

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

Meeting Minutes

224th Meeting
Thursday, April 7, 2016
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

9:30 a.m.

ATTENDING

Board of Governors:

Representative Matthew E. Baker
Audrey F. Bronson
Marie Conley
Secretary Sarah E. Galbally (Governor Wolf's designee)
Ronald G. Henry
Jonathan B. Mack
David M. Maser
Daniel P. Meuser
Guido M. Pichini (Chair)
Senator Judith L. Schwank (via phone)
Cynthia D. Shapira
Harold C. Shields
Adam N. Wagonseller (Representative Hanna's designee) (via phone)
Aaron A. Walton

Senator Richard L. Alloway, II, Representative Michael K. Hanna, Leslie Anne Miller, and Secretary of Education Pedro A. Rivera were absent.

Office of the Chancellor:

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

Also in attendance from the Office of the Chancellor: Alicia A. Brumbach, Ginger S. Coleman, Audrey J. Guistwhite, Jennifer E. Hoover-Vogel, Lois M. Johnson, Kenneth D. Marshall, Dennis H. Mathes, Sue Mukherjee, Victoria L. Sanders, Amber J. Sizemore, Dean A. Weber, and Eric J. Zeglen.

Also in attendance: Jennifer S. Hartman, Chief Executive Officer, PASSHE Foundation Board.

University Presidents in attendance: John M. Anderson, Michael A. Driscoll, Michael Fiorentino, Jr., George F. "Jody" Harpster, Kenneth S. Hawkinson, Francis L. Hendricks, President Geraldine M. Jones, Provost Barbara G. Lyman represented President George "Jody" Harpster, Cheryl J. Norton, Interim President Frank G. Pogue, David L. Soltz, Marcia G. Welsh, Interim President David J. Werner, Karen M. Whitney and Provost Donna F. Wilson represented President Michael Fiorentino, Jr.

Chairman Pichini called the meeting to order at 9:41 a.m.

Attendance taken at the direction of the Chairman 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

Chairman Pichini noted that the minutes of the meetings held on January 20, 2016 and January 21, 2016 were distributed prior to the meeting. Chairman Pichini moved **THAT THE MINUTES OF THE JANUARY 20, 2016 AND JANUARY 21, 2016 MEETINGS BE APPROVED.**

The motion passed unanimously. Vote: YES - 12; NO - 0

PUBLIC COMMENTS

Public comments were provided by Dr. Kenneth Mash on behalf of APSCUF. (Attachment #1)

THE CHAIR'S COMMENTS INCLUDED THE FOLLOWING:

- Welcomed new Board member, Cynthia D. Shapira
- Congratulated Secretary Sarah E. Galbally
- Mervin Fansler, Recipient of the Ali-Zaidi Award
- State System's Fifth Annual Business Plan Competition
- 2015-16 Budget
- House and Senate Appropriations Hearings
- State System Advocacy Days
- Fiscal Presentation for Trustees at Cheyney University
- Pennoni Awards Dinner at the Constitution Center in Philadelphia
- President's Gala at West Chester University
- PACT Conference
- President Kenneth S. Hawkinson's inauguration
- Commencement Speaker at Millersville University
- Marie Conley - resigning as a Board member

Chairman Pichini noted that the Board met in Executive Session on Wednesday, April 6, 2016, from 5:10 p.m. to 6:25 p.m. to discuss various personnel and legal matters. No action was taken.

Chairman Pichini turned the meeting over to Chancellor Brogan for his remarks.

THE CHANCELLOR'S COMMENTS INCLUDED THE FOLLOWING.

- PACT Conference
- Second Annual Joint Council of Presidents and Provosts' meeting with the Community College Presidents and Provosts
- Reverse Transfer Agreement with Pennsylvania's State System of Higher Education and the Community Colleges
- State System Advocacy Days
- Video – "Invest in Me"

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

COMMITTEE REPORTS WITH RELATED ACTIONS

A. Academic and Student Affairs Committee

Governor Conley presented the report on behalf of the Academic and Student Affairs Committee. The Committee had three presentations: Supply/Demand Gap Analysis: Summary of Key Findings and Two Student Spotlights. One recognition: Recipient of the Annual Syed R. Ali Zaidi Award for Academic Excellence. (Attachment #2)

Governor Conley noted that the Committee had five action items to recommend to the Board for approval. (Five new academic programs)

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION PROGRAM AT EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA.** (Attachment #3)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A DOCTOR OF EDUCATION IN TRANSFORMATIONAL TEACHING AND LEARNING PROGRAM AT KUTZTOWN UNIVERSITY OF PENNSYLVANIA.** (Attachment #4)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN INDUSTRIAL AND SYSTEMS ENGINEERING PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #5)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN INTERNATIONAL BUSINESS PROGRAM AT WEST CHESTER UNIVERSITY OF PENNSYLVANIA.** (Attachment #6)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM AT WEST CHESTER UNIVERSITY OF PENNSYLVANIA.** (Attachment #7)

The motion passed unanimously. Vote: YES - 13; NO - 0

B. Audit Committee

Governor Mack presented the report on behalf of the Audit Committee. The Committee reviewed one information item: Office of Internal Audit and Risk Assessment (OIARA) Fiscal Year 2015/16 Third Quarter Update (Attachment #8)

Governor Mack noted that the Committee had one action items to recommend to the Board for approval.

Governor Mack moved **THAT THE BOARD OF GOVERNORS' APPROVES THE PROPOSED REVISIONS TO POLICY 1991-06-A: STATE SYSTEM AUDIT COMMITTEE, AS ATTACHED.** (Attachment #9)

The motion passed unanimously. Vote: YES - 13; NO - 0

C. Finance, Administration, and Facilities Committee

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

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

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE EDINBORO UNIVERSITY'S ACQUISITION OF THE HIGHLANDS STUDENT RESIDENCE HALLS FROM THE EDINBORO UNIVERSITY FOUNDATION AND BOND FINANCE THE CURRENT DEBT.** (Attachment #10)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE BOND FINANCING OF VARIOUS PROJECTS AT SLIPPERY ROCK UNIVERSITY INCLUDING RENOVATING THE SPOTTS WORLD CULTURE BUILDING, STRAIN BEHAVIORAL SCIENCE BUILDING, AND BAILEY LIBRARY AND UPGRADING NETWORK INFRASTRUCTURE EQUIPMENT.**

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS ADOPTS THE ATTACHED RESOLUTION AUTHORIZING THE ISSUANCE OF BONDS UP TO A MAXIMUM PROJECT CASH OF \$255.8 MILLION.** (Attachment #11)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS ADOPTS THE ATTACHED RESOLUTION TO AUTHORIZE FUTURE ISSUANCE OF REFUNDING BONDS WHEN MARKET CONDITIONS PERMIT AND AFTER THE VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE CONSULTS WITH THE CHAIR OF THE FINANCE, ADMINISTRATION, AND FACILITIES COMMITTEE.** (Attachment #12)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVES EAST STROUDSBURG UNIVERSITY'S PLAN TO DEMOLISH 18 BUILDINGS, TOTALING 42,410 GROSS SQUARE FEET.** (Attachment #13)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVES THE PROPOSED REVISIONS TO POLICY 1996-01-A: SOURCES OF FUNDING FOR UNIVERSITY SCHOLARSHIPS, AS ATTACHED.** (Attachment #14)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVES THE FOLLOWING EXCEPTIONS TO BOARD OF GOVERNORS' POLICIES 1999-02-A: TUITION, AND 1989-05-A: STUDENT FEES, TO ALLOW PRICING FLEXIBILITY, AS PARTICULARLY DESCRIBED IN THE ATTACHED AND AS FOLLOWS.** (Attachment #15)

1. **CALIFORNIA UNIVERSITY OF PENNSYLVANIA TO CONTINUE TO CHARGE A REDUCED TUITION RATE TO ACTIVE DUTY MILITARY AND ELIGIBLE DEPENDENTS PARTICIPATING IN ITS GLOBAL ONLINE PROGRAM AND EXPAND THIS PRICING MODEL TO INCLUDE VETERANS AND ELIGIBLE DEPENDENTS EFFECTIVE FALL 2016.**
2. **CHEYNEY, EAST STROUDSBURG, AND WEST CHESTER UNIVERSITIES OF PENNSYLVANIA TO CONTINUE TO CHARGE A REDUCED TUITION RATE TO STUDENTS ENROLLED AT THE SYSTEM'S CENTER CITY LOCATION IN DOWNTOWN PHILADELPHIA.**
3. **EDINBORO UNIVERSITY OF PENNSYLVANIA TO CONTINUE TO CHARGE A PROGRAM FEE TO STUDENTS ENROLLED IN THE INNOVATIVE NURSING PROGRAM AND A COURSE FEE TO STUDENTS ENROLLED IN ART COURSES.**
4. **LOCK HAVEN UNIVERSITY OF PENNSYLVANIA TO CONTINUE TO CHARGE ITS INSTRUCTIONAL FEE ON A PER-CREDIT BASIS.**
5. **MILLERSVILLE UNIVERSITY OF PENNSYLVANIA TO EXTEND ITS PILOT FOR STEM-H PROGRAM MAJORS FOR ONE ADDITIONAL YEAR, THROUGH SUMMER 2017, AS IT CONTINUES TO ASSESS THE PILOT.**

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVES THE FOLLOWING EXCEPTION TO BOARD OF GOVERNORS' POLICY 1999-02-A: TUITION, UPON REVIEW OF ADDITIONAL INFORMATION PROVIDED BY MANSFIELD UNIVERSITY OF PENNSYLVANIA CONCERNING THE FINANCIAL IMPACTS OF THE PRICING PILOT FOLLOWING THE MEETING OF THE FINANCE, ADMINISTRATION, AND FACILITIES COMMITTEE ON MARCH 29, 2016, TO ALLOW PRICING FLEXIBILITY, AS PARTICULARLY DESCRIBED IN THE ATTACHED AND AS FOLLOWS.** (Attachment #15)

1. **MANSFIELD UNIVERSITY OF PENNSYLVANIA TO MODIFY ITS PER-CREDIT TUITION PILOT TO CHARGE ONE PERCENT ABOVE THE SYSTEM'S 2015/16 PER-CREDIT TUITION RATE TO RETURNING STUDENTS WITH FEWER THAN 90 CREDITS.**

STUDENTS WITH 90 OR MORE CREDITS WILL HAVE THE OPTION EITHER TO PAY THE SYSTEM'S 2015/16 PER-CREDIT RATE OR PARTICIPATE IN MANSFIELD'S RETURNING STUDENT COHORT FROZEN TUITION RATE.

The motion passed. Vote: YES - 12; NO - 1

D. Human Resources Committee

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

Governor Walton noted the committee will be doing presidential evaluations.

BOARD ACTION

Chairman Pichini noted there was two action items to recommend to the Board for approval.

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVES DANIEL P. MEUSER TO THE FINANCE, ADMINISTRATION, AND FACILITIES COMMITTEE AND DAVID M. MASER AS CHAIR OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE.** (Attachment #16)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Walton moved **THAT THE BOARD APPROVE THE APPOINTMENT OF GERALDINE M. JONES AS PRESIDENT OF CALIFORNIA UNIVERSITY OF PENNSYLVANIA EFFECTIVE APRIL 11, 2016 AND AUTHORIZE THE CHAIRMAN AND THE CHANCELLOR TO EXECUTE THE NECESSARY DOCUMENTS.**

The motion passed unanimously. Vote: YES - 13; NO - 0

ACTION PLANS were given by the following universities on Wednesday, April 6, 2016:

- California University
- East Stroudsburg University

ACTION PLANS were given by the following universities on Thursday, April 7, 2016:

- Indiana University
- Slippery Rock University
- Bloomsburg University
- Clarion University
- Edinboro University
- Kutztown University
- Lock Haven University
- Mansfield University
- Millersville University
- Shippensburg University
- West Chester University

ADJOURNMENT

There being no further items of business to come before the Board, Chairman Pichini adjourned the meeting at 2:17 p.m.

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

The webcast link for April 7, 2016 Board Meeting

<http://ducmediasite.passhe.edu/Mediasite/Play/15eb2943aeb448de89555ea2aec060b1d>

Remarks of Dr. Kenneth M. Mash
before the Board of Governors
April 7, 2016

Mr. Chairman, Governors, and Chancellor Brogan,

Today I stand before you prouder than ever to represent the approximately 5,500 faculty and coaches who are at the core of the 14 great universities comprising the State System.

