

**Board of Governors
of the
Pennsylvania's State System of Higher Education**

Meeting Minutes

235th Meeting
Wednesday, January 25, 2017
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

1:30 p.m.

ATTENDING

Board of Governors:

Carrie Amann, Alternate designee for Sarah E. Galbally (Governor Wolf's designee)
Audrey F. Bronson
Wil Del Pilar (Secretary of Education's designee)
Representative Michael K. Hanna
Donald E. Houser, Jr.
Jonathan B. Mack
David M. Maser (Vice Chair)
Daniel P. Meuser
Thomas S. Muller
Guido M. Pichini
Senator Judith L. Schwank (via phone)
Cynthia D. Shapira (Chair)
Harold C. Shields
Barbara McIlvaine Smith
Aaron A. Walton (Vice Chair)

Senator Ryan P. Aument, Representative Matthew E. Baker, Secretary Sarah E. Galbally (Governor Wolf's designee), and Secretary of Education Pedro A. Rivera, were absent.

Office of the Chancellor:

Frank T. Brogan (Chancellor)
James S. Dillon
Peter H. Garland
Randy A. Goin, Jr.
Kathleen M. Howley
Andrew C. Lehman

Also in attendance from the Office of the Chancellor: Alicia A. Brumbach, Steven R. Dupes, Audrey J. Guistwhite, Jennifer E. Hoover, Lois M. Johnson, Kenneth D. Marshall, Sue Mukherjee, Charlotte L. Osmolenski, Victoria L. Sanders, Lisa A. Sanno, and Dean A. Weber.

University Presidents in attendance: John M. Anderson, Christopher M. Fiorentino, Michael A. Driscoll, Kenneth S. Hawkinson, Francis L. Hendricks, Geraldine M. Jones, Interim President Barbara G. Lyman, Cheryl J. Norton, Interim President Frank G. Pogue, David L. Soltz, H. Fred Walker, Marcia G. Welsh, Karen M. Whitney, and Donna F. Wilson represented President Michael Fiorentino.

Chairwoman Shapira called the meeting to order at 1:34 p.m.

Attendance taken at the direction of the Chairwoman established that a quorum of the Board was present.

Chairwoman Shapira welcomed the three new Board members:

- Donald E. Houser, Jr.
- Thomas S. Muller
- Barbara McIlvaine Smith

BOARD ACTION

Chairwoman Shapira noted that the Board had two action items to recommend to the Board for approval.

Chairwoman Shapira moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION FOR RONALD G. HENRY.** (Attachment #1)

Voice Vote. The motion passed unanimously.

Chairwoman Shapira moved **THAT THE BOARD OF GOVERNORS APPROVE THE STANDING COMMITTEE ASSIGNMENTS AS SHOWN IN THE STANDING COMMITTEE ASSIGNMENTS DOCUMENT DISTRIBUTED AT THE QUARTERLY BOARD MEETING, EFFECTIVE JANUARY 25, 2017.** (Attachment #2)

The motion passed unanimously. Vote YES 15; NO 0

ADJOURNMENT

There being no further items of business to come before the Board, Chairwoman Shapira adjourned the meeting at 1:55 p.m.

ATTEST: _____
Randy Goin, Jr.
Chief of Staff

The webcast link for January 25, 2017 Board Meeting
<http://ducmediasite.passhe.edu/Mediasite/Play/0723e47256b64277a3e16f4a3752a1831d>



Resolution Honoring the Contributions Of Ronald G. Henry to the Board of Governors

WHEREAS, Ronald G. Henry provided distinguished service to the Board of Governors of Pennsylvania's State System of Higher Education throughout his tenure on the Board from March 2011 to October 2016; and

WHEREAS, Ronald G. Henry served as an adviser to the chancellor and to the staff of Pennsylvania's State System of Higher Education as academic, financial, administrative, and human resources policies were developed to guide the System within the mission and strategic direction identified by the Board of Governors; and

WHEREAS, Ronald G. Henry contributed significantly to Board discussions and deliberations as chair of the Finance, Administration, and Facilities Committee, and as a member of the Executive Committee, leading the development of numerous Board policies and directing the System's efforts to develop innovative fiscal strategies; and


WHEREAS, Ronald G. Henry was a champion for students, advocating for funding of public higher education, ensuring the availability and affordability of quality higher education opportunities, providing for increased need-based financial aid, and securing the safety of students and protection of minors on State System campuses; and

WHEREAS, Ronald G. Henry fostered a greater recognition of each university's unique challenges, strengths, and circumstances, and created a financial environment to better align resources with each university's individual realities, including strategic pricing strategies, financial risk assessments, and innovative project finance methods;

NOW, THEREFORE, BE IT RESOLVED that the Board of Governors of Pennsylvania's State System of Higher Education does acknowledge the many outstanding contributions of Ronald G. Henry to the Board and to the entire State System; and

BE IT FURTHER RESOLVED that the Board of Governors extends best wishes to him in all of his future endeavors.

Unanimously adopted by the Board
January 25, 2017


Cynthia D. Shapira, Chair



Board of Governors’ Standing Committee Assignments

Academic and Student Affairs

Jonathan B. Mack (*Chair*)
Senator Ryan P. Aument
Audrey F. Bronson
Representative Michael K. Hanna
Barbara McIlvaine Smith
Pedro A. Rivera, Secretary of Education
Senator Judith L. Schwank
Cynthia D. Shapira (*ex officio*)
John M. Anderson (*nonvoting president liaison*)

Audit

Harold C. Shields (*Chair*)
Daniel P. Meuser
Senator Judith L. Schwank
Cynthia D. Shapira (*ex officio*)
Francis L. Hendricks (*nonvoting president liaison*)

Finance, Administration, and Facilities

David M. Maser (*Chair*)
Representative Matthew E. Baker
Secretary Sarah E. Galbally (*Governor Wolf’s designee*)
Daniel P. Meuser
Thomas S. Muller
Guido M. Pichini
Aaron A. Walton
Cynthia D. Shapira (*ex officio*)
David L. Soltz (*nonvoting president liaison*)

Human Resources

Aaron A. Walton (*Chair*)
Donald E. Houser, Jr.
David M. Maser
Cynthia D. Shapira (*ex officio*)
Harold C. Shields
Karen M. Whitney (*nonvoting president liaison*)

Executive

Comprised of Board Officers and the Chair of each Standing Committee

Updated: January 25, 2017

**Board of Governors
of the
Pennsylvania's State System of Higher Education**

Meeting Minutes

236th Meeting
Thursday, January 26, 2017
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

10:30 a.m.

ATTENDING

Board of Governors:

Carrie Amann, Alternate designee for Sarah E. Galbally (Governor Wolf's designee)
Senator Ryan P. Aument (via phone)
Representative Matthew E. Baker
Audrey F. Bronson
Wil Del Pilar (Secretary of Education's designee)
Thomas J. Gombar (Senator Schwank's designee) (via phone)
Representative Michael K. Hanna (via phone)
Donald E. Houser, Jr.
Jonathan B. Mack
David M. Maser (Vice Chair)
Daniel P. Meuser
Thomas S. Muller
Cynthia D. Shapira (Chair)
Harold C. Shields
Barbara McIlvaine Smith
Aaron A. Walton (Vice Chair)

Secretary Sarah E. Galbally (Governor Wolf's designee), Guido M. Pichini, Secretary of Education Pedro A. Rivera, and Senator Judith L. Schwank were absent.

Office of the Chancellor:

Frank T. Brogan (Chancellor)
James S. Dillon
Peter H. Garland
Randy A. Goin, Jr.
Kathleen M. Howley
Andrew C. Lehman

Also in attendance from the Office of the Chancellor: Alicia A. Brumbach, Steven R. Dupes, Yvonne M. Grier, Audrey J. Guistwhite, William J. Helzlsouer, Jennifer E. Hoover, Lois M. Johnson, Kenneth D. Marshall, Sue Mukherjee, Charlotte L. Osmolenski, Victoria L. Sanders, Lisa A. Sanno, and Dean A. Weber,

Also in attendance: Jennifer S. Hartman, Chief Executive Officer, Pennsylvania's State System of Higher Education Foundation Board

University Presidents in attendance: John M. Anderson, Christopher M. Fiorentino, Michael A. Driscoll, Kenneth S. Hawkinson, Francis L. Hendricks, Geraldine M. Jones, Interim President Barbara G. Lyman, Cheryl J. Norton, Interim President Frank G. Pogue, David L. Soltz, H. Fred Walker, Marcia G. Welsh, Karen M. Whitney, and Donna F. Wilson represented President Michael Fiorentino.

Chairwoman Shapira called the meeting to order at 10:34 a.m.

Attendance taken at the direction of the Chairwoman established that a quorum of the Board was present.

The Pledge of Allegiance was recited by those in attendance.

APPROVAL OF THE MINUTES OF THE MEETINGS

Chairwoman Shapira noted that the minutes of the meetings held on October 6, 2016, December 20, 2016, and January 5, 2017 were distributed prior to the meeting. Chairwoman Shapira moved **THAT THE MINUTES OF THE OCTOBER 6, 2016, DECEMBER 20, 2016, AND JANUARY 5, 2017 MEETINGS BE APPROVED.**

The motion passed unanimously. Vote: YES - 15; NO - 0

PUBLIC COMMENTS

Public comments were provided by Dr. Ken Mash, President of APSCUF, and several faculty members from Cheyney University of Pennsylvania.

To hear all comments, click on the link.

<http://ducmediasite.passhe.edu/Mediasite/Play/13cf8884747b472a87575a68d3eb7d831d>

THE CHAIRWOMAN'S COMMENTS INCLUDED THE FOLLOWING:

- President Christopher Fiorentino, West Chester University of Pennsylvania
- President Barbara G. Lyman, Shippensburg University of Pennsylvania
- State of the System Address
- Challenges facing the System
- Strategic Review of the System

Chairwoman Shapira noted that the Board met in Executive Session on Wednesday, January 25, 2017, from 12:00 p.m. to 1:27 p.m. No action was taken.

Chairwoman Shapira turned the meeting over to Chancellor Brogan for his remarks.

THE CHANCELLOR'S COMMENTS INCLUDED THE FOLLOWING:

- State of the System Address
- Art Contest

At this point, Chancellor Brogan turned the meeting over to Chairwoman Shapira.

COMMITTEE REPORTS WITH RELATED ACTIONS

A. Academic and Student Affairs Committee

Governor Mack presented the report on behalf of the Academic and Student Affairs Committee. The Committee had one presentation and one information item.

Governor Mack noted that the Committee had six action items to recommend to the Board for approval. (Five new academic programs and a revision to Board of Governors' policy 2002-04-A: *Academic Calendar*)

Governor Mack **moved THAT THE BOARD OF GOVERNORS APPROVE A DOCTOR OF CRIMINAL JUSTICE IN CRIMINAL JUSTICE PROGRAM AT CALIFORNIA UNIVERSITY OF PENNSYLVANIA.** (Attachment #1)

The motion passed unanimously. Vote: YES 15; NO 0

Governor Mack **moved THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM AT INDIANA UNIVERSITY OF PENNSYLVANIA.** (Attachment #2)

The motion passed unanimously. Vote: YES 15; NO 0

Governor Mack **moved THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF APPLIED SCIENCE IN PROFESSIONAL STUDIES PROGRAM AT LOCK HAVEN UNIVERSITY OF PENNSYLVANIA.** (Attachment #3)

The motion passed unanimously. Vote: YES 15; NO 0

Governor Mack **moved THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN TRANSFORMATIVE EDUCATION AND SOCIAL CHANGE PROGRAM AT WEST CHESTER UNIVERSITY OF PENNSYLVANIA.** (Attachment #4)

The motion passed unanimously. Vote: YES 15; NO 0

Governor Mack **moved THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF URBAN AND REGIONAL PLANNING IN URBAN AND REGIONAL PLANNING PROGRAM AT WEST CHESTER UNIVERSITY OF PENNSYLVANIA.** (Attachment #5)

The motion passed unanimously. Vote: YES 15; NO 0

Governor Mack **moved THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISIONS TO THE BOARD OF GOVERNORS' POLICY 2002-04-A: *ACADEMIC CALENDAR*. IT IS NOW TITLED *ACADEMIC CALENDAR*.** (Attachment #6)

The motion passed unanimously. Vote: YES 15; NO 0

B. Audit Committee

Governor Shields presented the report on behalf of the Audit Committee. The Committee reviewed one information item: Office of Internal Audit and Risk Assessment (OIARA) update. (Attachment #7)

Governor Shields noted there were no action items to recommend to the Board for approval.

C. Finance, Administration, and Facilities Committee

Governor Maser presented the report on behalf of the Finance, Administration, and Facilities Committee. The Committee had no information items.

Governor Maser noted that the Committee had seven action items to recommend to the Board for approval.

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE THE ATTACHED UNDERGRADUATE OUT-OF-STATE TUITION PLANS FOR 2017/18.** (Attachment #8)

The motion passed unanimously. Vote: YES - 11; NO - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE AMENDMENTS TO THE FOLLOWING POLICIES, AS ATTACHED:** (Attachment #9)

**BOARD OF GOVERNORS' POLICY 1999-02-A: TUITION;
BOARD OF GOVERNORS' POLICY 1989-05-A: STUDENT FEES;
BOARD OF GOVERNORS' POLICY 1983-18-A: WAIVER OF TUITION
AND/OR FEES**

The motion passed unanimously for Policy 1989-05-A: *Student Fees* and Policy 1983-18-A: *Waiver of Tuition*. Vote: YES - 14; NO - 0

There was an amendment to Policy 1999-02-A: *Tuition*.

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE EAST STROUDSBURG UNIVERSITY'S REQUEST TO PURCHASE PROPERTIES AT 486 EAST BROWN STREET AND 184 GWENDOLYN STREET, EAST STROUDSBURG, PENNSYLVANIA.** (Attached #10)

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE EDINBORO UNIVERSITY'S REQUEST TO DEMOLISH THE CHICKEN COOP LOCATED AT THE PORRECO COLLEGE SITE.** (Attachment #11)

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE MANSFIELD UNIVERSITY'S REQUEST TO REPROGRAM THE FUNDING FOR THE MORRIS DRIVE SAFETY ENHANCEMENT PROJECT TO MODIFY OR RENOVATE EXISTING SPACE AND TO DEMOLISH OBSOLETE AND UNDERUTILIZED BUILDINGS.**

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE WEST CHESTER UNIVERSITY'S REQUEST TO CONVERT 36,800 GROSS SQUARE FEET OF AUXILIARY SPACE IN WAYNE HALL TO E&G SPACE.**

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE WEST CHESTER UNIVERSITY'S REQUEST TO CONSTRUCT THE COMMONS FACILITY USING SYSTEM BOND FINANCING.**

The motion passed unanimously. Vote: YES - 14; NO - 0

D. Human Resources Committee

Governor Walton presented the report on behalf of the Human Resources Committee. The Committee had no information items.

Governor Walton noted that the Committee had four action items to recommend to the Board for approval.

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISIONS TO THE BOARD OF GOVERNORS' POLICY 1983-13-A: *PROCESS FOR RECOMMENDING PRESIDENTIAL APPOINTMENT* AND BOARD OF GOVERNORS' POLICY 1983-14-A: *APPOINTING INTERIM AND ACTING CHIEF EXECUTIVES, AS ATTACHED.*** (Attachment #12)

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISIONS TO THE BOARD OF GOVERNORS' POLICY 1984-14-A: *TERMS AND CONDITIONS OF SENIOR POLICY EXECUTIVES, AS ATTACHED.*** (Attachment #13)

The motion passed unanimously. Vote: YES - 14; NO - 0

A second vote was taken on Policy 1984-14-A to vote on the revision to change contract to employee agreements.

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE THE REVISED BOARD OF GOVERNORS' POLICY 1991-04-A: *VOLUNTEERISM, AS ATTACHED.*** (Attachment #14)

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Walton moved **THAT THE BOARD APPROVE THE APPOINTMENT OF DR. BARBARA G. LYMAN AS INTERIM PRESIDENT OF SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA, EFFECTIVE JANUARY 30, 2017, AND AUTHORIZE THE CHAIRMAN AND THE CHANCELLOR TO EXECUTE THE NECESSARY DOCUMENTS.**

The motion passed unanimously. Vote: YES - 14; NO - 0

BOARD ACTION

Chairwoman Shapira noted there was one action item to recommend to the Board for approval.

Chairwoman Shapira moved **THAT THE BOARD OF GOVERNORS RATIFIES THE SCUPA COLLECTIVE BARGAINING AGREEMENT AND AUTHORIZES THE CHANCELLOR AND THE CHAIR OF THE BOARD OF GOVERNORS TO EXECUTE THE APPROPRIATE DOCUMENTS.** (Attachment #15)

The motion passed unanimously. Vote: YES - 14; NO – 0

ADJOURNMENT

There being no further items of business to come before the Board, Chairwoman Shapira adjourned the meeting at 12:22 p.m.

ATTEST: _____
Randy A. Goin, Jr.
Chief of Staff

The webcast link for January 26, 2017 Board Meeting
<http://ducmediasite.passhe.edu/Mediasite/Play/13cf8884747b472a87575a68d3eb7d831d>

Executive Summary of Degree Proposal
Doctor of Criminal Justice in Criminal Justice
California University of Pennsylvania
January 25-26, 2017

1) Brief Description of Program and Appropriateness to Mission

California University of Pennsylvania proposes a Doctor of Criminal Justice (D.C.J.) degree, which is a professional doctorate and an academic qualification recognized by the U.S. Department of Education.¹ This proposed program will be delivered primarily online with two five-day, on campus experiences and is designed to meet the need of the working professional through its part-time offerings over a two-year period. Such working professionals include criminal justice professionals, including agency leaders, supervisors, investigators, and managers. Historically, master's degrees have been the highest academic qualification available for senior-level criminal justice practitioners, which includes degrees in criminal justice, criminology, police science, and other social science disciplines. The terminal degree in the field, the Ph.D. in Criminology or Criminal Justice, has—and continues to be—principally directed toward future academics and other researchers who work in the academy. The D.C.J. is designed to prepare advanced criminal justice practitioners to assume leadership roles in their respective organizations. Therein lies the difference between the Ph.D. and the professional doctorate similar to the D.P.A. offered by West Chester and the D.S.W. jointly offered by Kutztown and Millersville. The Ph.D. focuses on research methods, statistics, and theory while the D.C.J. is a professional doctorate structured for students seeking to become advanced practitioners. If approved, this D.C.J. will be the first regionally accredited professional doctorate in the United States, which has the full support of the Middle States Commission on Higher Education.

As noted by the external reviewer, the D.C.J. is designed to meet the career enhancement needs of a variety of criminal justice fields within the Commonwealth and around the nation and not compete with Ph.D. programs in criminology and criminal justice. By doing so, it will also respond to calls for reform from Congress, state legislatures, and the various communities across the country. It is within this societal and legislative context that produces the need for a professional doctorate in criminal justice. Not only will it be an important credential for mid- to senior-level criminal justice practitioners, but it also will provide the requisite knowledge and skills to respond the ever-changing demands of society.

It is in the context of these developments that it is becoming increasingly clear that offering a professional doctorate in criminal justice will be an important credential for mid-career and senior level executives seeking an educational opportunity that will allow them to advance their careers.

California University of Pennsylvania is uniquely qualified to offer the proposed online doctoral program. Building upon its excellent criminal justice faculty is the equally compelling Global Online division, which was established in 2003 with one program enrolling 31 students. It has since expanded its academic program inventory to more than 80 options in 14 undergraduate and graduate degrees along with 26 non-degree programs that enrolled over 2,400 students in Fall 2016. California University's Global Online has averaged more than 40 percent in annual enrollment growth with only one year of enrollment decline in 13 years of operation. The Global Online division provides comprehensive academic program operation and excellent support services, including program-level marketing and recruiting,

¹<http://www.nsf.gov/statistics/srs00410/pdf/appe.pdf>

cohort-based registration, and support services for faculty and students. Over the years, California University of Pennsylvania has been recognized by numerous national higher education rating agencies for outstanding online academic programming. This month, the *U.S. News & World Report Best Online Programs* rankings will include the following California University Global Online programs: Bachelor Degrees (6th), Criminal Justice Master's Degrees (20th), Education Master's Degrees (77th), Nursing Master's Degrees (104th), and MBA Degrees (152nd). In 2016, *U.S. News & World Report* included California University Global Online bachelor degree programs among a select list with the highest six-year completion rates.

