community college, etc.). At higher tuition rate increases it assumes there's a point where students with a price sensitivity have largely been lost and the remaining students aren't particularly sensitive to price.

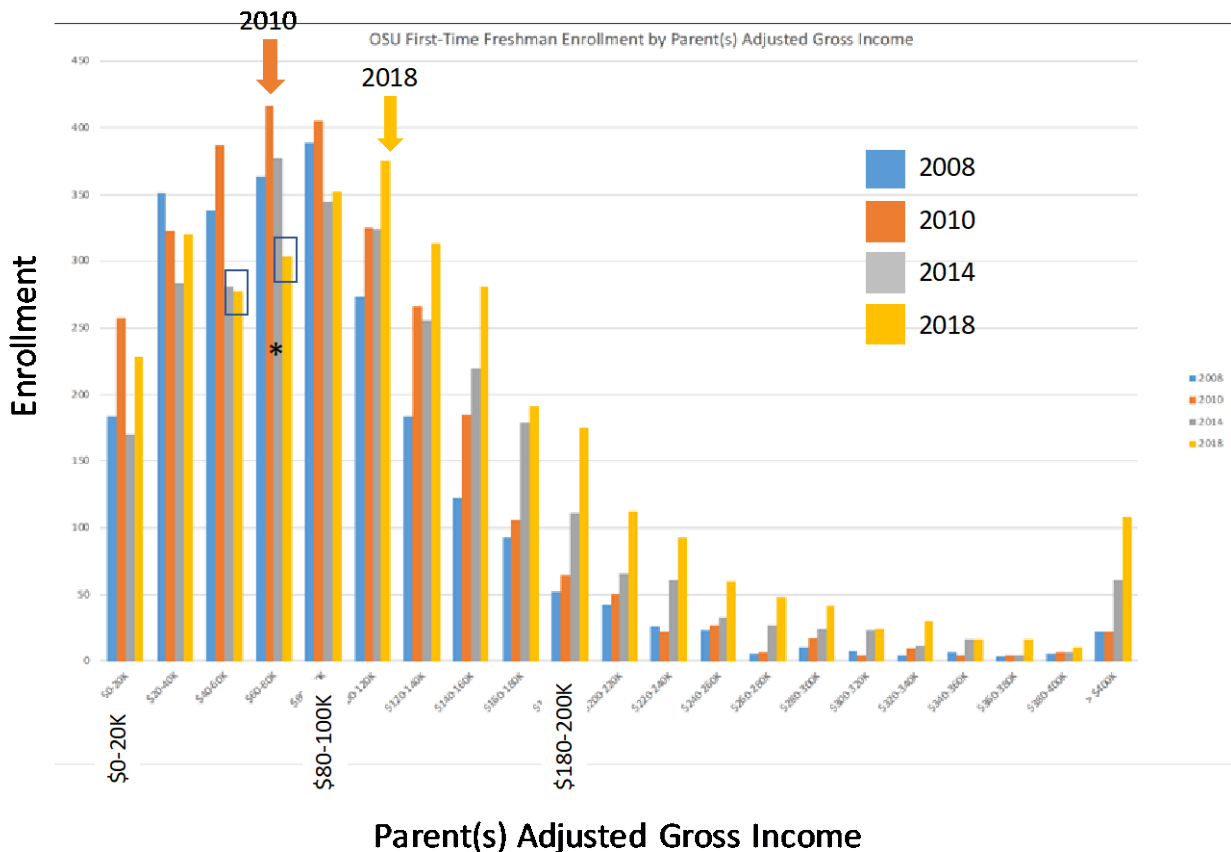
Figure 4:



These models aren't a lot of use in deciding on tuition rates. There is likely net revenue to be had at any tuition increase but large numbers of students are lost. It is also clear the loss of students is for those just above Pell eligibility and into middle class incomes (see the next section).

Figure 5:

OSU First-time Freshmen Enrollment by Parent(s) Adjusted Gross Income
 * Oregon 2017 Median Family Income \$73,202, middle class \$48,796 to \$146,404



A clearer consequence of the aggregate effect of tuition growing faster than need-based financial aid (across all income groups) is shown in Figure 5.

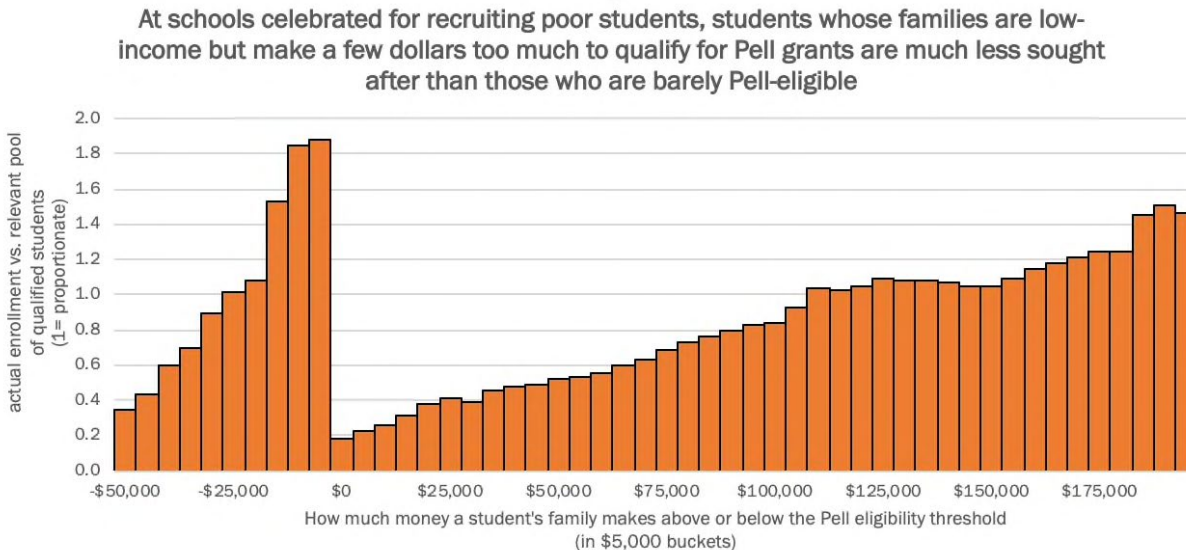
Tuition is a measure of price, while tuition less gift aid (financial aid students don't have to pay back) is a measure of cost. As tuition rates have risen, the largest increases in financial aid have been need-based and sufficient only to address increases for the highest need students. The consequence is that the actual cost has increased for middle class students (defined here by the Pew Foundation definition of two-thirds to twice median family income). Figure 5 illustrates that the peak of first-time freshmen enrollment has shifted to higher income brackets from 2010 to 2018. The largest loss of students from 2010 to 2018 (the orange to the yellow bars) are in income brackets \$40-60K and \$60-80K (highlighted by small rectangles in Figure 5). The numbers of freshmen in the \$100-120K, \$120K-\$140K and \$140-160K brackets have grown significantly.

Inflation from 2010 to 2018 was about 13% and median family income in Oregon in 2010 was \$63,841 and \$73,202 in 2018, a 15% increase. The shift above is much larger than the upward shift in income.

Sidenote: the morning after I wrote the preceding page I read an interesting article in the Washington Post about precisely this issue nationally:

https://www.washingtonpost.com/opinions/how-just-a-few-dollars-can-keep-many-kids-from-going-to-college/2019/01/24/9264c5c2-201b-11e9-9145-3f74070bbdb9_story.html?utm_term=.e5105e3a36a6&wpisrc=nl_opinions&wpmm=1

The interesting chart in the article was this one:



Income buckets are in \$5,000 ranges for adjusted gross income. E.g., for the bar just below \$0, a family could earn between \$0 and \$4,999 more and still qualify for a Pell grant, whose income eligibility cut-off varies by family structure. Source: Calculations by Caroline Hoxby and Sarah Turner, based on federal data for a basket of selective schools that have received awards for increasing their Pell-eligible enrollment. (Catherine Rampell/Catherine Rampell)

The Pell eligibility threshold is about \$50,000 so middle class as defined in the previous graph for Oregon (the Pew definition) would be from about -\$2000 to \$98,000 in this chart.



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To: Sherman Bloomer, Director of Budget & Fiscal Planning
From: Lee Ann Garrison, Director, School of Arts and Communication
Date: January 30, 2019
Subject: Proposal for Differential Tuition for Undergraduate Students Enrolled in the School of Arts and Communication [Programs – Art, Graphic Design, Music, and Theatre]

The School of Arts and Communication (SAC) is proposing differential tuition for undergraduate students enrolled in select programs: **Art, Graphic Design, Music, and Theatre**. The attached proposal includes information as requested in the *OSU Differential Tuition Guidance* (November, 2018). Initial development of this proposal has included input from leadership within the School of Arts and Communication, the Dean of the College of Liberal Arts, the Director of Budget & Fiscal Planning, and enrolled students. Within the context of the newly implemented budget model, identified programs will not generate enough revenue from the productivity allocation to sustain and expand on the high quality of these programs. Quality of these programs is defined by outstanding professional education and training in partnership with the region's working artists, scholars, creative professionals, and cultural institutions. SAC Faculty and students collaborate within and across disciplines as civilizing agents and cultural resources representing diverse viewpoints and expertise. Implementation of differential tuition will maintain the quality and experience of participating in these unique programs that significantly enhance the student experience at Oregon State University (OSU). Details on the projected impact of differential tuition within the context of the new budget model are outlined within this proposal.

