

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

Meeting Minutes

246th Meeting
Tuesday, August 22, 2017
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

via Conference Call

4:00 p.m.

ATTENDING

Board of Governors:

Senator Ryan P. Aument
Secretary Sarah E. Galbally (Governor Wolf's designee)
Representative Michael K. Hanna
Shaina M. Hilsey
Donald E. Houser, Jr.
Jonathan B. Mack
David M. Maser (Vice Chair)
Daniel P. Meuser
Thomas S. Muller
Guido M. Pichini
Adam A. Schott
Senator Judith L. Schwank
Cynthia D. Shapira (Chair)
Harold C. Shields
Brian H. Swatt

Representative Matthew E. Baker, Audrey F. Bronson, Barbara McIlvaine Smith, and Secretary of Education Pedro A. Rivera were absent.

Office of the Chancellor:

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

In attendance from the Office of the Chancellor: Ginger S. Coleman, Audrey J. Guistwhite, Gloria F. Hess, Jennifer E. Hoover, Kenn D. Marshall (via phone), Cathleen A. McCormack, Sue Mukherjee, Lisa S. Sanno, and Eric J. Zeglen.

Interim President Aaron A. Walton participated via phone.

Chairwoman Shapira called the meeting to order at 4:01 p.m.

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

PUBLIC COMMENTS

Public comments were provided by Dr. Ken Mash, President of APSCUF. (Attachment #1)

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

Chairwoman Shapira moved **THAT THE BOARD OF GOVERNORS APPROVES THE DISPENSATION TO EXEMPT CHEYNEY UNIVERSITY FROM THE PORTION OF BOARD OF GOVERNORS' POLICY 1985-01-A: REQUIREMENTS FOR INITIATION OR CHANGE IN CREDIT-BASED ACADEMIC PROGRAMS, SECTION B. MORATORIUM, THAT STATES, "STUDENTS CURRENTLY ENROLLED OR ADMITTED WILL BE ALLOWED TO COMPLETE THE PROGRAM." THE EXCEPTION FOR CHEYNEY UNIVERSITY ENDS ON AUGUST 22, 2022.** (Attachment #2)

The motion passed unanimously. Vote: Yes – 15; No – 0

Chairwoman Shapira moved **THAT THE BOARD OF GOVERNORS APPROVES THE DISPENSATION TO EXEMPT CHEYNEY UNIVERSITY FROM THE PORTION OF POLICY 1999-01-A: STUDENT TRANSFER POLICY, SECTION D. GRADUATE, WHICH CAPS THE TRANSFER OF EQUIVALENT GRADUATE-LEVEL CREDITS A CURRENT STUDENT MAY TRANSFER INTO A GRADUATE PROGRAM. THE EXCEPTION FOR CHEYNEY UNIVERSITY ENDS ON AUGUST 22, 2022.** (Attachment #3)

The motion passed unanimously. Vote: Yes – 15; No – 0

Chairwoman Shapira moved **THAT THE BOARD OF GOVERNORS FORGIVES THE TOTAL FUNDS OWED TO THE STATE SYSTEM BY CHEYNEY UNIVERSITY OF PENNSYLVANIA OVER A FOUR FISCAL YEAR PERIOD, BEGINNING IN THE CURRENT FISCAL YEAR, PROVIDED THAT THE UNIVERSITY MEETS THE CONDITIONS LISTED BELOW.** (Attachment #4)

- **FY 2017/18: CHEYNEY UNIVERSITY DEMONSTRATES \$7.5 MILLION OF ANNUAL EXPENSE REDUCTION FROM CURRENT OPERATIONS AS VERIFIED BY THE VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE = 0% FORGIVEN.**
- **FY 2018/19: CHEYNEY UNIVERSITY MAINTAINS A BALANCED BUDGET OF REVENUES GREATER OR EQUAL TO ANNUAL EXPENSES = 33.4% OF AMOUNT OUTSTANDING FORGIVEN.**
- **FY 2019/20: CHEYNEY UNIVERSITY MAINTAINS A BALANCED BUDGET OF REVENUES GREATER OR EQUAL TO ANNUAL EXPENSES = 50% OF AMOUNT OUTSTANDING FORGIVEN.**

- **FY 2020/21: CHEYNEY UNIVERSITY MAINTAINS A BALANCED BUDGET OF REVENUES GREATER OR EQUAL TO ANNUAL EXPENSES = REMAINDER OF OUTSTANDING BALANCE FORGIVEN.**

FAILURE TO MEET THESE REQUIREMENTS DURING THE FOUR FISCAL YEAR TERM WILL RENDER ANY AND ALL OUTSTANDING AMOUNTS DUE AND PAYABLE.