2) Need

Despite its formal recognition as a terminal degree, the Doctor of Criminal Justice is not offered by any regionally accredited institution of higher education in the United States. This places the State System and California University in the unique position to provide not only the first professional doctorate in criminal justice in the nation, but also a focused curriculum that is timely and in great need. Such an assertion is supported by Hanover Research, which reported positive enrollment growth for professional doctoral degrees in the United States generally, and for criminal justice in the United Kingdom (where the D.C.J. is offered); the thorough report of the external reviewer; California University's analysis of labor and industry data; the evaluation of the proposed D.C.J. program by leaders in the field of criminal justice; and a survey of California University alumni and students.

California University's analysis of Pennsylvania's Workforce Characteristics Report (2016) indicated criminal justice-related professions as being one of the "largest skilled occupations in Pennsylvania." In order to gauge the validity of this general assertion, California University surveyed students and alumni in Fall 2016 with this brief item: *If the Doctor of Criminal Justice were adopted, is this something you have potential interest in?* The survey netted 124 total responses with 73 percent (90 respondents) indicating that they would be "likely" or "highly likely" to have interest in the degree. Another 21 percent (26 respondents) said they were "somewhat likely" to have interest in the degree.

The survey results echo the numerous inquiries that faculty in the Department of Criminal Justice have heard from their alumni as well as professionals in the field. Demand for the program has the potential to be quite high. To achieve the first-year enrollment of in-state students indicated in the D.C.J. five-year budget proposal, only about 4 percent of the 124 respondents in the likely and highly likely categories are required. Considering the fact that the 124 respondents in this category are actually a combination of in-state and out-of-state students and alumni, we could meet our projected enrollments if approximately 12 percent of the respondents followed through with the levels of interest they have expressed. However, as noted in the full proposal, the recruitment and marketing efforts would actually be directed well beyond this internal recruitment, and indeed will be focused primarily on mid- to senior-level criminal justice practitioners throughout the country. California University is prepared to implement a keen marketing strategy aimed at this latter group if the degree is ultimately approved by the Board of Governors.

3) Academic Integrity

The external-review consultant, Dr. Jay Albanese, Professor of Criminal Justice with the Wilder School of Government and Public Affairs at Virginia Commonwealth University and past president of the Academy of Criminal Justice Sciences, unequivocally recommended that California University be granted approval to implement a professional doctorate in criminal justice. His report found the Department of Criminal Justice at California University to be especially qualified due in large part based upon the success of a precisely related graduate program at the master's level; the unique combination of strong, practitioner criminal-justice backgrounds shared among the entire faculty; key criminal justice

connections; their terminal degrees; and the appropriate levels of institutional resources, capacity, and sustainability.

California University also has a proven track record in offering other related graduate programs such as the P.S.M. in Cybersecurity and concentrations in Homeland Security and Criminal Justice in the M.S. in Legal Studies program. California University also has excelled for years in the area of online teaching and teaching and learning.

The D.C.J. program is a cohort-based, 42-credit degree with a focus on analytical skills, leadership, and policy implementation and evaluation. The D.C.J. program will foster the public good, advance criminal justice reform, and implement meaningful career advancement and societal contributions of individuals to relevant sectors of the workforce.

The program will prepare students to:

- Develop applied decision-making and organizational leadership skills that can be used to address a variety of major contemporary issues in criminal justice;
- Develop cultural competence as applied to community policing and community relations generally;
- Support ethical practices in various criminal justice settings so as to ensure fairness and avoid consequences for organizations;
- Develop training needs assessment tools, the ability to deliver training programs effectively, and the skills to measure outcomes;
- Implement plans that incorporate forensics and technology in day-to-day criminal justice operations;
- Demonstrate an expert knowledge of the real-world practical aspects of substantive and procedural law relative to problems and issues in criminal justice;
- Apply criminal justice theory to a wide span of issues facing today's criminal justice leaders;
- Assess critically the needs of the field of corrections and the juvenile justice system so as to ensure justice, minimize recidivism, and rehabilitate offenders and delinquent minors;
- Construct and execute criminal justice plans designed to minimize civil liability exposure;
- Critique the criminal justice system in order to develop plans that can be implemented with the view toward achieving justice more often;
- Evaluate and interpret evidence-based data effectively and apply results in unique criminal justice-related conditions; and
- Appraise and select appropriate technologies for finding, retrieving, and analyzing evidence-based literature for the purpose of utilizing it in a wide range of criminal justice settings.

4) Coordination/Cooperation/Partnerships

California University's Department of Criminal Justice has been coordinating with Indiana University of Pennsylvania's Department of Criminology and Criminal Justice, which offers a Ph.D. in Criminal Justice. IUP's criminology faculty have agreed to explore a number of relevant possibilities such as consulting on periodic program reviews, reviewing best practices in program operations and student learning outcomes assessment, and investigating mutual interests in relevant discipline-specific research endeavors.

The doctoral program in criminal justice also will collaborate with the Pennsylvania Center for Criminological and Forensic Sciences, which is a university-wide center that is housed on the main campus of California University.

Criminal Justice Training students will receive a certificate in “Criminal Justice Instructor Development” from the center. This will qualify D.C.J. graduates to disseminate their new knowledge and skills in a number of different venues, including police/correctional academies and criminal justice training centers across the country. California University also will collaborate with colleagues in Ph.D. criminal justice programs outside of the State System for the purpose of evaluating the existing capacities of their programs. This effort is expected to yield opportunities for students who could not otherwise pursue a traditional Ph.D. program.

5) Assessment

California University’s Department of Criminal Justice has a documented record of successfully assessing criminal justice programs. It takes a multifaceted approach, with a focus on cutting-edge educational teaching methods in relation to national-level assessment indicators. Consequently, the department will be able to implement seamlessly the proposed doctoral-level assessment measures within the context of California University’s practice of continuous improvement to ensure effectiveness. Our assessment plan adheres to the State System’s Board of Governor’ Policy 1997-01: Assessing Student Learning Outcomes and evaluates the program goals and student learning outcomes. As noted in the Board of Governors’ policy, “outcomes assessment is based on explicit learning goals or expectations associated with particular educational programs; it involves the systematic collection and analysis of data—both qualitative and quantitative—to determine how well student performance matches expectations and standards.”

6) Resource Sufficiency

Anticipated costs for the program are based on experience in successfully launching Global Online programs. Given 100 percent online delivery (save for two short summer residencies), there are no additional costs for facilities or equipment. Library resources, computer software and hardware, and student support services are available and sufficient. Existing staff lines are sufficient, but part-time temporary faculty members will be hired to backfill in existing courses so current faculty can staff D.C.J. courses. After establishing sufficient enrollments through the start of the second cohort (Year 3), California University will hire one additional tenure-track faculty member in Year 4 to support the program.

Prepared by: Stan Komacek and John Cencich

Implementation date: Summer 2017

Date approved by Council of Trustees: January 9, 2017

**California University of Pennsylvania
Doctor of Criminal Justice in Criminal Justice
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	In Year 1, projected full-time new student (headcount) numbers include five in-state and ten out-of-state. Year 2 will be the same except for the attrition of one student. At year four, we expect to begin running two cohorts, which will, at that point in time, represent the second year of cohort 2 and the first year of cohort 3. This will continue through the end of the five-year budget.
ESTIMATED REVENUE	
Tuition Generated	The budget uses the differential tuition rates approved for our doctor of health science degree. Part-time students will complete 21 credits per year in Years 1 and 2 for a total of 42 credits.
Instructional Support Fee	The university's standard instructional support fee is used.
Additional Program Generated Revenue	No additional (onetime or reoccurring) revenue amounts are included.
External Grants & Contracts	No revenues from external grants or contracts are included.
Other	The Pennsylvania Institute of Criminological and Forensic Sciences will contribute \$2,000 per year to support the summer residency program.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Existing faculty expenses calculated at 56 percent of workload to full professor step 13 and 44 percent to associate professor step 7 (33 percent fringes applied). One tenure-track position (associate professor step 7) included, year 4.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistants, etc.)	No staff members, graduate assistants, or teaching assistants are anticipated.
Learning Resources	No new or additional Learning Resources will be required for the D.C.J.
Instructional Equipment	No new or additional Instructional Equipment will be required for the D.C.J.
Facilities and/or modifications	No new or modified Facilities will be required for the D.C.J.
Administrative Expense	The required 20 percent administrative expense is charged annually for existing and new students.
Other	Annual expenses are included for marketing/recruiting and residency program speakers.

**California University of Pennsylvania
 Doctor of Criminal Justice in Criminal Justice
 Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment										
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment		5	5			5	5	5	5	5
Out-of-state Part-Time Headcount Enrollment		10	9			10	9	10	9	10
Projected Annual Credits Generated	315		294		315		609		609	
Estimated Revenue										
Tuition Generated	\$223,335		\$206,577		\$223,335		\$429,912		\$429,912	
Instructional Support Fee	\$35,107		\$32,473		\$35,107		\$67,580		\$67,580	
External Grants and Contracts										
Other	\$2,000		\$2,000		\$2,000		\$2,000		\$2,000	
Estimated Total Revenue	\$260,442		\$241,050		\$260,442		\$499,492		\$499,492	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries/Benefits - Faculty	\$156,981		\$156,981		\$156,981		\$279,836		\$279,836	
Salaries/Benefits Other (GA stipend)										
Learning Resources										
Instructional Equipment										
New Facilities and/or Modifications										
Administrative Expense	\$51,688		\$47,810		\$51,688		\$99,498		\$99,498	
Other: Marketing, Speakers for Residency Program, Faculty Professional Development	\$25,000		\$25,000		\$25,000		\$25,000		\$25,000	
Estimated Total Expenses	\$233,669		\$229,791		\$233,669		\$404,334		\$404,334	
Estimated Financial Impact of New Program	\$26,772		\$11,259		\$26,772		\$95,158		\$95,158	

Executive Summary Degree Proposal
Master of Science in Athletic Training
Indiana University of Pennsylvania
January 25-26, 2017

1) Brief Description of Program and Appropriateness to Mission

The Master of Science in Athletic Training was developed in response to a decision to establish the professional degree in athletic training at the master's level by the Athletic Training Strategic Alliance, which comprises the Board of Certification, Commission for the Accreditation of Athletic Training Education, National Athletic Trainers Association (NATA), and NATA Research and Education Foundation. Indiana University of Pennsylvania (IUP) is transitioning its existing bachelor's program in athletic training to a master's degree in order to continue preparing candidates to sit for the Board of Certification examination and enter the field of athletic training.

This professional Master of Science in Athletic Training will use a competency-based approach in both the classroom and clinical settings. Athletic Training students are educated to provide comprehensive client/patient care in five domains of clinical practice: prevention; clinical evaluation and diagnosis in collaboration with a physician; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being.

Multiple modes of entry will be provided into the proposed program, including an early graduate school admission (typically described as a 3+2) track, which will allow students pursuing athletic training to begin their studies at Indiana University of Pennsylvania as freshmen. Additionally, students will be accepted into the proposed program after the traditional completion of the bachelor's degree either at IUP or at another institution. Upon initiation of the graduate program, the existing undergraduate program will be phased out.

The Master of Science in Athletic training will align with IUP's strategic plan by providing an innovative academic program of high quality and value. Additionally, the proposed program will add to the university's goal of preparing students for success in work and life by immersing athletic training students in diverse out-of-classroom experiences throughout the curriculum in allied health sites, both on and off campus and in a variety of athletic training settings.

Furthermore, through partnerships with the Indiana Regional Medical Center, Center for Orthopedics and Sports Medicine and Indiana Total Therapy, IUP hosts an annual sports medicine workshop giving students the opportunity to network with a variety of healthcare providers and to interact with a number of athletic training alumni who return to campus for the workshop.

Finally, the program will strengthen IUP's value to its local partners through multiple affiliation agreements with local high schools, colleges, and healthcare facilities in which students gain clinical education experiences.

2) Need

According to the U.S. Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, the job outlook for athletic trainers is strong. Employment for athletic trainers is expected to grow by 21 percent from 2012-2022. This is classified as “faster than average” for all occupations. Additionally, national awareness of sports-related injuries, particularly in youth, is increasing the demand for athletic trainers. Two current national legislative efforts are the result of aforementioned public awareness regarding sports-related injuries: The SAFE PLAY Act and The Secondary School Student Athletes’ Bill of Rights. Athletic trainers work in a diverse group of settings, including many emerging practice settings, which will continue to grow after the implementation of the entry-level degree change in the profession. The job outlook in Pennsylvania has significant potential with a projected 24 percent increase in positions between 2012 and 2022. There are currently 1,442 senior and junior high schools, charter schools, and private schools in the Commonwealth with more than 350,000 students participating in interscholastic athletics at all levels. PA is the sixth largest state with respect to the amount of participation in athletics. As such, athletic trainers are in demand in the Commonwealth’s secondary schools.

3) Academic Integrity

The Athletic Training Education Program at Indiana University of Pennsylvania will seek to provide students with a high-quality, comprehensive, challenging, and diverse academic and clinical education in athletic training. Students will graduate with clinical knowledge, skills, and experience needed for entry into the profession of athletic training, as well as interpersonal, affective, and ethical tools to function as caring healthcare professionals in any setting in which certified athletic trainers function. The program will present all students with the knowledge and skills necessary to successfully challenge the Board of Certification examination.

Upon completion of the Master of Science in Athletic Training program, student will:

1. Employ the Foundational Behaviors of Professional Practice as outlined in the Athletic Training Education Competencies;
2. Utilize concepts of evidence based practice while engaging in clinical decision-making;
3. Create and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients’/patients’ overall health and quality of life;
4. Develop clinical examination techniques and apply clinical-reasoning skills in order to accurately diagnosis and effectively treat patients;
5. Demonstrate proficient evaluation and immediate management of acute injuries and illnesses;
6. Assess a patient’s status using clinician- and patient-oriented outcome measures and select the appropriate therapeutic intervention to maximize the patient’s participation and health-related quality of life;
7. Recognize, intervene and refer clients/patients exhibiting abnormal social, emotional, and mental behaviors;
8. Explain the athletic trainer’s role in the healthcare system and understand the importance of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management; and
9. Value the importance of maintaining current competence in the constantly changing world of healthcare and embrace the need to practice within the limits of state and national regulation using moral and ethical judgment.

The Master of Science Athletic Training program utilizes a learning over time medical education model that integrates a sequential progression of didactic, laboratory, and clinical educational experiences. The 50-credit curriculum is designed to increasingly challenge students as they progress through the program and increase clinical decision making opportunities in real-life clinical practicum experiences.

The structure of the proposed program will allow for incoming freshmen to take prerequisite coursework while working toward a degree in physical education and sport in the Department of Kinesiology, Health, and Sport Science and, if they meet university admissions criteria, to be eligible for early enrollment in the graduate program. Thus, there is an opportunity to earn both a bachelor's and master's degree in five years.

4) Coordination/Cooperation/Partnerships

Upon the announcement by the Athletic Training Strategic Alliance regarding the move to the professional degree in athletic training to the master's level, program representatives from California, Indiana, Lock Haven, and West Chester Universities of Pennsylvania collaborated in the early stages of program development in an effort to streamline the transition process. However, more involved collaboration among universities for an intense competency-based allied healthcare profession is not a viable option. Instruction and evaluation of the multiple competencies and clinical skills is more attainable within an on-campus program.

Locally, the proposed athletic training program will continue the established close partnerships with the Indiana Regional Medical Center, Center for Orthopedics and Sports Medicine, Indiana Total Therapy, Laurel Highlands Physical Therapy, Saint Vincent College, and nine local school districts.

5) Assessment

The program's assessment plan utilizes data from multiple sources: preceptor evaluations, student clinical evaluations, comprehensive examinations, exit interviews, alumni surveys, and certification examinations results. Outcomes will be reviewed by core program faculty and utilized in making curricular modifications and changes. Additionally, the undergraduate program is currently accredited by the Commission on Accreditation of Athletic Training Education, which is required in order for program graduates to become eligible to sit for the Board of Certification examination. The IUP undergraduate athletic training program has undergone three accreditation reviews, and has had continuous CAATE accreditation since 2001. We intend, and are confident in our ability, to earn accreditation for our Master of Science in Athletic Training upon initiation of this new program. A notification of intent will be due on the first day of May of the year of program initiation, and a substantive change document must be filed by the following August.

6) Resource Sufficiency

Facilities and Equipment: No additional resources are projected. Due to the fact that this master's degree program will replace an existing bachelor's degree program, resources currently utilized by the undergraduate program will be sufficient for the implementation and operation of the proposed graduate program.

Faculty and Staff: After calculating projected workloads, no additional faculty positions will be necessary. Workload currently assigned for the teaching within the undergraduate program will be sufficient to meet the needs of the proposed graduate program. Twelve undergraduate courses will be eliminated from the undergraduate curriculum and will be replaced with twelve newly proposed graduate courses.

Prepared by: Dr. James Racchini
Implementation date: Summer 2018
Date approved by Council of Trustees: May 5, 2016

**Indiana University of Pennsylvania
Master of Science in Athletic Training
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Projected student enrollment is based on current undergraduate cohort average minus students who are using the athletic training program as a Pre-Physical Therapy or preparation for other medical field. In-state/out-of-state ratio (70/30) is based on undergraduate program figures. Finally, a 93 percent retention rate is utilized to match the retention rate of students in the undergraduate program after entrance into the professional/clinical phase of the major (after third semester). This is a more accurate projection compared to the current departmental graduate retention rate due to the cohort format of the proposed program.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses approved tuition rate for each year of the five-year budget projections.
Instructional Support Fee	The budget spreadsheet uses the currently approved instructional support fee for each year of the 5-year budget projection.
External Grants & Contracts	N/A
Other	
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	All three athletic training faculty are predicted to be at step 13 of an Assistant Professor by the start of the proposed program (Summer 2018). Projected faculty teaching load was created to generate percentages of teaching each faculty member would dedicate to the graduate program. Faculty #1 will dedicate 16/29/33/33/33 percent of teaching load to the proposed program over the first five years. Faculty #2 will dedicate 37/44/51/51/51 percent of teaching load to the proposed program over the first five years. Faculty #3 will dedicate 41/73/75/75/75 percent of teaching load to the proposed program over the first five years. Figures are adjusted to represent these teaching loads.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	Figures are 1/8 of KHSS departmental expenses.
Learning Resources	Resources in place from undergraduate program.
Instructional Equipment	Equipment in place from undergraduate program.
Facilities and/or modifications	All necessary facilities are already in place due to the offering of a BS program over the past 15+ years.
Administrative Expense	Assume that 20 percent of the tuition and instructional support fee is added for administrative expenses.
Other	Other costs included annual accreditation fees (CAATE) and program marketing.