It should be noted that SAC is currently in the process of becoming two schools: The School of Arts and the School of Communication. SAC is submitting this proposal for Differential Tuition to offset the high costs for delivering select programs (Art, Graphic Design, Music, and Theatre) that will eventually belong to the School of Arts (final name undecided at this point). A summary of the proposed differential tuition fee structure is below:

SAC Proposed Differential Tuition Fee Structure

- SAC proposes a Differential Tuition charge of \$200/term (\$600/academic year) for students with Junior and Senior level standing enrolled in the following programs: Art, Graphic Design, Music, and Theatre.

2019 DIFFERENTIAL TUITION PROPOSAL

School of Arts and Communication

SAC's Alignment with OSU's Differential Tuition Policy Criteria

→**The costs for delivering Visual and Performing Arts programs (as documented by national norms) are significantly higher than for other majors at OSU**

According to data compiled by OSU's Office of Finance and Administration (Budget and Fiscal Planning) to assess weighting by discipline for the new budget model, the cost of delivery for a Visual and Performing Arts Program is significantly higher (greater than 20% above the median program cost) for both lower-division (0.902) and upper-division (1.399) credit hours when compared to the relative median and average for lower (*Median* = 0.713, *Average* = 0.725) and upper-division (*Median* = 1.011, *Average* = 1.094) credit hours. As reported by the Office of Finance and Administration, data for cost of delivery is derived from the Delaware Study, a study by the State Higher Education Executive Officers Association (data from Illinois, Ohio, Florida), the Florida State System, the Ohio State System, and comparisons from Texas, and Montana (See Appendix A)

In addition, the [2016 NSICP – Norms by Carnegie Classification](#) documents Normative Instructional Cost Ratios (FY 2015-16) for Visual and Performing Arts (CIP 50) across a range of disciplines or Carnegie classifications. OSU is designated as a R1, or a Doctoral University with the Highest Research Activity” (Carnegie Classifications of Institutions of Higher Education). Given this designation, the norms provided indicate that for a Research Intensive University, such as OSU, the direct instructional expenditure per student credit hour (SCH) amounts to approximately \$383, with approximately \$10,945 in expenses per student. These norms are even higher for Drama/Theatre Arts programs (CIP 50.05) with \$411 per SCH and \$11,715 per student (See Appendix B).

Of the public universities in Oregon, Portland State University and Southern Oregon University have already implemented differential tuition in the arts (See Table 1). In the Pac-12, the University of Arizona, Arizona State University, and the University of Colorado Boulder have added differential tuition as a way to sustain similar programs within the arts (See Table 2). A listing of other U.S. universities that assess differential tuition charges for similar programs is provided on Table 3.

Table 1. Oregon Public Universities with Differential Tuition for the Arts (2018)

Oregon Public Universities	Arts Program/Affiliation	Differential Tuition	Amount/Notes
Oregon State University	<i>*School of Arts and Communication</i>	No	
University of Oregon	<i>School of Art & Design Department of Theatre Arts</i>	No	
Portland State University	<i>College of the Arts (includes: School of Art + Design, School of Music & Theatre)</i>	YES	Undergraduate Residents (Upper-division) = \$11.40/SCH

Oregon Public Universities	Arts Program/Affiliation	Differential Tuition	Amount/Notes
			Undergraduate Non-residents (Upper-division) = \$46.00/SCH
Eastern Oregon University	<i>Art, Music, Theatre</i>	No	
Southern Oregon University	<i>Art, Music, Theatre</i>	YES	\$10/SCH for Art, Art History, Music, and Theatre courses
Western Oregon University	<i>Art & Design, Music, Theatre</i>	Unknown	

*Note: The School of Arts and Communication is in the process of becoming two schools that will facilitate implementation of differential tuition: The School of Arts, and The School of Communication

Table 2. Pac-12 Universities with Differential Tuition for the Arts (2018)

Pac-12 Universities	Arts Program/Affiliation	Differential Tuition	Amount/Notes
Oregon State University	<i>*School of Arts and Communication</i>	No	
University of Oregon	<i>School of Art & Design Department of Theatre Arts</i>	No	
University of Arizona	<i>Fine Arts: All Undergrad Degree Programs in Schools of Art, Dance, Music, and Theatre, Film & Television</i>	YES	\$600/year for all junior and senior majors
Arizona State University	<i>Herberger Institute for Design and the Arts: Schools of Art, Music, Theatre & Film, and Dance</i>	YES	\$600/academic year for all upper-division undergraduate students
University of California, Berkeley	<i>College of Letters & Science – Art Practice, Dance and Performing Studies, Film, History of Art, Music, Theatre and Performing Studies</i>	No	
University of California, Los Angeles	<i>School of the Arts and Architecture</i>	No	
University of Colorado Boulder	<i>College of Music</i> →	YES	\$90/year (in-state) \$342/year (out-of-state)
University of Southern California	<i>College of Letters, Arts & Sciences School of Art & Design School of Cinematic Arts School of Dance School of Music</i>	No	Laboratory fees assessed for the fine arts ranging from \$5.00 - \$500
Stanford University	<i>Art & Art History Department Music Department Theatre and Performing Studies</i>	No	
University of Utah	<i>College of Fine Arts</i>	No	
University of Washington	<i>College of Arts & Sciences</i>	No	
Washington State University	<i>College of Arts & Sciences</i>	No	

Table 3. Select Nationwide Universities with Differential Tuition for the Arts (2018)

University	Arts Program/Affiliation	Differential Tuition	Note
Ohio State University	<i>Art</i>	YES	\$27/SCH (Resident/Non-resident) *Assessed as 'Learning Technology Fees and Program Fees'
Ohio State University	<i>Music</i>		\$42.50/SCH (Resident/Non-resident) *Assessed as 'Learning Technology Fees and Program Fees'
Minnesota State University – Moorhead	<i>Art (ART)</i>	YES	Ranges from \$10/SCH - \$30/SCH depending on ART course
Minnesota State University – Moorhead	<i>Music (MU)</i>	YES	\$40/SCH for select MU classes
Minnesota State University – Moorhead	<i>Theatre (THTR)</i>	YES	\$20/SCH for select THTR classes
Minnesota State University – Moorhead	<i>Graphic Design (GD)</i>	YES	\$15/SCH for select GD classes
University of Illinois	<i>College of Fine & Applied Arts</i>	YES	+\$1,605 for Academic Year (Residents/Non-residents, all majors)
University of Illinois	<i>Music</i>	YES	+\$5,004 for Academic Year (Residents/Non-residents, all majors)
Colorado State University	<i>School of Music, Theatre and Dance</i> <i>College of Liberal Arts</i>	YES	\$72.00/SCH for upper-division students
University of Texas, Austin	<i>College of Fine Arts</i>	YES	All colleges have different tuition rates – arts' is set at \$5,416/semester (compared to College of Liberal Arts at \$5,056) An estimated differential tuition rate of approximately \$720/year
University of Wisconsin - Milwaukee	<i>Peck School of the Arts</i>	YES	\$21.80 per credit (applies to all students taking undergraduate courses except eight 100 level GER courses – Bacc Core)

University	Arts Program/Affiliation	Differential Tuition	Note
Virginia Commonwealth University	<i>School of the Arts</i>	YES	For Art Majors: \$1,850/year Part-time = \$110/SCH, Non-majors in art: \$50/courses Non-music majors enrolled in music: \$307/SCH

→Implementation of SAC Programs (Art, Graphic Design, Music, and Theatre) have comparatively high operating costs that require specialized facilities and services, limited course sizes, and additional support activities that increase the value of the program to students

SAC programs for which differential tuition has been proposed often require specialized services (such as individual lessons in music, and small class sizes in the arts). Study within these programs requires intensive and individualized instruction by specialized faculty in properly equipped spaces. Within the new budget model, the productivity allocation includes Degree Foundations and Undergraduate Completions, both of which include a significant SCH component for allocation of funds at the college level (Lower Division SCH to Non-majors and Majors, Upper Division SCH to Non-majors, and Upper Division SCH to Majors). Programs identified for the tuition differential in SAC cannot produce sufficient SCH revenue to sustain the school's rising costs due to small class sizes and the need for individualized instruction. However, small class sizes and individualized instruction are necessary to maintain the quality of instruction and to align with the pedagogical practices that are valued in the field. The *College Art Association* (CAA) and *National Association of Schools of Art and Design* (NASAD) have joint guidelines stating that the maximum number of students for a studio-based course is 25 (with best practices indicating 20 or fewer students per studio-based course). SCH generation for select courses within SAC programs is outlined below (See Table 4).

Table 4. Select Courses from SAC Programs Identified for Differential Tuition: Average Class Size & Money Generated from SCH in the New Budget Model

SUBJECT	Upper or Lower	TITLE	2015-18 Average Class Size	*~SCH\$ Generated (Based on Avg Class Size)
Music	Lower	Individual Lessons: Percussion	2	\$617.12
Music	Lower	Individual Lessons: Keyboard	2	\$617.12
Music	Lower	Individual Lessons: Woodwinds	3	\$661.20
Music	Lower	Chamber Ensemble: Percussion	3	\$396.72
Music	Lower	Individual Lessons: Brass	3	\$440.80
Music	Lower	Group Lessons: Piano I	10	\$1,322.40
Music	Lower	Group Piano Iv	12	\$1,586.88
Theatre	Lower	Visual Principles Of Theatre	19	\$7,438.50
Art	Lower	Drawing Core Studio	19	\$9,962.08
Theatre	Lower	Fundamentals Of Acting I	19	\$7,537.68
Art	Lower	2-D Core Studio	19	\$10,201.37

SUBJECT	Upper or Lower	TITLE	2015-18 Average Class Size	*~SCH\$ Generated (Based on Avg Class Size)
Art	Lower	Foundations: Comp In Vis Arts	20	\$10,579.20
Music	Upper	Chamber Ensemble: Percussion	1	\$56.91
Music	Upper	Chamber Ensemble: Guitar	2	\$113.82
Music	Upper	Individual Lessons: Strings	2	\$113.82
Music	Upper	Individual Lessons: Voice	2	\$227.64
Art	Upper	Intro To Arts Entrepreneurship	5	\$853.65
Music	Upper	Instrumental Conducting	5	\$569.10
Art	Upper	Sculpture I	7	\$1,495.92
Music	Upper	Concert Band	7	\$409.75
Music	Upper	Intro To Arts Entrepreneurship	8	\$1,280.48
Graphic Design	Upper	Graphic Design Studio	11	\$2,541.98

*Note: SCH generation calculated using current weightings as determined by the College of Liberal Arts in conjunction with the Arts and Science Business Center (Upper-division SCH to majors = \$56.90/SCH / Lower-division SCH to majors/non-majors = \$132.24/SCH). Average class sizes in tables show a rounded value – SCH calculations use the true average.