Last month, your faculty and coaches watched with bewilderment and anger as Chancellor Brogan and others represented the System in front of the **House** and **Senate**. The comments and questions, particularly in the Senate hearings, we felt demonstrated a shocking ignorance of the workings of the System and displayed a palpable disdain for your faculty and coaches. On the bright side of that, we were defended at the Senate hearing by one current member of this board and afterward by one former member of this Board.

More frustrating even than several senators' posture was the fact that these unwarranted attacks went unanswered and, in several instances, were fueled by the State System's responses. While we empathize with the difficulties surrounding giving testimony at a legislative hearing, and I personally sympathize with those difficulties, nevertheless your faculty and your coaches deserve better. Further, our students and our alumni deserve better.

I don't think anyone should be surprised that hearing one of our colleagues **referred to as an "old dinosaur"** would be viewed as hostile. I don't think anyone should be surprised at our frustration when stories are made up about meetings that took place. I don't think anyone should be shocked to learn that when senators say faculty work only 17 hours a week that we would be irate and that we would expect to be defended. Those comments disparaged my colleagues — Pennsylvania citizens and taxpayers — and the fact that they went unanswered is inexplicable.

The same calculus that leads to the conclusion that faculty work 17 hours a week would be the same that would lead someone to assert that a senator works only on the relatively few session days in a year. However, we know better. We know the job of a senator includes committee work, preparation, constituent service, public speaking, etc., etc., etc. Senators should know that the job of a faculty member extends well beyond the 12 hours of class time and five required office hours. Our work includes countless scholarly endeavors, committee work, advising, and overseeing extracurricular activities. It includes the type of mentoring in the sciences that everyone in this room applauded yesterday. In fact, there is a report filed each year that shows that my faculty colleagues work more than 50 hours a week.

Similarly, a point was made to "educate" a student that a coach made \$400,000 last year. That was not education; it was misinformation. The System knows full well that the coach does not make \$400,000 a year. That money was the result of an arbitration award spanning years, and it was a one-time award. It happened to go to a coach who runs a summer program that brings thousands of young people to campus and has made his university millions of dollars in the process. So it is that someone's hard work is ridiculed.

More typical than this coach is the one coach who approached me last week at one of our universities in the western part of the Commonwealth. That coach told me that because of cuts to his program, he was now paying out of his pocket for recruiting trips. Coaches scrambling for money for referees, for scholarship money, for the basic needs of their sports and going the extra mile for their student athletes — these are the common and accurate stories of our system, and they were not told.

We were upset to hear, by implication, Cheyney University compared to a failing supermarket. It was a truly unfortunate analogy. But we were equally concerned by a response that pinned Cheyney's trouble on a lack of enrollment. That Cheyney's enrollment is too low is common knowledge. But a truer response would be that a long list of public officials and this Board are culpable for Cheyney's woes. For decades, this Board substituted stage whispers and scorn for scrutiny. Things were allowed to occur at Cheyney that would never would have been allowed to occur to at any other university. Students at Cheyney have been deprived of the resources that would have been demanded at other universities. And, frankly, the other universities of this System, benefitted for years from that deprivation of resources. To hear concerns raised now about having to "subsidize" Cheyney ignores a past that was discriminatory and inexcusable.

Further, any suggestion that Cheyney should be closed proposes a disservice to the hundreds, if not thousands, of potential students in the Philadelphia area not only could be potentially served by Cheyney, but who need the type of community and alumni network that only Cheyney can provide. The time has come to stop beating up on that university. It is time to build it up. It is time to provide access.

Speaking of access, a question was raised about why my association opposes the per-credit tuition plans. I call them plans and not pilots because, in the academic world, they would not be considered a "pilot." We oppose those plans — some may argue counter to our combined self-interest — because we believe in public higher education. We believe in our legislatively mandated mission to provide a quality education at an affordable cost. Stripped of the false advertising, these pilots amount to substantial tuition increases.

One does not have to be a mathematician to do the simple arithmetic — it takes 120 credits minimum to graduate. Over the course of eight semesters, that is 15 credits a semester. Charging per credit means a 16, 25 or even a 50 percent tuition increase for our students. At one time, the Commonwealth subsidized 75 percent of a student's education. Now it is less than 25 percent. What will it be after these plans? At a time when the issue of student debt is a matter of national debate, our universities will be substantially increasing that debt. How many students will be priced out of their universities? We have now heard several administrators talk about how their universities could lose students but still bring in more money. Somebody has the notion of public higher education terribly wrong, and I don't think it is my association.

Rather than preventing students from "grazing the academic vineyard" these plans are likely to discourage double majors, push students to drop out, discourage them from taking difficult courses that they may not do well in, and for them avoid major disciplines that require additional credits.

I could continue on about the tone, the attacks, the failures to respond about issues, but I know I have already taken some time.

Next year will be the 80th anniversary of APSCUF's existence. Throughout those years, my association has been partners with the legislators, governors, and administrators in turning normal schools into colleges and then into great universities. It seems the reward for that

endeavor is now to demean our work and to ridicule our members. It seems we can expect no adequate defense from our System.

We have been working without a contract for nearly a year. We were surprised to learn of the System's concerns with our contract expressed during the hearings — items that have never been raised during this past year of bargaining.

This weekend, delegates from each of our universities will be attending our legislative assembly. We will learn together what steps my Association may be willing to take in reaction to the lack of respect demonstrated toward our members.

Thank you for your attention.

December 1, 2015

Chancellor Frank T. Brogan
Pennsylvania State System of Higher Education
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Dear Chancellor Brogan:

It is a great pleasure to nominate Millersville University senior, Mr. Mervin Fansler, for the 2016 Syed Ali-Zaidi Award for Academic Excellence. Enclosed are the materials in support of his nomination.

Mr. Fansler has accumulated a superior record of academic achievement at Millersville University. His outstanding academic performance, as demonstrated by his 3.97 GPA, is particularly impressive given the challenging curriculum he has undertaken by majoring in both Computer Science and Mathematics, with a minor in Molecular Biology and Biotechnology. He is also pursuing department honors in both Computer Science and Mathematics, each requiring independent research projects:

- "Developing *in silico* simulation software to assess the efficacy of a single-fragment amplified fragment length polymorphism (AFLP) protocol," under the direction of Dr. Gary Zoppetti, Department of Computer Science and Dr. Carol Hepfer, Department of Biology, and
- "Computing the transfer of the coalgebra structure on a chain complex to its homology," under the direction of Dr. Ronald Umble, Department of Mathematics.

As Dr. Umble notes, "Mr. Fansler is by far the best and most mature student mathematician to pass through our program during my 32 years as a Millersville University faculty member." This sentiment is unanimous among his faculty instructors and advisors due to dedication, hard work and commitment to academic excellence. As Dr. Hepfer notes "He earned the highest grade in the class that semester and, compared with advanced students I've taught in that course over the past thirty years, he ranked among the very best." We believe one of the reasons for this is because Mr. Fansler has embraced the student-scholar model, recognizing the importance of placing the content he is learning in the classroom into practice by participating in numerous research experiences. His first project was through his selection from a national pool of applicants for a summer REU program funded by the National Science Foundation (NSF) at DePauw University. In this program, he led the design and implementation of a software library used to support teaching functional programming concepts. He then worked with Dr. Zoppetti on his NSF-funded *Explore Science, Technology and Health*

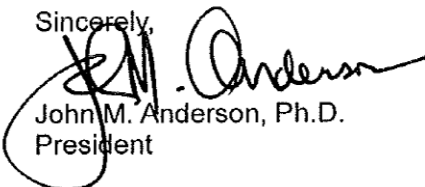
(ExSciTech) project performed in collaboration with scientists at the University of Delaware. In this project, Mr. Fansler worked as a member of a three student team in which they developed a WebGL game to educate and engage users on biochemical concepts relevant to drug design. Once that project was completed he volunteered in Dr. Hepfer's lab and quickly mastered technical protocols used in molecular genetics. He isolated and analyzed RNA samples from *Doryteuthis pealeii*, a species of squid for which he has subsequently generated a draft genomic database. This particular project served as the precursor to his Computer Science Honors Thesis and has provided the impetus for his pursuit of a Ph.D. in the area of bioinformatics with applications to genetic analysis upon graduation from Millersville University.

Mr. Fansler is an exceptional and well-rounded student involved in numerous co-curricular activities. Aside from working as an IT Consultant to assist in putting himself through school, he is a member of the Mathematics Club and the Millersville Programming Team. As a member of the latter, Mr. Fansler competed in the 2015 Pennsylvania Association of Computer and Information Science Educators (PACISE) programming contest in which our team recorded a 1st place finish! Mr. Fansler is also articulate and personable, having presented his scholarly activities at various local venues including *Made In Millersville*, our university's campus-wide celebration of undergraduate research and creative activity.

In conclusion, Mr. Fansler is an outstanding student scholar, leader and member of our university community. He embodies the very best qualities of a Millersville University student. As Dr. Zoppetti notes "Merv once remarked that he is driven by projects that allow him to help others accomplish their objectives, and I've witnessed this altruism firsthand." Through his self-motivation, maturity and inquisitive nature, he has set his own bold path that is built upon a clear sense of academic purpose.

I am delighted to enthusiastically endorse Mr. Mervin Fansler for the 2016 Syed Ali-Zaidi Award for Academic Excellence.

Sincerely,



John M. Anderson, Ph.D.
President

/jlh 0164.15

Enclosures

c: Dr. Vilas A. Prabhu, Provost and Vice President, Academic Affairs
Dr. Aminta Breaux, Vice President, Advancement
Dr. Jeff Adams, Associate Provost, Academic Administration
Dr. Michael Jackson, Dean, College of Science and Technology
Dr. David Hutchens, Chair, Department of Computer Science
Dr. Delray Schultz, Chair, Department of Mathematics

Mervin Fansler

128 Stone House Ln, Columbia, PA 17512
540.394.0590 | mmfansler@gmail.com

Education

Millersville University of Pennsylvania, Millersville, PA
Bachelor of Science, Computer Science, Mathematics [Dual Major]; May 2016 (expected)
Minor: Molecular Biology and Biotechnology
G.P.A.: 3.97/4.0

Research Experience

Millersville University, Department of Mathematics, Millersville, PA 2015-Present
Research Assistant, Honors Thesis Candidate

Advisor: Professor Ronald Umble

Developed open-source software to parse definitions of cellular complexes and coproducts on them to data structures compatible with the SageMath mathematics system. Developed combinatorial SageMath classes for the Associahedron and Multiplihedron cell complexes. Working toward computing the transfer of coalgebra structure on chain complexes to homology and toward a Departmental Honors Thesis in Mathematics, the results of which are anticipated to yield significant new results in pure mathematics with potential application in medical imaging and related fields.

Millersville University, Department of Computer Science, Millersville, PA 2015-Present
Honors Thesis Candidate

Advisors: Professor Gary M. Zoppetti, Professor Carol Ely Hepfer

Developing *in silico* simulation software to assess the efficacy of a single-fragment amplified fragment length polymorphism (AFLP) protocol. Working toward a Departmental Honors Thesis in Computer Science, in joint collaboration with the Biology Department.

Millersville University, Department of Biology, Millersville, PA 2015-Present
Research Assistant (Volunteer)

Advisor: Professor Carol Ely Hepfer

Isolated RNA samples from the squid species *Doryteuthis pealeii*. Performed primer design for targeting novel muscle-specific proteins in squid. Configured local BLAST server to provide reliable access to genomes and transcriptomes of interest. Working to identification of isoforms and differential expression of muscle-specific proteins.

Millersville University, Department of Computer Science, Millersville, PA 2013

Research Assistant

Advisor: Associate Professor Gary M. Zoppetti

Assisted in development of web-based educational games as part of the Explore Science, Technology, and Health (ExSciTech) project promoting volunteer computing, a joint research project between Millersville University and University of Delaware.

DePauw University, Summer REU Program, Greencastle, IN 2013

Research Intern

Advisor: Professor Brian Howard

Led a team of developers in designing and implementing a software library to support teaching functional programming concepts in an undergraduate curriculum using media computation.

Honors, Awards, and Scholarships

Sage Days 65 Travel Grant	2015
Computer Science Award	2015
Edna Myers Scholarship (Mathematics)	2014, 2015
Lee E. and Laura H. Boyer Award (Mathematics)	2014, 2015
Lee E. and Laura H. Boyer Award (Computer Science)	2014
Donald Fergusson '70 Scholarship	2014
Willard O. & Dr. Catherine Gibson Havemeier Scholarship (Computer Science)	2014
Mathematics Chairman's List	2013-2015
Dean's List	2013-2015
Search for Excellence Scholarship	2002

Mathematics Course Honors:

At the discretion of the professor, a course honors designation is awarded to students of mathematics who perform at an exceptionally high level in a particular course.