**Indiana University of Pennsylvania
Master of Science in Athletic Training
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		7	6	9	9	10	10	11	10	12
Out-of-state Full-Time Headcount Enrollment		3	3	3	2	4	3	5	4	6
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	250		525		625		725		800	
Estimated Revenue										
Tuition Generated	\$138,900		\$289,875		\$338,175		\$398,575		\$446,900	
Instructional Support Fee	\$21,945		\$45,799		\$53,434		\$62,974		\$70,605	
External Grants and Contracts										
Other - University Revenue in Y1 Only		\$43,321								
Estimated Total Revenue	\$204,166		\$335,674		\$391,609		\$461,549		\$517,505	
Estimated Expenses										
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	\$148,273	\$0	\$224,589	\$0	\$241,977	\$0	\$241,977	\$0	\$241,977	\$0
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$10,974	\$0	\$11,709	\$0	\$12,179	\$0	\$12,633	\$0	\$13,111	\$0
Learning Resources	\$2,250	\$0	\$2,250	\$200	\$2,450	\$0	\$2,450	\$200	\$2,650	\$0
Instructional Equipment	\$1,000	\$0	\$1,000	\$100	\$1,100	\$0	\$1,100	\$100	\$1,200	\$0
New Facilities and/or Modifications to existing facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrative Expense	\$32,169		\$67,135		\$78,322		\$92,310		\$103,501	
Other	\$6,500	\$3,000	\$6,750	\$0	\$7,000	\$0	\$7,250	\$0	\$7,500	\$0
Estimated Total Expenses	\$204,166		\$313,733		\$343,028		\$358,020		\$369,939	
Estimated Financial Impact of New Program	\$0		\$21,941		\$48,581		\$103,529		\$147,566	

Executive Summary Degree Proposal
Bachelor of Applied Sciences in Professional Studies
Lock Haven University
January 25-26, 2017

1) Brief Description of Program and Appropriateness to Mission

The Bachelor of Applied Science in professional studies is a degree completion program designed especially, but not exclusively, for adult learners who have earned an Associate of Applied Science (B.A.S.) or a technical degree/certification from regionally accredited community colleges or non-regionally accredited post-secondary technical schools. Pennsylvania currently has 173 such programs. The B.A.S. will provide access to the benefits of a baccalaureate degree for students who elected, for economic or other reasons, to first acquire a career-focused associate or technical degree in order to enter the workforce before embarking upon further studies. Students may satisfy degree requirements in a hybrid model of face-to-face and online education; students who have satisfied or transfer in lab science and oral communication requirements will be able to complete their program fully online. Admitted students will seamlessly transfer 60 credits from their regionally accredited A.A.S. or 45-60, per the articulation agreement, from a non-regionally accredited post-secondary technical degree/certification toward the major, general education, and elective credits per Board of Governors policy and the articulation agreement between Lock Haven University and the technical or community college. Students will complete major requirements through a professional studies core, satisfy remaining general education requirements at Lock Haven University, and complete additional credits in a specialty area of study. Identified specialty areas include entrepreneurship, management, and Spanish. Additional areas, such as art and graphic design, may be added if student and workforce demand indicates a need. Students will be required to meet State System residency requirements for completion programs.

The B.A.S. in professional studies aligns well with the workforce needs of the Commonwealth and advances State System Goal 1.3 “Develop, implement, and increase enrollments in programs designed to meet demonstrated current and emerging workforce needs.” This degree enables non-traditional, working adult students, who need additional knowledge, skills, and credentials to earn a relevant degree that builds upon their technical degrees, and enhances their career and life success, thus advancing the State System goal to “attract, retain, and graduate students beyond the traditional 18- to 22-year-old, on-campus, and residential population.” The proposed degree completion program directly addresses State System Goal 2.4: “Increase the number of working adult and transfer students enrolled in the System; specifically, increase the number of undergraduate students over the age of 25” and Goal 2.5: “Increase the number of courses and programs available to students through distance education; specifically, increase the number of students in online and blended courses.”

The B.A.S. in professional studies supports Lock Haven University’s strategic plan by offering students an excellent, affordable education. It is characterized by a strong foundation in the liberal arts and sciences; it is a professional program—upon which the university places special emphasis—for students working in technical fields; and it affords students real-world experience and close personal interactions with faculty. The program is also relevant to Lock Haven University’s Strategic Goal 1.1: “require each student to engage

in real-world learning experiences”; 1.5: “support the use of technology”; 1.6: “the university will assess student learning”; and 2.3: “development of new and emerging programs to meet the needs of the region and Commonwealth.”

2) Need

The Pennsylvania Department of Labor and Industry’s “High Profile Occupations and Target Cluster,” lists the following occupations as in high demand in central Pennsylvania and throughout the Commonwealth.

- Supervisors – Construction Trades & Extraction Workers
- Supervisors – Mechanics, Installers, & Repairers
- Supervisors – Production & Operating Workers
- Supervisors – Transportation & Vehicle Operators

The Georgetown University Center on Education and the Workforce report indicated that the 22,377 new and replacement jobs projected in the field between 2014 and 2024 will be surpassed only by the need for registered nurses and accountants and auditors. A total of 4,475 of these new jobs will be located in central Pennsylvania. The report also projects a 42.5 percent growth in road transportation support jobs in central Pennsylvania and a 48.4 percent and 46.7 percent increase in rail and water support transportation jobs in the Lock Have region. These support jobs include supervisory positions.

The State System’s “Central Pennsylvania’s Supply Demand Gap Analysis, 2016,” reported a Supply/ Demand gap of 0.60 for supervisors of mechanics, installers, and repairers. This was the twentieth highest gap for the region (51). The analysis also showed a 0.60 gap for cost estimators, and a 0.66 gap for compliance officers (62). These are jobs that graduates in the B.A.S. program would be qualified to fill. Since 6.6 percent of Pennsylvania’s workers are Hispanic and Pennsylvania ranks thirteenth in the United States in terms of the size of its Hispanic population (Pew Research Center 2011), it is likely that supervisors in the industries above will need to communicate with Spanish-speaking workers. According to the Pennsylvania Department of Labor and Industry’s “Career Ladder Pathway,” these supervisory jobs require a bachelor’s degree. Graduates of a B.A.S. in professional studies program would therefore be highly qualified to work in these occupations.

Penn Highlands Community College and Triangle Tech have expressed support for a B.A.S. program. Penn Highlands anticipates that twelve of their graduates will enroll annually (five full-time and seven part-time) and Triangle Tech believes that fifteen students will enroll annually, both part-time and full-time. Lock Haven University will develop articulation agreements with interested technical schools and community colleges throughout the Commonwealth of Pennsylvania.

The proposed completion program differs significantly from the program at Bloomsburg University of Pennsylvania, which has different concentrations; from Clarion University of Pennsylvania’s, which is aimed at graduates of Clarion’s A.A.S. in criminal justice; and from Slippery Rock University’s, which is only for graduates of an A.A.S. in business administration.

3) Academic Integrity

The B.A.S. in professional studies degree completion program is tailored for the working practitioner and can be completed either on a full- or part-time basis. The general education, core, and specialty area components provide a coherent completion to the major,

supplementary area of expertise, and rigorous learning in the liberal arts and sciences. All three components include advanced course work. Students entering the program will work directly with Lock Haven University's transfer admissions counselor to ensure that all documented prior learning is applied to the B.A.S. completion degree requirements in accordance with the articulation agreement and Board of Governors' policy on transfer.

Applicants for the program must hold an A.A.S. degree from an accredited community college or a technical degree/certification from a post-secondary technical school with at least a 2.0 GPA and must meet general admission requirements to Lock Haven University. For technical degrees leading to a certification exam, the applicant must have passed the certification exam and hold the relevant certificate.

4) Coordination/Cooperation/Partnerships

Lock Haven University has secured commitment to articulation from Penn Highlands Community College and Triangle Tech, as soon as the B.A.S. is approved. Lock Haven University will actively seek articulation agreements with additional Pennsylvania community colleges and technical schools. Letters of support from Penn Highlands Community College and Triangle Tech are attached to this proposal.

5) Assessment

Lock Haven University requires all academic programs to define, assess, and report annually on achievement of program and student learning outcomes. The B.A.S. program will develop an assessment rotation and collect data on an annual basis, including program enrollment, rate of student persistence and completion, and the number of articulation agreements for the program. An assessment coordinator will be identified and supported with the regular stipend; a faculty steering committee comprised of faculty from core and specialty areas will be convened to provide academic oversight. The program will submit an annual report to the Dean of Liberal Arts and Education. A more detailed program review process will take place every five years per State System policy.

General education learning outcomes will be assessed in keeping with the general education assessment and sampling rotation, overseen by the Outcomes Assessment Committee. Student learning outcomes for each course in the B.A.S. core and specialty areas are described explicitly within the course syllabi. Learning outcomes will also be assessed at the course and program level consistent with the university's annual review process, and during a more detailed five-year view as identified in State System policy.

Data related to student learning outcomes will be collected regularly and evaluated by department and program faculty. Program outcomes, data, analysis, and actions will be placed in the university's TracDat system and reviewed by the dean as part of the department and program annual review process.

6) Resource Sufficiency

Current faculty at Lock Haven University have the qualifications required to teach the courses in the general education, professional core, and specialty area components of the program. No additional equipment, software, supplies, or facilities modifications are required for this program. The B.A.S. repackages existing courses for the new program. Because of recent declines in undergraduate enrollment, B.A.S. students will backfill seats in general education and in Spanish. We do not anticipate any need for additional sections for these areas. Depending on which specialty area students select, it is possible that by years three and beyond, capacity in accounting and management courses could be taxed, requiring the

addition of one or two sections to the schedule; those potential costs have been calculated in the budget projections, assuming an adjunct might be hired to replace faculty in another course.

Prepared by: Donna F. Wilson, Ph.D., Provost and Executive Vice President

Implementation date: Fall, 2017

Date approved by Council of Trustees: November 18, 2016

**Lock Haven University of Pennsylvania
Bachelor of Applied Science in Professional Studies
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Twelve new students annually, five full-time and seven part-time Nine continuing students in Year Two, four full-time and five part-time, assuming 74 percent retention. Thirteen continuing students in Year Three, four full-time and nine part-time, assuming 74 percent retention rate. Seventeen continuing students in Year Four, four full-time and thirteen part-time, assuming 74 percent retention rate. Seventeen continuing students in Year Five, four full-time and thirteen part-time, assuming 75 percent retention rate
ESTIMATED REVENUE	
Tuition Generated	Assumes flat tuition of \$7,238.00 a year for full-time Pennsylvania residents and \$302 per credit for part-time Pennsylvania residents per semester.
Instructional Support Fee	Assumes \$963.00 per full-time student per semester and \$385.20 per part-time student per semester
Additional Program Generated Revenue	Not applicable
External Grants & Contracts	Not applicable
Other	Not applicable
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	There are no salaries/benefits for faculty accruing directly to the program because all courses are already offered for other majors or general education; faculty cost is calculated as impact to non-major courses below
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	\$15 percent FTE Administrative Assistant I Step
Learning Resources	There are no expenses related to learning resources.
Instructional Equipment	There are no expenses related to instructional equipment.
Facilities and/or modifications	There are no expenses related to new facilities; existing facilities do not need to be modified.

**Lock Haven University of Pennsylvania
Bachelor of Applied Science in Professional Studies
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		5	4	5	4	5	4	5	4	5
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment		7	5	7	9	7	13	7	13	7
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	234		414		462		510		510	
Estimated Revenue										
Tuition Generated	\$61,558		\$108,630		\$123,126		\$137,622		\$137,622	
Instructional Support Fee	\$7,511		\$13,289		\$14,830		\$16,371		\$16,371	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$69,069		\$121,919		\$137,956		\$153,993		\$153,993	
Estimated Expenses										
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits - Faculty										
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)	\$14,958		\$15,849		\$16,173		\$16,205		\$16,205	
Learning Resources										
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$30,383	\$30,999	\$30,999	\$62,497		\$62,958	\$15,740	\$78,698	
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$13,814		\$24,384		\$27,591		\$30,799		\$30,799	
Other										
Estimated Total Expenses	\$59,155		\$102,230		\$106,261		\$125,701		\$125,701	
Estimated Financial Impact of New Program	\$9,915		\$19,689		\$31,695		\$28,292		\$28,292	

Executive Summary of Degree Proposal
Master of Science in Transformative Education and Social Change
West Chester University of Pennsylvania
January 25-26, 2017

1) Brief Description of Program and Appropriateness to Mission

The Master of Science in Transformative Education and Social Change is primarily aimed at students who are current educators – in schools or communities – and who seek to examine their profession, and their own practice within it, as well as their work in relation to the society in which they live. As a secondary audience, the program is also designed for individuals working in educational settings who are looking to improve the field of education. Within the context of the action research model, this innovative, interdisciplinary, practitioner-oriented program is designed to provide educators with an opportunity to identify concerns and conduct research that has a direct impact on their professional lives, communities, and workplaces.

A primary focus of the program is to provide students with a critical framework so they can challenge their own biases and assumptions regarding their underlying educational philosophies and practices. To provide educators with the necessary tools to develop as change agents and challenge and test their assumptions, the program is built around an action research emphasis. Action research is a process of reflection that allows educators to improve the way they address issues and solve problems in their schools and classrooms. By grounding the program in the action research model, we seek to close the gap between theory and practice and to integrate the ideals of “teacher as researcher” and “data driven decision making” within the teaching profession.

West Chester University’s *Building on Excellence Strategic Plan* charges the institution to “be highly relevant to its many constituencies by offering innovative programming that addresses the most pressing issues of our time and ensures a sustainable future that promotes quality of life along all its dimensions.” This master’s degree, with its focus on the potential inherent in education for social transformation and change, seeks to advance this mission with the aim of fostering the development of critically engaged and impactful teachers.

2) Need

The Master of Science in Transformative Education and Social change is designed for two audiences: certified teachers and those working in education settings. Teachers in the Commonwealth are required to engage in continual professional education every five years, which can be satisfied through graduate course work. While this program does not lead to an additional certification, this is generally of little concern for certified teachers seeking graduate programs. For the vast majority of teachers, it is actually the earning of a master’s degree that moves them up the salary scale, not the procurement of an additional certification. This degree is attractive to educators who want to continue in their current position while simultaneously developing the skills to improve their practice in that position. However, should a student seek further credentials, the program offers the opportunity to select at least four focused inquiry electives, which allows students to earn one of several graduate certificates offered at the university, including Educational Technology and Sustainability Education.

From a market survey of current undergraduate students, 88 percent of the respondents indicated they had an interest in working toward a master's degree in education after graduation. The majority of respondents were clear that they needed some form of graduate degree to "keep up" with new curricula, learning theories, and pedagogical practices. Corresponding to the West Chester strategic plan of having students become more responsive and sensitive to diversity and global issues, 75 percent of respondents indicated they wanted to obtain a graduate degree that would help develop strong theoretical and practical foundations in working toward educational change, particularly within diverse populations (classroom to policy), as well as through local and global efforts.

3) Academic Integrity

The M.S. in Transformative Education and Social Change is a 36-credit hour program organized around three areas of learning, distributed as follows: programmatic core (15), curriculum development, assessment, and thesis (9), and focused inquiry electives (12). Full-time students will typically complete the program in two years, averaging 18 credits per academic year. Part-time students will typically complete the program in three years, averaging 12 credits per academic year. The learning outcomes for the proposed master's will focus on students who already hold a teaching certification or are working in a particular professional educational setting. Students develop a "thematic concern" based on their area of study. Throughout the programmatic core and elective coursework, students will develop a critical/transformational lens regarding their unique thematic concern. Students will then prepare a "critical action research" project based on their thematic concern. The learning outcome will be based on national standards and the principles highlighted above, which will encourage students to become leaders and active agents of change within their classroom and broader school environments.

The rigor of this program is actually one of its unique and defining features. Unlike a traditional thesis, the critical action research thesis requires that students articulate a serious understanding of educational theory, conduct an in-depth literature review of their problem, and design a real-world solution to that problem. This happens across the construction of a five-chapter thesis. The theses are rigorously supervised and critiqued with the goal of actual implementation within the researcher's professional context. The program's core courses are designed to provide students with multiple perspectives from which to view and analyze their chosen concern, while the students' focused inquiry coursework should provide further depth in their analysis. The process, therefore, is designed to allow the students to gradually shape and develop their thesis via the papers produced within each course.

4) Coordination/Cooperation/Partnerships

Kutztown University of Pennsylvania recently received approval to offer the Doctorate of Education in Transformational Teaching and Learning beginning in the Fall of 2017. This degree shares many of the same learning goals, outcomes, and programmatic aims as the proposed Master of Science in Transformative Education and Social Change. Kutztown University's program, however, achieves these objectives at the doctoral level. Deans and faculty from both programs have met and identified that students graduating from the West Chester University program "would be well prepared to be successful" in Kutztown University's doctoral program. In this way, this program will create a potential pipeline of doctoral students for another State System institution's graduate programs. Should West Chester University's program be approved, each program has committed to further discussion regarding building upon potential synergies.

All of the required core classes will be offered through the Department of Professional and Secondary Education, but students will have an opportunity to take courses in a number of other departments and other programs, including the recently approved Doctorate in Education Policy, Planning, and Administration.

5) Assessment

The assessment plan and process for the proposed program will be organized according to the detailed set of learning outcomes that have developed around the five program goals, which include: 1) Educators will systematically examine their practice through a critical lens and determine a thematic concern that directly relates to their professional practice; 2) Educators will examine the impact of politics, economics, culture, and technology on communities, schools, and students; 3) Educators will critically evaluate the impact of educational programs for social change; 4) Educators will develop transformative pedagogies that are responsive to the intellectual, social, cultural, emotional, and developmental needs of their students; 5) Educators will develop an understanding of curriculum development with an appreciation of diversity in regard to race, language, gender, socioeconomic status, religion, ethnicity, geographic region, sexual orientation, ability, and age.

Using LiveText software, an assessment plan for the program has been developed for the systematic collection of data, analysis of the findings, and creation and tracking of plans for programmatic improvements. A minimum of two assessment measures per program learning goal are identified to gauge progress on student learning outcomes. Assessment tools vary from course-embedded measurement, items from the program's action research thesis, and course evaluations, which allow for the evaluation of both direct and indirect measures of student learning. Data will be collected from all students enrolled in courses with course-embedded measures and the action research project. The action research project represents the final articulation of learning by students completing the program. Given this, a rigorous analysis of each project will be undertaken by program faculty. Each student will be required to present their project to a committee consisting of the student's adviser and two other members of the department faculty.

6) Resource Sufficiency

West Chester University will initiate the program using existing faculty, facility, and equipment. The only additional expenses will be for additional learning resources and graduate assistantships. Additionally, if demand for the program is as expected, university leadership has committed to hiring faculty to accommodate overall programmatic growth.

Prepared by: John Elmore, PHD

Implementation date: Spring 2017

Date approved by Council of Trustees: December 6, 2016

West Chester University of Pennsylvania
Master of Science in Transformative Education and Social Change
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Estimates include ten new students matriculating into the program in years one through two, and 15 in subsequent years. Average retention rates for the department are used to estimate attrition, which is modeled at 85 percent between years one and two only, which is where graduate student loss typically occurs.
ESTIMATED REVENUE	
Tuition Generated	Tuition is calculated at the recently approved rate for 2016-2017.
Instructional Support Fee	This reflects the currently approved instructional support fee for both in-state and out-of-state graduate credits and excludes technology tuition fee revenue.
Additional Program Generated Revenue	Not applicable.
External Grants & Contracts	Not applicable.
Other	Not applicable.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	In addition to existing faculty, one additional faculty line is needed to support this program, with a hire planned for year three. Salary and benefits are modeled using assistant professor step 7 enrolled in the alternative retirement program. The model assumes the alternative retirement program given the overwhelming participation of faculty in this benefit.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	24 credits (2 graduate assistants receiving 6 credits per semester) of graduate assistantships will be funded through the program every year. Graduate assistantships include tuition waivers and a stipend up to \$2,500 per semester based on the number of credits awarded. The university uses a composite rate of \$779.57 per credit to estimate the cost of graduate assistantships. This rate includes both the tuition waiver and stipend.
Learning Resources	Not applicable.
Instructional Equipment	Not applicable.
Facilities and/or modifications	Not applicable.
Administrative Expense	This is calculated at 20 percent.
Other	Marketing expenses.