→SAC programs provide education opportunities that significantly enhance a student's experience. Programs provide access to facilities and educational experiences unusual for programs in similar disciplines nationally

SAC programs significantly enhance a student's experience and provide access to facilities and educational experiences that are unique to this school. All Art degree programs require study to begin at the freshmen level and extend progressively to greater intensity throughout the four-year degree program. This progress is required to develop the range of knowledge, skill and competencies required to graduate and begin a career. The methods of teaching and learning require consistent practice and application over time to gain the skills needed. The Arts degrees also require specialized facilities. Art, Graphic Design, and Music are all in the early stages of accreditation by NASAD, and the *National Association of Schools of Music* (NASM). Theatre accreditation by the *National Association of Schools of Theatre* (NAST) is planned in the next few years. All accreditation guidelines and standards outline the following special requirements and benefits for degrees in the Arts:

- 1) **Art:** National guidelines for degrees in Art state that there should be no more than 25 students in a studio course and note that 20 or fewer students is best for teaching studio practice. Art courses have specialized facilities and health/safety concerns. Photography and Digital Media facilities include dark rooms (with adequate ventilation); lighting studio; and computer labs for digital photography and video with specialized software and high-end monitors and printers, including large format printers. They also require still and video cameras and lighting kits for students to check out and use; and printmaking facilities with specialized printing presses for intaglio, lithography, relief prints, and screen prints. Health and safety requirements include unique ventilation systems, isolated spaces for acid baths, washout rooms, and screen exposure units. Sculpture facilities include table saws, band saws, welding equipment, CNC routers, and wood/metal tools. Painting studios require ventilation and chemical storage spaces. An art degree also requires students to have access to work in the studio spaces outside of class time. Some national guidelines also require lab supervision for health and safety reasons.

- 2) **Graphic Design:** National guidelines for faculty to student ratios in Graphic Design are the same as Art, with a maximum of 25 students per class. Graphic Design students require high end computer labs with specialized software to teach design, interactivity, and motion graphics. They also require large high-resolution monitors and large printers.

Art and Graphic Design programs also require exhibition spaces as part of the standard curriculum.

- 3) **Music:** Music requires all majors to receive 1-2-credit individual lessons (instrument or voice with 1:1 faculty-student ratio) each term. The instrumental and vocal students are also required to study in small ensembles with an average of five to 10 students in a 1-credit course per term. Facility needs include multiple individual practice rooms with a piano in each, rehearsal, and performance spaces. Music requires large locked storage spaces for instruments and costumes and a music library to house all the scores required. Music Technology and Production students require an audio lab (a recent small audio lab cost \$100,000 with faculty receiving needed funds from an OSU Large-Scale Grant), recording equipment, and a high-end computer lab with specialized software.
- 4) **Theatre:** Theatre requires rehearsal, performance and specialized classroom spaces to teach acting, costume design, make up design, scenery construction, lighting design, and technologies such as projection and sound design. Health and safety of faculty and students is crucial. A well-equipped theatre with suitable acoustics is important to both the theatre productions and the classroom laboratories. Theatre also requires prop storage.

SAC's Proposed Differential Tuition Will Increase the Quality of Learning Experience

The quality of Art, Graphic Design, Music and Theatre programs is defined by outstanding professional education, career preparation, learning with adequate and up-to-date equipment, and training in partnership with the region's working artists, scholars, creative professionals, and cultural institutions. SAC's proposed 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. In general, OSU Arts programs are below national standards. In a recent OSU 10-Year program review in Music, the external evaluators wrote:

"Music facilities are clearly inadequate; they are the worst the reviewers have seen in any peer or non-peer institution."

SAC aims to improve these reviews by increasing the quality of the learning experience for students. Proposed benefits of the differential tuition fee structure (by program) are outlined below:

- 1) **Art:** Benefits include improved facilities and equipment needed for student success and for health and safety. Art's 10-year program review external evaluators wrote in their report:

"Facilities are extremely modest by peer standards for Carnegie Classification of Institutions of Higher Education (RU/VH: Research Universities) and public research institutions with NASAD accreditation."

Differential tuition can provide the technicians needed to maintain industrial equipment (table saws, printing presses, etc.), digital equipment (computers, printers) and to allow open lab hours for required student access outside of class. Additional funds would also provide access to high-end computers with specialized software and quality printers, field trips to Portland to see art in museums and galleries - an important aspect of a quality art education degree. Corvallis has no art museums. Our students primarily view art on computer screens or projections. Funds are needed to bring artists and gallery owners to the Corvallis campus in order to provide important career preparation.

- 2) **Graphic Design:** Differential tuition will provide access to high-end computers with specialized software and quality printers, field trips to Portland and Bend to exhibit portfolios to potential employers. Currently the Graphic Design seniors present a portfolio showcase in both Corvallis and Portland and students must pay for their own transportation. It would be cost effective and safer to rent a bus for the entire class of 40-50 students.
- 3) **Music:** Music Technology and Production students are in dire need of access to a computer lab with specialized programs. They now have a new audio lab, but the recording space needs more modifications to be able to adequately record musicians performing. The small MRC (Music Resource Room) currently used by Music Technology and Production students has only four computers from 2011. It is important to teach students the tech skills they require for careers on *updated* equipment. Music needs a regular schedule of piano tuning for the multiple pianos in practice rooms, rehearsal rooms, and teaching spaces. Deferred maintenance, due to limited operational funds, has had an impact on teaching. Differential funds could also allow a wider array of musical scores for ensembles, more specialized musical instruments for student use, and support for instrument rental hours. It could help defray the costs of uniforms needed for performances. Music students must travel to perform as an important part of a quality music education. Differential tuition could increase performances in places and venues that would enhance their career potential.
- 4) **Theatre:** Theatre has not had a recent OSU program review; however, an internal review of theatre space indicates a high level of need in this area. The scene shop (for classes and for scenery production for performances) is lacking proper equipment. Contemporary theatre includes the use of digital technology with projection and sound that is currently not possible. With differential tuition, students will leave OSU ready to walk into Theatre jobs with proper training and access to digital technologies.

Art (Photography, Video), Graphic Design, Music (Technology and Production, Composition) and Theatre require digital technology. The School has a new computer lab in the newly renovated Snell studio spaces, but there are no funds to purchase the computers, monitors, and peripheral equipment required to use it as a classroom. A new three-course series of interdisciplinary arts courses (sound, projection and sensors) open to all arts students will also be taught in this space. Differential Tuition would allow us to purchase and maintain the digital equipment all arts students need for successful careers in the arts.

Activities, Services, and Opportunities Supported by SAC's Proposed Differential Tuition

SAC has provided two course fee proposals with a charge of \$200 per term (\$600 per academic year). Table 5 indicates the funds if the fee were included only students with Junior and Senior level standing enrolled in Art, Graphic Design, Music, or Theatre. Table 6 indicates the funds if the fee were included students with Sophomore, Junior, and Senior standing.

Unlike many majors, students majoring in the Arts typically begin in the first year. Studying the arts is done over time and can't be compressed in the final two years after the Bacc Core classes are completed. Consider a Music major whose instrument is piano beginning as a Junior - there is no way to quickly master the piano performance skills need to graduate in a two-year time period. The same is true for the all the Arts programs within SAC and it is also the national standard for teaching students in these majors. Ideally SAC would charge the differential tuition over three years for students in Art, Graphic Design, Music and Theatre (excluding first year students who may or may not change their majors).