Real Analysis	2015
Mathematical Statistics II	2015
Mathematical Statistics I	2014
Elementary Differential Geometry	2013
Linear Algebra 2	2002
Ordinary Differential Equations	2002
Abstract Algebra	2002
Linear Algebra	2002
Calculus I, II	2001

Presentations, Posters

Isolation and Analysis of Twitchin Gene Sequences in Muscles of the Squid *Doryteuthis pealeii*. Katherine Geating, Victoria Coutts, Mervin Fansler, and Carol Ely Hepfer.* School of Science and Mathematics Student Research Poster Display 2015. Millersville, PA.

Millersville University Programming Team. John Lewis, Mervin Fansler, Dan Rabiega, Greg Polhemus, Erik Ginter, Ryan Peterson, and Todd Echterling.* Made In Millersville 2015. Millersville, PA.

Exploring the Theory of Algorithmic Self-Assembly. Mervin Fansler and Gary M. Zoppetti.* School of Science and Mathematics Student Research Poster Display 2014. Millersville, PA.

SCALES: A Multimedia Library for Teaching Functional Programming Concepts. Mervin Fansler, Ben Harsha, Rudra Vishweshwar, Vivian Chen, and Brian Howard.* DePauw University Summer REU Poster Session 2013. Greencastle, IN.

Professional Experience

IT Consultant, Custom Prescriptions of Lancaster, Lancaster, PA 2013-Present
Administer and service the IT infrastructure that supports the operations of a local community compounding pharmacy. Manage social media presence. Provide general help-desk support. Assist in developing Standard Operating Procedures for regulatory compliance.

Freelance Web Developer and Consultant, Self-Employed, Columbia, PA 2012-2013
Designed and implemented web sites according to client requirements, including e-commerce sites. Assessed and provided consultation on IT infrastructure configurations, maintenance, and upgrades.

Front-End Web Developer, LaRouche Policy Institute, Purcellville, VA 2009-2012
Developed web applications to support interactive policy documents and reports, multimedia publications, and advocacy campaigns. Launched and administered websites for clients. Conceived and developed enterprise applications for streamlining media publication workflows.

Extracurricular Activities

Millersville Programming Team 2014-2015
Member of MUCS Gold Team, 1st Place Winners of 2015 PACISE Contest

Math Club 2013-2015

Professional Affiliations

Association for Computing Machinery	2015
International Society for Nanoscale Science, Computation and Engineering	2014-2015
American Association for the Advancement of Science	2014-2015
American Chemical Society	2014-2015
Biochemical Technology Division	
Computers in Chemistry Division	
Mathematical Association of America	2002-2003

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Doctor of Education in Educational Leadership and Administration Program
East Stroudsburg University of Pennsylvania
April 6-7, 2016

1. Brief Description of Program and Appropriateness to Mission

East Stroudsburg University of Pennsylvania is seeking approval to offer a 60-credit Ed.D. Program in educational leadership and administration. Since 2000, East Stroudsburg University and Indiana University of Pennsylvania have jointly offered a Doctor of Education in administration and leadership studies on the East Stroudsburg campus. This collaborative program has matured to the point where its curriculum has been mutually designed with IUP and approved through the University-Wide Curriculum Committee of East Stroudsburg. The doctoral program's courses are taught by East Stroudsburg faculty and its operations are supported by East Stroudsburg administration. With 15 years of experience offering a collaborative Doctor of Education and the passage of Pennsylvania's *Higher Education Modernization Act* (Act 104) of 2012, East Stroudsburg University is poised to offer its own professional doctorate to serve the needs its region.

The proposed Ed.D. Program is grounded in the belief that effective administrators play a key role in advancing their institutions and the students they serve. This proposed program offers a rich mixture of theory and application through specifically designed courses that are aligned with the university's mission and strategic plan. The doctoral program will continue to provide entering students a "challenging and contemporary graduate curricula," "a learning community," "varied opportunities for student and faculty research," and "leadership and service in the educational development of the region" through a doctoral cohort/learning community model grounded in theory, critical analysis, and application (*University Mission Statement*). While alignment with East Stroudsburg University's mission and strategic plan occur throughout the doctoral program, notable areas of intersection include collaboration with local and regional educational institutions, development and implementation of innovative programs, and fostering a culture of research and continuous program improvement.

2. Need

The proposed Ed.D. Program is designed to enhance leadership and administrative skills of PK-12 and higher education leaders. As such, professions congruent with PK-12 and higher education administration were targeted as part of a comprehensive market analysis. Hanover Research Incorporated (Hanover), U.S. Census Bureau, and Economic Modeling Specialists International (EMSI) are among the resources used to conduct a needs analysis. One of the largest determinants of employment rates for educational administrators, including school principals and superintendents, is government funding for public education (Hanover, 2015). Although a number of states across the country have decreased per-pupil-expenditure since 2008, Pennsylvania has actually increased per-pupil-expenditure during this timeframe and currently ranks 15th by percentile of change in spending per student in the nation (U.S. Census Bureau, 2015). Hanover (2015) also projects substantial growth for educational administration positions throughout the Mideast Region (5.3 percent) with the largest increase being witnessed in educational administration positions in post-secondary education (11.8 percent). Educational administrative positions in the Commonwealth are expected to grow at a rate of 9.6 percent. Data provided by Economic Modeling Specialists International also paints a promising picture for PK-12 and higher education educational administration opportunities in the Commonwealth. During the past year, the percentage of all educational administration positions increased at a rate of 7.3 percent, outpacing the national average of 1.5 percent.

As part of Hanover's analysis, a survey was administered to prospective doctoral candidates for East Stroudsburg University's proposed Ed.D. Program. Survey results indicated that more than half of the respondents were at least *moderately interested* in pursuing an Ed.D. through East Stroudsburg University's proposed program with 13.6 percent indicating that they were *very interested* and 13 percent indicating that they were *extremely interested*. Finally, East Stroudsburg University's collaborative program with IUP has maintained strong enrollments throughout its 15-year existence. The partnership program uses a cohort model. With cohorts starting every other year, the number of students accepted into a cohort represented about half of the number who applied. The number of students accepted, by cohort, is as follows: Cohort 1=17; Cohort 2=15; Cohort 3=21; Cohort 4=23; Cohort 5=13; Cohort 6=21; and Cohort 7=19.

3. Academic Integrity

To evaluate East Stroudsburg University's capacity to independently operate a doctoral program, an external evaluation was conducted by Dr. Mary Salvaterra, professor emerita at Marywood University, who has more than 40 years of experience in education and extensive experience with doctoral programs. Dr. Salvaterra indicated that ESU's College of Education provided "strong evidence of its logistical ability to mount and support an independent doctoral program." She also noted that "East Stroudsburg University has sufficient library resources and databases to maintain research capabilities both on campus and on-line." Her report added that "27 faculty members, representing multiple departments across campus, have qualified for graduate teaching status (i.e. earned doctorate, graduate teaching effectiveness, and scholarly productivity) and have been involved in teaching doctoral level classes and chairing dissertation committees." Dr. Salvaterra also commented in her report that "the faculties have achieved a high level of experience and scholarly reputations."

The academic integrity of the doctoral program will be documented, measured, and assessed through the analysis of student performance data. Assessments will continue to be carefully designed and articulated through the program, aligning with institutional learning outcomes and standards in the profession (state and accrediting bodies). To support the ongoing quality of the program and its relevancy, the university has created an advisory council consisting of the dean of the College of Education, the graduate dean/director, doctoral faculty, program director, doctoral students, and other key stakeholders. The role of the doctoral advisory council includes recommending graduate school policies, marketing, and enhancing program relevancy.

4. Coordination/Cooperation/Partnerships

Having partnered with IUP for the past 15 years, a number of resource-sharing opportunities are well established and will continue to be in place. These include collaborative professional development opportunities and faculty sharing as appropriate. Library resources are also routinely shared with IUP and libraries throughout the world. It is expected that collaboration with IUP will continue after East Stroudsburg University's program attains independent status. Collaborative opportunities will also be sought with other State System institutions as other doctoral programs emerge. As with IUP, sharing of library research materials, professional development opportunities, and even engaging in shared research will be of benefit to both programs. While the proposed Ed.D. program will be housed in the College of Education, it will be enhanced through thoughtful and planned collaboration with faculty and departments throughout the university (e.g., faculty from the Psychology, Early Childhood Education, and Exercise Science departments have taught courses in the campus's collaborative program and faculty representing 10 departments have served on dissertation committees). East Stroudsburg University also partners with a number of outside agencies. The vast majority of the university's doctoral candidates are

practicing administrators. As such, these agencies have opened their doors to research studies, internships, and a variety of other practitioner-based requirements related to the program. Current partners include local school districts (e.g., Delaware Valley School District, Stroudsburg School District, Pen Argyl Area School District, Nazareth Area School District, Bethlehem Area School District, Scranton Area School District, Wilkes-Barre Area School District, Allentown School District, and Easton School District) and regional partnerships with intermediate units 20 and 21 and schools located in northwest New Jersey, southern New York, and Philadelphia.

5. Assessment

The Ed.D. Program's assessments will include the following: 1) course embedded, standards-aligned assessments; 2) licensure pass rates (from superintendent's licensure exam); 3) exit surveys; and 4) interviews/surveys of local and regional stakeholders. These assessments will be reviewed by East Stroudsburg University's Doctoral Advisory Committee in concert with the university's Office of Assessment and Accreditation. While assessment outcomes will inform programmatic decisions, they will also lay the foundation for Council for the Accreditation of Educator Preparation (CAEP) accreditation. In addition, East Stroudsburg University will apply to the Pennsylvania Department of Education to obtain approval to offer a Superintendent Letter of Eligibility via its doctoral program. Accordingly, program assessment mandates related to the Pennsylvania Department of Education (i.e. Annual Review and Major Review) also will be conducted as required. To document, measure, and assess the achievement of course embedded, standards-aligned, outcomes, course-level student learning outcomes first will be mapped to the Educational Leadership Constituent Council standards and the CAEP standards. To facilitate continuous program improvement, direct evidence of student learning will be entered into our TK20 assessment software and, in turn, assessed each semester to "close the loop" when the course is taught next to demonstrate and sustain an evidence-based culture of assessment. The curriculum is designed to align course-embedded learning outcomes with, and achieve, best practice standards issued by the professional organizations and accreditors.

6. Resource Sufficiency

Given the 15-year partnership with IUP, the current funding measures in place (e.g., faculty and instructional resources) are adequate. Increased expenditures will be incurred as the program moves to independent status. Such increases in expenses, however, will be offset by the fact that the university will no longer be required to remit partnership agreement funds to IUP. Market analyses indicate the Ed.D. Program will enroll an average of 20 candidates (per cohort) every other year with a cap of 60 students in the first seven years. On balance, East Stroudsburg University's Doctor of Education program in educational leadership and administration will be able to sustain growth and program quality as it attracts and prepares leaders in education to fill a well-established critical need in the region.

7. Five-Year Budget Projection

Budget projections beginning fall 2016 and extending five years forward and the accompanying explanatory narrative are attached.

Prepared by: Dr. Joanne Bruno, Provost and Vice President of Academic Affairs

Implementation date: Fall 2016

Date approved by Council of Trustees: April 1, 2016

**East Stroudsburg University of Pennsylvania
 Doctor of Education in Educational Leadership and Administration Program
 Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	In consideration of Hanover (2015) and the Economic Modeling Specialists International (2015) data, it is reasonable to conclude that ESU's proposed doctoral program will enroll an average of 20 candidates (per cohort) every other year. Candidates will, naturally, complete the program at different times and attrition (due to graduation and disenrollment) must be considered. As such, the anticipated enrollment is projected: Year 1 – 20 candidates; Year 2 – 18 candidates (based on historical attrition rates); Year 3 – 37 candidates; Year 4 – 37 candidates; Year 5 – 55 candidates. It is expected that the program will reach capacity at 55 candidates. Candidate tuition and supporting fees will drive revenue. Revenue is outlined in the chart below as well. Due to ESU's proximity to New Jersey and New York, and based on past cohort enrollment data, it is anticipated that two (2) of these candidates would be out-of-state students (or approximately 10%). Cohort 1 (c1) will enroll 20 students (18 in-state/2 out-of-state) in the first year. They will take 18 credits the first two years. In year 3, cohort 1 will take 15 credits. In years 4 and 5, cohort 1 will take 2 dissertation credits/year. In year 3 cohort 2 (c2) takes 18 credits. Cohort 2 loses 2 students into the fourth year when they take 18 credits. In year 5, cohort 2 takes 15 credits. Cohort 3 (c3) starts in year 5 with 20 students.
ESTIMATED REVENUE	
Tuition Generated	The vast majority of the revenue will be driven by tuition. The program consists of 60 credits. Using the 5-year budget projection (attached), candidates will take 18 credits the first two years and 15 credits the third year. Students would then register for one dissertation credit per fall/spring semester until the dissertation is defended (minimum nine credits). As noted above, both in-state tuition rates and out-of-state tuition rates are used in the calculation given the composition of ESU's current doctoral program. In addition to tuition, all students are assessed \$61.00 per credit for instructional support fees. As an example, revenue calculations for instructional support fees were determined accordingly: Year 1 [20 candidates x 18 credits = 360 credits. 360 credits x \$61.00 = \$21,960]. Using this same calculation, instructional fee support income was calculated for each year of the program.
Instructional Support Fee	As noted above, Instructional support fees were calculated at \$61.00 per credit. The assumption is that in year four, the first cohort will be taking dissertation credits and will not be charged an instructional support fee.
Additional Program Generated Revenue	N/A
External Grants & Contracts	External Grants and contracts must be in hand (not planned or hoped for)
Other	In year four, the first cohort begins the dissertation and pays one dissertation credit in the fall/spring semesters. In year four, this is listed under the new category. In year five, this is listed under the existing category.

ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	The Professional and Secondary Education department has recently experienced several key retirements and the department is in the process of replacing these people. Therefore, the faculty expense is approximate and based on the first cost/benefit analysis. Trends suggest that more experienced faculty will teach in the doctoral program. This proposal follows a similar process as IUP when identifying faculty eligible to teach in the program. Calculations are based on an assistant and full professor each teaching three courses per year. This would be .375 of an eight course load. Base pay for an assistant professor is calculated at \$59,487. Base pay for a full professor is calculated at \$96,898. Social Security is included (.0765). Also included is retirement (.0929) and health care costs (\$20,623). For example, in year 1 salaries would total \$50,226 for a full professor and \$33,886 for an assistant professor. In year 3, when cohort 1 is taking only 15 credits, it is assumed the assistant professor would be teaching only 2 courses for cohort 1 (likewise for cohort 2 in year 5). In year 4, the first cohort has started the dissertation and will not be taking any formal classes. According to the CBA, dissertation chairs are paid 3 credits when 3 of their doctoral students have successfully defended their dissertation.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	A graduate worker will be funded for each new cohort.
Learning Resources	Library subscriptions for Proquest, Dissertation full text database (\$6,800), and Proquest educational journals (\$5,064)
Instructional Equipment	No additional resources needed
Facilities and/or modifications	No additional resources needed
Administrative Expense	20% of estimated tuition and fee revenue
Other	This expense would be for the four retreats extending throughout the three years of coursework.

East Stroudsburg University of Pennsylvania
Doctor of Education in Educational Leadership and Administration Program
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		18(c1)	16(c1)		15(c1)	18(c2)	15(c1) 16(c2)		15(c1) 16(c2)	18(c3)
Out-of-state Part-Time Headcount Enrollment		2(c1)	2(c1)		2(c1)	2(c2)	2(c1) 2(c2)		2(c1) 2(c2)	2(c3)
Projected Annual Credits Generated	360		324		615		34-dis/324		34(c1) 270c(2) 360(c3)	
Estimated Revenue										
Tuition Generated	\$177,660		\$160,740		\$304,560		\$160,740		\$311,611	
Instructional Support Fee	\$21,960		\$19,764		\$37,515		\$19,764		\$38,430	
External Grants and Contracts										
Other							\$16,920		\$16,920	
Estimated Total Revenue	\$199,620		\$180,504		\$342,075		\$197,424		\$366,961	
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		\$84,046	\$84,046		\$72,773	\$84,046	\$84,046		\$72,773	\$84,046
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$5,400	\$5,400		\$5,400	\$5,400	\$5,400		\$5,400	\$5,400
Learning Resources		\$11,864	\$11,864		\$11,864		\$11,864		\$11,864	
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$38,340		\$34,675		\$65,709		\$34,675		\$67,236	
Other		\$6,000	\$2,000		\$5,000	\$6,000	\$2,000		\$5,000	\$6,000
Estimated Total Expenses	\$145,650		\$137,985		\$256,192		\$137,985		\$257,719	
Estimated Financial Impact of New Program	\$53,970		\$42,519		\$85,883		\$59,439		\$109,242	

Executive Summary of New Degree Program Proposal
Doctor of Education in Transformational Teaching and Learning Program
Kutztown University of Pennsylvania
April 6-7, 2016

1. Brief Description of Program and Appropriateness to the Mission

The Doctor of Education in transformational teaching and learning proposed by Kutztown University is designed to offer education and training to prepare educators who will ultimately transform their classrooms to promote social change. This program is for practicing classroom teachers who hold a master's degree and are ready to take on the role of practitioner-scholar. Graduates will be able to apply action research to contemporary educational issues and needs, build community-school partnerships, and lead transformational change in the schools using a social justice approach. While traditional Ph.D. programs prepare graduate students for conducting research in a specialized area of educational practice, this doctorate is designed for the career educator – the individual who envisions their career as a lifelong practitioner-scholar in the classroom, working with children and adults to improve lives.

The program aligns with the State System's *Strategic Plan 2020: Rising to the Challenge* by adapting to ever-changing student populations, aligning academic programs with real workforce and personal growth needs, and providing greater flexibility in how, when, and where students learn.

The program supports KU's strategic goals, particularly the second goal related to community engagement, through action research in the classrooms and community-school partnerships. The teacher education program at KU is dedicated to having a positive impact on the lives of children and youth in the Commonwealth of Pennsylvania through the preparation of highly qualified educators. The focus on social justice and closing the achievement gap by helping teachers help learners and schools through engagement in lifelong learning is consistent with the College of Education's conceptual framework.

2. Need

Continuing education is essential for teachers to stay current and offer the best learning experiences for their students. School districts offer incentives (tuition reimbursement and salary increases) to faculty who engage in continuing education. After earning 26 graduate credits (required for a permanent teaching certificate), many teachers continue studying toward a master's degree, and Act 48 requires teachers to engage in professional development as a lifelong practice. While a doctorate is not required for K-12 teaching, 15 of 18 Berks County school districts recognize the doctorate for pay incentives and provide reimbursement for doctoral level credits.

Teachers are interested in learning skills that are directly applicable to their classrooms. In September 2015, 700 teachers responded to a market survey that was distributed through superintendents in local school districts. Nearly 400 were interested in or very interested in this doctoral program. Comments include "this program exactly fits my needs" and "I want a program that keeps me in the classroom. I see teaching as a lifelong profession" (Personal communication).

This program targets experienced classroom teachers with 5-15 years of experience, a population of enrollees that replenishes itself as new teachers begin their career every year.

3. Academic Integrity

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession” (Perry, 43). This program requires 60 credits (beyond the master’s degree), distributed as follows: Foundations Core (21), Research/Dissertation Core—Required Credits (21) and Specialization (18). The program will utilize fall, winter, spring, and summer semesters, and it is designed to be completed within three calendar years. Years 1 and 2 will be course intensive, while year 3 will be individualized work focusing on the capstone experience and specialization or individual interest areas of study. The blended delivery format will consist of monthly weekend classes with online webinars, discussions, assignments, and work embedded tasks interspersed between meetings. The program will begin with an intensive, multi-day retreat prior to the initial fall term. An intensive retreat also occurs during each of the two following summers. Since this is a cohort model, participants will enroll in all required courses together and maintain continuous enrollment through graduation.

4. Coordination/Cooperation/Partnership

Kutztown University has a strong history of collaboration with school districts and community partners. The College of Education has developed 81 school partnerships with area school districts for clinical placements and extensive collaborations. Letters of support from several area superintendents speak to the importance of this program in building and maintaining strong university-school relations and partnerships. The exchange of information between graduate students and school administration is mutually beneficial to build stronger school programs and foster a positive school climate (Nath, Guadarrama, and Ramsy, 2011).

All departments in the College of Education (Elementary, Secondary, Special Education, Library Science and Instructional Technology, and Counseling and Student Affairs) will contribute expertise to this program, as will the College of Liberal Arts and Sciences and the College of Visual and Performing Arts. Professional associations and agencies (Pennsylvania Department of Education, Phi Delta Kappa, Pennsylvania State Education Association, and intermediate units) will provide additional avenues for coordination. The location of Kutztown University takes advantage of the proximity to the urban centers of Reading and Allentown and their school districts.

5. Assessment

The assessment plan utilizes action research and competency based-outcomes in all core courses. Action research-based assessments facilitate work as classroom change agents by asking practitioner-scholars to identify specific problems and/or focus areas of interest, diagnose existing contexts, monitor practice, and make recommendations to improve class conditions. It is a reflective process that allows for both inquiry and discussion as components of the research. Data collected will indicate candidates’ understanding of the evidence needed to inform instruction based on student learning outcomes.

Competency-based outcomes (CbOs) have been established for each course. Evidence for mastery of the CbOs is provided through job-embedded applications and artifacts that have a measurable impact on the classroom and underscore the paradigm shift from an emphasis on teacher goals to an emphasis on learner outcomes. Practitioner-scholars demonstrate mastery of a competency through a selection of professional activities.

Assessment of CbO completion consists of evidence and artifacts that demonstrate knowledge, understanding, and application to the workplace.

Furthermore, like Kutztown's nationally accredited bachelor's and master's education programs, the doctoral program will have six course-embedded key performance-based assessments to collect data on students' ability to meet program goals and objectives. For each competency, faculty rate the practitioner-scholar's level of expertise according to a 5-point scale. Practitioner-scholars write a brief narrative description of the evidence regarding the rating for each competency. Additionally, practitioner-scholars identify five competencies in which they demonstrate expertise and an additional five to discuss with the cohort for improvement purposes. This feedback loop assures that discussion takes place regarding the competencies needed for success in the program.

Taskstream software will be used to collect data on student and program performance. A candidacy exam will be administered after the first year of the program, insuring that students meet baseline program goals and objectives required for program continuation. The dissertation provides a summation of learning in the program. A committee, headed by the associate dean and the doctoral program coordinator, will meet monthly to monitor the assessment system, including implementation of the feedback loop. Data collection will inform decisions regarding program improvement.

Finally, the Secondary Education Department will apply for membership in the Carnegie Project for the Education Doctorate (CPED), a selective group of doctoral practitioner programs. This consortium includes over 80 colleges and schools of education which have undertaken a critical examination of the Ed.D degree with the goal of strengthening the education doctorate.

6. Resource Sufficiency

Kutztown University affirms preparation to allocate sufficient resources to implement and sustain the program. Faculty, graduate assistant, and learning resources will be added, as per the attached budget. Classroom and office facilities in Beekey Educational Center, as well as the university's course management system (D2L) and videoconferencing software (Blackboard Collaborate), appropriately meet the instructional needs of the program.

Prepared by: Anne Zayaitz, Acting Provost and Vice President for Academic and Student Affairs

Implementation Date: Fall 2017

Date Approved by Council of Trustees: March 3, 2016

**Kutztown University of Pennsylvania
 Doctor of Education in Transformational Teaching and Learning Program
 Budget Narrative**

Budget Narrative	
ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The proposal projects tuition and fees to be generated from an initial cohort of 12 headcount students in year one continuing with cohorts of 12 in the following four years. Budget projections assume an attrition of one headcount student per year.
ESTIMATED REVENUE	
Tuition Generated	The tuition listed is the approved graduate tuition for the university. The estimated projections show first year Estimated Revenue of \$142,128, increasing to \$375,624 by the fifth year, assuming static rates.
Instructional Support Fee	The university will also charge the Instructional Support fee which is 20 percent of tuition. The estimated projections for the first year are \$23,688 for this fee, and this increases to \$62,604 by the fifth year.
Additional Program Generated Revenue	
External Grants & Contracts	There are no External Grants and contracts.
Other	Since the projections show that the program produces positive revenue, there are no specific additional annual funding source(s) needed.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Year one includes budget for a ½ Temporary faculty line, Q02, Step 1. Year two continues the ½ temporary faculty line and adds one full time, tenure track faculty position at Q03, Step 1. In year three, the ½ temporary faculty position is replaced with a second full time, tenure track faculty position at the same rank and step as the one added in year two. Those two new tenure track positions are maintained in years four and five.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	Estimated expenses include one graduate assistant @ \$7,500 stipend annually.
Learning Resources	The budget includes \$5,000 additional funding for learning resources as well as electronic subscriptions and materials.
Instructional Equipment	None needed.
Facilities and/or modifications	No expenses have been identified related to new or existing facilities.
Administrative Expense	20 percent of estimated revenue.