**West Chester University of Pennsylvania
Master of Science in Transformative Education and Social Change
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	0	1	1	1	1	2	2	2	2	2
Out-of-state Full-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
In-state Part-Time Headcount Enrollment	0	9	8	9	16	13	19	13	22	13
Out-of-state Part-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Projected Annual Credits Generated	126		240		402		456		492	
Estimated Revenue										
Tuition Generated	\$60,858		\$115,920		\$194,166		\$220,248		\$237,636	
Instructional Support Fee	\$6,504		\$12,389		\$20,751		\$23,539		\$25,397	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$67,362		\$128,309		\$214,917		\$243,787		\$263,033	
Estimated Expenses										
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty						\$99,991	\$99,991		\$99,991	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$18,710	\$18,710		\$18,710		\$18,710		\$18,710	
Learning Resources										
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$13,472		\$25,662		\$42,983		\$48,757		\$52,607	
Other		\$5,000	\$5,000		\$5,000		\$5,000		\$5,000	
Estimated Total Expenses	\$37,182		\$49,372		\$166,684		\$172,458		\$176,308	
Estimated Financial Impact of New Program	\$30,180		\$78,937		\$48,233		\$71,329		\$86,725	

**Executive Summary of Degree Proposal
Master of Urban and Regional Planning
West Chester University of Pennsylvania
January 25-26, 2017**

1) Brief Description of Program and Appropriateness to Mission

The Board of Governors recently approved a Bachelor of Science in Urban and Environmental Planning and the proposed master's program builds upon this foundation. West Chester University has been educating planners at the graduate level through a number of offerings such as the Master of Arts (M.A.) in Geography with certificates in Urban and Regional Planning and/or Geographic Information Systems (GIS), or a Master of Public Administration (M.P.A.) with a graduate certificate in Urban and Regional Planning. Despite the heavy emphasis on planning, the current graduate programs are not structured to meet standards for planning accreditation as a graduate planning program. In order to achieve the strategic goals of the department with regard to offering degrees that are of value and meet the needs of the Commonwealth and students, the department is seeking Board of Governors approval to offer a Master of Urban and Regional Planning (M.U.R.P.).

The M.U.R.P. at West Chester University is designed to prepare students to enter the workforce as professional planners and thereby meet the growing demand for urban and regional planners and related professions in the region. Professional planners help influence future neighborhoods as well as local, regional, and metropolitan areas. A planner plays a major role in shaping communities, providing guidance for sustainable development and addressing social, environmental, political, and economic problems of communities. This graduate level urban and regional planning curriculum equips students with the professional and technical skills needed to guide the complex processes of a changing world; to utilize modern technology to create a sustainable built and natural environment; and to enrich communities through leadership, entrepreneurial creativity, social responsibility, and environmentally sustainable planning and policy.

As a graduate degree, the program is focused on deep study of the planning and geospatial applications related to planning. The program is designed to complement the recently approved B.S. in Urban and Environmental Planning program. Whereas the undergraduate program emphasizes environmental conservation and land use planning, the M.U.R.P. will provide specialty areas in economic development and advanced geospatial applications. The program will train students to understand the "public interest" and to balance the needs of the public with the rights and interests of private individuals and businesses. Students will learn advanced approaches to developing plans, policies, and regulatory approaches to influence development and advise communities and clients regarding public and private development interests.

2) Appropriateness to university mission and strategic plan

The proposed program will contribute to West Chester University's goal of assuring student learning and academic excellence by better utilizing the existing resources of the Geography and Planning Department. It will educate future planners by strengthening an academic program for which there is projected demand, by supporting interdisciplinary collaborations and programs, by incorporating additional technology into the curriculum, and by expanding pedagogy around an evolving technological field of geospatial technologies, central to the

planning profession. The program will also support the promotion of sustainability in the classroom, on campus, and around the region. The degree will further contribute to diversity goals as planning is historically a profession that is well-represented by women and under-represented minorities.

3) Appropriateness to college and department strategic plan

With its emphasis on geospatial technologies, sustainability and community engagement, the program will help advance key areas of the mission of the College of Business and Public Management while providing cutting-edge education to students from the region. The program will better support the department's mission to prepare students for planning careers by offering an accredited planning degree.

4) Need

West Chester University engaged Hanover Research as an external evaluator to assess the market for a graduate planning program in September 2015. Hanover's analysis of labor and employment trends predicts that occupations related to urban and regional planning will increase by 18.83 percent in Pennsylvania. Employment in similar occupations nationwide is expected to grow by 20.06 percent until 2022. These figures represent an opportunity at the regional and Commonwealth levels for West Chester to leverage existing resources to meet this growing demand.

There are three masters level planning programs in the Southeast Pennsylvania region: Temple University's Master of Science in City and Regional Planning, the University of Pennsylvania's Master of City Planning, and Rutgers University's Master of City and Regional Planning. All are accredited by the Planning Accreditation Board. Three institutions in Pennsylvania were identified in the Hanover report as having conferred Masters Degrees in City/Urban Planning, including the University of Pennsylvania (76 percent of degrees), Temple University (18 percent of degrees) and Carnegie Mellon University (6 percent of degrees). The M.U.R.P. at West Chester University would provide a public university option, which would significantly lower tuition, and would provide access to the citizens of southeastern Pennsylvania. The M.U.R.P. at West Chester University would attract students from a wide variety of educational, cultural, and economic backgrounds.

5) Academic Integrity

The broad mission of the Master of Urban and Regional Planning program is to produce well-trained planners to support the needs of their communities. Students will develop critical thinking as well as technical and communication skills to make them effective professionals in planning and planning-related fields. Building on core strengths of the department, the program will ensure that students graduate with advanced technical skills and an orientation towards sustainable planning practices.

With the assistance of an outside consultant, the curriculum was designed to align with the standards for accreditation by the Planning Accreditation Board and the expected goals of an accredited program. These goals include: 1) general knowledge of the planning discipline, including that which relates to the purpose and meaning of planning, planning theory, planning law, the history of human settlements, and the history of the planning profession; 2) influencing future and global dimensions of planning, which includes technical skills for planning analysis and problem solving skills related to research, written, oral and graphic communication, quantitative and qualitative methods, plan creation and implementation, planning process methods, and leadership; and 3) ethical reasoning to effectively analyze ethical issues in the planning profession.

6) Coordination/Cooperation/Partnerships

Indiana University of Pennsylvania also offers a Master of Arts in Geography with planning related concentrations, but not a standalone planning program. The geographic difference between West Chester University and Indiana University of Pennsylvania and the regional needs of both universities will provide opportunities for students from both the eastern and western areas of the Commonwealth. Given that the program is primarily classroom-based, and the fact that West Chester University's current student body is primarily from a 75-mile radius to the campus, this program will complement the one offered by Indiana.

7) Coordination with other departments and units on campus

Coordination with other departments on campus will be required in a number of respects to support the proposed program. All of the required core classes will be offered through the Geography and Planning Department, but students will have an opportunity to take courses in a number of other departments.

8) Assessment

The assessment plan and process for the proposed program will be organized according to the detailed set of learning outcomes that have developed around the three learning goals, which include general planning knowledge, technical skills related to planning, as well as values and ethics related to planning. The use of learning assessment data is a critical element in the effective design and implementation of an accredited planning program.

An assessment plan for the program has been developed for the systematic collection of data, analysis of the findings, and feedback loop for program improvements. The plan will track student learning outcomes on a programmatic level. Additionally, each student enrolled in the program will be assessed to determine successful completion of the outcomes. Each student learning outcome is assigned to specific courses in the curriculum, with course assessments designed to measure the outcomes. Outcomes will be met through multiple assessments in multiple courses, which in turn will require students to demonstrate mastery in different contexts and applications.

8) Resource Sufficiency

The program will be initiated using existing faculty, facilities, and equipment. The only additional expenses will be for additional learning resources and graduate assistantships. With the existing geographic information systems (GIS) computer labs and the completion of a new building with additional lab space in 2017, the program will have the necessary technology resources to offer an accredited planning program. Additionally, if demand for the program is as expected, university leadership has committed to hiring faculty to teach the specialist classes and accommodate overall programmatic growth.

Prepared by: Dorothy Ives Dewey, Ph.D., AICP, PP

Implementation date: Spring 2017

Date approved by Council of Trustees: December 6, 2016

**West Chester University of Pennsylvania
Master of Urban and Regional Planning
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Estimates include ten new students matriculating into the program in years one through two, and 15 in subsequent years. Average retention rates for the department are used to estimate attrition, which is modeled at 87 percent between years one and two only, which is where graduate student loss typically occurs.
ESTIMATED REVENUE	
Tuition Generated	Tuition is calculated at the recently approved rate for 2016-2017.
Instructional Support Fee	This reflects the currently approved instructional support fee for both in-state and out-of-state graduate credits and excludes technology tuition fee revenue.
Additional Program Generated Revenue	Not applicable.
External Grants & Contracts	Additional revenue from these sources is not anticipated.
Other	Not applicable.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	In addition to existing faculty, two additional faculty are needed to support this program, with hires in year two and in year three. The salaries and benefits are modeled using assistant professor step 7 enrolled in the alternative retirement program. The model assumes the alternative retirement program given the overwhelming participation of faculty in this benefit.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	24 credits (2 graduate assistants receiving 6 credits per semester) of graduate assistantships will be funded through the program every year. Graduate assistantships include tuition waivers and a stipend up to \$2,500 per semester based on the number of credits awarded. The university uses a composite rate of \$779.57 per credit to estimate the cost of graduate assistantships. This rate includes both the tuition waiver and stipend.
Learning Resources	GIS technology supplies.
Instructional Equipment	Not applicable.
Facilities and/or modifications	Not applicable.
Administrative Expense	This is calculated at 20 percent.
Other	Marketing expenses.

**West Chester University of Pennsylvania
Master of Urban and Regional Planning
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	0	5	4	5	4	8	7	8	7	8
Out-of-state Full-Time Headcount Enrollment	0	1	1	1	1	1	1	1	1	1
In-state Part-Time Headcount Enrollment	0	4	3	4	6	6	11	6	13	6
Out-of-state Part-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Projected Annual Credits Generated	192		348		480		612		636	
Estimated Revenue										
Tuition Generated	\$98,544		\$179,700		\$243,456		\$307,212		\$318,804	
Instructional Support Fee	\$9,911		\$17,964		\$24,778		\$31,591		\$32,830	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$108,455		\$197,664		\$268,234		\$338,803		\$351,634	
Estimated Expenses										
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty				\$99,991	\$99,991		\$99,991	\$99,991	\$199,982	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$18,710	\$18,710		\$18,710		\$18,710		\$18,710	
Learning Resources										
Instructional Equipment		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$21,691		\$39,533		\$53,647		\$67,761		\$70,327	
Other		\$5,000	\$5,000		\$5,000		\$5,000		\$5,000	
Estimated Total Expenses	\$55,401		\$173,234		\$187,348		\$301,453		\$304,019	
Estimated Financial Impact of New Program	\$53,054		\$24,430		\$80,886		\$37,350		\$47,615	

PA State System of Higher Education Board of Governors

Effective: July 11, 2002

Page 1 of 2

Policy 2002-04-A: ~~Common Academic Calendar~~

See Also: 24 P.S. §§ 20-2001A, et seq.

Adopted: July 11, 2002

Amended: January XX, 2017

- A. All Universities in State System to Follow Same Academic Calendar Parameters**
~~Starting with fall semester 2003, all universities in the State System of Higher Education will follow the same academic calendar. The chancellor may authorize variance from the common calendar during the 2003-04 academic year, only, for universities that have serious and binding prior commitments, which conflict with that common calendar.~~

Starting with fall semester 2018, all universities in the State System of Higher Education will adhere to commonly agreed upon academic calendar parameters. These parameters provide flexibility for each campus to serve students.

B. ~~Common Academic Calendar Parameters Contains these Elements~~

~~The common academic calendar will set uniform dates for the following events:~~

- ~~• Start of classes in the fall semester~~
 - ~~• End of classes and/or final exams in the fall semester~~
 - ~~• Start of classes in the spring semester~~
 - ~~• Beginning of spring break~~
 - ~~• End of spring break~~
 - ~~• End of classes and/or final exams in the spring semester~~
- There will be a common first week of the fall semester. Each State System University may choose their first day of this week.
 - There will be no less than three (3) weeks and no more than five (5) weeks between the fall and spring semesters.
 - State System Universities will adhere to the number of instructional weeks per semester required by the applicable Collective Bargaining Agreements (CBA).
 - Academic calendars will deliver the equivalent of 70 instructional days during the fall and spring semesters. Final Exams are one additional calendar week (up to five (5) days) each semester.

- Each university calendar must address the contractual bargaining agreements and implications for minor and major holidays.
 - The following major holidays in which campuses and the Office of the Chancellor are closed include: Martin Luther King Day, Memorial Day, and July 4th, Labor Day, Thanksgiving Day, Christmas Day, and New Year's Day.
 - The following minor holidays include Presidents Day, Veterans Day, and Columbus Day. Each of the Universities as well as the Office of the Chancellor has the discretion to use minor holidays as they see fit.
- State System Universities will provide their academic calendars three (3) years in advance to the Office of the Chancellor to include fall, winter, spring, and summer terms.

C. ~~Common~~-Academic Calendar Parameters Established by Chancellor and University Presidents

The chancellor, working with the University Presidents, establishes the ~~common~~-academic calendar parameters. Exceptions to the start of the fall semester for extenuating circumstances may be granted by the Chancellor for a State System University after consultation with the University Presidents.

Policy 2002-04-A: Academic Calendar

See Also: 24 P.S. §§ 20-2001A, et seq.

Adopted: July 11, 2002

Amended: January 26, 2017

A. All Universities in State System to Follow Same Academic Calendar Parameters:

Starting with fall semester 2018, all universities in the State System of Higher Education will adhere to commonly agreed upon academic calendar parameters. These parameters provide flexibility for each campus to serve students.

B. Academic Calendar Parameters:

- There will be a common first week of the fall semester. Each State System University may choose their first day of this week.
- There will be no less than three (3) weeks and no more than five (5) weeks between the fall and spring semesters.
- State System Universities will adhere to the number of instructional weeks per semester required by the applicable Collective Bargaining Agreements (CBA).
- Academic calendars will deliver the equivalent of 70 instructional days during the fall and spring semesters. Final Exams are one additional calendar week (up to five (5) days) each semester.
- Each university calendar must address the contractual bargaining agreements and implications for minor and major holidays.
 - The following major holidays in which campuses and the Office of the Chancellor are closed include: Martin Luther King Day, Memorial Day, and July 4th, Labor Day, Thanksgiving Day, Christmas Day, and New Year's Day.
 - The following minor holidays include Presidents Day, Veterans Day, and Columbus Day. Each of the Universities as well as the Office of the Chancellor has the discretion to use minor holidays as they see fit.
- State System Universities will provide their academic calendars three (3) years in advance to the Office of the Chancellor to include fall, winter, spring, and summer terms.

C. Academic Calendar Parameters Established by Chancellor and University Presidents:

The chancellor, working with the University Presidents, establishes the academic calendar parameters. Exceptions to the start of the fall semester for extenuating circumstances may be granted by the Chancellor for a State System University after consultation with the University Presidents.

Office of Internal Audit and Risk Assessment Fiscal Year 2016/17 – Second Quarter Update

Summary

The Office of Internal Audit and Risk Assessment's (OIARA) fiscal year 2016/17 work plan defines 30 individual projects. Additionally, eight engagements ongoing as of June 30, 2016, carried forward providing 38 initiatives for completion in the current fiscal year.

During the second quarter, seven reports were issued supporting OIARA completed engagements and nine projects are currently underway. Separately, quarterly activity of the State System's Incident Reporting System provided receipt of 22 case filings.

Cumulatively at the mid-point of the 2016/17 fiscal year, seven of the prior year's eight carry-over engagements and four of the 30 newly defined projects have concluded. Additionally, during the second quarter one special project was requested and completed, supplementing defined work plan engagements. Project work is underway supporting seven individual and two continuous audit reviews. Of note, select field work of the OIARA was adversely impacted during the second quarter with campus resources focused on labor negotiations, whereby limiting audit activity involving campus personnel supporting those efforts.

Projects Completed Second Quarter Fiscal Year 2016/17

The OIARA accomplished favorable progress in meeting defined initiatives supporting the department's fiscal year work plan. The following seven engagements concluded, providing management with 17 recommendations to enhance operations and/or increase internal controls.

University	Project	Report Issued
Lock Haven	Jeanne Clery Act Compliance	10/04/16
Cheyney	Jeanne Clery Act Compliance	10/26/16
Shippensburg	NCAA Agreed-upon Procedures	12/16/16
West Chester	Golden Ram Aquatics Club	12/20/16
Edinboro	Title IX Compensation Equity*	12/21/16
Office of the Chancellor	PCard Continuous Auditing (1 st Quarter)	12/21/16
Kutztown	NCAA Agreed-upon Procedures	12/23/16

* Denotes Non-Work Plan, Fiscal Year 2016/17 Special Project Engagement

Projects Underway at Close of Second Quarter Fiscal Year 2016/17

At the close of the second quarter, project work remained underway on the following seven individual engagements and two continuous audit reviews.

University	Project	Project Status
Bloomsburg	Campus Safety/Security	Fieldwork Underway
Cheyney	Registrar Functions	Fieldwork Completed
Clarion	Protection of Minors	Draft Report Issued
East Stroudsburg	Physical Access Management	Fieldwork Underway
Edinboro	NCAA Agreed-upon Procedures	Fieldwork Underway
Millersville	Jeanne Clery Act Compliance	Fieldwork Underway

Office of the Chancellor	IT User Access	Draft Report Issued
Office of the Chancellor	System-wide Employee Separations*	Fieldwork Underway
Office of the Chancellor	Purchasing Card (2 nd Quarter Activity)*	Fieldwork Underway

* Denotes Continuous Audit Engagements

Other Second Quarter Activities

- Management Corrective Actions – OIARA Follow-up Assessments**
 During the second quarter of fiscal year 2016/17, 29 prior period audit report recommendations were reviewed with university and/or Office of the Chancellor leadership, verifying implementation of appropriate corrective actions in response to recommendations supportive of previously concluded audit engagements. This formalized process of prior audit report recommendation follow-up brings closure to the internal audit engagement cycle.
- Incident Reporting System**
 Concerns of employees, students, and others within the university communities regarding matters of wrongdoing are important; therefore, the State System maintains an active Incident Reporting System as a means to confidentially identify situations believed to be inappropriate. During the second quarter of fiscal year 2016/17, 22 new case reports were received through the Incident Reporting System.
- OIARA Training Outreach**
 Session presentation and discussion at the State System’s bi-annual Budget and Accounting Directors’ meeting focused on the topic of compliance with the National Collegiate Athletic Association’s Agreed-upon Procedures.

**Pennsylvania's State System of Higher Education
2017/18 Undergraduate Out-of-State Tuition Plans**
For Consideration by the Board of Governors, January 25–26, 2017
Excludes Rates for Board-Approved Tuition Flexibility Pilots

Rate as Percent of In-State Tuition*	Criteria
Bloomsburg University of Pennsylvania	
150%	International students who participate in the Bloomsburg University/Financial University (Russia) double degree program.
250%	All other out-of-state students.
California University of Pennsylvania	
150%	All domestic out-of-state students.
195%	All international students.
Cheyney University of Pennsylvania	
165%	All out-of-state students.
Clarion University of Pennsylvania	
150%	All out-of-state students.
East Stroudsburg University of Pennsylvania	
150%	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
	Current students with a minimum cumulative GPA of at least 3.0 and a minimum of 30 credits successfully completed in the prior year. A minimum of 30 credits must be successfully completed each year.
	Transferring students with a minimum of 24 transferrable credits and a cumulative GPA of at least 3.0 from higher education institutions attended. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
200%	All other out-of-state students.
Edinboro University of Pennsylvania	
105%	Grandfathered students admitted fall 2015 through summer 2017 under the tuition pricing pilot. Rate will be in effect as long as student is continuously enrolled, through the completion of their program.
150%	All domestic out-of-state and international students.
170%	All new international students, effective fall 2014.