The motion passed unanimously. Vote: Yes – 15; No – 0

Executive Session convened at 4:39 p.m.

Executive Session adjourned at 4:52 p.m.

No action was taken during the executive session.

The Board meeting reconvened at 4:53 p.m.

ADJOURNMENT

There being no further items of business to come before the Board, Chairwoman Shapira adjourned the meeting at 4:54 p.m.

ATTEST: _____
Randy Goin, Jr.
Chief of Staff

Dr. Kenneth Mash's comments – August 22, 2017

Chairwoman Shapira, Governors,

I am here because we learned that today you would be considering an exception to Board of Governors Policy 1985-01-A — specifically an exception for Cheyney University to the language in that policy that requires universities to provide an opportunity for students who are enrolled or admitted to complete a program that is put in moratorium.

While I understand the very serious looming deadlines that are quickly approaching for Cheyney University, I think it would have been in everyone's best interest if the subject of the meeting was more broadly publicized so that those who will be affected by any change would have notice and an opportunity to speak up. While I know this is not required by the Sunshine Act, the Office of Open Records does state that it is "good practice" to include the subject of the meeting in a special-meeting notice.

That aside, I speaking on the best knowledge I have right now, which is third hand information. I will not speak today about the impact on faculty. We have a contractually mandated forum to make those cogent arguments, and we certainly will.

Should you still be considering this action today, I would ask that you pause. While the deadline is nearing quickly, it is premature to make this exception. Generally, I think it unwise to make exceptions for Cheyney University. Cheyney's problems have not come about because it has been treated differently; they exist because the expectations of that university have, historically, been different. I have made that case many times, and I won't go into detail now. I do have concern about the optics of making this exception for this one university. I also have general concerns about this Board heading down the path of making exceptions for any particular university.

Nevertheless, taking action today would be premature. Unless there is information that has not been shared that should have been shared with us, nobody yet knows what programs may be put into moratorium. Nobody knows how many students may be affected. Should those students not be able to know that the rules may be changed for them? Should they not be given an opportunity to share their concerns before a decision is made?

If the rules are to be different for the State System's only HBCU, has everyone fully considered the consequences? What student would want to attend a university that has a history of closing programs on the students who attend? Not that long ago, we all used to say that a university's catalogue was its contract with students. What type of word-of-mouth will be generated among generations of families, friends, and acquaintances, should that contract be broken? While the short term presents us with the most difficult of circumstances, what good is it to damage the future for the present?

The latest that I have heard includes the prospect that any of these students will be granted admission at another State System university and that they will be able to take scholarship monies with them. Is that really sufficient? Will they be guaranteed dorm space when they transfer? Will the cost of the dorms and other fees be comparable? Will they be given additional support so that

they can effectively transition? I hope all of this is part of the consideration, and that attention is paid to each individual student.

There are populations of students who need Cheyney University to succeed so that they may have a chance at the American Dream. They don't need Cheyney to survive in skeleton form as a monument to our de jure segregationist past. They do need it, among many other reasons, because racism persists.

I applaud the Board for its determination to change what needs to be changed at Cheyney University. I applaud those at the University who are doing their best under dire circumstances. I only hope that we pay every bit of attention to current and future Cheyney students that we possibly can. Thus, we urge the Board to hear them out, to look out for their futures, and to continue efforts to transform Cheyney back to a thriving university.



PA State System of Higher Education Board of Governors

Effective: March 19, 1985

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Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs

See Also:

Adopted: March 19, 1985

Amended: October 9, 2003, January 19, 2012, April 10, 2014, October 8, 2015

A. Purpose

To provide the chancellor and the Board of Governors, and the president and council of trustees of each University, the general criteria and policies governing Board of Governors' requirements prior to initiation or change of a credit-based academic program within a University or consortium of Universities.