Other	Annual Institutional membership in Carnegie Project for the Education Doctorate (CPED) \$2,000. Individual annual memberships (\$200 per faculty) for 10 doctoral faculty in the American Educational Research Association (AERA) \$2,000. Travel and conference registration fees each year for AERA annual conference for 6 faculty per year (\$1,800 per person) for \$10,800. Travel and conference registration fees each year for AERA annual conference for Learning Associates who are presenting with their faculty advisors (3 @ \$1,800) \$5,400. Consultant from CPED institution \$5,000, including \$3,000 for consultant fees plus \$2,000 for travel per year to work with the program. Funds for annual faculty expenses associated with multi-day retreats and workshops = \$2,000
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**Kutztown University of Pennsylvania
 Doctor of Education in Transformational Teaching and Learning Program
 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
Resident Full-Time Headcount Enrollment										
Nonresident Full-Time Headcount Enrollment										
Resident Part-Time Headcount Enrollment		12	11	12	21	12	21	12	21	12
Nonresident Part-Time Headcount Enrollment										
Projected Annual Credits Generated	252		536		666		666		666	
Estimated Revenue										
Tuition Generated	\$118,440		\$251,920		\$313,020		\$313,020		\$313,020	
Instructional Support Fee	\$23,688		\$50,384		\$62,604		\$62,604		\$62,604	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$142,128		\$302,304		\$375,624		\$375,624		\$375,624	
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	\$0	\$42,500	\$42,500	\$103,936	\$103,936	\$103,936	\$207,872	\$0	\$207,872	\$0
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$7,500	\$7,500		\$7,500		\$7,500		\$7,500	
Learning Resources		\$5,000	\$5,000		\$5,000		\$5,000		\$5,000	
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$28,426		\$60,461		\$75,125		\$75,125		\$75,125	
Other		\$27,200	\$27,200	\$0	\$27,200	\$0	\$27,200	\$0	\$27,200	\$0
Estimated Total Expenses	\$110,626		\$246,597		\$322,697		\$322,697		\$322,697	
Estimated Financial Impact of New Program	\$31,502		\$55,707		\$52,927		\$52,927		\$52,927	

Executive Summary of Degree Proposal
Bachelor of Science in Industrial and Systems Engineering Program
Slippery Rock University of Pennsylvania
April 6-7, 2016

1) Brief Description of Program and Appropriateness to Mission

Building upon Slippery Rock's recently approved engineering degree in petroleum and natural gas and the university's experiences of offering pre-engineering programs for students planning to transfer to other institutions for completion of an engineering degree program, Slippery Rock proposes a second full engineering program in industrial and systems engineering. This program will be the university's second engineering degree program, thus allowing more students to stay at the university through graduation. Industrial and systems engineering is primarily concerned with how to improve processes and systems within an organization, particularly those processes that improve quality and productivity.

The proposed industrial and systems engineering program has been designed to provide graduates with the knowledge and capabilities required to successfully practice as industrial and systems engineers. The curriculum was designed to meet Accreditation Board for Engineering and Technology (ABET) engineering accreditation requirements for industrial engineering programs and will be evaluated by ABET as required, after the first student completes the program. Industrial and systems engineers work in project and program management, supply chain management, quality measurement and improvement, ergonomics, technology development, strategic planning, change management, and financial engineering. The industries that employ these engineers include aerospace, manufacturing, banking, consulting, construction, energy, forestry, insurance, medical services, transportation, and many other industries. Techniques used by industrial and systems engineers include lean manufacturing, Six Sigma projects, statistical analysis, diagramming, and other methods to improve effectiveness and efficiencies.

The Bachelor of Science degree in industrial and systems engineering will reflect the university mission "to provide high quality undergraduate and graduate academic instruction" and "to address the educationally-related...needs of the region served by the university" by developing a cost-effective program with robust assessment and working toward accreditation. As such, the new program aligns closely with the university's mission and strategic plan to educate students to achieve career success.

2) Need

The Bureau of Labor Statistics projects that from 2012 to 2022 the nation will add 10,100 new industrial engineering jobs. These jobs are in addition to the 223,300 industrial engineers currently employed, many of whom are now entering retirement age.

Burning-Glass reported (using 2014 data) more than 80 percent of job postings looking for industrial engineers were for non-industrial engineering positions, including computer systems analysts, logisticians, management analysts, and operations research analysts. Economic Modeling Specialists International (EMSI) data project that these occupations will add more than 295,000 jobs to the national economy between 2015 and 2025, growing by 18 percent, which is faster than the average of 12 percent for all occupations. Additionally, Burning-Glass reported more than 400 online job postings within 150 miles of Slippery Rock in 2014 specified a bachelor's degree in industrial and systems engineering. By contrast, national data show

that 168 bachelor's degrees in industrial and systems engineering were awarded in the region in 2012-13 (332 including Pennsylvania State University). Data provided by the Bureau of Labor Statistics (2014) shows that Pennsylvania is among the top five states employing industrial engineers. This suggests that the region's workforce will continue to need more industrial and systems engineers than are currently graduating, which is a significant opportunity for Slippery Rock.

In a survey administered to current Slippery Rock physics, pre-engineering, and mathematics students in September 2015, there were 79 respondents, with 53 percent indicating they would be very or highly interested in pursuing an industrial and systems engineering degree. These students who are interested in engineering currently transfer outside the State System to complete their degrees. In addition, using the College Board's data, there are 360 students in the 150-mile radius who are interested in industrial engineering (either as a first choice major or any other major) and who will graduate from high school in 2016 or 2017.

By offering the full degree, Slippery Rock will be able to retain more of its current pre-engineering students until graduation, as well as provide opportunities for additional students from other institutions.

3) **Academic Integrity**

The proposed program fulfills the goals of (1) providing strong theoretical and practical approaches to sciences and mathematics and (2) applying principles and skills learned in the general education core, including critical thinking, problem solving, and effective communication in both written and oral format.

To meet the general engineering accreditation requirements, the curriculum must contain a minimum of 32 hours of college-level mathematics and basic science, 48 hours of engineering topics consisting of engineering science and engineering design, and general education components. In addition to these general requirements, the accrediting agency also specifies distinct outcomes for specific engineering fields.

In order to produce skilled graduates that can be successful as professional engineers in the field and to meet the rigorous accreditation requirements and outcomes, the proposed program requires a total of 128 credit hours of coursework. Full-time students will be able to complete the program in four years, or eight semesters, but will need eight more than the typical 120 credits to graduate.

The goal of the proposed program is to produce skilled graduates who will:

- Successfully participate as professional engineers in all industries requiring professional industrial and systems engineers and/or to be successful in post-graduate education.
- Engage in life-long professional development with a commitment to continual professional growth.
- Achieve leadership positions in the industry of their choice.
- Consistently practice professional and ethical responsibilities, and be mindful of the role of professionals in global society.

The educational objectives of the proposed degree program are to give graduates:

- A strong foundation in mathematics, basic sciences, and business.
- An understanding of scientific and engineering principles and the application of these principles in solving process improvement problems using modern tools.

- An understanding of conventional engineering design principles as well as those pertaining specifically to the field of industrial and systems engineering.
- Development of technical communication and teamwork skills, as well as understanding the engineer's professional, ethical, and societal obligations.

4) Coordination/Cooperation/Partnerships

The first two years of coursework required in the proposed program already exist at Slippery Rock and other institutions, and will allow seamless entrance to the upper level courses in engineering. The department is in conversation with Butler County Community College to facilitate transfer. Internships will be sought with local companies for interested students.

The program will be coordinated with the expectations of the ABET accrediting agency. It will also establish an advisory board that includes local industry leaders to ensure that the program is responsive to market needs and expectations.

5) Assessment

To meet the established accrediting criteria, the program must show clear alignment between goals and documented student outcomes. The program will use appropriate, documented processes for assessing the outcomes and analyze the results for the continuous improvement.

Outcomes are produced through a rigorous academic curriculum; appropriate tools will be used to assess the achievement of program goals and student outcomes. Notably, the program requires a capstone design course, which will allow students to synthesize their experiences in both a comprehensive written report and an oral presentation. There will also be two survey opportunities, one at graduation and another five years after graduation, to assess satisfaction with the program and facilities.

After the first student graduates, the program will be eligible for initial ABET accreditation. Until this occurs, the university will operate the program under the required standards and prepare for the accreditation body's site visit.

6) Resource Sufficiency

The currently available lecture facilities and freshmen and sophomore laboratory facilities will be sufficient to accommodate students in the new program. Existing software is also sufficient for the program at its outset; however, additional licenses might be required. In addition, the existing computer hardware will need to be upgraded and software licenses renewed in years three and four.

The program will require two faculty lines (one in the Physics Department and one in the Mathematics Department). One full-time faculty will be added in year 3 (Fall 2018) and one in year 4 (Fall 2019) in the following specializations: (1) Industrial and Systems Engineering or Industrial Engineering (Physics), and (2) Operations Research (Mathematics).

Slippery Rock University has funds set aside for investment in new programming. The provost has allocated funding toward the startup costs of this new undergraduate degree, with the expectation that the monies will be reimbursed eventually to be used for other new initiatives.

Prepared by: Dr. Athula Herat, Chair, Department of Pre-engineering and Physics

Submitted by: Dr. Philip Way, Provost and Vice President for Academic and Student Affairs

Implementation date: Fall 2016

Date approved by Council of Trustees: March 18, 2016

**Slippery Rock University of Pennsylvania
Bachelor of Science in Industrial and Systems Engineering Program
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The Bachelor of Science in Industrial and Systems Engineering program is projected to enroll six new full-time in-state students in year one. Enrollment is projected to reach 58 students by year five with 21 new students and 47 continuing students. Standard University persistence rates are used to calculate yearly progression for continuing students: 82 percent to year two, 73 percent to year three and 67 percent to year four.
ESTIMATED REVENUE	
Tuition Generated	Tuition is calculated using the 2015-16 tuition rates for in-state and out-of-state undergraduate students.
Instructional Support Fee	The Slippery Rock University Academic Enhancement fee, approved by the Council of Trustees, for undergraduate students is 10 percent of resident tuition up to a maximum of 12 credit hours.
Additional Program Generated Revenue	No additional program revenue is anticipated.
External Grants & Contracts	No external grants or contracts are anticipated.
Other	The new program investment account will provide funding until the program reaches breakeven (\$41,689 in year one, \$1,455 in year three and \$51,920 in year four).
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	The existing director of engineering will support the B.S. in Industrial and Systems Engineering program (Associate – Step 13). As such, 10 percent of the director’s salary and benefit expenses will be allocated to the B.S. in Industrial and Systems Engineering degree program. An existing faculty member (Associate – Step 12) will teach one course in the program each year starting in year one. Existing faculty will contribute a .50 FTE faculty line (Associate – Step 12) to the program in year three. A new full-time tenure track will be added in year four (Associate – Step 12).
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	Existing clerical support in the Department of Physics and Engineering is sufficient to support the Master of Science in Industrial and Systems Engineering program. Staff costs are based on the AFSCME contract that expired June 30, 2015. Ten percent of the clerk typist’s salary and benefit costs (CT 2 – Step 10) are allocated to the program in first two years of the program. The allocation increases to 20 percent in Year Three.
Learning Resources	Software licenses are budgeted at \$6,000 per year. Support for a new full-time tenure-track faculty member will include: \$400 per year in professional development and \$1,600 to purchase a computer in the first year of employment.
Instructional Equipment	Existing computer labs will be used to support the program.
Facilities and/or modifications	No facilities modifications are required.

Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 expense is calculated for each <u>new</u> full-time student. For each <u>new</u> part-time student, a \$2,000 expense is included in the calculations.
Administrative Expense	Administrative expenses are calculated at 20 percent of tuition and academic support fee revenue.
Other	Marketing expenses are budgeted at \$10,000 per year. ABET accreditation fees are budgeted at \$2,000 per year and begin in year two. ABET visitation expenses are included in year four (\$10,000).