Indiana University of Pennsylvania	
150%	Students in the Southwestern University of Finance and Economics (China) partnership.
170%	First-time freshmen and transfer students admitted to main campus from Indiana, Maryland, Michigan, New Jersey, New York, Ohio, Virginia, and West Virginia.
	First-time freshmen and returning undergraduates with a high school GPA of at least 3.0 out of 4.0.
	Transfer students and returning transfer students with a cumulative entering GPA of at least 3.0 out of 4.0 from higher education institutions attended.
	International students admitted fall 2013 or later, entering under the terms of an established academic agreement.
250%	All other domestic out-of-state and international students.
Kutztown University of Pennsylvania	
150%	Domestic out-of-state students with a high school GPA of at least 3.0 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,000. A minimum cumulative GPA of 3.0 must be maintained, and a minimum of 24 credits must be successfully completed each year. Reduced rate remains in effect for four years as long as 24 credits are successfully completed each year and a minimum cumulative GPA is maintained.
	Transfer students with at least 24 transferrable credits and a cumulative GPA of 3.0 out of 4.0 from higher education institutions attended. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each year. Reduced rate is prorated based on the number of transferrable credits (but not longer than three years).
250%	All other out-of-state students.
Lock Haven University of Pennsylvania	
200%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0.
N/A	All other domestic out-of-state students are charged \$2,000 less than 250% of the in-state rate.
250%	All international students.
Mansfield University of Pennsylvania**	
165%	Out-of-state students with a high school GPA of at least 2.75 out of 4.0, or a combined Math and Critical Reading score of at least 950 on the SAT or a score of at least 20 on the ACT; or returning students with a GPA of at least 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey entering prior to fall 2017 based on the “good neighbor” rate will be grandfathered for up to eight semesters.
	Transfer students with a cumulative GPA of at least 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey entering prior to fall 2017 based on the “good neighbor” rate will be grandfathered for up to eight semesters.
200%	All other out-of-state students.

Millersville University of Pennsylvania	
175%	Out-of-state students with a combined Math and Critical Reading score of at least 1,200 on the SAT or a score of at least 26 on the ACT, or a GPA of at least 3.75 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
200%	Out-of-state students with a combined Math and Critical Reading score of at least 1,000 on the SAT or a score of at least 21 on the ACT, or a GPA of at least 3.5 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Incoming transfer students with at least 12 transferrable credits. Students must enter university with an overall GPA of at least 3.5 out of 4.0 from their most recently attended institution. Students must maintain good academic standing. Reduced rate remains in effect for six semesters (prorated for the first semester for students transferring in the spring semester).
250%	All other out-of-state students.
Shippensburg University of Pennsylvania	
150%	Transfer students from five neighboring Maryland community colleges with dual admission agreements.
175%	High performing students who earn a combined Math and Critical Reading score on the SAT of at least 1,200; or who graduate in the top 10% of their class. Renewal is based upon performance.
	Students selecting a STEM or STEM education major. Reduced rate remains in effect as long as student remains in selected major.
225%	All other out-of-state students.
Slippery Rock University of Pennsylvania	
150%	Freshmen with a high school GPA of at least 3.0 out of 4.0.
	Transfer students with a cumulative GPA of at least 3.0 out of 4.0 on all postsecondary coursework.
	Returning students with a GPA of at least 2.5 out of 4.0.
200%	All other out-of-state students.
West Chester University of Pennsylvania	
250%	All out-of-state students.
Chincoteague Bay Field Station	
110%	All out-of-state students.

Note: Bold text designates changes from 2016/17 Out-of-State Tuition Plans.

**Rate is expressed as a percentage of the undergraduate in-state tuition rate. Actual rates will be set in accordance with Board action in July 2017.*

***University has a significant tuition flexibility pilot for out-of-state students that alters the tuition rate charged for certain students.*

Pennsylvania's State System of Higher Education
2016/17 Undergraduate Out-of-State Tuition Plans
As Approved by the Board of Governors, January 21, 2016
Excludes Rates for Board-Approved Tuition Flexibility Pilots

Rate as Percent of In-State Tuition*	Criteria
Bloomsburg University of Pennsylvania**	
150%	International students who participate in the Bloomsburg University/Financial University (Russia) double degree program.
250%	All other out-of-state students.
California University of Pennsylvania	
150%	All domestic out-of-state students.
195%	All international students.
Cheyney University of Pennsylvania	
165%	All out-of-state students.
Clarion University of Pennsylvania	
150%	All out-of-state students.
East Stroudsburg University of Pennsylvania	
150%	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
	Current students with a minimum cumulative GPA of at least 3.0 and a minimum of 30 credits successfully completed in the prior year. A minimum of 30 credits must be successfully completed each year.
	Transfer students with a minimum of 24 transferrable credits and a cumulative GPA of at least 3.0 from higher education institutions attended. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
200%	All other out-of-state students.
Edinboro University of Pennsylvania**	
150%	All domestic out-of-state and international students.
170%	All new international students, effective fall 2014.
Indiana University of Pennsylvania	
145%	Students in the Southwestern University of Finance and Economics (China) partnership. Rate increase of 5% per year until 150% is reached.
170%	First-time freshmen and transfer students admitted to main campus from Indiana, Maryland, Michigan, New Jersey, New York, Ohio, Virginia, and West Virginia. Current undergraduate students will be charged rate in place when they entered.
	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	Transfer students with a cumulative GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	International students admitted fall 2013 or later, entering under the terms of an established academic agreement.
250%	All other domestic out-of-state and international students.

Kutztown University of Pennsylvania	
150%	Domestic out-of-state students with a high school GPA of at least 3.0 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,000 . A minimum cumulative GPA of 3.0 must be maintained, and a minimum of 24 credits must be successfully completed each year. Reduced rate remains in effect for four years as long as 24 credits are successfully completed each year and a minimum cumulative GPA is maintained.
	Transfer students with at least 24 transferrable credits and a cumulative GPA of 3.0 out of 4.0 from higher education institutions attended. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each year. Reduced rate is prorated based on the number of transferrable credits (but not longer than three years).
250%	All other out-of-state students.
Lock Haven University of Pennsylvania	
200%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0.
N/A	All other domestic out-of-state students are charged \$2,000 less than 250% of the in-state rate.
250%	All international students.
Mansfield University of Pennsylvania**	
165%	Out-of-state students with a high school GPA of at least 2.75 out of 4.0, or a combined Math and Critical Reading score of at least 950 on the SAT or a score of at least 20 on the ACT; or returning students with a GPA of at least 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the “good neighbor” policy; students entering based on the “good neighbor” rate will be grandfathered for up to eight semesters.
	Transfer students with a cumulative GPA of at least 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the “good neighbor” policy; students entering based on the “good neighbor” rate will be grandfathered for up to eight semesters.
200%	All other out-of-state students.
Millersville University of Pennsylvania	
175%	Out-of-state students with a combined Math and Critical Reading score of at least 1,200 on the SAT or a score of at least 26 on the ACT, or a GPA of at least 3.75 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
200%	Out-of-state students with a combined Math and Critical Reading score of at least 1,000 on the SAT or a score of at least 21 on the ACT, or a GPA of at least 3.5 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Incoming transfer students with at least 12 transferrable credits. Students must enter university with an overall GPA of at least 3.5 out of 4.0 from their most recently attended institution. Students must maintain good academic standing. Reduced rate remains in effect for six semesters (prorated for the first semester for students transferring in the spring semester).
250%	All other out-of-state students.

Shippensburg University of Pennsylvania	
150%	Transfer students from five neighboring Maryland community colleges with dual admission agreements.
175%	High performing students who earn a combined Math and Critical Reading score on the SAT of at least 1,200; or graduate in the top 10% of their class. Renewal is based upon performance.
	Students selecting a STEM or STEM education major. Reduced rate remains in effect as long as student remains in selected major.
225%	All other out-of-state students.
Slippery Rock University of Pennsylvania	
150%	Freshmen with a high school GPA of at least 3.0 out of 4.0.
	Transfer students with a cumulative GPA of at least 3.0 out of 4.0 on all postsecondary coursework.
	Returning students with a GPA of at least 2.5 out of 4.0.
200%	All other out-of-state students.
West Chester University of Pennsylvania	
250%	All out-of-state students.
Chincoteague Bay Field Station	
150%	All out-of-state students from Delaware, Maryland, and Virginia.
250%	All other out-of-state students or the applicable tuition rate that the student is assessed by his/her State System university.

Note: Bold text designates changes from 2015/16 Out-of-State Tuition Plans.

**Rate is expressed as a percentage of the undergraduate in-state tuition rate. Actual rates were set in accordance with Board action in July 2016.*

***University has a significant tuition flexibility pilot for out-of-state students that alters the tuition rate charged for certain students.*



PA State System of Higher Education Board of Governors

POLICY 1999-02-A: TUITION

See Also:**Adopted:** April 8, 1999**Amended:** October 10, 2002, July 14, 2005, October 11, 2007, July 17, 2008, ~~and~~ January 20, 2011, and January xx, 2017**A. Purpose**

The Board of Governors has statutory authority to set tuition for ~~the~~ Pennsylvania's State System of Higher Education. This policy articulates the basic philosophy, objectives, and guidelines of the System's tuition structure, providing a common understanding of the basis for establishing tuition for the State System ~~of Higher Education~~.

B. Definitions

- **Capacity**—The optimum academic year full-time equivalent student enrollment at each university that most efficiently utilizes ~~their~~ its facilities and faculty.
- **Cohort**—A specific group of students established for tracking purposes; commonly used in reference to the group of new students enrolling at a university in an academic year.
- **Distance Education**—~~Instruction where the faculty member(s) and the student(s) are separated geographically so that face-to-face communication is absent; communication is accomplished instead by one or more technological media. This linkage with technology allows real-time or delayed interaction using voice, video, data and/or text. Examples of technological methods that can be used singly or in combination include live or recorded visual presentations and material using direct signal or cable transmission by telephone line, fiber-optic line, video-conferencing using compressed video, digital and/or analog video, audiotape, CDROM, computer or Internet technology, email, or other electronic means now known or hereafter developed, utilized to teach any course approved by one of the State System universities. On-line/web-based courses must have 80% of the course instruction delivered on-line. An educational process in which the instruction occurs with the instructor and student in different locations. Distance education makes use of one or more technologies, including web-conference, to deliver 80 percent or more of the instruction for the course to students who are separated from the instructor and to support interaction between the students and the instructor synchronously or asynchronously.~~

- **Full-Time Tuition**—The tuition rate charged to undergraduate students enrolled ~~for~~ in 12–18 or more semester credits.
- **Graduate Student**—A student who holds at least a bachelor's or first professional degree and is enrolled at the post-baccalaureate level, including nondegree students in graduate courses who may or may not be admitted to a graduate program.
- **Nonresident Out-of-State Student**—A student who is not a legal resident of legally domiciled in Pennsylvania, as defined in Board of Governors' Policy 1985-03, *Student Domicile Regulations*.
- **Resident In-State Student**—A student who is a legal resident of legally domiciled in Pennsylvania, as defined in Board of Governors' Policy 1985-03, *Student Domicile Regulations*.
- **Technology Tuition Fee**—A separate tuition fee established by the Board of Governors for rendering technology resources and services to enhance student learning experiences.
- **Tuition**—The basic fee established by the Board of Governors for rendering educational services, as enumerated in Act 188 of 1982. The technology tuition fee is a form of tuition.
- **Undergraduate Student**—A student in a bachelor's degree program, an associate's degree program, a vocational or technical program below the baccalaureate level; or a nondegree-seeking student matriculated in a lower or upper division course.

C. Policy

1. Undergraduate Tuition

- a. The Board of Governors will establish annually ~~one~~ undergraduate resident in-state tuition rate(s), based primarily on the financial requirements of each university within the System and the Commonwealth's commitment toward meeting those requirements. Secondary consideration will be given to other factors, such as change in enrollment demographics, family income, financial aid availability, inflation, and relative standing in terms of tuition charges at peer institutions of higher education.
- b. Undergraduate students enrolled in 12–18 credits in a fall or spring semester will be charged a full-time tuition rate, unless otherwise approved by the Board of Governors (see section C.1.e.). The full-time rate is equal to the per-credit rate for 12 credits per semester. Undergraduate students enrolled in a fall or spring semester for greater than 18 credits will be charged a full-time tuition rate for the first 18 credits and the appropriate per-credit rate for all remaining credits.
- c. The chancellor may adjust ~~the~~ undergraduate resident in-state tuition rate(s) solely to allow the State System to establish partnerships with other institutions in collaborative/consortial arrangements.

- d. The Board of Governors will establish annually ~~the~~ undergraduate ~~nonresident out-of-state~~ tuition rate(s) at a level to ensure that undergraduate ~~nonresident out-of-state~~ students are paying the System's average net cost of education.
- e. The Board of Governors, upon recommendation of the chancellor, may consider ~~differential-nonresident~~ alternative in-state and/or out-of-state tuition rates structures for individual universities, based upon such factors as the average net cost of undergraduate education; the goals and objectives of the university and the System; the degree to which universities are at, above, or below student enrollment capacity; and the current relationship between pricing, cost, and student demand; the change to student payment amounts; and student affordability.

Presidents, upon the approval of their council of trustees, may request that the chancellor ~~to~~ recommend an alternative tuition rate structure for their university.

- 1) Alternative methods of charging tuition may include, but are not limited to:
 - a) Charging per-credit tuition regardless of number of credits in which the student is enrolled.
 - b) Modifying the range of credits for which the full-time tuition rate is applied.
 - c) Charging different tuition rates to different cohort groups.
- 2) In addition, out-of-state tuition may be applied differently to out-of-state students based on the following demographic criteria:
 - a) Geographic region.
 - b) Academic program.
 - c) Scholastic and/or extracurricular achievement.
- f. Biennially, the president will provide to the chancellor an assessment of any in-state alternative tuition rate structures that have been approved by the Board of Governors. The assessment must address, at a minimum, enrollment, total and net revenue, student access, student affordability, and student success. Student-centered metrics must include an assessment of demographics, analysis of workforce earnings based on existing national and/or state data sets, and outcomes regarding status and time to degree attainment.

2. Graduate Tuition

- a. ~~Graduate students will be charged per credit at a tuition rate set annually.~~ The Board of Governors will establish annually graduate in-state tuition rate(s) on a per-credit basis that reflects more accurately the ~~average~~ System's average cost of graduate education.
- b. The Board of Governors will establish annually the graduate ~~nonresident out-of-state~~ tuition rate(s) at a level to ensure that graduate ~~nonresident out-of-state~~ students are paying the System's average net cost of graduate education.
- c. The chancellor, upon recommendation of the president, has the authority to adjust the graduate tuition rate for specific graduate programs, based upon such factors as the cost of instruction, the level of service provided to the student, and the level of tuition necessary for the university to offer programs.

3. Summer/Winter Session Tuition

The chancellor, upon the recommendation of the president, may set alternative tuition rates for summer or winter sessions.

4. Distance Education Tuition

- a. ~~Resident~~ In-state distance education students, both graduate and undergraduate, will be charged at the appropriate prevailing per-credit resident rate.
- b. ~~Nonresident~~ Out-of-state distance education students, both graduate and undergraduate, will be charged a per-credit tuition of at least 102 percent of the prevailing ~~resident~~ in-state per-credit tuition rate. Presidents may set the ~~nonresident~~ out-of-state distance education per-credit tuition rate on a course-by-course or program-by-program basis.
- c. The chancellor, upon recommendation of the president, has the authority to adjust the ~~resident~~ in-state tuition rate for a particular course or program.
- d. This policy applies to students who are charged on a per-credit-hour basis. Full-time undergraduate students continue to pay ~~the applicable~~ full-time tuition rate, if applicable. The president may establish a full-time ~~nonresident~~ out-of-state undergraduate distance education rate based upon the per-credit ~~nonresident~~ out-of-state distance education rate for students enrolled 100 percent in distance education courses.

5. Technology Tuition Fee

- a. The Board of Governors will establish annually the technology tuition fee in a manner that is proportional to enrollment and residency status (in-state/out-of-state).
- b. Technology tuition fee revenues shall be expended only on instructional technology. These revenues shall be used for the direct benefit of students to help them ~~to~~ achieve the learning objectives of their academic programs.

6. Implementation

The chancellor shall promulgate procedures and standards as necessary to ensure proper implementation of this policy.



PA State System of Higher Education Board of Governors

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POLICY 1999-02-A: TUITION

See Also:

Adopted: April 8, 1999
Amended: October 10, 2002, July 14, 2005, October 11, 2007, July 17, 2008,
January 20, 2011, and January 26, 2017

D. Purpose

The Board of Governors has statutory authority to set tuition for Pennsylvania's State System of Higher Education. This policy articulates the basic philosophy, objectives, and guidelines of the System's tuition structure, providing a common understanding of the basis for establishing tuition for the State System.

E. Definitions

- **Capacity**—The optimum academic year full-time equivalent student enrollment at each university that most efficiently utilizes its facilities and faculty.
- **Cohort**—A specific group of students established for tracking purposes; commonly used in reference to the group of new students enrolling at a university in an academic year.
- **Distance Education**—An educational process in which the instruction occurs with the instructor and student in different locations. Distance education makes use of one or more technologies, including web-conference, to deliver 80 percent or more of the instruction for the course to students who are separated from the instructor and to support interaction between the students and the instructor synchronously or asynchronously.
- **Full-Time Tuition**—The tuition rate charged to undergraduate students enrolled in 12 or more semester credits.
- **Graduate Student**—A student who holds at least a bachelor's or first professional degree and is enrolled at the post-baccalaureate level, including nondegree students in graduate courses who may or may not be admitted to a graduate program.
- **Out-of-State Student**—A student who is not legally domiciled in Pennsylvania, as defined in Board of Governors' Policy 1985-03, *Student Domicile Regulations*.

- **In-State Student**—A student who is legally domiciled in Pennsylvania, as defined in Board of Governors’ Policy 1985-03, *Student Domicile Regulations*.
- **Technology Tuition Fee**—A separate tuition fee established by the Board of Governors for rendering technology resources and services to enhance student learning experiences.
- **Tuition**—The basic fee established by the Board of Governors for rendering educational services, as enumerated in Act 188 of 1982. The technology tuition fee is a form of tuition.
- **Undergraduate Student**—A student in a bachelor’s degree program, an associate’s degree program, a vocational or technical program below the baccalaureate level; or a nondegree-seeking student matriculated in a lower or upper division course.

F. Policy

7. Undergraduate Tuition

- The Board of Governors will establish annually undergraduate in-state tuition rate(s), based primarily on the financial requirements of each university within the System and the Commonwealth’s commitment toward meeting those requirements. Secondary consideration will be given to other factors, such as change in enrollment demographics, family income, financial aid availability, inflation, and relative standing in terms of tuition charges at peer institutions of higher education.
- Undergraduate students enrolled in 12–18 credits in a fall or spring semester will be charged a full-time tuition rate, unless otherwise approved by the Board of Governors (see section C.1.e.). The full-time rate is equal to the per-credit rate for 12 credits per semester. Undergraduate students enrolled in a fall or spring semester for greater than 18 credits will be charged a full-time tuition rate for the first 18 credits and the appropriate per-credit rate for all remaining credits.
- The chancellor may adjust undergraduate in-state tuition rate(s) solely to allow the State System to establish partnerships with other institutions in collaborative/consortial arrangements.
- The Board of Governors will establish annually undergraduate out-of-state tuition rate(s) at a level to ensure that undergraduate out-of-state students are paying the System’s average net cost of education.
- The Board of Governors, upon recommendation of the chancellor, may consider alternative in-state and/or out-of-state tuition rate structures for individual universities, based upon such factors as the average net cost of undergraduate education; the goals and objectives of the university and the System; the degree to which universities are at, above, or below student enrollment capacity; the current relationship between pricing, cost, and student demand; the change to student payment amounts; and student affordability.

Presidents, upon the approval of their council of trustees, may request that the chancellor recommend an alternative tuition rate structure for their university.