The table below outlines the fiscal impact of implementing this in FY19 (see Table 5):

Table 5. Calculation of Additional Revenue Generated with Differential Tuition (\$600/AY for Juniors and Seniors only)

SAC Program	2018 Standing	2019 Standing	Count	\$600 Differential Tuition (AY)
Applied Visual Arts	Sophomore	Junior	29	\$17,400.00
	Junior	Senior	45	\$27,000.00
Art	Sophomore	Junior	35	\$21,000.00
	Junior	Senior	71	\$42,600.00
Graphic Design	Sophomore	Junior	55	\$33,000.00
	Junior	Senior	109	\$65,400.00
Music	Sophomore	Junior	109	\$65,400.00
	Junior	Senior	67	\$40,200.00
Pre-Graphic Design	Sophomore	Junior	78	\$46,800.00
	Junior	Senior	37	\$22,200.00
Total				\$381,000.00
Less 10%				\$342,900.00
Additional Revenue				\$342,900.00

The table below outlines the fiscal impact of implementing this in FY19 (see Table 6):

Table 6. Calculation of Additional Revenue Generated with Differential Tuition (\$600/AY for Sophomores, Juniors, and Seniors only)

SAC Program	2018 Standing	2019 Standing	Count	\$600 Differential Tuition (AY)
Applied Visual Arts	Freshman	Sophomore	6	\$3,600.00
	Sophomore	Junior	29	\$17,400.00
	Junior	Senior	45	\$27,000.00
Art	Freshman	Sophomore	30	\$18,000.00
	Sophomore	Junior	35	\$21,000.00
	Junior	Senior	71	\$42,600.00
Graphic Design	Freshman	Sophomore	5	\$3,000.00
	Sophomore	Junior	55	\$33,000.00
	Junior	Senior	109	\$65,400.00
Music	Freshman	Sophomore	72	\$43,200.00
	Sophomore	Junior	109	\$65,400.00
	Junior	Senior	67	\$40,200.00
Pre-Graphic Design	Freshman	Sophomore	94	\$56,400.00
	Sophomore	Junior	78	\$46,800.00
	Junior	Senior	37	\$22,200.00
Total				\$505,200.00
Less 10%				\$50,520.00
Additional Revenue				\$454,680.00

If approved, Differential Tuition in SAC will be used to strategically reduce high course fees that are referenced below for each program (Also see Appendix C and Appendix D). SAC's proposed differential tuition charges will fund the following specific activities, services, and opportunities:

- 1) **Art:** In general, the Art program has outdated studio equipment, computers, printers, cameras. The new Snell renovation for Photography, Digital Media, and Printmaking has created good studio spaces. The new Snell computer lab has no computers, monitors, speakers. Currently about 50 art students are able to fit in one bus trip to Portland per academic year. That is less than one half the students. There is limited access and help with internships due to workloads of the faculty and staff. Art students have many course fees that can be reduced and/or eliminated. Within the Art program, SAC's proposed differential tuition charge will fund:

- a. Provision of studio equipment, including but not limited to, computers, monitors, software, cameras, video projection equipment, sculpture tools, technical support and open lab hours.
- b. Opportunities to connect with visiting artists, museum curators and gallery owners.
- c. Internships and career placement opportunities
- d. Reduced course fees
- e. Professional development opportunities
- f. Student travel opportunities to experience visual art in person by visiting museums and galleries not available in Corvallis.

2) **Graphic Design:** In general, the Graphic Design students lack the up to date computers, special software, and printers needed for a successful education. The Graphic Design curriculum includes many digital classes and requires computers, monitors and printers to teach properly. Currently the students purchase their own laptops, but this is not adequate for teaching programs that require higher end machines that meet industry standards. OSU campus has very few Mac labs (the standard in Graphic Design) to schedule Graphic Design classes. Art and Graphic Design just moved into the newly renovated school spaces in Snell Hall (the previous Craft Center and International Forum building) in fall 2018. Graphic Design has a larger classroom and will share the Snell classroom computer lab with Art and Music once we have computers, monitors and other peripheral equipment.

Right now, Graphic Design students must print using seven-year-old computers that are not compatible with the most recent software the students use on their own laptops. These are attached to five-year-old printers that are not reliable and there is no technical support for either. Without funds, the Graphic Design students are left to travel to Portland on their own for their spring showcase, Design Week Portland and faculty led trips to design firms. This involves risk management issues as well as cost to the student. The students do not have the internship infrastructure expected for graphic design students due to workload capacities for the faculty and staff. Students must spend their own money on the exhibitions and portfolio review dates in Portland, including Design Week Portland. Within the Graphic Design program, SAC's proposed differential tuition charge will fund:

- a. Provision of studio equipment including but not limited to computers, monitors, software, cameras, video projection equipment, printers.
- b. Internships and career placement opportunities
- c. Professional development opportunities
- d. Student travel opportunities to Portland and other places to tour design firms, and exhibit the student design portfolios
- e. Opportunities to connect with design professionals through campus visits (lectures and workshops)
- f. Participate more fully in Design Week Portland

3) **Music:** Music students already pay rates of fees for participation in ensembles and access to lessons, which are assessed post-tuition, and therefore do not count toward the cost of their education in terms financial aid, despite the fact that the

fees are central components of their education experience and required for graduation (See Appendix C). When appropriate, differential tuition could reduce lessons and other participation fees that are currently used to provide adequate equipment, resources, and facilities. This would include maintenance of the piano fleet, adequate library and online resources, as well as outreach experiences bringing the musicians into the community. Music students do not have access to instruments and an easy check out system that comparable university music programs have. Students are assessed fees to pay for uniforms for performances and costuming for opera. Currently there are a limited number of guest musicians (expected in a quality music program), limited scores and other stand costs of a basic college level education. Music Technology and Production students work on very old computers that are outdated and unable to support the software needed. Many simply buy their own equipment to be able to receive the education needed for a successful career. Music Technology students currently share outdated classroom computers often with three to four other students (per computer). Music students need visual recording and playback to be able to assess their performances. They currently have little to no access. Within the Music program, SAC's proposed differential tuition charge will fund:

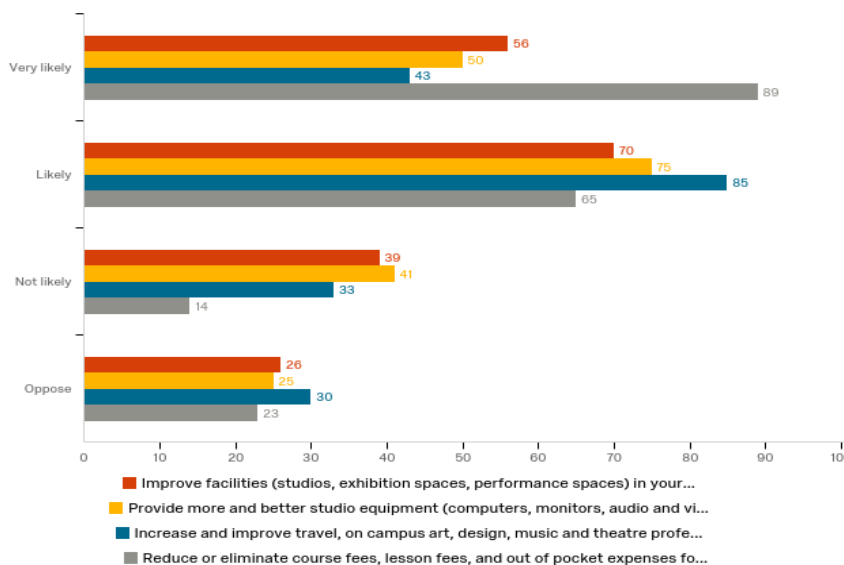
- a. Provision of musical instruments
- b. Provision of musical scores
- c. Reduced course fees
- d. Opportunities to connect with visiting musicians (workshops, guest conductors, etc.)
- e. Internships and career placement opportunities
- f. Updates to equipment
- g. Professional development opportunities
- h. Student travel

- 4) **Theatre:** Theatre students have almost no technology important to theatre in the 21st century. Theatre has two Lighting boards. The mainstage lighting board was purchased in 2009 and the Lab Theatre lighting board was purchased in the early 1990s. Neither are up to date. Teaching students using this equipment does not leave them prepared to work in today's theatres. Both theatre stages have very limited ability to use projections during performances, another current standard. General lighting in the teaching spaces is poor quality. Theatre students have had no ability to travel to see professional performances. Access to external professionals with diverse expertise in the field is limited by availability of funds. Within the Theatre program, SAC's proposed differential tuition charge will fund:

- a. Provision of equipment and digital technologies required for a 21st century theatre education
- b. Opportunities to travel to Portland or Eugene to see professional theatre productions
- c. Opportunities to connect with Theatre professionals through campus visits (lectures, workshops)

Evidence of Student Consultation & Summary of Student Opinion

In a student survey sent to all majors in these four programs (Art, Graphic Design, Music and Theatre), over 200 students, proportionately distributed across all four degree programs, responded (N=211). Of those who responded to the question on differential tuition (N=191), the majority of majors are *very likely or likely* to agree to a differential tuition in order to: 1) reduce or eliminate course fees, lesson fees, and other out of pocket expenses (81%); 2) offset travel costs associated with professional visits, workshops, professional development, etc., (67%), 3) improve facilities (66%); and 4) provide increased access to quality studio equipment (65%).



Students were given the opportunity to provide comments related to Differential Tuition at the end of the survey. The table below provides a sample of comments including arguments both for and against Differential Tuition.