B. Definitions

Academic Major: Main field of study in an academic program. For baccalaureate degrees, the academic major (comprised of core and cognate courses) and general education are the two principal components of the degree. For master's degrees, the academic major (common core), concentration or specialization, and capstone experience(s) are the principal components of the degree. Academic major can be a sequence of courses, activities, and/or experiences constituting a major field of study, culminating in a credit-based degree or certificate.

Academic Minor: An organized program of study that comprises the fundamental requirements of an academic major (core and cognate courses) equivalent to a minimum of 18 semester credit hours. As a secondary field of study, the academic minor should reflect a minimum of six credits of advanced standing coursework. Exceptions to the advanced standing requirements may be granted on a case-by-case basis per request to the chancellor.

Academic Program: An instructional program leading toward a certificate, associate's, bachelor's, master's, or doctoral degree or resulting in credits that can be applied to one of these degrees.

Certificate: A formal credit-based credential designated on the academic record and awarded by an educational institution to indicate completion of an organized program of study at the postsecondary level that does not culminate in a degree. Certificates are not the same as *certifications or licenses*, which are typically awarded by third party, standard-setting bodies (not academic institutions), based on an assessment process that recognizes competencies in a particular occupational specialty as measured against a set of standards. Certificates may be awarded at the undergraduate or graduate level.

CIP Code: The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The CIP is the accepted federal government statistical standard on instructional program classifications.

Concentration, Track, Specialization, or Emphasis: A program of study in a focused area within an academic program (i.e., degree program, not a minor), consisting of a minimum of 12 semester credit hours for baccalaureate degrees and a minimum of nine semester credit hours for master's degrees. Requirements for the concentration, track, specialization, or emphasis are included within the program of study for the academic major.

Degree Designation: Specific degree type, including but not limited to bachelor of arts, bachelor of science, bachelor of applied science, master of arts, master of science, master of education, doctor of education, and doctor of philosophy.

Discontinuance: Discontinued programs should have no students currently enrolled and the university has chosen not to reinstate or reorganize the program. Programs in moratorium in which no action is taken within the five-year period will be discontinued.

Moratorium: A program placed into moratorium means that students will no longer be admitted during the period of moratorium. Students currently enrolled or admitted will be allowed to complete the program. The university will assess the program's potential and either reinstate, reorganize or discontinue the program. A program shall not be in moratorium more than five years unless approved by the Office of the Chancellor.

Program Change: A change in the academic program (i.e., degree designation or award type, academic major, academic minor, concentration, track, specialization, emphasis); academic minor; **or** certificate.

Reorganization: Reorganized programs reflect curricula and/or credentials that have been significantly revised to meet new market demands or revised program accreditation requirements.

C. Process

The Office of the Chancellor shall, in consultation with State System universities, establish and review criteria for the initiation or change of credit-based academic programs as part of the System Standards and Procedures. The System Standards and Procedures are designed to further define or explain the policy.

1. Academic program proposals shall be subject to action by, or notice to, the Board of Governors or chancellor, as follows:

a. Board of Governors' Action

New academic program, i.e., associate, bachelor, master, doctoral degree.

b. Office of the Chancellor Action

Reorganization of an existing approved degree program that significantly changes or affects any of the following: name of the major, CIP code, student learning outcomes of the program, change in degree designation or award type, or a change in credit length that exceeds approved policies.

Reactivation of a degree program in moratorium—A university may request a degree program be placed into moratorium for up to five years. At any time during this five-year period, a university may choose to discontinue, reinstate the program as previously approved, or reinstate as a reorganized program. Approval is needed if the program has been reorganized as outlined above.

c. Office of the Chancellor Notification

New concentration, track, specialization, or emphasis

New academic minor

New certificate

Conversion of any current program (associate, bachelor, master, doctoral, minor, or certificate) to online or interactive video learning modality.

Degree program, minor, track, concentration, specialization, **or** certificate that is placed into moratorium or discontinued.

2. No new, reorganized, or reinstated academic program (associate's, bachelor's, master's, doctoral degree) requiring approval shall be advertised or offered until the university president receives written notice from the chancellor verifying approval by the Board of Governors or chancellor.