- 1) Alternative methods of charging tuition may include, but are not limited to:
 - d) Charging per-credit tuition regardless of number of credits in which the student is enrolled.
 - e) Modifying the range of credits for which the full-time tuition rate is applied.
 - f) Charging different tuition rates to different cohort groups.
 - 2) In addition, out-of-state tuition may be applied differently to out-of-state students based on the following demographic criteria:
 - d) Geographic region.
 - e) Academic program.
 - f) Scholastic and/or extracurricular achievement.
- I. Biennially, the president will provide to the chancellor an assessment of any in-state alternative tuition rate structures that have been approved by the Board of Governors. The assessment must address, at a minimum, enrollment, total and net revenue, student access, student affordability, and student success. Student-centered metrics must include an assessment of demographics, analysis of workforce earnings based on existing national and/or state data sets, and outcomes regarding status and time to degree attainment.

8. Graduate Tuition

- d. The Board of Governors will establish annually graduate in-state tuition rate(s) on a per-credit basis that reflect more accurately the System's average cost of graduate education.
- e. The Board of Governors will establish annually the graduate out-of-state tuition rate(s) at a level to ensure that graduate out-of-state students are paying the System's average net cost of graduate education.
- f. The chancellor, upon recommendation of the president, has the authority to adjust the graduate tuition rate for specific graduate programs, based upon such factors as the cost of instruction, the level of service provided to the student, and the level of tuition necessary for the university to offer programs.

9. Summer/Winter Session Tuition

The chancellor, upon the recommendation of the president, may set alternative tuition rates for summer or winter sessions.

10. Distance Education Tuition

- e. In-state distance education students, both graduate and undergraduate, will be charged at the appropriate prevailing per-credit resident rate.
- f. Out-of-state distance education students, both graduate and undergraduate, will be charged a per-credit tuition of at least 102 percent of the prevailing in-state per-credit tuition rate. Presidents may set the out-of-state distance education per-credit tuition rate on a course-by-course or program-by-program basis.

- g. The chancellor, upon recommendation of the president, has the authority to adjust the in-state tuition rate for a particular course or program.
- h. This policy applies to students who are charged on a per-credit-hour basis. Full-time undergraduate students continue to pay full-time tuition, if applicable. The president may establish a full-time out-of-state undergraduate distance education rate based upon the per-credit out-of-state distance education rate for students enrolled 100 percent in distance education courses.

11. Technology Tuition Fee

- c. The Board of Governors will establish annually the technology tuition fee in a manner that is proportional to enrollment and residency status (in-state/out-of-state).
- d. Technology tuition fee revenues shall be expended only on instructional technology. These revenues shall be used for the direct benefit of students to help them achieve the learning objectives of their academic programs.

12. Implementation

The chancellor shall promulgate procedures and standards as necessary to ensure proper implementation of this policy.



PA State System of Higher Education Board of Governors

~~Effective: October 19, 1989~~

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POLICY 1989-05-A: STUDENT FEES

See Also:

Adopted: October 19, 1989

Amended: July 18, 1996, April 8, 1999, ~~and~~ January 20, 2011, and January xx, 2017

A. Purpose

To establish a delineation between the purposes of tuition and other fees, provide clarity regarding the purposes of the fees for which students are assessed, and limit the use of various miscellaneous fees for instructional purposes.

B. Definitions

- **Fee**—A fixed charge established by a council of trustees or university president, or Board of Governors, according to authorities under Act 188 of 1982, to recover costs of certain services, materials, or activities provided.
- **Fees for optional, individual services**—Fees for one-time services, such as application, transcripts, or graduation participation; or optional services that a student may choose to receive, such as student parking, placement services, individual music lessons, competency exams, advanced placement exams, licensure exams, certifications, interest on deferred payment, ROTC uniform, equipment rental, international experiences, distance education, off-campus site participation, noncredit education, optional field trips, and similar services.
- **Instructional fees**—Instructional fees may be used to support general instructional operations and academic facilities needs. These fees may be used to cover unusual costs of certain special programs, such as musical instruments, practica, instructional equipment, required course/university tests and examinations, laboratory supplies, course-required field trips, student teaching, clinical experiences, or related activities. General instructional fees are mandatory. Program or course-specific instructional fees are not considered mandatory for the purposes of this policy.
- **Mandatory fees**—Fees charged to all students participating through a particular campus or delivery mode, such as general instructional fees, student activity fees, student union fees, recreation center fees, health center fees, registration fees, and transportation fees.
- **Fines/penalty fees**—To offset costs of special services, such as late fees (late registration, payment, application, library return, etc.), bad check, drop/add, lost key,

parking fines, I.D. replacement, room change, breakage, damage, or related expenses.

- **Student activity fees**—Fees established for activities associated with student associations and governments, and to support other extracurricular activities such as lectures, concerts, athletics, student newspaper, forensics, dramatics, and related activities.
- **Tuition**—The basic fee established by the Board of Governors for rendering educational services, as enumerated in Act 188 of 1982. Also, the technology tuition fee, a separate tuition fee established by the Board of Governors for rendering technology resources and services to enhance student learning experiences.

C. Policy

1. As enumerated in Act 188 of 1982, the councils of trustees may establish university fees. The councils of trustees may establish a mandatory instructional fee to support the educational mission of the university. The instructional fee may be assessed based on a per-credit or full-time basis. The maximum amount assessable to a student shall be limited to the per-credit tuition for the number of credits attempted as follows:
 - a. Baccalaureate Degree—10%
 - b. Master's Degree—15%
 - c. Graduate Professional Programs—20%
 - d. Doctoral Degree—20%
2. All other mandatory fees established by the councils of trustees must support auxiliary and/or other activities that are ancillary to the educational mission of the university.
3. Councils of trustees may establish instructional fees that are specific to students enrolled in certain high-cost academic programs or courses.
34. As enumerated in Act 188 of 1982, the presidents may, in cooperation with their respective student association, establish student activity fees.



PA State System of Higher Education Board of Governors

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POLICY 1989-05-A: STUDENT FEES

See Also:

Adopted: October 19, 1989

Amended: July 18, 1996, April 8, 1999, January 20, 2011, and January 26, 2017

A. Purpose

To establish a delineation between the purposes of tuition and other fees, provide clarity regarding the purposes of the fees for which students are assessed, and limit the use of various miscellaneous fees for instructional purposes.

B. Definitions

- **Fee**—A fixed charge established by a council of trustees or university president, or Board of Governors, according to authorities under Act 188 of 1982, to recover costs of certain services, materials, or activities provided.
- **Fees for optional, individual services**—Fees for one-time services, such as application, transcripts, or graduation participation; or optional services that a student may choose to receive, such as student parking, placement services, individual music lessons, competency exams, advanced placement exams, licensure exams, certifications, interest on deferred payment, ROTC uniform, equipment rental, international experiences, distance education, off-campus site participation, noncredit education, optional field trips, and similar services.
- **Instructional fees**—Instructional fees may be used to support general instructional operations and academic facilities needs. These fees may be used to cover unusual costs of certain special programs, such as musical instruments, practica, instructional equipment, required course/university tests and examinations, laboratory supplies, course-required field trips, student teaching, clinical experiences, or related activities. General instructional fees are mandatory. Program or course-specific instructional fees are not considered mandatory for the purposes of this policy.
- **Mandatory fees**—Fees charged to all students participating through a particular campus or delivery mode, such as general instructional fees, student activity fees, student union fees, recreation center fees, health center fees, registration fees, and transportation fees.
- **Fines/penalty fees**—To offset costs of special services, such as late fees (late registration, payment, application, library return, etc.), bad check, drop/add, lost key,

parking fines, I.D. replacement, room change, breakage, damage, or related expenses.

- **Student activity fees**—Fees established for activities associated with student associations and governments, and to support other extracurricular activities such as lectures, concerts, athletics, student newspaper, forensics, dramatics, and related activities.
- **Tuition**—The basic fee established by the Board of Governors for rendering educational services, as enumerated in Act 188 of 1982. Also, the technology tuition fee, a separate tuition fee established by the Board of Governors for rendering technology resources and services to enhance student learning experiences.

C. Policy

1. As enumerated in Act 188 of 1982, the councils of trustees may establish university fees. The councils of trustees may establish a mandatory instructional fee to support the educational mission of the university. The instructional fee may be assessed based on a per-credit or full-time basis. The maximum amount assessable to a student shall be limited to the per-credit tuition for the number of credits attempted as follows:
 - a. Baccalaureate Degree—10%
 - b. Master's Degree—15%
 - c. Graduate Professional Programs—20%
 - d. Doctoral Degree—20%
2. All other mandatory fees established by the councils of trustees must support auxiliary and/or other activities that are ancillary to the educational mission of the university.
3. Councils of trustees may establish instructional fees that are specific to students enrolled in certain high-cost academic programs or courses.
4. As enumerated in Act 188 of 1982, the presidents may, in cooperation with their respective student association, establish student activity fees.



PA State System of Higher Education Board of Governors

Effective: ~~July 1, 1983~~ as Amended: Fall Semester 2017

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POLICY 1983-18-A: WAIVER OF TUITION AND/OR FEES

See Also:

Adopted: June 20, 1983

Amended: March 20, 1984, and January xx, 2017

NOTE: Employee dependent tuition waivers are also regulated by Board of Governors' Policy 1984-03-A, *Tuition Waiver*.

A. Definitions

- **Fee**—A fixed charge established by a council of trustees, university president, or Board of Governors, according to authorities under Act 188 of 1982, to recover costs of certain services, materials, or activities provided.
- **Tuition**—The basic fee established by the Board of Governors for rendering educational services, as enumerated in Act 188 of 1982. Also, the technology tuition fee, a separate tuition fee established by the Board of Governors for rendering technology resources and services to enhance student learning experiences.

B. Policy

Upon recommendation of the president of each university, in accordance with Board policy, each university may waive any or all tuition and/or fees, or a portion thereof, for students in the following categories:

1. State System employees on out-service leave and full-time employees of student centers and bookstores.
2. Employees or dependents of employees of the university.
3. **Foreign International** students (a needs assessment shall be performed to determine the amount of waiver).
4. Graduate assistants.
5. Medical technology students during their clinical year (except for that fee, if any, which is levied and collected by the participating hospital).

6. Retired persons (on a space available basis).
7. Students who are enrolled in a program funded under the Higher Education Opportunity Act (24 P. S. § 2510-301 *et seq.*).
8. Students whose direct instructional costs are funded by a grant or contract.
9. Active duty military, and eligible dependents and spouses of active duty members, for amounts above the Military Tuition Assistance reimbursement rate.
10. Participants in the Pennsylvania National Guard Education Assistance Program (EAP), for tuition amounts above the System's full-time tuition rate.

~~C. Effective Date~~

~~July 1, 1983.~~



PA State System of Higher Education Board of Governors

Effective: as Amended: Fall Semester 2017

Page 1 of 2

POLICY 1983-18-A: WAIVER OF TUITION AND/OR FEES

See Also:

Adopted: June 20, 1983

Amended: March 20, 1984, and January 26, 2017

NOTE: Employee dependent tuition waivers are also regulated by Board of Governors' Policy 1984-03-A, *Tuition Waiver*.

C. Definitions

- **Fee**—A fixed charge established by a council of trustees, university president, or Board of Governors, according to authorities under Act 188 of 1982, to recover costs of certain services, materials, or activities provided.
- **Tuition**—The basic fee established by the Board of Governors for rendering educational services, as enumerated in Act 188 of 1982. Also, the technology tuition fee, a separate tuition fee established by the Board of Governors for rendering technology resources and services to enhance student learning experiences.

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3. International students (a needs assessment shall be performed to determine the amount of waiver).
4. Graduate assistants.
5. Medical technology students during their clinical year (except for that fee, if any, which is levied and collected by the participating hospital).
6. Retired persons (on a space available basis).

7. Students who are enrolled in a program funded under the Higher Education Opportunity Act (24 P. S. § 2510-301 *et seq.*).
8. Students whose direct instructional costs are funded by a grant or contract.
9. Active duty military, and eligible dependents and spouses of active duty members, for amounts above the Military Tuition Assistance reimbursement rate.
10. Participants in the Pennsylvania National Guard Education Assistance Program (EAP), for tuition amounts above the System's full-time tuition rate.



East Stroudsburg University of Pennsylvania



**486 East Brown Street
East Stroudsburg, Pennsylvania**



**184 Gwendolyn Street
East Stroudsburg, Pennsylvania**



Chicken Coop
Edinboro University of Pennsylvania



Porreco College (Erie Campus)
Edinboro University of Pennsylvania

PA State System of Higher Education Board of Governors

Effective: June 20, 1983

Page 1 of 4

Policy 1983-13-A: *Process for Recommending Presidential Appointment*

See Also:

Adopted: June 20, 1983
Amended: July 19, 1983;
May 15, 1984; April 18, 1991; October 15, 1992;
October 9, 1997; January 8, 1998; April 8, 2004;
January 15, 2009; April 7, 2011; April 10, 2014; **and January XX, 2017**

A. Purpose

To prescribe the method by which the list of presidential candidates is developed, and by which the appointment is made by the Board, pursuant to Act 188 of 1982, § 2005-A (4) and 2006-A(2).

B. Search Procedure

1. Initiating the Presidential Search Process

Upon notice of a vacancy in a university presidency, the chancellor, after consultation with the chairperson of the university council of trustees, will initiate the search in accord with applicable laws, policies, and principles.

2. Presidential Search Committee

a. The chairperson of the council shall form a committee, with the advice and consent of the council, to be known as the Presidential Search Committee.

b. Membership

- (1) Three trustees, elected by the council;
- (2) One executive from the university, selected by the council after consultation with those executives; the executive selected shall not report directly to the president;
- (3) Two faculty members, one (and an alternate) selected by faculty election and one (and an alternate) selected by the faculty collective bargaining unit;

- (4) Two non-instructional persons, one (and an alternate) selected by the leadership of the non-instructional bargaining units and one selected by the council.
- (5) One student (not a trustee) selected by the student government and an alternate;
- (6) One alumna/us (not a trustee) selected by the alumni association and an alternate;
- (7) Up to three others within the university, including students, selected by the council to assure appropriate involvement by constituency, gender, race, generation, etc.; and
- (8) One current or former president/chancellor from a comparable university, from a list designated by the chancellor (non-voting).

- c. The chancellor will appoint a staff liaison to the council, who, as a nonvoting member of the Presidential Search Committee, will assist the council and chancellor in conducting the search.
- d. The chairperson of the council shall appoint the chair of the Presidential Search Committee, subject to the approval of the council, who shall be one of the three university trustees serving on the committee. It is recommended that the chairperson of the council not serve as the chair of the Presidential Search Committee.
- e. The council chairperson shall submit to the chancellor sufficient information about the proposed committee to assure compliance with § 2.a & b. above. The council chairperson shall oversee any necessary committee modifications. The chancellor shall then authorize the committee to proceed.

3. Consulting Expertise

The chair of the Presidential Search Committee shall select a consulting firm, from a presidential search consulting firm list maintained by the chancellor, to (a) undertake a university leadership needs assessment and (b) assist the committee and the chancellor in conduct of the search process.

4. Committee Responsibilities

a. Search and Screen

The committee, after appropriate consultation with campus constituencies, shall define the expectations of presidential candidates, the timeline for the presidential search, invite applications, and conduct preliminary screening. The committee may invite certain applicants for interviews. The committee shall report its findings and recommendations to the council.

b. Confidentiality

Confidentiality in presidential searches is essential. Each member of the search committee must agree to maintain confidentiality. All applications and deliberations about individual applications shall remain wholly confidential, and the chair may at his or her sole discretion expel from the committee any member who violates professional standards or codes of confidentiality.

Results of criminal and credit background checks and degree verification information collected by the search consultant will be provided confidentially to the chair of the search committee and the staff liaison for candidates invited to interview at the university. To further ensure confidentiality, visits will not be made to the candidates' current college, university or place of employment as part of the routine background information.

c. Attendance at Meetings

Regular attendance at and participation in committee meetings by all committee members is essential to the work of presidential search; therefore, any committee member who is absent from three meetings of the committee may be excused from the committee by the chair. A member excused by the chair will not be replaced, except in those cases where alternates were identified at the time of the selection of the presidential search committee.

d. Communications

The committee chair will issue intermittent reports to the university trustees and community about its progress, notifying them about such things as committee membership, meeting dates, deadlines, number of applicants, interview dates, etc.

e. Records

The committee shall keep and approve minutes of its meetings, and files regarding all nominees and applicants, and the council shall retain such files for at least seven years after conclusion of the search.

f. Acting or Interim President

The acting or interim university president shall ~~not notify the search committee of his or her interest in seeking the presidency at the time the position is publically announced~~ be ~~precluded from applying~~ eligible for the position.

g. Designation of Candidates

The committee shall present to the council the names and dossiers of two candidates for the presidency from which the council shall forward its recommendations to the chancellor.

5. Presidential Involvement

The retiring or acting/interim president shall not participate as a member of the search committee or in interviews of the candidates. The search committee will define appropriate opportunities for interaction between the retiring or acting/interim president and the candidates. ~~Should the acting/interim president be a candidate for the position, no interaction will be permitted.~~

6. Council Recommendations

The council shall submit to the chancellor the names and dossiers of two candidates.

The council may confidentially share other information and evaluative material with the chancellor, which may be deemed helpful to the chancellor and Board.

The council shall accompany its recommendations to the chancellor with a certified copy of the minutes of the council meeting at which the recommendations were approved. The council shall provide evidence that the search process was open, transparent, and fully inclusive.

C. Selection Procedure: Board of Governors

1. The chancellor shall submit the report of the council to the chair of the Board of Governors and shall advise the Board. Should one of the candidates withdraw from the search after the report is made to the Board, the Board in consultation with the chairperson of the council/chair of the search committee, will have the option to continue, extend, or restart the search.
2. The Board of Governors will interview the recommended candidates and select the university president. In the absence of a quorum of the Board, the Executive Committee of the Board shall be authorized by the Board to interview the recommended candidates and select the university president.
3. The Board shall invite the chair of the search committee/chairperson of the council to attend and observe the interviews of the recommended candidates and to participate in deliberations with the Board.
4. The chancellor shall notify the chair of the search committee and the final candidate of the Board's selection in writing. A public announcement will be made by the chancellor after consultation with the council chairperson.

D. Expenses for Presidential Searches

Funds from the System Reserve shall be used to reimburse a university for the cost of the professional service fee imposed by the presidential search consulting firm. In addition, funds from the System Reserve shall be used to reimburse the Office of the Chancellor for reasonable expenses related to candidates and spousal/partner travel to interview with the chancellor and the Board of Governors.

E. Effective Date

This amended Policy is effective immediately.

Policy 1983-13-A: *Process for Recommending Presidential Appointment*

See Also:

Adopted: June 20, 1983
Amended: July 19, 1983;
May 15, 1984; April 18, 1991; October 15, 1992;
October 9, 1997; January 8, 1998; April 8, 2004;
January 15, 2009; April 7, 2011; April 10, 2014; and January 26, 2017

A. Purpose

To prescribe the method by which the list of presidential candidates is developed, and by which the appointment is made by the Board, pursuant to Act 188 of 1982, § 2005-A (4) and 2006-A(2).

B. Search Procedure

1. Initiating the Presidential Search Process

Upon notice of a vacancy in a university presidency, the chancellor, after consultation with the chairperson of the university council of trustees, will initiate the search in accord with applicable laws, policies, and principles.

2. Presidential Search Committee

a. The chairperson of the council shall form a committee, with the advice and consent of the council, to be known as the Presidential Search Committee.

b. Membership

- (1) Three trustees, elected by the council;
- (2) One executive from the university, selected by the council after consultation with those executives; the executive selected shall not report directly to the president;
- (3) Two faculty members, one (and an alternate) selected by faculty election and one (and an alternate) selected by the faculty collective bargaining unit;

- (4) Two non-instructional persons, one (and an alternate) selected by the leadership of the non-instructional bargaining units and one selected by the council.
 - (5) One student (not a trustee) selected by the student government and an alternate;
 - (6) One alumna/us (not a trustee) selected by the alumni association and an alternate;
 - (7) Up to three others within the university, including students, selected by the council to assure appropriate involvement by constituency, gender, race, generation, etc.; and
 - (8) One current or former president/chancellor from a comparable university, from a list designated by the chancellor (non-voting).
- c. The chancellor will appoint a staff liaison to the council, who, as a nonvoting member of the Presidential Search Committee, will assist the council and chancellor in conducting the search.
 - d. The chairperson of the council shall appoint the chair of the Presidential Search Committee, subject to the approval of the council, who shall be one of the three university trustees serving on the committee. It is recommended that the chairperson of the council not serve as the chair of the Presidential Search Committee.
 - e. The council chairperson shall submit to the chancellor sufficient information about the proposed committee to assure compliance with § 2.a & b. above. The council chairperson shall oversee any necessary committee modifications. The chancellor shall then authorize the committee to proceed.