Table 7. Select Comments from SAC Student Survey on Differential Tuition

Category	Category
Select Comments: <i>in support of Differential Tuition</i>	<i>Please do this. Fairbanks Hall is actually dying and I am too poor to pay hundreds of dollars out of pocket each term for supplies.</i>
	<i>I am only willing to pay, if I see the changes.</i>
	<i>For the graphic design program, it would be amazing to have more printers on campus that can print on cardstock paper, especially at 8.5x11 and 11x17 sizes!</i>
	<i>I would like more information on this all, but Graphic Design REALLY needs new computers in the GD suite and I would love for there to be more graphic design related events like the art students have with Visiting Artists and Scholars Lecture Series.</i>
	<i>As a general music major, lesson fees do not apply to me. Although I would be willing to pay additional fees if absolutely necessary to reduce lesson fees for students with tight pockets, it would not apply to me and simply appear as a raised tuition.</i>

Category	Category
	<i>If there were trips to Portland at times when I am available, I would likely engage in that, as I do not have a car and my trips to Portland are 98% for PDX (out of state student).</i>
	<i>I would be willing to pay more for free printing, Portland or other travel for art, but I feel like we already have a lot of equipment to borrow or most students have their own computer and camera, etc.</i>
	<i>I do currently think that many of my resources as a graphic design major are lacking and could be improved. The spaces exclusive to our major, are small and the technology outdated. We do a great deal of printing for projects yet are not provided with free printing. The quality of the printers exclusive to gd (Graphic Design) are also fairly low considering the industry expectation of neat and quality craft. Additionally, every person in gd (Graphic Design) uses the adobe creative cloud and are required to have a subscription, yet we must pay for this ourselves. I also feel that we could benefit from more networking and internship opportunities and coaching. I have enjoyed being in the program very much, and love the faculty that have done a wonderful job helping me grow as a designer, however I do recognize that there could be improvements in resources.</i>
	<i>I find this to be a very good idea. However, it is my understanding that this tuition is applied no matter what course an individual is enrolled in, or utilization of the services OSU provides (such as equipment, workshops, etc.) For example, if an individual is taking predominately -if not all- bacc core classes, he/she/they would still pay the additional tuition.</i>
Select Comments: <i>on the current state of facilities & equipment</i>	<i>The music building is the oldest on campus. The floor in the top floor is convex so it feels like you are constantly falling down the stairs. There aren't enough practice rooms for the amount of music students we have, and none of the rooms are sound proof. We have to pay pianists out of pocket even though collaborative pianists are required for lessons, by the way we have piano faculty.</i>
	<i>The computers in the MRC (Student Music Resource Room) are bricks!!! Though I have filed many complaints throughout the years, nobody gives us music students the time of day...</i>
	<i>Students in the arts programs are not given the same treatment and facility quality as other majors and programs are. Our buildings are run-down, our offices are constantly moving and receiving cuts, and our classrooms are shrinking in size because of moving buildings making the space inaccessible, crowded, and unsafe.</i>
	<i>I do currently think that many of my resources as a graphic design major are lacking and could be improved. The spaces exclusive to our major, are small and the technology outdated. We do a great deal of printing for projects yet are not provided with free printing. The quality of the printers exclusive to gd (Graphic Design) are also fairly low considering the industry expectation of neat and quality craft.</i>
	<i>Compared to what we could get 40 miles south for similar or less tuition, our facilities and resources are laughable.</i>
Select Comments: <i>on the general cost of education</i>	<i>As music students, we pay out of pocket for instruments, coachings (private lessons), textbooks, sheet music, and performance opportunities outside of school which are necessary for success.</i>

Category	Category
	<i>I'm poor, college is expensive, and I just want a good education to help be successful so that I have a positive impact in society.</i>
	<i>School doesn't fund the arts enough so they go after students' out of pocket expenses and expects us to be fine with it.</i>
	<i>Things are a little modest but overall very good right now in the art programs. I do not think there should be a differential tuition because it will make the arts inaccessible to students with a range of financial backgrounds. Do not exclude passionate, interested students from pursuing these majors because they cannot afford them. I have really appreciated the renovation of Snell (Hall) and think that was a very needed added space so I see the appeal of more space and bigger classes. I understand that the small class size: high material cost is a concern to the university, but I think it's morally wrong if students are to pay the difference. This does not represent how Ed Ray has expressed his beliefs for the school. Oregon State could set an example and push against universities capitalizing off of students to a gross degree. We have a really wonderful faculty and set of students who are thoughtful, talented, and driven. The more money we have to pay the less time we can spend designing, creating, and thinking about our arts. There is a lot of interesting work going on and lots of students may become famous and make wonderful contributions to the art world... if they are given adequate time and mind space. Students already struggle to pay for the costs of school, please do not add anymore financial strain. Support the arts by not asking for more money from the students! Talk to donors!</i>
Select Comments: <u><i>opposed to Differential Tuition</i></u>	<i>I'm paying enough as it is. The fact that we have to pay separately for private lessons already is too much and highly unfair considering I need those lessons and pay an already too high tuition.</i>
	<i>Differential tuition for music would be a bad move financially, especially considering the staggering amount of students struggling to pay already.</i>
	<i>The cost is already too expensive to participate in this program. I prefer fees. This model would make me pay more than I am currently paying in tuition and current fees.</i>

Note: SAC Student Survey Data collected in January 2019 (via Qualtrics). Students received two emails requesting feedback (N=211).

A number of students had specific questions/comments related to the process for decisions related to how Differential Tuition funds would be used within the school. School leadership has developed the following plan which includes significant collaboration across student leaders, faculty, staff, and school administration. Plan details are outlined below:

The School Director's Student Advisory Committee

The School is committed to a student focused process on the decision-making process for the differential tuition funds. We will create a *School Director's Student Advisory Committee* comprised of student representatives (4-5 students per each academic program), the Program Coordinators, and a faculty advisor selected from each program working with the Director. Students will be encouraged to nominate themselves by contacting the Program Coordinator of their academic program. This group would be monthly during the academic year to carry out a student set agenda that addresses issues affecting the programs and the school. This committee will be an important venue for students and the school

administration to work together on an equal footing to help shape an exciting environment for learning and research in the School. Decisions on the expenditure of the differential tuition funds will be made through a transparent process involving the students, faculty, and administration. Once per year, the committee would create a survey for each degree program to distribute to the students in that degree program to identify the top priorities within each area. Survey results will be tabulated, examined, and weighed by the Committee members together to ensure the diverse needs of the School's students are met in order to enhance the overall educational experience and satisfaction. The final ranked list of requests will then be examined by the School Director and staff to determine whether requests could be satisfied with other school funds or extramural funds. The final differential tuition plan would then be approved at the end of the academic year. The arts students on this committee would become student leaders gaining knowledge and experience regarding the financial workings of a university and the importance of the School decision-making process.

Sincerely,

A handwritten signature in blue ink that reads "Lee Ann Garrison". The signature is fluid and cursive, with the first name "Lee" and last name "Garrison" clearly legible.

Lee Ann Garrison
Director, School of Arts and Communication
Oregon State University

CC: Belinda Batten, Chair – University Budget Committee
Lawrence Rodgers, Dean, College of Liberal Arts

APPENDIX A

	CIP Levels	LOWER	UPPER	GRAD I	GRAD II
	Average Across All Disciplines if Given	0.705	1.017	2.049	2.868
01	Agricultural Business	0.782	1.399	2.932	3.126
02	Agricultural Sciences				
03	Conservation	0.632	1.399	2.520	2.527
04	Architecture				
05	Area, Ethnic, Cultural Studies	0.713	1.229	2.932	4.237
09	Communications	0.632	0.937	2.308	2.768
10	Communications Technologies				
11	Computer and Information Science	0.632	1.229	2.060	2.938
13	Education	0.782	0.937	1.460	2.527
14	Engineering	1.039	1.649	2.732	3.126
15	Engineering-related Technology				
16	Foreign Languages and Literature	0.713	0.937	2.060	2.527
19	Home Economics	0.498	0.798	2.932	3.126
22	Law and Legal Studies				
23	English Language and Literature	0.782	0.877	2.308	2.169
24	Liberal Arts and Sciences, Humanities	1.154	1.473	2.520	1.871
25	Library Science				
26	Biological Sciences, Life Sciences	0.782	1.085	2.932	2.938
27	Mathematics	0.632	0.937	2.308	3.126
28	Reserve Officers Training Corps				
29	Military Technologies				
30	Multi/Interdisciplinary Studies	0.848	1.085	2.932	4.237
31	Parks, Rec, Leisure, Fitness Studies	0.632	0.798	1.677	2.527
32	Basic Skills				
34	Health Related Knowledge/Skill				
38	Philosophy and Religion	0.632	0.877	2.932	2.768
40	Physical Sciences	0.848	1.399	3.399	2.938
41	Science Technologies				
42	Psychology	0.498	0.798	2.932	2.938
43	Protective Services				
44	Public Administration and Services	0.848	1.085	1.460	3.126
45	Social Sciences and History	0.498	0.877	2.308	3.126
50	Visual and Performing Arts	0.902	1.399	2.932	2.938
51	Health Professions, Related Sciences	0.782	1.229	2.308	3.126
51.20	Pharmacy			9.434	
51.24	Veterinary Medicine (DVM)			14.151	
52	Business Mgmt, Administrative Services	0.632	0.937	1.677	4.933
54	History	0.498	0.877	2.308	2.938

Note: Table created by the OSU Office of Finance and Administration with data from the Delaware Study, a study by the State Higher Education Executive Officers Association (data from Illinois, Ohio, Florida), the Florida State System, the Ohio State System, and comparisons from Texas, and Montana

APPENDIX B

2016 NSIP – Norms by Carnegie Classification

Normative Instructional Cost Ratios, Research, and Public Service Expenditures (FY2015-16)

<http://www.umt.edu/apasp/Datasheets/docs/car4.pdf>

<u>CIP</u>	<u>Discipline/Carnegie Classification</u>	<u>N</u>	Direct Instructional Exp. per <u>SCH</u>	Direct Instructional Exp. per <u>FTE Student</u>	Personnel Cost as % of Direct <u>Instr. Exp</u>	Research Exp. per FTE T/TT <u>Faculty</u>	Service Exp. per FTE T/TT <u>Faculty</u>	Res. + Service Exp. per FTE T/TT <u>Faculty</u>
45.11	Sociology							
	Research High and Hi	63	202	5894	97	8752	876	9532
	Research Moderate	16	148	4331	97	361	275	852
	Comprehensive	48	159	4797	98	43	222	314
	Baccalaureate	9	203	6102	98	0	0	0
50	VISUAL AND PERFORMING ARTS							
	Research High and Hi	216	383	10945	93	2154	832	3618
	Research Moderate	46	316	9325	92	12	304	379
	Comprehensive	180	319	9454	93	165	130	273
	Baccalaureate	35	381	11422	93	0	80	80
	Specialized	8	517	13144	89	0	0	0
50.01	Visual and Performing Arts, General							
	Research High and Hi	10	258	7634	93	251	108	463
	Comprehensive	13	274	8201	96	0	0	17
50.03	Dance							
	Research High and Hi	9	349	10305	93	57	0	57
	Comprehensive	6	248	7431	92	0	14019	14019
50.04	Design and Applied Arts							
	Research High and Hi	14	360	10422	93	3762	411	4811
	Comprehensive	11	294	8607	93	0	0	0
50.05	Drama/Theatre Arts and Stagecraft							
	Research High and Hi	49	411	11715	92	751	1685	3022
	Research Moderate	10	336	9956	92	3	59	82
	Comprehensive	36	321	9636	93	3	133	204
	Baccalaureate	10	398	11926	93	0	0	0