**Slippery Rock University of Pennsylvania
Bachelor of Science in Industrial and Systems Engineering Program
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		6	5	12	14	15	25	18	34	19
Out-of-state Full-Time Headcount Enrollment					0	1	1	2	3	2
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	192		544		960		1472		1856	
Estimated Revenue										
Tuition Generated	\$42,360		\$120,020		\$215,330		\$335,350		\$427,130	
Instructional Support Fee	\$4,236		\$12,002		\$21,180		\$32,476		\$40,948	
STEM Fee	\$0		\$0		\$0		\$0		\$0	
Program Fee	\$0		\$0		\$0		\$0		\$0	
Other - New Program Reserves	\$41,689		\$0		\$1,455		\$51,925		\$0	
Estimated Total Revenue	\$88,285		\$132,022		\$237,965		\$419,751		\$468,078	
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/or benefits (faculty and staff, grad assistant stipend/waiver)	\$33,231		\$33,231		\$97,192	\$0	\$97,192	\$127,924	\$225,116	
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		\$5,735	\$5,735		\$11,470		\$11,470		\$11,470	
Learning Resources		\$6,000	\$6,000		\$6,000		\$6,000	\$1,600	\$6,400	
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$24,000		\$48,000		\$64,000		\$80,000		\$84,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$9,319		\$26,404		\$47,302		\$73,565		\$93,616	
Other		\$10,000	\$10,000	\$2,000	\$12,000		\$12,000	\$10,000	\$12,000	
Estimated Total Expenses	\$88,285		\$131,370		\$237,965		\$419,751		\$432,602	
Estimated Financial Impact of New Program	\$0		\$652		\$0		\$0		\$35,476	

Executive Summary of Degree Proposal
Bachelor of Science in International Business Program
West Chester University of Pennsylvania
April 6-7, 2016

1. Brief Description of Program and Appropriateness to Mission

West Chester University is proposing to add an undergraduate major in international business that will be administered in the Management Department of the College of Business and Public Affairs (CBPA). Furthermore, the proposed program will be compliant with the School of Business's accreditation status as defined by the Association to Advance Collegiate Schools of Business (AACSB).

Although housed in the Management Department, the program will require courses with an international emphasis from other departments within and outside of the CBPA. In addition to the general education requirements, international business majors will be required to complete the business core course, international business courses, and a set of electives. Students will be strongly encouraged to use the electives to earn a complementary minor from a program outside of the business school. This interdisciplinary approach is intended to broaden students' competency at identifying, analyzing, and resolving business challenges in an international context and from a range of disciplinary perspectives. Furthermore, students will be encouraged to advance their foreign language skills and complete an international education experience.

Leveraging the success of its current international business minor with current enrollment of 112 students, the purpose of the proposed program is to offer a high-quality and affordable international business major to the Commonwealth's students. Enrolled students will receive experiences and develop their knowledge, skills, and abilities in preparation for a successful career in international business. The proposed program aligns well with the State System's strategic plan goals of ensuring academic program excellence and relevance by responding to real workforce growth needs and provides opportunities for Commonwealth students to earn a high-quality, affordable, AACSB-accredited degree in international business. The program also provides students with the opportunity to "obtain credentials that prepare them for life, career, and citizenship."

The Strategic Plan for WCU emphasizes the integration of international and global themes into the curriculum. The proposed international business major supports the university's academic goals to strengthen the academic environment and expand academic opportunities to support students and the region. By using existing courses and faculty to provide the degree, the proposed program represents a productive use of university and State System resources.

2. Need

The greater Philadelphia region hosts a number of multinational companies that serve as potential employers of students from West Chester University's business program. There is currently significant demand from area employers for graduates, especially those with a background in international business. Amerisource Bergin, SAP, Vanguard, Aramark, DuPont, UGI, Johnson Matthey, QVC, and SunGard are a just a few of the multinational firms in West Chester's region that have a direct need for qualified employees possessing the technical and analytical skills provided in the proposed business program with an understanding of the international context of global markets provided through a degree in international business.

In addition, West Chester's service region is a hub for the pharmaceutical industry, with multinational firms such as GlaxoSmithKline, AstraZeneca, Merck and Co., and Johnson & Johnson employing substantial numbers of workers from the region contiguous to West Chester. All indicators suggest that the job market for qualified international business majors will continue to improve as firms will compete for this increasingly valuable labor pool. A program in international business will address this need and provide West Chester students with the opportunity to join the global labor market. Due to the need in the Philadelphia region, if approved, this program is one that West Chester would like to offer at the State System site in the city as well as on the West Chester campus.

3. Academic Integrity

The proposed program is unique in that it would be the only AACSB-accredited international business degree program located in the eastern half of Pennsylvania. Shippensburg University does have a track in international business as part of its management degree, however; this program is distinctive, as students are required to take 24 credits beyond the business core, where others require only half of the required credits beyond the core. Further, only 6 of the 24 credits for the West Chester proposed program address management topics, which represents a truly interdisciplinary international business degree.

The WCU proposed international business program is designed as a field of study that extends beyond the domain of management, giving students a broader frame of international business through the discovery of areas outside of the traditional management degree. These topics include international relations, global history, history of civilization, and world geography. The international business program will also strongly encourage students to (1) earn a complementary minor from a program outside of the business school, (2) develop their foreign language skills, and/or (3) complete and international education experience.

The goal of the proposed program is to offer a high-quality and affordable international business program to the Commonwealth's students. Enrolled students will receive experiences and develop their knowledge, skills, and abilities in preparation for a successful career in international business. From a variety of perspectives and disciplines, the program seeks to develop and disseminate knowledge concerning:

- the practice of global business across geographic and cultural boundaries;
- cross-border inter- and intra-organizational relationships; and
- multinational enterprises (MNE) and the institutional, financial, sociocultural, and sociopolitical contexts within which the MNE is embedded.

4. Coordination/Cooperation/Partnerships

The proposed program is designed to allow students to earn a complimentary minor. Such minors are offered by various departments across the university including history, biology, chemistry, communications, computer science, geology and astronomy, languages and cultures, mathematics, and physics. This program design facilitates student and faculty interactions across schools, which may facilitate multi-disciplinary teaching and scholarship.

The program will promote the international educational experiences championed by the Center for International Programs. The center provides support for three types of international education programs: faculty-led, exchange, and programs offered by our nine affiliated partners. The center assists with all aspects of the application and pre-departure process to

ensure that every student has an opportunity to successfully complete an international program, and maximize their academic and personal growth.

Advisors for the proposed program will work with members of the Chester County International Business Council and their affiliations to find educational, career, and internship opportunities for enrolled students. Additionally, the program has secured letters of support from international corporations, including AstraZeneca, Johnson Matthey, Kreischer Miller, Colorcon, and GlaxoSmithKline, which provide external support for the need of the proposed program.

5. Assessment

The assessments for the proposed program are organized along five goals. 1) Oral Communication: Students will identify and apply the appropriate methods to effectively communicate information of a business nature to a multi-cultural audience. This item is assessed through a presentation rubric administered in FIN 372 International Finance / ECO 338 International Economics. 2) Global Awareness: Students will recognize the global context and how it relates to managerial decisions. This item is assessed through (1) final exam essay questions in FIN 372 International Finance / ECO 338 International Economics, (2) a global strategy tactics project in MKT 404 International Marketing, and (3) a multinational company strategy group project in INB 469 International Management Seminar. 3) Corporate Social Responsibility: Students will develop their understanding of the mutual responsibilities that exist between organizations and their stakeholders. This item is assessed through an essay in INB 469 International Management Seminar. 4) Business Ethics: Students will increase their awareness of the ethical dilemmas that organizations face and practice applying analytical tools to interpret them. This item is assessed through an essay in INB 469 International Management Seminar. 5) Governance: Students will recognize how ethical leadership contributes to organizational success and societal well-being. Item assessed in essay in INB 469 International Management Seminar.

6. Resource Sufficiency

West Chester University is committed to providing adequate faculty positions to support the growth expected in the department as a result of offering the B.S. in international business. In addition, the necessary physical resources and facilities have been identified. The faculty members of the university are qualified to offer teaching, mentoring, and advising students in international business. All full-time tenured and tenure track faculty members maintain active research agendas. These individual teacher-scholars are fully equipped to provide instruction related to international business. Following an initial university investment of \$80,000 in years three and four, the program will again realize self-sufficiency in year 5.

Prepared by: Jeffery L. Osgood, Jr., Ph.D. and Matthew Shea, Ph.D.

Implementation date: Fall 2016

Date approved by Council of Trustees: March 24, 2016

**West Chester University of Pennsylvania
Bachelor of Science in International Business Program
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The headcount enrollment projections are based on the following assumptions: 1) First year enrollments are students converting from existing majors in year three of their studies. 2) Year two includes conversion of students from existing majors in year two of their studies. 3) Full-time students are projected to persist for four years. 4) Part time students are projected to persist for six years. 5) We are using a historic year-to-year retention of 82 percent, rounded up. 5) No out-of-state students in this program for the first five years given the College of Business & Public Affairs (CBPA) ratio of in-state to out-of-state of 10:1.
ESTIMATED REVENUE	
Tuition Generated	Using current tuition rates of \$7,060 per year for full-time students and \$294 per credit for part-time students.
Instructional Support Fee	Using WCU's currently approved instructional support fee for each year of the 5-year budget projection, which is either \$706 per year for full-time students and \$29.42 per credit for part-time students.
Additional Program Generated Revenue	No additional program revenue is projected.
External Grants & Contracts	No external or grant revenue are expected.
Other	University resources are need in years three and four to support the program.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Given the growth in enrollments, it is estimated that a new hire is required every year beginning in year three. The cost is estimated at assistant professor step seven enrolled in the alternative retirement program (given overwhelming participation of faculty in this benefit).
Salaries and Benefits (Staff, Graduate Assistant Stipend/ Waiver, Teaching Assistances, etc.)	CBPA faculty are routinely provided graduate assistantships to support the additional research expectations associated with AACSB accreditation. Given this, one new graduate assistantship per year starting in year one culminating in an additional five graduate assistantships in year five. At WCU, the cost of one full-time graduate assistantship is \$18,242 per year, which includes both a tuition waiver and stipend.
Learning Resources	The need for additional learning resources in \$4,000 increments beginning in year one of the program's existence. These expense will cover the costs associated with the international aspects of the program (i.e. international travel for speakers, etc.)
Instructional Equipment	The College of Business & Public Affairs is currently slated to enter a brand new building in the first year of the program. Therefore no additional instructional equipment is necessary.
Facilities and/or modifications	Expenses related to new facilities or modification to existing facilities

Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 expense is calculated each <u>new</u> full-time student. For each <u>new</u> part-time student, a \$2,000 expense is included in the calculations.
Administrative Expense	20 percent of all tuition and fee revenue.

**West Chester University of Pennsylvania
Bachelor of Science in International Business Program
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	6		16		8	20	23	45	50	54
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment	1		2		2	2	4	5	8	6
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	198		516		912		2202		3372	
Estimated Revenue										
Tuition Generated	\$47,652		\$123,544		\$218,848		\$527,708		\$808,328	
Instructional Support Fee	\$4,766		\$12,355		\$21,886		\$52,774		\$80,838	
External Grants and Contracts										
Other					\$60,000		\$20,000			
Estimated Total Revenue	\$52,418		\$135,899		\$300,734		\$600,482		\$889,166	
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/or benefits - Faculty						\$101,152	\$101,152	\$101,152	\$202,304	\$101,152
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)		\$18,242	\$18,242	\$18,242	\$36,484	\$18,242	\$54,726	\$18,242	\$72,968	\$18,242
Learning Resources		\$4,000	\$4,000	\$4,000	\$8,000	\$4,000	\$12,000	\$4,000	\$16,000	\$4,000
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$0		\$0		\$84,000		\$190,000		\$228,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$10,484		\$27,180		\$48,147		\$116,096		\$177,833	
Other										
Estimated Total Expenses	\$32,726		\$71,664		\$300,025		\$597,368		\$820,499	
Estimated Financial Impact of New Program	\$19,692		\$64,235		\$709		\$3,114		\$68,667	

Executive Summary of Degree Proposal
Doctor of Psychology in Clinical Psychology Program
West Chester University of Pennsylvania
April 6-7, 2016

1. Brief Description of Program and Appropriateness to Mission

West Chester University currently offers a master's in psychology with three separate tracks: clinical psychology, industrial/organizational psychology, and general psychology. The evolution of WCU's clinical master's program has positioned itself to successfully train doctoral students in clinical psychology. As such, the history and complex evolution of this existing program are relevant to the proposed new professional doctorate in clinical psychology (Psy.D.) at West Chester University. The proposed Psy.D. Program in clinical psychology follows a practitioner-scholar model that prepares students for leadership roles as culturally competent psychologists. This proposed program is unique in that students will choose one of two specialty tracks: Child and Adolescent Health or Post Traumatic Stress. Graduates of this proposed program will be able to employ evidence-based interventions to assess, treat, and prevent mental, emotional, and behavioral disorders particularly among individuals who are at greatest risk and demonstrate the greatest need. The program prepares students to be critical consumers of research, and to develop and evaluate interventions for the purpose of quality improvement and clinical decision-making. The program provides significant training in assessment and therapeutic interventions through didactic coursework and supervised clinical training experiences beginning in the first year of the program. Graduates of the program will be adaptive to new knowledge in the field and responsive to emerging needs in an increasingly diverse society.