3. Consulting Expertise

The chair of the Presidential Search Committee shall select a consulting firm, from a presidential search consulting firm list maintained by the chancellor, to (a) undertake a university leadership needs assessment and (b) assist the committee and the chancellor in conduct of the search process.

4. Committee Responsibilities

a. Search and Screen

The committee, after appropriate consultation with campus constituencies, shall define the expectations of presidential candidates, the timeline for the presidential search, invite applications, and conduct preliminary screening. The committee may invite certain applicants for interviews. The committee shall report its findings and recommendations to the council.

b. Confidentiality

Confidentiality in presidential searches is essential. Each member of the search committee must agree to maintain confidentiality. All applications and deliberations about individual applications shall remain wholly confidential, and the chair may at his or her sole discretion expel from the committee any member who violates professional standards or codes of confidentiality.

Results of criminal and credit background checks and degree verification information collected by the search consultant will be provided confidentially to the chair of the search committee and the staff liaison for candidates invited to interview at the university. To further ensure confidentiality, visits will not be made to the candidates' current college, university or place of employment as part of the routine background information.

c. Attendance at Meetings

Regular attendance at and participation in committee meetings by all committee members is essential to the work of presidential search; therefore, any committee member who is absent from three meetings of the committee may be excused from the committee by the chair. A member excused by the chair will not be replaced, except in those cases where alternates were identified at the time of the selection of the presidential search committee.

d. Communications

The committee chair will issue intermittent reports to the university trustees and community about its progress, notifying them about such things as committee membership, meeting dates, deadlines, number of applicants, interview dates, etc.

e. Records

The committee shall keep and approve minutes of its meetings, and files regarding all nominees and applicants, and the council shall retain such files for at least seven years after conclusion of the search.

f. Acting or Interim President

The acting or interim university president shall not be eligible for the position.

g. Designation of Candidates

The committee shall present to the council the names and dossiers of two candidates for the presidency from which the council shall forward its recommendations to the chancellor.

5. Presidential Involvement

The retiring or acting/interim president shall not participate as a member of the search committee or in interviews of the candidates. The search committee will define appropriate opportunities for interaction between the retiring or acting/interim president and the candidates.

6. Council Recommendations

The council shall submit to the chancellor the names and dossiers of two candidates.

The council may confidentially share other information and evaluative material with the chancellor, which may be deemed helpful to the chancellor and Board.

The council shall accompany its recommendations to the chancellor with a certified copy of the minutes of the council meeting at which the recommendations were approved. The council shall provide evidence that the search process was open, transparent, and fully inclusive.

C. Selection Procedure: Board of Governors

1. The chancellor shall submit the report of the council to the chair of the Board of Governors and shall advise the Board. Should one of the candidates withdraw from the search after the report is made to the Board, the Board in consultation with the chairperson of the council/chair of the search committee, will have the option to continue, extend, or restart the search.
2. The Board of Governors will interview the recommended candidates and select the university president. In the absence of a quorum of the Board, the Executive Committee of the Board shall be authorized by the Board to interview the recommended candidates and select the university president.
3. The Board shall invite the chair of the search committee/chairperson of the council to attend and observe the interviews of the recommended candidates and to participate in deliberations with the Board.
4. The chancellor shall notify the chair of the search committee and the final candidate of the Board's selection in writing. A public announcement will be made by the chancellor after consultation with the council chairperson.

D. Expenses for Presidential Searches

Funds from the System Reserve shall be used to reimburse a university for the cost of the professional service fee imposed by the presidential search consulting firm. In addition, funds from the System Reserve shall be used to reimburse the Office of the

Chancellor for reasonable expenses related to candidates and spousal/partner travel to interview with the chancellor and the Board of Governors.

E. Effective Date

This amended Policy is effective immediately.



PA State System of Higher Education Board of Governors

Effective: June 20, 1983

Page 1 of 2

Policy 1983-14-A: *Appointing Interim and Acting Chief Executive Officers*

See Also:

Adopted: June 20, 1983

Amended: May 15, 1984; January 8, 1998;
January 14, 1999; January 24, 2013; and **January XX, 2017**

A. Definitions

1. **Acting University President or Chancellor.** Temporary service as university president or chancellor pursuant to the university's succession plan when the incumbent president is temporarily unable to discharge official duties or has permanently vacated the position.
2. **Interim University President or Chancellor.** Temporary appointment as university president or chancellor by the Board of Governors until an incumbent president or chancellor returns to official duties, a permanent president or chancellor is appointed by the Board, or until the interim president or chancellor has been relieved of duties and responsibilities.
3. **Vacancy in the Office of the President or Chancellor.** Position of president or chancellor is unoccupied either temporarily due to leave, because the chancellor or Board of Governors determines that the incumbent president or chancellor is unable to discharge his/her official duties either temporarily or permanently, or because the incumbent president or chancellor has vacated the position.

B. Presidential Vacancy

1. **Acting President.** When the office of the president at a university becomes vacant, the duties of president shall be performed by the individual identified in the university Order of Succession Plan until the incumbent president is able to resume duties, until an interim president is appointed by the Board, or until a successor permanent president is appointed by the Board.
2. **Interim President.** Upon a vacancy in the office of the president at a university, the chancellor shall make a determination whether there is a need for appointment of an interim president to maintain operations and continuity on campus. Within a reasonable amount of time from the date of vacancy, the chancellor shall recommend the name of a candidate for the interim presidency to the Board of Governors after consultation with the chair of the university's council of trustees. At no time shall such recommendation process exceed six weeks from the time the

chancellor makes a determination that appointment of an interim president is necessary. Interim presidential appointees shall be subject to the requirements of relevant employment background investigation policies.

C. Chancellor Vacancy

1. Acting Chancellor. When the office of the chancellor becomes vacant, the duties of chancellor shall be performed by the individual identified in the Order of Succession Plan until the incumbent chancellor is able to resume duties. If the incumbent chancellor will be permanently vacating the office, the Board shall act to affirm the designation of the acting chancellor or appoint an interim chancellor.
2. Interim Chancellor. Upon a vacancy in the office of the chancellor, the Chair of the Board of Governors shall make a determination whether there is a need for appointment of an interim chancellor to maintain operations and continuity. Interim chancellor appointees shall be subject to the requirements of relevant employment background investigation policies.

D. Order of Succession Planning

1. Each university president, after consultation with the chair of the council of trustees and the chancellor, will develop and publish an Order of Succession. The Order of Succession will identify in rank order, members of the executive management team at the university who will act on behalf of the president in his/her absence, in the event he/she is temporarily unable to fulfill his/her responsibility, or in the event there is a vacancy.
2. The chancellor, after consultation with the Chair of the Board of Governors, will develop and publish an Order of Succession. The Order of Succession will identify in rank order, members of the executive management team in the Office of the Chancellor who will act on behalf of the chancellor in his/her absence, in the event he/she is temporarily unable to fulfill his/her responsibilities, or in the event there is a vacancy.
3. Orders of Succession will be reviewed at the beginning of each academic year before September 30. Each university president shall deliver the campus Orders of Succession Plan to the chancellor after a resolution and vote by the university's council of trustees. The chancellor shall deliver the Orders of Succession Plan for the Office of the Chancellor to the Chair of the Board.

E. ~~Effective Date~~-Evaluation

Acting or Interim presidents or chancellors serving one year or longer will be evaluated pursuant to Policy 2002-03-A, *Evaluating Presidents*.

F. Effective Date

This amended Policy is effective immediately.



PA State System of Higher Education Board of Governors

Effective: June 20, 1983

Page 1 of 2

Policy 1983-14-A: *Appointing Interim and Acting Chief Executive Officers*

See Also:

Adopted: June 20, 1983

Amended: May 15, 1984; January 8, 1998;
January 14, 1999; January 24, 2013; and January 26, 2017

A. Definitions

1. **Acting University President or Chancellor.** Temporary service as university president or chancellor pursuant to the university's succession plan when the incumbent president is temporarily unable to discharge official duties or has permanently vacated the position.
2. **Interim University President or Chancellor.** Temporary appointment as university president or chancellor by the Board of Governors until an incumbent president or chancellor returns to official duties, a permanent president or chancellor is appointed by the Board, or until the interim president or chancellor has been relieved of duties and responsibilities.
3. **Vacancy in the Office of the President or Chancellor.** Position of president or chancellor is unoccupied either temporarily due to leave, because the chancellor or Board of Governors determines that the incumbent president or chancellor is unable to discharge his/her official duties either temporarily or permanently, or because the incumbent president or chancellor has vacated the position.

B. Presidential Vacancy

1. **Acting President.** When the office of the president at a university becomes vacant, the duties of president shall be performed by the individual identified in the university Order of Succession Plan until the incumbent president is able to resume duties, until an interim president is appointed by the Board, or until a successor permanent president is appointed by the Board.
2. **Interim President.** Upon a vacancy in the office of the president at a university, the chancellor shall make a determination whether there is a need for appointment of an interim president to maintain operations and continuity on campus. Within a reasonable amount of time from the date of vacancy, the chancellor shall recommend the name of a candidate for the interim presidency to the Board of Governors after consultation with the chair of the university's council of trustees. At

no time shall such recommendation process exceed six weeks from the time the chancellor makes a determination that appointment of an interim president is necessary. Interim presidential appointees shall be subject to the requirements of relevant employment background investigation policies.

C. Chancellor Vacancy

1. Acting Chancellor. When the office of the chancellor becomes vacant, the duties of chancellor shall be performed by the individual identified in the Order of Succession Plan until the incumbent chancellor is able to resume duties. If the incumbent chancellor will be permanently vacating the office, the Board shall act to affirm the designation of the acting chancellor or appoint an interim chancellor.
2. Interim Chancellor. Upon a vacancy in the office of the chancellor, the Chair of the Board of Governors shall make a determination whether there is a need for appointment of an interim chancellor to maintain operations and continuity. Interim chancellor appointees shall be subject to the requirements of relevant employment background investigation policies.

D. Order of Succession Planning

1. Each university president, after consultation with the chair of the council of trustees and the chancellor, will develop and publish an Order of Succession. The Order of Succession will identify in rank order, members of the executive management team at the university who will act on behalf of the president in his/her absence, in the event he/she is temporarily unable to fulfill his/her responsibility, or in the event there is a vacancy.
2. The chancellor, after consultation with the Chair of the Board of Governors, will develop and publish an Order of Succession. The Order of Succession will identify in rank order, members of the executive management team in the Office of the Chancellor who will act on behalf of the chancellor in his/her absence, in the event he/she is temporarily unable to fulfill his/her responsibilities, or in the event there is a vacancy.
3. Orders of Succession will be reviewed at the beginning of each academic year before September 30. Each university president shall deliver the campus Orders of Succession Plan to the chancellor after a resolution and vote by the university's council of trustees. The chancellor shall deliver the Orders of Succession Plan for the Office of the Chancellor to the Chair of the Board.

E. Evaluation

Acting or Interim presidents or chancellors serving one year or longer will be evaluated pursuant to Policy 2002-03-A, *Evaluating Presidents*.

F. Effective Date

This amended Policy is effective immediately.

PA State System of Higher Education Board of Governors

Effective: December 4, 1984

Page 1 of 5

Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives*

See Also:

Adopted: December 4, 1984

Amended: July 15, 1986; December 8, 1986; July 15, 1987; January 19, 1988;
November 15, 1990; April 18, 1991; October 9, 1997; October 12, 2000; January 24, 2013;
January 22, 2015, and **January XX, 2017**

A. University President

Consistent with 24 P.S. § 20-2006-A (Act No. 1982-188), the president shall serve at the pleasure of the Board under fixed terms or contracts of fixed duration and shall perform responsibilities as prescribed in accordance with the act.

1. Appointment and Term

The Board shall appoint a president pursuant to Board of Governors' Policy 1983-13-A: *Process for Recommending Presidential Appointment*. The Board may award or extend a president's contract for a period not to exceed three years in consultation with the chancellor and the council of trustees. In no event, however, may a contract be extended more than two times without full qualification by the council as required by 24 P.S. § 20-2009-A.

2. Conditions

The president shall discharge with fidelity all duties prescribed by law and such additional duties as the chancellor and Board may from time to time prescribe. The President shall be supervised by the chancellor and shall be accountable to the chancellor and Board for the faithful discharge of official duties.

The president shall oversee compliance and reporting requirements regarding the annual Campus Safety and Security Report (Clery Report) and required National Collegiate Athletic Association compliance reports, and provide all other certifications as may be required by law or regulation. The president shall certify such oversight on June 30 and December 31 of each year and otherwise as required by the Board or chancellor. This paragraph shall not limit the responsibilities of the President stated under this section.

The president shall reside for the term of the appointment in housing provided by the Board. In the event housing is or becomes unavailable, wholly or in part, the

president and the chair of the council of trustees, in consultation with the chancellor, will agree upon an appropriate housing allowance, which shall be paid to the president until housing becomes available.

The president's performance of duties during the term of this agreement shall be evaluated by the chancellor and Board, in consultation with the university council of trustees, pursuant to the Board's performance evaluation policy.

3. Salary

The Board shall fix the president's annual salary after recommendation of the chancellor, which shall fall within the ranges established by Board policy. The Board may, during the term of the agreement and at its discretion, grant the president increments, raises, or any other form of increase in compensation.

4. Benefits

The president shall receive all employee benefits currently received by management employees of the State System of Higher Education, which consist of benefits contained in the State System of Higher Education's management employee benefits program. Except that for purposes of the group term life insurance benefit, a president shall be entitled to coverage that is equal to two times his or her annual salary on January 1, of each year, rounded to the nearest \$1,000 up to a maximum of \$500,000.

The president shall receive the following benefits and such other benefits as the Board may grant:

- a. ~~a~~ monthly automobile stipend, ~~with insurance and maintenance thereon.~~
- b. reimbursement for official expenses on a cost basis (which expenses shall be subject to quarterly review by the chair of the university council of trustees and the Board of Governors).
- c. coverage under the Commonwealth of Pennsylvania's programs for claims arising out of employment-related activities.
- d. maintenance and support services for the official residence.
- i. At the time of employment, moving expenses will be paid by the university, whether the move is within the State System or into the State System. Reimbursement of reasonable and customary relocation expenses (subject to Internal Revenue Service regulations and PASSHE procurement policy and procedures) will be covered. Reimbursement of costs requires the President to obtain a minimum of three quotes from responsible bidders. Reimbursement will be capped at the amount quoted by the lowest responsible offeror.
- f. Waiver of tuition at any State System university, which shall be applicable to a president's spouse or dependent child. The waiver for an employee's spouse is applicable until the spouse obtains the first undergraduate degree. The waiver for the dependent child is applicable until the child obtains the first undergraduate degree or until he/she reaches the age of 25, whichever comes first. Waiver of

tuition for spouses and children shall continue to the limits previously stated if the president should meet one of the following conditions:

- (1) has five or more years of credited service in one of the State System's approved retirement plans and becomes permanently disabled or dies;
- (2) is retired from the State System and has at least 25 years of credited service in one of the State System's approved retirement plans; or
- (3) is retired from the State System and is at or above the superannuation retirement age, with at least ten years of credited service in one of the State System's approved retirement plans.

- g. Eligibility for merit-based sabbatical leave will be in accordance with the provisions of 24 P.S. § 1864.3.

5. Spouses

Spouses of presidents will be invited by the chancellor to accept appointment as volunteers in service to the State System of Higher Education under the terms of Board of Governors' Policy 1991-04-A, *Volunteerism*.

6. Termination

The Board at its discretion may terminate the president's employment, with or without cause.

In the event the president's appointment is terminated by Board action, the president shall be paid all compensation and benefits under the terms of the contract.

The president may resign his/her office at any time during the term of the contract by providing the Board with 30 days' written notice. The chancellor may waive the notice requirement if the chancellor determines doing so is in the best interest of the university.

B. University Provost, Vice Presidents, Academic Deans, and Other Positions

A provost, vice president, academic deans, and other positions 200 and above within one of the 14 universities or the Office of the Chancellor serves as an appointee and at the pleasure of the respective president or the chancellor ("appointing authority").

1. Appointment ~~or Appointment and Term~~

The president or the chancellor shall appoint the provost, vice president(s), academic dean(s), and other positions 200 and above pursuant to 24 P.S. § 20-2010-A or 24 P.S. § 20-2005-A, respectively. ~~The initial appointment shall not be for a fixed term of more than two years. At the time when the initial appointment lapses, the respective appointee's term of employment may be extended for a fixed term of no more than two years. For example, if the appointee's initial appointment is for two (2) years effective July 1, 2012, at the conclusion of this appointment (June 30, 2014), the appointing authority may provide the appointee a reappointment that expires no later than June 30, 2016. Additional reappointments may continue in the~~

~~same manner at the discretion of the appointing authority and shall be based on a qualitative review.~~

All appointments shall be in compliance with the terms and conditions of Board of Governors Policy 1985-07-A: Management Performance and Reward Program.

2. Conditions

The provost, vice president(s), academic dean(s), and other positions 200 and above shall perform with fidelity duties as may be assigned by the appointing authority. The provost, vice president(s), academic dean(s), and other positions 200 and above shall be supervised by, accountable to, and evaluated at least annually by the appointing authority or appropriate supervisor.

A provost and/or vice president shall be responsible for a major recognized university function encompassing a number of university programs, such as academic affairs, administration, finance, student affairs, university relations, or combinations thereof. An academic dean shall have administrative responsibility for an aggregation of academic disciplines and their faculties.

3. Salary

- a. The annual salary shall be set by the appointing authority, within the range established by Board policy, and may be adjusted during the term of the agreement pursuant to the management compensation plan.
- b. The appointing authority shall determine salary through consideration on an individual basis.

4. Benefits

- a. A provost, vice president(s), academic dean(s), and other positions 200 and above shall receive all employee benefits currently received by management employees of the State System of Higher Education, which consist of the benefits contained in the State System of Higher Education's management employee benefits program and other benefits as may be approved by the Board.
- b. At the discretion of the appointing authority, at the time of employment, moving expenses may be paid in part or in full by the University, whether the move is within the State System or into the State System reimbursement of reasonable and customary relocation expenses (subject to Internal Revenue Service regulations and PASSHE Procurement policy and procedures) will be covered. Reimbursement of costs requires the individual to obtain a minimum of three quotes from responsible bidders. Reimbursement will be capped at the amount quoted by the lowest responsible offeror.
- c. Eligibility for professional development leave as follows:
 - (1) after each seven years of satisfactory service at one or more of the State System universities, five of which must be with the university from which the leave is being sought;

- (2) for up to, but not to exceed, 18 full calendar weeks (one semester of the academic year) at full pay, or 36 calendar weeks at half pay;
 - (3) upon recommendation by the president, after consultation with the council of trustees; and
 - (4) with the leave normally conditioned upon the agreement to provide one full year of service subsequent to the completion of the approved leave.
- d. Waiver of tuition shall be applicable to a dependent child or a spouse who attends the university where the eligible employee is employed. The waiver is applicable until the child obtains the first undergraduate degree or until he/she reaches the age of 25, whichever comes first. The waiver for an employee's spouse is applicable until the spouse obtains the first undergraduate degree. Fifty percent waiver of university tuition shall be granted for dependent children who attend State System universities other than the university where the eligible employee is employed. Waiver of tuition for children and spouses shall continue to the limits previously stated should the employee meet one of the following conditions:
- (1) has five or more years of credited service in one of the State System's approved retirement plans and become permanently disabled or die;
 - (2) is retired from the State System and have at least 25 years of credited service in one of the State System's approved retirement plans; or
 - (3) is retired from the State System and is at or above the superannuation retirement age, with at least ten years of credited service in one of the State System's approved retirement plans.