No new minor or certificate shall be announced or implemented without confirmation of receipt of notification from the chancellor.

3. All previously approved programs must be in compliance by August 1, 2016.



PA State System of Higher Education Board of Governors

Effective: January 14, 1999; Section F is effective Fall 1999 Page 1 of 4 **Policy 1999-01-**

A: *The Student Transfer Policy*

See Also: [Board of Governors' Policy 1990-06-A: Academic Degrees;](#)
[Procedure/Standard Number 2016-24: Graduation Residency Requirements](#)

Adopted: January 14, 1999

Amended: October 6, 2016

A. Introduction

The student transfer policy operates on the principle that competencies and learning outcomes developed and documented through prior learning are the basis of recognition of transfer credit, not course matching. The intent of this policy is to maximize the acceptance and application of college-level credits awarded by regionally accredited institutions.

Sound public policy advocates that students who transfer into and among State System universities be able to complete their education without unnecessary repetition of learning successfully completed and documented at another institution.

The State System recognizes the value of learning that students demonstrate upon earning an Associate degree. Undergraduate students who transfer into a State System university with an Associate of Arts or Associate of Science degree in a parallel program will be awarded junior status and will have the same requirements for admission to a particular academic program as native students.

The purposes of this policy are:

1. To facilitate transfer of undergraduate and graduate students and their prior learning to and among State System universities.
2. To ensure that students can complete their education without unnecessary duplication of coursework.
3. To assist non-diploma and non-degree-holding students who have earned college-level credits from a previously attended PA Community college earn an associate

degree or other credential by “reverse transferring” their current PA State System University credits back to their PA Community College.

B. Background

In 2008, legislation amended the Public School Code of 1949 by adding Article XX-C “Transfer of the Credits between Institutions of Higher Education” and established the Statewide Transfer and Articulation System so that students could transfer Associates of Arts (AA) and Associate of Science (AS) degrees into parallel bachelor degree programs at State System universities with junior standing.

A Transfer and Articulation Oversight Committee (TAOC) developed a process and timeline for implementing statewide program to program articulation agreements. TAOC created a transfer credit framework for 30 credits of foundational courses in 6 areas as well as the guidelines for program articulation from 2 year to 4 year institutions. Representative community college and 4 year college faculty developed Program to Program (P2P) transfer articulation understandings for academic major programs.

C. Definitions

1. Undergraduate Degrees:

- **Associate’s Degrees:** An Associate degree indicates that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts: a general education component and an area of concentration or major component. Examples of Associate Degrees include Associate of Arts, Associate of Science, and Associate of Applied Science.
- **Bachelor’s Degrees:** A Bachelor’s degree is a four year degree that consists of two principal components, general education and study in depth in a major, which, taken together, are designed to prepare the student for a productive career, informed citizenship, and continuous growth.

2. Graduate Degrees:

- **Master’s Degrees:** A Master’s degree represents advanced study beyond the baccalaureate degree and signifies mastery in a discipline or professional field. A master’s program requires a minimum of 30 semester credit hours and usually includes three basic components: (a) a common core of courses related to the discipline or field of study; (b) a concentration or specialization in a focused area of the discipline; and (c) cognate courses which broaden perspective or mastery, or provide special skills such as statistics or foreign language.
- **Doctorate Degrees:** The doctorate is the highest academic degree awarded in American higher education and is of two types: the Doctor of Philosophy (Ph.D.) and the Professional Doctorate. Though the primary distinction is that the Ph.D. is a research degree and professional degrees are applied degrees, most doctoral programs include both research and applied studies.