The proposed program strongly supports the State System's goal in *Strategic Plan 2020 Rising to the Challenge*, to ensure academic program excellence and relevance. More specifically, the addition of a professional doctoral program in clinical psychology at West Chester will move the State System closer to reaching the goal of increasing the number of degrees or certificates in health-related disciplines awarded annually. The proposed program supports many of the strategic goals and objectives delineated in West Chester University's plan *Building on Excellence*, including the goals of assuring student learning and academic excellence, strengthening the academic environment, and expanding academic opportunities. The proposed program will strategically enhance graduate education at West Chester University by developing a high-quality graduate program that meets regional needs.

2. Need

In the Commonwealth of Pennsylvania, the State Board of Professional and Occupational Affairs regulates licensure as a psychologist. The minimum requirements include a doctoral degree (either Psy.D. or Ph.D.) from a program that is either accredited by the American Psychological Association or designated by the Association of State and Provincial Psychology Boards/National Register Designation Project. As many states are moving toward requiring doctoral degrees from American Psychological Association accredited programs for licensure, the National Register Designation Project will be terminating its designation activities by 2019. This means that to become a licensed psychologist in the Commonwealth of Pennsylvania in the future, one must complete an American Psychological Association accredited doctoral program.

Currently, there are only 19 American Psychological Association accredited doctoral programs in Pennsylvania; with 13 of these being programs in clinical psychology (the others being counseling and school psychology programs). Eight of these programs are in the Southeastern PA region, with five being Psy.D. Programs (the other three being Ph.D. programs). Given the dense population in southeastern region of Pennsylvania and the growing number of psychology majors at many universities (including West Chester University), five American Psychological Association accredited clinical Psy.D. Programs are not sufficient to fulfill the needs of regional psychology students.

A brief survey of published admissions data available for Psy.D. Programs in southeastern Pennsylvania finds that the number of applicants to these programs is consistently high, with increasing demand. For example, LaSalle University reported a 21 percent increase in Psy.D. Program applicants between 2007 (196 applicants) and 2014 (238 applicants). Similarly, applications to the Psy.D. Program at Indiana University of Pennsylvania have increased by 30 percent since 2001. The average number of Psy.D. Program applications currently received each year at Indiana University of Pennsylvania is 123 (compared to 95 applicants received in 2001), with an acceptance rate of 26 percent, and a yield of 47 percent (15 students). Information from Hanover Research shows above average growth predicted for careers related to clinical psychology nationwide (21.9 percent between 2010-2020). In 2009, the American Psychological Association reports that 93.6 percent of Psy.D. recipients surveyed were employed (full-time, part-time, or postdoctoral fellowship), with only 5.3 percent unemployed and seeking jobs (1 percent unemployed and not seeking jobs). Of the clinical psychologists surveyed (both Psy.D. and Ph.D. recipients), 94.9 percent were employed (full-time, part-time, or postdoctoral fellowship), with only 4.1 percent unemployed and seeking jobs. When drilling down into these data even more, we find that 94.9 percent of the clinical psychologists surveyed with specialties in child psychology were employed (full-time, part-time, or postdoctoral fellowship) with only 1.7 percent unemployed and seeking jobs (3.4 percent unemployed and not seeking jobs).

3. Academic Integrity

The West Chester University Psy.D. Program in clinical psychology follows a practitioner-scholar model that prepares students for leadership roles as culturally competent psychologists. Graduates of the program will be able to employ evidence-based interventions to assess, treat, and prevent mental, emotional, and behavioral disorders among individuals who are at greatest risk and demonstrate the greatest need. The proposed program has eight categories of training goals that organize the curriculum: (1) Basic Foundations in Psychology, (2) Professional Skills, (3) Cultural Competence, (4) Evidence Based Assessment, (5) Evidence Based Intervention, (6) Supervision, (7) Consultation, and (8) Research. Graduates of this program will demonstrate proficiency and expertise in each of these areas. Students will complete a minimum of 114 credit hours spread across five years, with the fifth year dedicated to a full-time pre-doctoral clinical internship as required by the American Psychological Association. Of the required credits for the proposed Psy.D. at West Chester University, 12 credits will be elective courses. Students will be required to choose between one of two specialty tracks: Child and Adolescent Health or Post Traumatic Stress. Elective courses and practicum training experiences will provide students the opportunity to gain depth of training and expertise in their chosen specialty area (i.e., Child and Adolescent Clinical Health or Post Traumatic Stress). The curriculum has been reviewed by an external evaluator and been formed to be in conformance with the American Psychological Association accreditation standards.

4. Coordination/Cooperation/Partnerships

West Chester University anticipates collaborating with Indiana University of Pennsylvania in serving the educational needs of Psy.D. training in clinical psychology for the Commonwealth of Pennsylvania. The distance between the two campuses allows Indiana University of Pennsylvania to continue to be responsive to student need in the western part of the Commonwealth, while the proposed West Chester University program addresses student need in eastern part of the state. In sum, the program anticipates functioning independently of the Indiana University of Pennsylvania program, but will collaborate with them in meeting the needs of the Commonwealth of Pennsylvania.

West Chester University currently collaborates with numerous mental health agencies in providing students with practicum and internship training. The program will continue to foster these types of collaborations, as students in the proposed Psy.D. training program will be encouraged to supplement their on-campus practicum training with more advanced practicum training off campus.

5. Assessment

The eight program goals described earlier and recommended by the American Psychological Association serve as the basis of the assessment plan for the proposed program. Student learning outcomes are operationalized according to the types of outcomes expected of students enrolled in the proposed Psy.D. Program to successfully demonstrate. Course maps provide a linkage of each student-learning outcome to one or more required courses in the proposed Psy.D. Program. All required courses in the Psy.D. curriculum have outcomes linked to them. In addition to assessing student learning outcomes, the program plans on collecting other program assessment data in pursuit of continuous improvement. For example, data will be collected on the percentage of students completing the program within 5 years, the total number of program graduates, the percentage of students who do not successfully pass required examinations, the percentage of students who successfully acquire stable, full-time employment within 6 months (or a year) after graduating, internship and job placement information (e.g., location and type of employers), and any other information that would be deemed informative. All of this information will be collected on a continuous basis and will be carefully evaluated. Should any of the indicators fall below a pre-defined acceptable threshold, steps will be taken to attempt to remedy the underlying issue(s).

6. Resource Sufficiency

West Chester University is committed to providing adequate faculty positions to support the growth expected in the department as a result of offering the Psy.D. In addition, the necessary physical resources and facilities have been identified. Space for offering courses, conducting clinical work, and pursuing research will be provided in support of the research requirements of both faculty and students. The faculty members of the department are qualified to offer teaching, mentoring, and advising students involved in doctoral-level programs. All full-time tenured and tenure track faculty members maintain active research agendas. These individual teacher-scholars are fully equipped to conduct doctoral studies. Following an initial university investment of \$367,500, the program should reach break-even status after the first five years. By year 5 it is expected that the program will serve 46 students per year (10 new and 36 existing). West Chester University's administration is firmly committed to providing start-up funding for this program.

Prepared by: Jeffery L. Osgood, Jr. Ph.D. and Vanessa K. Johnson Ph.D.

Implementation date: Fall 2016

Date approved by Council of Trustees: January 28, 2016

**West Chester University of Pennsylvania
 Doctor of Psychology in Clinical Psychology Program
 Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	This model assumes full time students only, which is consistent with other PsyD programs. Additionally, a 10 percent attrition rate was used between years one and two. Projections assume all in-state students until APA accreditation is achieved. The variable credits reflect the program plan in the proposal.
ESTIMATED REVENUE	
Tuition Generated	Based on the high cost nature of this program, WCU is seeking a 30 percent tuition premium, which still makes us highly competitive with regional PsyD.
Instructional Support Fee	Using the standard rate of \$50.63
Additional Program Generated Revenue	No additional program revenue is expected.
External Grants & Contracts	No external grants or contracts are expected.
Academic Affairs Investment	The Academic Affairs Division will provide start-up dollars in each of the first five years (totaling \$360,000) until the program reaches the break-even point in Year 6. Once accreditation is achieved, the program will quickly payback the investment and provides additional positive operating revenues.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	The department currently has 7 licensed clinical psychologists. Two additional faculty are needed to support this program, with one hire in both year one and two. The salaries and benefits projections use 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 Assistant Stipend/ Waiver, Teaching Assistants, etc.)	During the first five years of the proposed program (before accreditation), graduate assistantships will be provided to all enrolled students for Years 1-3. The majority of the course work is to be completed by students in these first three years (96 of 114 credits), with year four consisting largely of clinical training and dissertation work (16 credits). In years 1-3, each semester, half of students' credits will be covered by a graduate assistantship to account for the lack of accreditation. 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 \$760.00 per credit to estimate the cost of graduate assistantships. This rate includes both the tuition waiver and stipend.

Learning Resources	Total Learning Resources Expense: <i>\$150,000 over 5 years</i> : Video recorders, cameras, microphones, and monitors for 11 individual therapy rooms, 1 family therapy room, and 1 group therapy room.
Instructional Equipment	Total Instructional Equipment Expense: <i>\$30,000 over 3 years</i> : Furniture, white boards, computers, printers, and telephones for the training clinic are one-time expenses that are estimated at \$30,000.
Facilities and/or modifications	None.
Administrative Expense	20 percent is used to account for administrative expenses, including marketing and recruitment.

**West Chester University of Pennsylvania
Doctor of Psychology in Clinical Psychology Program
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		10	9	10	18	10	27	10	36	10
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	360		711		900		1044		1062	
Estimated Revenue										
Tuition Generated	\$219,960		\$434,421		\$549,900		\$637,884		\$648,882	
Instructional Support Fee	\$18,227		\$35,998		\$45,567		\$52,858		\$53,769	
External Grants and Contracts										
Academic Affairs Investment	\$88,000		\$136,500		\$108,500		\$22,000		\$12,500	
Estimated Total Revenue	\$326,187		\$606,919		\$703,967		\$712,742		\$715,151	
Estimated Expenses										
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty		\$101,152	\$101,152	\$101,152	\$202,304		\$202,304		\$202,304	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$136,800	\$136,800	\$133,380	\$270,180	\$71,820	\$342,000		\$342,000	
Learning Resources		\$30,000		\$30,000		\$30,000		\$30,000		\$30,000
Instructional Equipment		\$10,000		\$10,000		\$10,000				
New Facilities and/or Modifications to existing facilities										
Administrative Expense (including marketing/recruitment)	\$47,637		\$94,084		\$119,093		\$138,148		\$140,530	
Other										
Estimated Total Expenses	\$325,589		\$606,568		\$703,397		\$712,452		\$714,834	
Estimated Financial Impact of New Program	\$598		\$351		\$570		\$290		\$317	

Office of Internal Audit and Risk Assessment Fiscal Year 2015/16 – Third Quarter Update

Summary

The Office of Internal Audit and Risk Assessment's (OIARA) fiscal year 2015/16 work plan defines 32 individual projects. Additionally, eight engagements ongoing as of June 30, 2015, carried forward providing 40 initiatives for completion in the current fiscal year. The following chart provides a year-to-date summary of OIARA engagement statistics.

Project Source	Proposed Engagements	Number Concluded YTD	Number Underway	Number Not Yet Initiated	Percent Concluded/Underway
FY2015/16 New Projects	32	10	9	13	59%
Prior Year Carry-over	8	8	-	-	100%
Total Work Plan:	40	18	9	13	68%
Special Projects	4	1	3	-	100%
Cumulative Total:	44	19	12	13	70%

During the third quarter, presidential leadership at Indiana University of Pennsylvania and Mansfield University of Pennsylvania engaged the OIARA to perform special project reviews at their respective institutions. Additionally, a special project review was initiated at West Chester University of Pennsylvania supporting the presidential transition process.

During the quarter, the OIARA concluded six work plan projects culminating in the issuance of final reports while efforts continue on 12 additional projects.

Projects Completed Third Quarter FY2015/16

The OIARA accomplished favorable progress in meeting defined initiatives supporting the department's fiscal year work plan. The following six engagements concluded providing management with 22 recommendations to enhance operations and/or increase internal controls.

Additionally, in support of the OIARA's System-wide continuous monitoring of purchasing card transactional activity, a report summarizing outcomes from the quarterly assessment was issued to the System's chancellor.