APPENDIX C

SAC COURSE FEES – Number of Classes (upper, lower) with Fee (amount) by SAC Program (Art, Music, Theatre Arts)

<u>SAC PROGRAM</u>	<u># UPPER DIVISION COURSES</u>	<u># LOWER DIVISION COURSES</u>	<u>TOTAL</u>
Art	26	84	110
\$10.00/course	4		4
\$15.00/course	2	4	6
\$16.00/course		1	1
\$2.00/course	4	2	6
\$2.00/credit		1	1
\$20.00/course	3		3
\$25.00/course	1	2	3
\$30.00/course	3	32	35
\$35.00/course	1	1	2
\$45.00/course	1	3	4
\$5.00/course	4	10	14
\$50.00/course	1	3	4
\$60.00/course	1		1
\$65.00/course		2	2
\$75.00/course		9	9
\$77.00/course		4	4
\$80.00/course		7	7
\$84.00/course		1	1
\$88.00/course	1	2	3
Music	43	20	63
\$10.00/course	5	2	7
\$110.00/course	8	2	10
\$20.00/course	3	2	5
\$230.00/credit	26	14	40
\$50.00/credit	1		1
Theatre Arts	1		1
\$50.00/course	1		1
TOTAL	70	104	174

Addendum D

SAC COURSE FEES [JANUARY 2019] This is a list of all current course fees. The Graphic Design degree was created after the OSU fee moratorium, so has never been allowed to add course fees. Fees charged vary per term depending on courses offered and numbers of students in those courses.

PROGRAM	CLASS	CLASS	LOWER-UPPER	FEE TITLE	Detail Code	AMOUNT	EFFECTIVE
ART	ART 331: DRAWING CONCEPTS (0)	ART 331	UPPER	Art Material Fee	ART	\$15.00/course	Spring 2006
ART	ART 331: DRAWING CONCEPTS (0)	ART 331	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006
ART	ART 331: DRAWING CONCEPTS (0)	ART 331	UPPER	Art Drawing	DRNG	\$30.00/course	Spring 2006
ART	ART 331: DRAWING CONCEPTS (0)	ART 331	UPPER	Art Drawing/Figure	DRWG	\$30.00/course	Spring 2006
ART	ART 334: DRAWING III: FIGURE (0)	ART 334	UPPER	Art Material Fee	ART	\$30.00/course	Spring 2006
ART	ART 334: DRAWING III: FIGURE (0)	ART 334	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006
ART	ART 334: DRAWING III: FIGURE (0)	ART 334	UPPER	Art Drawing/Figure	DRWG	\$35.00/course	Spring 2006
ART	ART 340: DARKROOM PHOTOGRAPHY I (0)	ART 340	UPPER	Art Photo Techniques	PHOT	\$75.00/course	Spring 2014
ART	ART 341: DARKROOM PHOTOGRAPHY II (4 or 4)	ART 341	UPPER	Art Photography	PHOT	\$75.00/course	Spring 2014
ART	ART 345: INTERMEDIATE PHOTOGRAPHY (0)	ART 345	UPPER	Art Photography	PHOT	\$77.00/course	Spring 2014
ART	ART 346: PHOTO ILLUSTRATION I (3 or 3)	ART 346	UPPER	Art Photography	PHOT	\$75.00/course	Spring 2006
ART	ART 347: PHOTOGRAPH: STUDIO LIGHTING (4 or 4)	ART 347	UPPER	Art Photography	PHOT	\$77.00/course	Spring 2014
ART	ART 348: CONCEPTS IN DIGITAL IMAGING (4 or 4)	ART 348	UPPER	Art Photography	PHOT	\$77.00/course	Spring 2014
ART	ART 349: VIDEO ART (4 or 4)	ART 349	UPPER	Art Video	PHOT	\$16.00/course	Spring 2014
ART	ART 363: HISTORY OF ART (0)	ART 363	UPPER	Art Material Fee	ART2	\$5.00/course	Spring 2006
ART	ART 365: *HISTORY OF MODERN ART 1900-1945 (0)	ART 365	UPPER	Visual Arts Lab Fee	ART2	\$2.00/course	Spring 2006
ART	ART 365: *HISTORY OF MODERN ART 1900-1945 (0)	ART 365	UPPER	Art Material Fee	ART	\$5.00/course	Spring 2006
ART	ART 366: ART SINCE 1945 (0)	ART 366	UPPER	Visual Arts Lab Fee	ART2	\$2.00/course	Spring 2006
ART	ART 366: ART SINCE 1945 (0)	ART 366	UPPER	Art Material Fee	ART	\$5.00/course	Spring 2006
ART	ART 367: *HISTORY OF DESIGN (0)	ART 367	UPPER	Art Design	DSGN	\$5.00/course	Spring 2006
ART	ART 375: PRINTMAKING: RELIEF (0)	ART 375	UPPER	Printmaking	BART	\$80.00/course	Spring 2010
ART	ART 375: PRINTMAKING: RELIEF (0)	ART 375	UPPER	Art Printmaking	PRIN	\$80.00/course	Spring 2006
ART	ART 376: PRINTMAKING: INTAGLIO (0)	ART 376	UPPER	Art Printmaking	PRIN	\$80.00/course	Spring 2006
ART	ART 377: PRINTMAKING: LITHOGRAPHY (0)	ART 377	UPPER	Art Cards	ARTC	\$65.00/course	Spring 2006
ART	ART 377: PRINTMAKING: LITHOGRAPHY (0)	ART 377	UPPER	Art Printmaking	PRIN	\$80.00/course	Spring 2006
ART	ART 378: PRINTMAKING: MONOTYPE (0)	ART 378	UPPER	Art Printmaking	PRIN	\$80.00/course	Spring 2006
ART	ART 379: PRINTMAKING: SCREEN PRINTING (4 or 4)	ART 379	UPPER	Course Fee	FSCR	\$80.00/course	Fall 2010
ART	ART 381: PAINTING THE FIGURE (0)	ART 381	UPPER	Art Material Fee	ART	\$30.00/course	Spring 2006
ART	ART 381: PAINTING THE FIGURE (0)	ART 381	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006
ART	ART 381: PAINTING THE FIGURE (0)	ART 381	UPPER	Art Drawing/Figure	DRWG	\$30.00/course	Spring 2006
ART	ART 381: PAINTING THE FIGURE (0)	ART 381	UPPER	Art Painting	PNTG	\$45.00/course	Spring 2006
ART	ART 382: PAINTING II: CONCEPTS (0)	ART 382	UPPER	Art Material Fee	ART	\$30.00/course	Spring 2006
ART	ART 382: PAINTING II: CONCEPTS (0)	ART 382	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006
ART	ART 382: PAINTING II: CONCEPTS (0)	ART 382	UPPER	Art Painting	PNTG	\$30.00/course	Spring 2006
ART	ART 383: PAINTING II: ABSTRACT AND MULTIMEDIA (0)	ART 383	UPPER	Art Cards	ARTC	\$15.00/course	Spring 2006
ART	ART 383: PAINTING II: ABSTRACT AND MULTIMEDIA (0)	ART 383	UPPER	Art Material Fee	ART	\$30.00/course	Spring 2006
ART	ART 383: PAINTING II: ABSTRACT AND MULTIMEDIA (0)	ART 383	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006
ART	ART 383: PAINTING II: ABSTRACT AND MULTIMEDIA (0)	ART 383	UPPER	Art Painting	PNTG	\$30.00/course	Spring 2006
ART	ART 384: PAINTING II: NEW GENRE (0)	ART 384	UPPER	Cascades Material Fee	BART	\$30.00/course	Fall 2009
ART	ART 384: PAINTING II: NEW GENRE (0)	ART 384	UPPER	Art Painting	PNTG	\$30.00/course	Spring 2006
ART	ART 385: PAINTING II: ENCAUSTICS (0)	ART 385	UPPER	Encaustics Painting	FRT1	\$84.00/course	Spring 2014
ART	ART 391: SCULPTURE II (0)	ART 391	UPPER	Art Sculpture	SCUL	\$45.00/course	Spring 2006
ART	ART 399: SPECIAL TOPICS (16 - 16)	ART 399	UPPER	Cascades - Art Material/Supplies	BART	\$75.00/course	Summer 2013
ART	ART 399: SPECIAL TOPICS (16 - 16)	ART 399	UPPER	Art Course Fee- Special Topics	FRT2	\$75.00/course	Spring 2006
ART	ART 407: SEMINAR (16 - 16)	ART 407	UPPER	Art Material Fee	ART	\$5.00/course	Spring 2006
ART	ART 408: WORKSHOP (16 - 16)	ART 408	UPPER	Art for Teachers	ATE1	\$15.00/course	Spring 2006
ART	ART 408: WORKSHOP (16 - 16)	ART 408	UPPER	Art Sculpture	SCUL	\$15.00/course	Spring 2006
ART	ART 408: WORKSHOP (16 - 16)	ART 408	UPPER	Art Design	DSGN	\$25.00/course	Spring 2006
ART	ART 408: WORKSHOP (16 - 16)	ART 408	UPPER	Art material fee	PHOT	\$75.00/course	Spring 2007
ART	ART 411: *ART IN CONTEXT HISTORICAL AND CRITICAL APPROACHES (0)	ART 411	UPPER	Art Material Fee	ART	\$30.00/course	Spring 2006
ART	ART 411: ^ART IN CONTEXT HISTORICAL AND CRITICAL APPROACHES (0)	ART 411	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006
ART	ART 411: *ART IN CONTEXT HISTORICAL AND CRITICAL APPROACHES (0)	ART 411	UPPER	Art Painting	PNTG	\$30.00/course	Spring 2006
ART	ART 415: ART FOR TEACHERS I (0)	ART 415	UPPER	Art Material Fee	ART	\$30.00/course	Spring 2006
ART	ART 415: ART FOR TEACHERS I (0)	ART 415	UPPER	Art for Teachers	ATE1	\$30.00/course	Spring 2006
ART	ART 415: ART FOR TEACHERS I (0)	ART 415	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Fall 2010
ART	ART 416: ART FOR TEACHERS II (0)	ART 416	UPPER	Art for Teachers	ATE1	\$30.00/course	Spring 2006
ART	ART 418: PORTFOLIO SEMINAR (0)	ART 418	UPPER	Art Design	DSGN	\$50.00/course	Fall 2006
ART	ART 422: NEW MEDIA: INTERACTIVE (0)	ART 422	UPPER	Art Design	DSGN	\$25.00/course	Spring 2006
ART	ART 431: DRAWING IV (5 - 5)	ART 431	UPPER	Art Material Fee	ART	\$30.00/course	Spring 2006
ART	ART 431: DRAWING IV (5 - 5)	ART 431	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006
ART	ART 431: DRAWING IV (5 - 5)	ART 431	UPPER	Art Drawing	DRNG	\$30.00/course	Spring 2006
ART	ART 431: DRAWING IV (5 - 5)	ART 431	UPPER	Art Drawing/Figure	DRWG	\$30.00/course	Spring 2006
ART	ART 434: DRAWING IV/FIGURE (5 - 5)	ART 434	UPPER	Art Material Fee	ART	\$30.00/course	Spring 2006
ART	ART 434: DRAWING IV/FIGURE (5 - 5)	ART 434	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006