3. **Certificates:** A certificate is a formal credit-based credential designated on the academic record and awarded by an educational institution to indicate completion of an organized program of study at the postsecondary level that does not culminate in a degree.
4. **Program to Program (P2P):** Refers to a Pennsylvania statewide program to major program articulation agreement that provides a clear transfer pathway into a State System university for community college students who have selected a transferable major program. Associate of Arts and Associate of Science degrees that are part of the P2P articulation contain a minimum of 30 hours of liberal arts among the following six fields of study: Composition, Public Speaking, Humanities & Arts, Behavioral/Social Sciences, Sciences, and Mathematics and 21 credits of major program coursework.
5. **Prior Learning:** Refers to student learning that occurred prior to enrollment at a State System university. Prior learning includes college-level credits earned elsewhere as well as the assessment of skills, knowledge and competencies acquired outside the classroom against a set of standards or learning outcomes. Prior learning may include documented learning such as (but not limited to) Advanced Placement, International Baccalaureate, DANTES, CLEP, military experience, and credit by exam.
6. **Credit:** The recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a postsecondary degree, diploma, certificate, or other formal award, irrespective of the activity's unit of measurement.
7. **Directed General Education (Prescribed General Education):** General education courses that are required for the major are considered "directed general education" or "prescribed general education". Therefore, directed (prescribed) general education courses are counted in the general education requirement/credits, not in the major or cognate requirements.
8. **Reverse Transfer:** A credit review of degree seeking students who transferred from a PA community college to a four-year Pennsylvania State System University without having earned their associate degree. Credits earned while working toward their bachelor degree will be sent to the PA Community College for evaluation for possible credit towards the completion of the associate degree requirements. PA's State System of Higher Education Universities and the 14 Pennsylvania Community Colleges have a signed and executed statewide Reverse Transfer Agreement.

D. Policy Statement

All college-level credits from regionally accredited institutions will be accepted in transfer, regardless of how the prior learning was acquired. The intent of this policy is to maximize the application of college-level credits awarded by regionally accredited institutions. Review of learning from non-regionally accredited institutions will be evaluated locally on a student by student basis. State System Universities shall ensure consistency and equity in the application of credit from non-regionally accredited institutions.

It is up to the receiving State System University as to how the credit is applied towards the intended degree:

Undergraduate

- In the acceptance and application of undergraduate transfer college-level credits, the receiving institution will first apply as many college-level credits as possible toward the satisfaction of general education requirements, then to requirements in the major and finally to elective credits.
- State System universities will recognize the integrity, design and validity of general education programs at other institutions and will accept general education coursework when comparable (though perhaps not identical to general education at the receiving State System institution). There shall not be a course to course equivalency requirement.
- Students who transfer from one State System institution to another State System institution with their general education program completed will have their general education requirements met. Universities with unique signature general education requirements may expect students to satisfy those requirements if doing so does not extend the student's time to degree.
- Undergraduate students who transfer into the State System of Higher Education with an Associate degree in a parallel academic programs or as part of the P2P Statewide agreements will be awarded junior standing.

Graduate

- Students may transfer one-third of the equivalent graduate-level credits required in a graduate program.

E. Guaranteed Admissions

Admission to a State System university is guaranteed for undergraduate students transferring from a Pennsylvania Community College with an Associate degree and for students transferring from one State System University to another State System University.

- Admission is guaranteed into a State System University but not to a specific major or degree program.
- Criminal Conviction of a Felony Offense or Dismissal from a Previous Institution for Disciplinary Reasons may limit the ability to enroll in the Institution or complete certain academic majors/programs and may affect approval to live in university owned or university-affiliated housing. These will be handled on a case-by-case basis.

F. Effective Date

The policy will become effective no later than start of Fall 2017.

Cheyney University Line of Credit Impact on Universities

Line of Credit Balance 30,500,000			
		Allocation Percentage	University's Share
Bloomsburg		8.47%	2,584,535
California		7.28%	2,219,719
Clarion		5.70%	1,739,483
East Stroudsburg		6.19%	1,889,235
Edinboro	6.08% 1,854,467	Indiana 12.30%	3,750,734
Kutztown		8.27%	2,521,061
Lock Haven		5.64%	1,720,553
Mansfield	3.80% 1,158,730	Millersville 7.57%	
2,309,867			
Shippensburg	6.84% 2,084,789	Slippery Rock 8.55%	2,607,047
West Chester	12.79% 3,902,099		
OOC		0.52%	157,680
		<hr/>	<hr/>
		100.00%	30,500,000
	OOC*	<hr/>	<hr/>
		3,886,550	34,386,550

*Office of the Chancellor will absorb costs
allocated to Cheyney

*Allocation percent based on FY 17/18 appropriation
and FY 16/17 performance funding*