All other tuition waiver benefits currently enjoyed by these employees shall not be diminished.

5. Termination

~~A provost, vice president(s), academic dean(s), and other positions 200 and above~~ Individuals appointed pursuant to B (1) of this policy are at will and shall serve at the pleasure of the appointing authority. ~~A provost, vice president(s), academic dean(s), and other positions 200 and above~~ An individual may resign his or her position by providing 30 days written notice to the appointing authority.

C. Effective Date

This amended Policy is effective ~~July 1, 2013~~ January 26, 2017.

Policy 1984-14-A: *Terms and Conditions of Employment of Senior Policy Executives*

See Also:

Adopted: December 4, 1984

Amended: July 15, 1986; December 8, 1986; July 15, 1987; January 19, 1988;
November 15, 1990; April 18, 1991; October 9, 1997; October 12, 2000; January 24, 2013;
January 22, 2015, and January 26, 2017

A. University President

Consistent with 24 P.S. § 20-2006-A (Act No. 1982-188), the president shall serve at the pleasure of the Board under fixed terms or contracts of fixed duration and shall perform responsibilities as prescribed in accordance with the act.

1. Appointment and Term

The Board shall appoint a president pursuant to Board of Governors' Policy 1983-13-A: *Process for Recommending Presidential Appointment*. The Board may award or extend a president's contract for a period not to exceed three years in consultation with the chancellor and the council of trustees. In no event, however, may a contract be extended more than two times without full qualification by the council as required by 24 P.S. § 20-2009-A.

2. Conditions

The president shall discharge with fidelity all duties prescribed by law and such additional duties as the chancellor and Board may from time to time prescribe. The President shall be supervised by the chancellor and shall be accountable to the chancellor and Board for the faithful discharge of official duties.

The president shall oversee compliance and reporting requirements regarding the annual Campus Safety and Security Report (Clery Report) and required National Collegiate Athletic Association compliance reports, and provide all other certifications as may be required by law or regulation. The president shall certify such oversight on June 30 and December 31 of each year and otherwise as required by the Board or chancellor. This paragraph shall not limit the responsibilities of the President stated under this section.

The president shall reside for the term of the appointment in housing provided by the Board. In the event housing is or becomes unavailable, wholly or in part, the president and the chair of the council of trustees, in consultation with the chancellor,

will agree upon an appropriate housing allowance, which shall be paid to the president until housing becomes available.

The president's performance of duties during the term of this agreement shall be evaluated by the chancellor and Board, in consultation with the university council of trustees, pursuant to the Board's performance evaluation policy.

3. Salary

The Board shall fix the president's annual salary after recommendation of the chancellor, which shall fall within the ranges established by Board policy. The Board may, during the term of the agreement and at its discretion, grant the president increments, raises, or any other form of increase in compensation.

4. Benefits

The president shall receive all employee benefits currently received by management employees of the State System of Higher Education, which consist of benefits contained in the State System of Higher Education's management employee benefits program. Except that for purposes of the group term life insurance benefit, a president shall be entitled to coverage that is equal to two times his or her annual salary on January 1, of each year, rounded to the nearest \$1,000 up to a maximum of \$500,000.

The president shall receive the following benefits and such other benefits as the Board may grant:

- a. a monthly automobile stipend.
- b. reimbursement for official expenses on a cost basis (which expenses shall be subject to quarterly review by the chair of the university council of trustees and the Board of Governors).
- c. coverage under the Commonwealth of Pennsylvania's programs for claims arising out of employment-related activities.
- d. maintenance and support services for the official residence.
- e. At the time of employment, moving expenses will be paid by the university, whether the move is within the State System or into the State System. Reimbursement of reasonable and customary relocation expenses (subject to Internal Revenue Service regulations and PASSHE procurement policy and procedures) will be covered. Reimbursement of costs requires the President to obtain a minimum of three quotes from responsible bidders. Reimbursement will be capped at the amount quoted by the lowest responsible offeror.
- f. Waiver of tuition at any State System university, which shall be applicable to a president's spouse or dependent child. The waiver for an employee's spouse is applicable until the spouse obtains the first undergraduate degree. The waiver for the dependent child is applicable until the child obtains the first undergraduate degree or until he/she reaches the age of 25, whichever comes first. Waiver of

tuition for spouses and children shall continue to the limits previously stated if the president should meet one of the following conditions:

- (1) has five or more years of credited service in one of the State System's approved retirement plans and becomes permanently disabled or dies;
- (2) is retired from the State System and has at least 25 years of credited service in one of the State System's approved retirement plans; or
- (3) is retired from the State System and is at or above the superannuation retirement age, with at least ten years of credited service in one of the State System's approved retirement plans.

g. Eligibility for merit-based sabbatical leave will be in accordance with the provisions of 24 P.S. § 1864.3.

5. Spouses

Spouses of presidents will be invited by the chancellor to accept appointment as volunteers in service to the State System of Higher Education under the terms of Board of Governors' Policy 1991-04-A, *Volunteerism*.

6. Termination

The Board at its discretion may terminate the president's employment, with or without cause.

In the event the president's appointment is terminated by Board action, the president shall be paid all compensation and benefits under the terms of the contract.

The president may resign his/her office at any time during the term of the contract by providing the Board with 30 days written notice. The chancellor may waive the notice requirement if the chancellor determines doing so is in the best interest of the university.

B. University Provost, Vice Presidents, Academic Deans, and Other Positions

A provost, vice president, academic deans, and other positions 200 and above within one of the 14 universities or the Office of the Chancellor serves as an appointee and at the pleasure of the respective president or the chancellor ("appointing authority").

1. Appointment

The president or the chancellor shall appoint the provost, vice president(s), academic dean(s), and other positions 200 and above pursuant to 24 P.S. § 20-2010-A or 24 P.S. § 20-2005-A, respectively.

All appointments shall be in compliance with the terms and conditions of Board of Governors Policy 1985-07-A: Management Performance and Reward Program.

2. Conditions

The provost, vice president(s), academic dean(s), and other positions 200 and above shall perform with fidelity duties as may be assigned by the appointing authority. The provost, vice president(s), academic dean(s), and other positions 200 and above shall be supervised by, accountable to, and evaluated at least annually by the appointing authority or appropriate supervisor.

A provost and/or vice president shall be responsible for a major recognized university function encompassing a number of university programs, such as academic affairs, administration, finance, student affairs, university relations, or combinations thereof. An academic dean shall have administrative responsibility for an aggregation of academic disciplines and their faculties.

3. Salary

- a. The annual salary shall be set by the appointing authority, within the range established by Board policy, and may be adjusted during the term of the agreement pursuant to the management compensation plan.
- b. The appointing authority shall determine salary through consideration on an individual basis.

4. Benefits

- a. A provost, vice president(s), academic dean(s), and other positions 200 and above shall receive all employee benefits currently received by management employees of the State System of Higher Education, which consist of the benefits contained in the State System of Higher Education's management employee benefits program and other benefits as may be approved by the Board.
- b. At the discretion of the appointing authority, at the time of employment, moving expenses may be paid in part or in full by the University, whether the move is within the State System or into the State System reimbursement of reasonable and customary relocation expenses (subject to Internal Revenue Service regulations and PASSHE Procurement policy and procedures) will be covered. Reimbursement of costs requires the individual to obtain a minimum of three quotes from responsible bidders. Reimbursement will be capped at the amount quoted by the lowest responsible offeror.
- c. Eligibility for professional development leave as follows:
 - (1) after each seven years of satisfactory service at one or more of the State System universities, five of which must be with the university from which the leave is being sought;
 - (2) for up to, but not to exceed, 18 full calendar weeks (one semester of the academic year) at full pay, or 36 calendar weeks at half pay;
 - (3) upon recommendation by the president, after consultation with the council of trustees; and

- (4) with the leave normally conditioned upon the agreement to provide one full year of service subsequent to the completion of the approved leave.
- d. Waiver of tuition shall be applicable to a dependent child or a spouse who attends the university where the eligible employee is employed. The waiver is applicable until the child obtains the first undergraduate degree or until he/she reaches the age of 25, whichever comes first. The waiver for an employee's spouse is applicable until the spouse obtains the first undergraduate degree. Fifty percent waiver of university tuition shall be granted for dependent children who attend State System universities other than the university where the eligible employee is employed. Waiver of tuition for children and spouses shall continue to the limits previously stated should the employee meet one of the following conditions:
 - (1) has five or more years of credited service in one of the State System's approved retirement plans and become permanently disabled or die;
 - (2) is retired from the State System and have at least 25 years of credited service in one of the State System's approved retirement plans; or
 - (3) is retired from the State System and is at or above the superannuation retirement age, with at least ten years of credited service in one of the State System's approved retirement plans.

All other tuition waiver benefits currently enjoyed by these employees shall not be diminished.

5. Termination

Individuals appointed pursuant to B (1) of this policy are at will and shall serve at the pleasure of the appointing authority. An individual may resign his or her position by providing 30 days written notice to the appointing authority.

C. Effective Date

This amended Policy is effective January 26, 2017.

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PA State System of Higher Education Board of Governors

Effective: July 18, 1991

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Policy 1991-04-A: *Volunteerism*

See Also:[Board of Governors' Policy 2014-01-A](#)[Board of Governors' Policy 1986-07-A](#)[State System Procedure/Standard 2011-07](#)[State System Procedure/Standard 2015-21](#)**Adopted:** July 18, 1991**Amended:** May 14, 1998;[January xx, 2017](#)

A. General

Volunteerism is encouraged throughout Pennsylvania's State System of Higher Education. Volunteers represent a most valued human resource whose contributions without compensation or promise result in immeasurable benefit to our students, the State System, and the Commonwealth. ~~In order to provide recognition of volunteers and their services, as well as safeguards for their usage, the following administrative guidelines are to be used.~~ This policy recognizes the value of volunteers and their services, and specifies requirements and protections for their use. It is understood that volunteers will not be used in a fashion that displaces incumbent bargaining unit employees, and that when practicable and appropriate, discussion in advance of volunteer usages may occur at ~~the~~ local meet and discuss ~~level~~.

B. Definition

Volunteer—Any individual, including but not limited to students, authorized by an appropriate appointing authority or designee of an appointing authority, who provides services to the State System or any State System entity without remuneration from the State System entity. For purposes of this policy, this includes members of governing bodies and student associations.

State System Entity—One of the State System universities or the Office of the Chancellor.

C. Policy

1. To be recognized under this policy, an individual must serve in a volunteer capacity that has been authorized in writing by an appropriate appointing authority (e.g., ~~Board of Governors~~ governor, chancellor, or president); however, for incidental services and in the interest of practicality, an appointing authority may choose to delegate this authority.
2. The appointing authorities are responsible for developing volunteer ~~authorization and regulatory procedures~~ procedures and standards which ensure adherence to Board of Governors' policies, relevant laws (e.g., Fair Labor Standards Act and Pennsylvania Child Protection Services Law), labor contracts, and State System procedures and standards. ~~It is understood that volunteers will not be assigned hazardous duties or to work in hazardous duty areas. It is also understood that s~~Such procedures and

standards shall be sufficient to document the volunteer relationship for risk management, indemnification, and legal defense purposes. ~~As a minimum standard (e.g., incidental services), this would require the recording of the volunteer's name and address, dates of service, nature of service, and authorizing authority. By logical extension, longer term volunteers' documentation should include other biographical data such as social security number, home and business phone numbers, education and work experience, as well as an emergency contact name and number. For volunteers assigned to work with pre-school and school age children (K through 12), Act 34 documentation is recommended. A formal letter of appointment for longer term volunteers would also be customary.~~ In accordance with the State System Procedure/Standard 2015-21: *Background Clearances and Reporting Requirements*, this requires filing copies of background screening documentation and recording each volunteer's name, address, dates of service, nature of service, and authorizing authority.

3. Volunteers will not be assigned hazardous duties or to work in hazardous duty areas.

~~34.~~ Volunteers will be eligible for reimbursement of authorized official travel expenses in accordance with the State System's travel expense regulations (Policy 1986-07-A). Volunteers should understand they are still subject to the Motor Vehicle Responsibility Act in terms of liability exposure, although depending on the circumstances, the Commonwealth may provide excess insurance above the primary insurance covering the owner of the vehicle. Board of Governors' Policy 1986-07-A: *Travel Expense Regulations*.

~~45.~~ At the discretion of the appointing authority, volunteers may also be extended incidental courtesies and privileges normally extended to employees. This may include the transporting of volunteers in Commonwealth- or university-owned vehicles as part of their official duties; however, volunteers are not authorized to operate such vehicles.

~~56.~~ Volunteers ~~are~~ may be provided limited reimbursement for illnesses or injuries incurred as a direct result of providing volunteer services to the State System. This insurance is not workers' compensation insurance but is administered through the State System's workers' compensation claims administrator. Consequently, it does not include any disability or catastrophic loss income for volunteers or their survivors. Coverage is limited to medical and hospital benefits only and is based on terms contained in the workers' compensation law. Reimbursement would be limited to out-of-pocket medical expenses not covered by the volunteer's health insurance, up to a maximum of \$5,000 per injury or illness. Disability or loss of income for volunteers or their survivors and Damage or loss losses to personal property (e.g., clothing, eyeglasses, vehicles) ~~is~~ are not covered.

~~67.~~ Volunteers will be entitled to legal defense and indemnification for ~~legal actions arising from acts or omissions within the scope of their official~~ actions taken within the scope of their official volunteer duties to the same extent as employees of the State System.

8. Volunteer records must be entered into the human resources system of record (currently SAP) in order to track eligibility for the provisions described above, and to track background clearance status.

9. The State System must retain ~~Volunteer~~ volunteer records ~~must be retained~~ for at least six years after the date the services are completed. Copies of volunteer background clearances (either paper or electronic) shall be retained for 25 years.



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PA State System of Higher Education Board of Governors

Effective: July 18, 1991

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Policy 1991-04-A: Volunteerism

See Also:

Board of Governors' Policy 2014-01-A
Board of Governors' Policy 1986-07-A
State System Procedure/Standard Number 2011-07
State System Procedure/Standard Number 2015-21

Adopted: July 18, 1991
Amended: May 14, 1998;
January 26, 2017

A. General

Volunteerism is encouraged throughout Pennsylvania's State System of Higher Education. Volunteers represent a most valued human resource whose contributions without compensation or promise result in immeasurable benefit to our students, the State System, and the Commonwealth. This policy recognizes the value of volunteers and their services, and specifies requirements and protections for their use. It is understood that volunteers will not be used in a fashion that displaces incumbent bargaining unit employees, and that when practicable and appropriate, discussion in advance of volunteer usages may occur at local meet and discuss.

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C. Policy

1. To be recognized under this policy, an individual must serve in a volunteer capacity that has been authorized in writing by an appropriate appointing authority (e.g., governor, chancellor, or president); however, for incidental services and in the interest of practicality, an appointing authority may choose to delegate this authority.
2. The appointing authorities are responsible for developing volunteer procedures and standards which ensure adherence to Board of Governors' policies, relevant laws (e.g., Fair Labor Standards Act and Pennsylvania Child Protection Services Law), labor contracts, and State System procedures and standards. Such procedures and standards shall be sufficient to document the volunteer relationship for risk management, indemnification, and legal defense purposes. In accordance with the State System Procedure/Standard Number 2015-21: *Background Clearances and Reporting*

Requirements, this requires filing copies of background screening documentation and recording each volunteer's name, address, dates of service, nature of service, and authorizing authority.

3. Volunteers will not be assigned hazardous duties or to work in hazardous duty areas.
4. Volunteers will be eligible for reimbursement of authorized official travel expenses in accordance with Board of Governors' Policy 1986-07-A: *Travel Expense Regulations*.
5. At the discretion of the appointing authority, volunteers may also be extended incidental courtesies and privileges normally extended to employees. This may include the transporting of volunteers in Commonwealth- or university-owned vehicles as part of their official duties; however, volunteers are not authorized to operate such vehicles.
6. Volunteers may be provided limited reimbursement for illnesses or injuries incurred as a direct result of providing volunteer services to the State System. Reimbursement would be limited to out-of-pocket medical expenses not covered by the volunteer's health insurance, up to a maximum of \$5,000 per injury or illness. Disability or loss of income for volunteers or their survivors and losses to personal property (e.g., clothing, eyeglasses, vehicles) are not covered.
7. Volunteers will be entitled to legal defense and indemnification for actions taken within the scope of their official volunteer duties to the same extent as employees of the State System.
8. Volunteer records must be entered into the human resources system of record (currently SAP) in order to track eligibility for the provisions described above, and to track background clearance status.
9. The State System must retain volunteer records for at least six years after the date the services are completed. Copies of volunteer background clearances (either paper or electronic) shall be retained for 25 years.

**Summary of Major Provisions of the Tentative Professional Employees Collective
Bargaining Agreement Between
Pennsylvania's State System of Higher Education and State College and
University Professional Association/PSEA (SCUPA)
July 1, 2016 – June 30, 2019**

Article 9 Workload

Compensatory time earned during the fiscal year may be used or scheduled through the first full pay period of August. This provides an additional five- to six-week period of time that compensatory time may be scheduled to avoid payment of earned compensatory time; a cost-saving measure.

Article 10 Salaries and Wages

Effective the first full pay period in October 2016 (October 1, 2016)	2.75% General Pay Increase ²
Effective the first full pay period in July 2017	1.75% General Pay Increase
Effective the beginning of the spring 2018 semester (January 2018)	Step Increment ³
Effective the first full pay period in July 2018	2.25% General Pay Increase
Effective the beginning of the spring 2019 semester (January 2019)	Step Increment

Professional Employees at the top of the salary schedule receive a cash payment of 2.5% in lieu of the step increment.

Article 12 Classification

- The new classification system is effective with the first full pay period in January 2017.
- Salaries and Wages for employees who are in positions that are reclassified with the implementation of the new classification system will be administered in accordance with existing language in Articles 10 and 12.
- A classification appeal will be processed in accordance with the classification system in effect on the date it is filed.

Article 13 Grievance and Arbitration

² A General Pay Increase (GPI) represents a percentage change applied to the entire salary schedule.

³ Step Increment is movement one step up on the 16-step salary schedule. A step for this unit has an average equivalent of 2.5%.

Provide the parties the ability to enter into non-binding grievance mediation with mutual agreement.

Article 14 Discharge, Demotion, Suspension, and Discipline

Reduce notice of termination for probationary employees from sixty (60) days to thirty (30) thereby providing cost savings.

Article 28 Health Benefits

PEBTF benefits as negotiated by the Commonwealth.

Employer contribution:

July 2016	\$455 (no change from current rate)
July 2017	\$473
July 2018	\$486

Employee contribution (based on professional employee’s biweekly gross base salary):

July 2016-July 2017	2.0%
July 2017-June 2018	2.25%
July 2018-June 2019	2.5%

Professional employees who do not participate in Get Healthy (wellness program) will contribute more on a bi-weekly basis via an employee contribution surcharge.

Article 31 Temporary Professional Employee

Extension of temporary positions beyond the initial twenty-four (24) consecutive months no longer requires Statewide SCUPA President approval, only local SCUPA Representative approval.

Article 33 Furlough and Recall

- SCUPA may grieve failure to qualify an employee for a bump but grievance is limited to proof that the determination is arbitrary and capricious.
- SCUPA is currently provided at least ninety (90) days’ notice of an impending furlough. That remains but individual employees who will be bumped or furloughed are now provided at least forty-five (45) days’ notice. These forty-five (45) days are inclusive of the ninety (90) days’ notice to SCUPA.

Article 39 Term of Agreement

July 1, 2016 to June 30, 2019