SAC COURSE FEES [JANUARY 2019]

PROGRAM	CLASS	CLASS	LOWER-UPPER	FEE TITLE	Detail Code	AMOUNT	EFFECTIVE
ART	ART 434: DRAWING IV/FIGURE (5 - 5)	ART 434	UPPER	Art Drawing/Figure	DRWG	\$30.00/course	Spring 2006
ART	ART 441: PHOTOGRAPHY III (4 or 4)	ART 441	UPPER	Art Cards	ARTC	\$50.00/course	Spring 2006
ART	ART 441: PHOTOGRAPHY III (4 or 4)	ART 441	UPPER	Art Photography	PHOT	\$75.00/course	Spring 2006
ART	ART 445: PHOTO ILLUSTRATION II (3 or 3)	ART 445	UPPER	Art Photography	PHOT	\$75.00/course	Spring 2006
ART	ART 446: DOCUMENTARY PHOTOGRAPHY (4 or 4)	ART 446	UPPER	Art Photography	PHOT	\$50.00/course	Spring 2006
ART	ART 456: PORTFOLIO-PHOTOGRAPHY/VIDEO ART (0)	ART 456	UPPER	Art Photography	PHOT	\$77.00/course	Spring 2016
ART	ART 465: NATIVE AMERICAN ART (0)	ART 465	UPPER	Visual Arts Lab Fee	ART2	\$2.00/credit	Spring 2006
ART	ART 465: NATIVE AMERICAN ART (0)	ART 465	UPPER	Art Material Fee	ART	\$5.00/course	Spring 2006
ART	ART 467: NATIVE AMERICAN ART (0)	ART 467	UPPER	Art Material Fee	ART	\$5.00/course	Spring 2006
ART	ART 469: *METHODS AND THEORY OF ART HISTORY (0)	ART 469	UPPER	Art Material Fee	ART	\$5.00/course	Spring 2006
ART	ART 469: *METHODS AND THEORY OF ART HISTORY (0)	ART 469	UPPER	Art Design	DSGN	\$5.00/course	Spring 2006
ART	ART 475: PRINTMAKING STUDIO (0)	ART 475	UPPER	Art Cards	ARTC	\$65.00/course	Spring 2006
ART	ART 475: PRINTMAKING STUDIO (0)	ART 475	UPPER	Art Printmaking - Cascades	BART	\$88.00/course	Winter 2013
ART	ART 475: PRINTMAKING STUDIO (0)	ART 475	UPPER	Art Printmaking	PRIN	\$88.00/course	Spring 2006
ART	ART 479: PRINTMAKING: ADVANCED SCREEN PRINTING (4 or 4)	ART 479	UPPER	Advance Screen Printing	FSCR	\$80.00/course	Spring 2009
ART	ART 481: PAINTING III (4 or 4)	ART 481	UPPER	Cascades Art Material Fee	BART	\$30.00/course	Spring 2006
ART	ART 481: PAINTING III (4 or 4)	ART 481	UPPER	Art Painting	PNTG	\$30.00/course	Spring 2006
ART	ART 491: SCULPTURE III (5 - 5)	ART 491	UPPER	Art Sculpture	SCUL	\$45.00/course	Spring 2006
ART	ART 495: EXHIBITION DESIGN (0)	ART 495	UPPER	Art Material Fee	ART	\$5.00/course	Spring 2006
ART	ART 499: SPECIAL TOPICS (16 - 16)	ART 499	UPPER	Art Course Fee- Special Topics	FRT2	\$75.00/course	Spring 2006
ART	ART 100: ART ORIENTATION (0)	ART 100	LOWER	Art Material Fee	ART	\$20.00/course	Spring 2006
ART	ART 101: *INTRODUCTION TO THE VISUAL ARTS (0)	ART 101	LOWER	Art Material Fee	ART	\$5.00/course	Spring 2006
ART	ART 101: *INTRODUCTION TO THE VISUAL ARTS (0)	ART 101	LOWER	Visual Arts Lab Fee	ART2	\$5.00/course	Spring 2006
ART	ART 115: 2-D CORE STUDIO (4 or 4)	ART 115	LOWER	Art Lab Fee	FNDA	\$20.00/course	Fall 2010
ART	ART 117: FOUNDATIONS: 3-D (4 or 4)	ART 117	LOWER	Art Material Fee	ART	\$10.00/course	Spring 2006
ART	ART 117: FOUNDATIONS: 3-D (4 or 4)	ART 117	LOWER	Art Design	DSGN	\$15.00/course	Spring 2006
ART	ART 117: FOUNDATIONS: 3-D (4 or 4)	ART 117	LOWER	Art 117 Foundations	FNDA	\$20.00/course	Winter 2009
ART	ART 117: FOUNDATIONS: 3-D (4 or 4)	ART 117	LOWER	Art Cards	ARTC	\$5.00/course	Spring 2006
ART	ART 121: FOUNDATIONS: COMPUTERS IN VISUAL ARTS (4 or 4)	ART 121	LOWER	Art Design	DSGN	\$25.00/course	Spring 2006
ART	ART 131: DRAWING CORE STUDIO (4 or 4)	ART 131	LOWER	Art Drawing	DRNG	\$10.00/course	Spring 2006
ART	ART 131: DRAWING CORE STUDIO (4 or 4)	ART 131	LOWER	Art Design	DSGN	\$10.00/course	Spring 2006
ART	ART 131: DRAWING CORE STUDIO (4 or 4)	ART 131	LOWER	Art Drawing/Figure	DRWG	\$15.00/course	Spring 2006
ART	ART 131: DRAWING CORE STUDIO (4 or 4)	ART 131	LOWER	Art Cards	ARTC	\$5.00/course	Spring 2006
ART	ART 199: SPECIAL STUDIES (16 - 16)	ART 199	LOWER	Art Design	DSGN	\$10.00/course	Spring 2006
ART	ART 204: *INTRODUCTION TO WESTERN ART: PREHISTORY TO THE HIGH MIDDLE AGES (0)	ART 204	LOWER	Visual Arts Lab Fee	ART2	\$2.00/course	Spring 2006
ART	ART 205: *INTRODUCTION TO WESTERN ART: GOTHIC TO BAROQUE (0)	ART 205	LOWER	Visual Arts Lab Fee	ART2	\$2.00/course	Spring 2006
ART	ART 206: *INTRODUCTION TO WESTERN ART: NEOCLASSICISM TO CONTEMPORARY (0)	ART 206	LOWER	Visual Arts Lab Fee	ART2	\$2.00/course	Spring 2006
ART	ART 207: *INDIGENOUS ART OF THE AMERICAS (0)	ART 207	LOWER	Visual Arts Lab Fee	ART2	\$2.00/course	Spring 2006
ART	ART 215: COLOR IN THE VISUAL ARTS (0)	ART 215	LOWER	Visual Arts Lab Fee	ART2	\$30.00/course	Spring 2006
ART	ART 215: COLOR IN THE VISUAL ARTS (0)	ART 215	LOWER	Art Design	DSGN	\$30.00/course	Spring 2006
ART	ART 234: DRAWING II/FIGURE (0)	ART 234	LOWER	Art Drawing/Figure	DRWG	\$35.00/course	Spring 2006
ART	ART 261: PHOTOGRAPHY I (4 or 4)	ART 261	LOWER	Art Photography	PHOT	\$60.00/course	Spring 2006
ART	ART 263: DIGITAL PHOTOGRAPHY (4 or 4)	ART 263	LOWER	Art Material fee	PHOT	\$50.00/course	Spring 2007
ART	ART 271: PRINTMAKING I (4 or 4)	ART 271	LOWER	Art Printmaking	FRT1	\$88.00/course	Spring 2014
ART	ART 281: PAINTING I (0)	ART 281	LOWER	Art Painting	PNTG	\$30.00/course	Spring 2006
ART	ART 291: SCULPTURE I (0)	ART 291	LOWER	Art Sculpture	SCUL	\$45.00/course	Spring 2006
MUSIC	MUS 337: JAZZ IMPROVISATION (3 - 3)	MUS 337	UPPER	Jazz Improvisation	MUSC	\$110.00/course	Fall 2006
MUSIC	MUS 357: SMALL JAZZ ENSEMBLE (0)	MUS 357	UPPER	Small Jazz Ensemble	MUSC	\$110.00/course	Fall 2006
MUSIC	MUS 365: CHAMBER ENSEMBLE: WOODWINDS (0)	MUS 365	UPPER	Chamber Ensemble Fee	MUSC	\$20.00/course	Spring 2014
MUSIC	MUS 366: CHAMBER ENSEMBLE: BRASS (0)	MUS 366	UPPER	Chamber Ensemble Fee	MUSC	\$20.00/course	Spring 2014
MUSIC	MUS 368: CHAMBER ENSEMBLE: MISCELLANEOUS (0)	MUS 368	UPPER	Music Dept Fees	MUSC	\$10.00/course	Spring 2006
MUSIC	MUP 390: INDIVIDUAL LESSONS: KEYBOARD (2 - 2)	MUP 390	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 391: INDIVIDUAL LESSONS: VOICE (2 - 2)	MUP 391	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 392: INDIVIDUAL LESSONS: STRINGS (2 - 2)	MUP 392	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 393: INDIVIDUAL LESSONS: WOODWINDS (2 - 2)	MUP 393	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 394: INDIVIDUAL LESSONS: BRASS (2 - 2)	MUP 394	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 395: INDIVIDUAL LESSONS: PERCUSSION (2 - 2)	MUP 395	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 396: INDIVIDUAL LESSONS: GUITAR (2 - 2)	MUP 396	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUS 399: SPECIAL STUDIES (3 - 3)	MUS 399	UPPER	University Chorale	MUSC	\$10.00/course	Spring 2007
MUSIC	MUP 490: INDIVIDUAL LESSONS: KEYBOARD (2 - 2)	MUP 490	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 491: INDIVIDUAL LESSONS: VOICE (2 - 2)	MUP 491	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 492: INDIVIDUAL LESSONS: STRINGS (2 - 2)	MUP 492	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 493: INDIVIDUAL LESSONS: WOODWINDS (2 - 2)	MUP 493	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 494: INDIVIDUAL LESSONS: BRASS (2 - 2)	MUP 494	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006

SAC COURSE FEES [JANUARY 2019]

PROGRAM	CLASS	CLASS	LOWER-UPPER	FEE TITLE	Detail Code	AMOUNT	EFFECTIVE
MUSIC	MUP 495: INDIVIDUAL LESSONS: PERCUSSION (2 - 2)	MUP 495	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 496: INDIVIDUAL LESSONS: GUITAR (2 - 2)	MUP 496	UPPER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUS 137: JAZZ IMPROVISATION (3 - 3)	MUS 137	LOWER	Jazz Improvisation	MUSC	\$110.00/course	Fall 2006
MUSIC	MUS 157: SMALL JAZZ ENSEMBLE (0)	MUS 157	LOWER	Small Jazz Ensemble	MUSC	\$110.00/course	Fall 2006
MUSIC	MUS 158: LARGE JAZZ ENSEMBLE (0)	MUS 158	LOWER	Large Jazz Ensemble	MUSC	\$50.00/credit	Winter 2009
MUSIC	MUP 160: INDIVIDUAL LESSONS: BEGINNING PIANO (2 - 2)	MUP 160	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 161: INDIVIDUAL LESSONS: BEGINNING STRINGS (2 - 2)	MUP 161	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 162: INDIVIDUAL LESSONS: BEGINNING BRASS (2 - 2)	MUP 162	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 163: INDIVIDUAL LESSONS: BEGINNING WOODWINDS (2 - 2)	MUP 163	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 164: INDIVIDUAL LESSONS: BEGINNING VOICE (2 - 2)	MUP 164	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUS 165: CHAMBER ENSEMBLE: WOODWINDS (0)	MUS 165	LOWER	Chamber Ensemble Fee	MUSC	\$20.00/course	Spring 2014
MUSIC	MUP 165: INDIVIDUAL LESSONS: BEGINNING PERCUSSION (2 - 2)	MUP 165	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUS 166: CHAMBER ENSEMBLE: BRASS (0)	MUS 166	LOWER	Chamber Ensemble Fee	MUSC	\$20.00/course	Spring 2014
MUSIC	MUS 168: CHAMBER ENSEMBLE: MISCELLANEOUS (0)	MUS 168	LOWER	Music Dept Fees	MUSC	\$10.00/course	Spring 2006
MUSIC	MUP 170: INDIVIDUAL LESSONS: INTERMEDIATE PIANO (2 - 2)	MUP 170	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 171: INDIVIDUAL LESSONS: INTERMEDIATE STRINGS (2 - 2)	MUP 171	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 172: INDIVIDUAL LESSONS: INTERMEDIATE BRASS (2 - 2)	MUP 172	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 173: INDIVIDUAL LESSONS: INTERMEDIATE WOODWINDS (2 - 2)	MUP 173	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 174: INDIVIDUAL LESSONS: INTERMEDIATE VOICE (2 - 2)	MUP 174	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 175: INDIVIDUAL LESSONS: INTERMEDIATE PERCUSSION (2 - 2)	MUP 175	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUS 177: GROUP LESSONS: PIANO (0)	MUS 177	LOWER	Music Dept Fees	MUSC	\$110.00/course	Spring 2006
MUSIC	MUS 178: GROUP LESSONS: PIANO (0)	MUS 178	LOWER	Music Dept Fees	MUSC	\$110.00/course	Spring 2006
MUSIC	MUS 179: GROUP LESSONS: PIANO (0)	MUS 179	LOWER	Music Dept Fees	MUSC	\$110.00/course	Spring 2006
MUSIC	MUS 180: GROUP LESSONS: PIANO (0)	MUS 180	LOWER	Music Dept Fees-Majors Only	MUSC	\$10.00/course	Spring 2006
MUSIC	MUS 181: GROUP LESSONS: PIANO (0)	MUS 181	LOWER	Music Dept Fees-Majors Only	MUSC	\$10.00/course	Spring 2006
MUSIC	MUS 182: GROUP LESSONS: PIANO (0)	MUS 182	LOWER	Music Dept Fees-Majors Only	MUSC	\$10.00/course	Spring 2006
MUSIC	MUS 183: GROUP LESSONS: PIANO (0)	MUS 183	LOWER	Music Dept Fees-Majors Only	MUSC	\$20.00/course	Spring 2006
MUSIC	MUS 185: VOICE CLASS (0)	MUS 185	LOWER	Music Dept Fees	MUSC	\$110.00/course	Spring 2006
MUSIC	MUS 186: GROUP GUITAR (0)	MUS 186	LOWER	Group Guitar	MUSC	\$110.00/course	Spring 2006
MUSIC	MUS 187: GROUP GUITAR II (1 or 1)	MUS 187	LOWER	Group Guitar II	MUSC	\$110.00/course	Spring 2006
MUSIC	MUP 190: INDIVIDUAL LESSONS: KEYBOARD (2 - 2)	MUP 190	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 191: INDIVIDUAL LESSONS: VOICE (2 - 2)	MUP 191	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 192: INDIVIDUAL LESSONS: STRINGS (2 - 2)	MUP 192	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 193: INDIVIDUAL LESSONS: WOODWINDS (2 - 2)	MUP 193	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 194: INDIVIDUAL LESSONS: BRASS (2 - 2)	MUP 194	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 195: INDIVIDUAL LESSONS: PERCUSSION (2 - 2)	MUP 195	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 196: INDIVIDUAL LESSONS: GUITAR (2 - 2)	MUP 196	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUS 199: SPECIAL STUDIES (3 - 3)	MUS 199	LOWER	University Chorale	MUSC	\$10.00/course	Spring 2007
MUSIC	MUP 290: INDIVIDUAL LESSONS: KEYBOARD (2 - 2)	MUP 290	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 291: INDIVIDUAL LESSONS: VOICE (2 - 2)	MUP 291	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 292: INDIVIDUAL LESSONS: STRINGS (2 - 2)	MUP 292	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 293: INDIVIDUAL LESSONS: WOODWINDS (2 - 2)	MUP 293	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 294: INDIVIDUAL LESSONS: BRASS (2 - 2)	MUP 294	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 295: INDIVIDUAL LESSONS: PERCUSSION (2 - 2)	MUP 295	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
MUSIC	MUP 296: INDIVIDUAL LESSONS: GUITAR (2 - 2)	MUP 296	LOWER	Music Dept Fees	MUSC	\$230.00/credit	Spring 2006
THEATRE ARTS	TA 247: STAGE MAKEUP (0)	TA 247:	LOWER	TA 247 Makeup Kit	THEA	\$50.00/course	Spring 2006