University	Project	Report Issued
California	Minors on Campus	1/27/16
East Stroudsburg	Registrar Functions	3/14/16
Edinboro	Presidential Transition Review*	3/04/16
Mansfield	NCAA Agreed-Upon Procedures	1/08/16
Shippensburg	Minors on Campus	2/08/16
Slippery Rock	Institutional Grants	3/02/16

* Denotes Non-Work Plan, FY2015/16 Special Project Engagement

Projects Underway at Close of Third Quarter FY2015/16

At the close of the third quarter, project work remained underway on the following twelve engagements.

University	Project	Project Status
Bloomsburg	Protection of Minors	Draft report issued
Cheyney	University Scholarship	Draft report issued
Clarion	Institutional Grants	Fieldwork completed
East Stroudsburg	IT User Access	Fieldwork underway
Edinboro	Pricing Flexibility Pilot Program	Fieldwork planning
Indiana	Health and Human Services Department*	Fieldwork underway
Kutztown	NCAA Compliance	Draft report issued
Lock Haven	Campus Safety and Security	Draft report issued
Mansfield	NCAA Reporting*	Fieldwork underway
Millersville	Campus Safety and Security	Draft report issued
West Chester	Presidential Transition*	Fieldwork underway
West Chester	IT Disaster Recovery Testing	Audit planning

* Denotes Non-Work Plan, FY2015/16 Special Project Engagement

Other Third Quarter Activities

- **Management Corrective Actions - OIARA Follow-up Assessments**

During the third quarter of fiscal year 2015/16, 40 prior period-period audit report recommendations were reviewed with leadership verifying implementation of appropriate corrective actions occurred in response to recommendations supportive of previously concluded audit engagements. Prior audit report recommendation follow-up brings closure to the internal audit engagement cycle.

- **PASSHE 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 third quarter of FY2015/16, nine new case reports were received through the Incident Reporting System as of March 28, 2016.

- **Quality Assurance and Improvement Program – Self Assessment**

The OIARA is finalizing completion of a self-assessment as defined by the Institute of Internal Auditor's *International Professional Practices Framework* of processes supporting audit and consulting work performed by the Office of Internal Audit and Risk Assessment, including conformity with the *International Standards for the Professional Practice of Internal Auditing*.



PA State System of Higher Education Board of Governors

Effective: October 17, 1991

Page 1 of 4

Policy 1991-06-A: State System Audit Policy

See Also:

Adopted: October 17, 1991

Amended: July 12, 2001; October 12, 2006; July 16, 2009

I. Audit Committee

A. Purpose

The primary mission of the Audit Committee shall be to assist the Board of Governors in exercising its due care and diligence in discharging System-wide oversight and monitoring responsibilities. An important objective of the Audit Committee shall be to support and oversee the activities of the office of internal audit and risk assessment, maximizing the function's operations and value across the State System.

B. Organization

The Audit Committee shall be a permanent committee **consisting comprised** of **no fewer than three six** members of the Board of Governors. The chairman of the Board shall appoint the chair and other members of the Audit Committee. The Audit Committee shall meet at least twice a year. The chair of the Audit Committee, however, shall have the authority to call a meeting whenever necessary. The System's chief counsel, **and** director of the office of internal audit and risk assessment, **and other personnel as necessary**, shall serve as staff to the Audit Committee.

C. Policy

The Audit Committee shall assist the Board of Governors in discharging its System-wide oversight and monitoring responsibilities by:

1. Promoting the development of an effective and continuously improving control environment to achieve the System's goals and objectives.
2. Overseeing the System's internal control environment and risk assessment practices.
3. Serving as a voice on the Board of Governors and other standing committees by relaying an audit perspective when related issues are brought before the committees.

4. Providing a direct channel of communications to the Board of Governors for the System's independent public accounting firm and office of internal audit and risk assessment.

D. Procedures

Specific duties of the Audit Committee shall include the following:

1. Approve the appointment of the director of the office of internal audit and risk assessment, and the department's annual budget and staffing, **in consultation with the Chancellor.**
2. Review and approve the scope of the office of internal audit and risk assessment's annual work plan.
3. Request the performance of supplemental reviews or other audit procedures, including investigations when necessary.
4. Meet with the System's independent public accountants and director of the office of internal audit and risk assessment to review the results of their annual work. This shall include:
 - a. A review, in advance of final issuance, of the System's annual audit opinion, financial statements, and management letter;
 - b. A timely review of any significant risks, and disposition of findings and recommendations, including corrective actions taken or in progress;
 - c. At least annually, provide an opportunity for members of the Audit Committee to meet with representatives of the independent public accounting firm and the director of the office of internal audit and risk assessment, without other System management personnel present; and
 - d. A review of the disposition of audit findings and recommendations contained in reports of the Department of the Auditor General, as well as other audits by outside agencies that may arise.
5. Annually report to the full Board of Governors on the Audit Committee's activities.

II. Office of Internal Audit and Risk Assessment

A. Purpose

To provide policy for establishment and support of a System internal audit and risk assessment function. In carrying out their duties and responsibilities, members of the office of internal audit and risk assessment shall have full, free, and unrestricted access to all System records, property, and personnel except where such access may be limited or barred by federal or state law, or the provisions of a relevant collective bargaining agreement. No private agreement between the System and a third party shall be used to limit the applicability of this section unless reviewed and approved by the Office of Chief Counsel.

B. Objectives

1. Establish an ongoing, independent capability to review all System operations, including affiliated organizations where appropriate, to:
 - a. Ensure compliance with statutes, regulations, and policies;
 - b. review reliability and integrity of financial data, operating information, and the means used to identify, measure, classify and report it;
 - c. make value-added recommendations for improvements regarding economy, efficiency, and effectiveness; and
 - d. perform appropriate follow-up procedures and assess the effectiveness of actions taken.
2. Establish an ongoing, collaborative risk assessment process managed by the office of internal audit and risk assessment and including each of the System universities and the Office of the Chancellor.
 - a. The office of internal audit and risk assessment will facilitate conversations and exercises in a multi-layered risk assessment approach initiating with a university president and senior management, then secondarily with line management and personnel in the identification of potential risks. The same multi-layered approach will be employed within the Office of the Chancellor.
 - b. The adequacy of internal controls supporting operations will be evaluated.
 - c. Identified operations with significant operating exposure to a university and/or the Office of the Chancellor, and where appropriate internal controls are not evident, will be defined as a potential high risk exposure.
 - d. Potential high risk exposures at an institution will be communicated and discussed with the university's president. Potential high risk exposures identified at the System level will be communicated with the Chancellor.
 - e. Consideration will be given by the President and/or Chancellor for further evaluation of the risk exposure as part of a more detailed internal audit analysis.
 - f. Risk assessment outcomes will be utilized in development of a prioritized annual internal audit work plan based on recognized levels of risk exposure and possible resulting liabilities.
 - g. Audit outcomes will include recommendations for consideration by a university president and/or the Chancellor to strengthen internal controls through a change in operational and/or financial practices, documented policies, guidelines, etc.
3. Serve as in-house management consultants to the System. University presidents and the chancellor may request assistance from the office of internal audit and risk assessment on an as needed basis to review special issues, including strategic plan initiatives, and/or conduct such audits on the campuses and in the System headquarters as may be requested.

4. Act as liaison to the Department of the Auditor General and Office of Inspector General on System matters related to inquiries, referrals, and investigations.

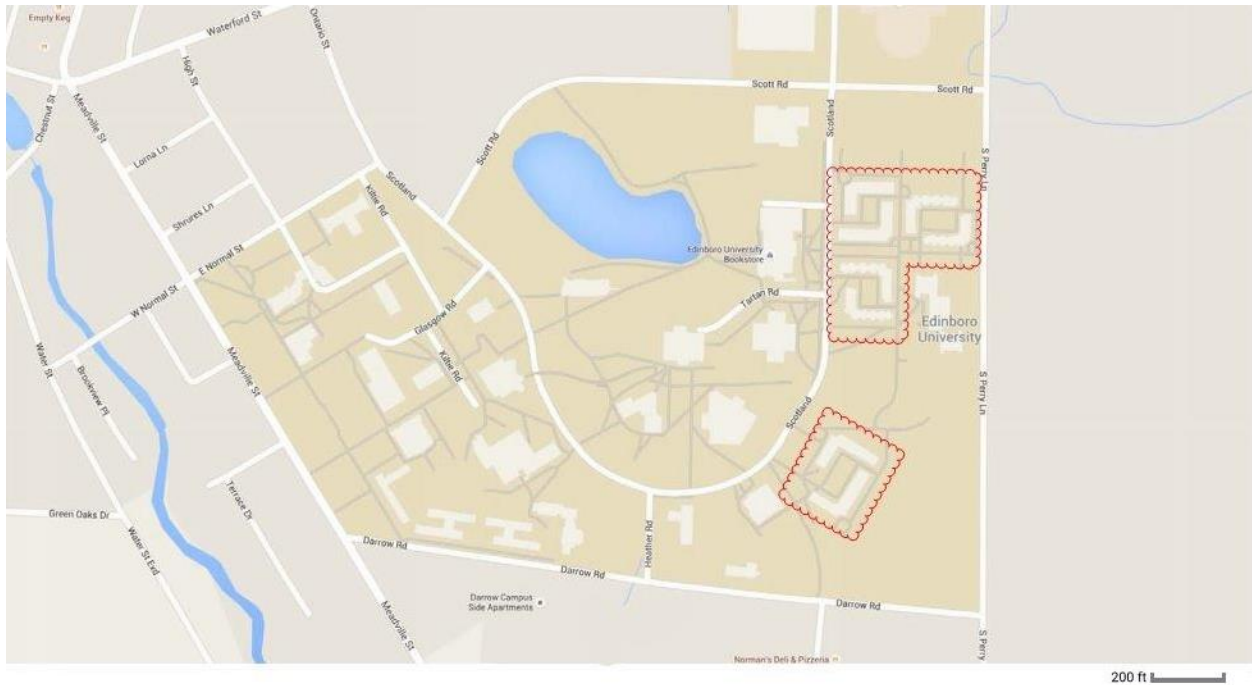
C. Policy

1. There shall be created an organizational element within the Office of the Chancellor known as the office of internal audit and risk assessment. The director of the office of internal audit and risk assessment shall report functionally to the Audit Committee of the Board of Governors and administratively to the System's Chancellor.
2. The office of internal audit and risk assessment shall serve as in-house management consultants to the System. University presidents and the chancellor may request assistance from the department on an as needed basis to review special issues, including strategic plan initiatives, and/or conduct such audits on the campuses and in the System headquarters as may be requested.
3. **Requests for assistance of the office of internal audit and risk assessment to conduct special reviews shall be communicated to the System's Chancellor and chief counsel by the director and approved by the Audit Committee chairperson. ~~A committee comprised of the System's chief counsel, Chancellor, director of internal audit and risk assessment, and appropriate vice chancellor shall review and approve requests for assistance to conduct special reviews and investigations.~~**
4. The office of internal audit and risk assessment shall follow the System's **Procedure/Standard Number 2013-17, Conducting Investigations Received through the State System's Incident Reporting System. ~~administrative directive 1991-06.01, Procedures for Conducting Investigations, when assisting the Audit Committee, universities, and the Office of the Chancellor in conducting investigations.~~**
5. The office of internal audit and risk assessment's cost shall be funded as a Board of Governors expense to the legislative appropriation prior to allocation based on the System's funding formula.
6. The scope of work of the office of internal audit and risk assessment shall encompass all System operations, including affiliated organizations where appropriate, academic instruction by the faculty excepted.
7. University presidents and the chancellor may be requested to supplement the office of internal audit and risk assessment staffing with personnel who have special skills or training. This suggested "consultant" approach will help to minimize the permanent staffing of the department.
8. All completed reviews, special projects, and investigations conducted by the office of internal audit and risk assessment shall be made available to the Audit Committee, Chancellor, and to the **president and** local University Council of Trustees for issues applicable to their institution.

Edinboro University of Pennsylvania



The Highlands



Edinboro University Campus Map

**Resolution Authorizing the Issuance of Bonds
by the Pennsylvania Higher Educational Facilities Authority**

WHEREAS, the State System of Higher Education of the Commonwealth of Pennsylvania (the "System") desires that the Pennsylvania Higher Educational Facilities Authority (the "Authority") issue its State System Revenue Bonds in one or more series of taxable or tax-exempt bonds (the "Bonds") to finance up to \$255.8 million of project cash to pay the costs of (1) renovation of an academic facility at Slippery Rock University of Pennsylvania; (2) upgrade of IT infrastructure at Slippery Rock University of Pennsylvania; (3) upgrade of the steam plant at Bloomsburg University of Pennsylvania; (4) construction of student housing facilities at Bloomsburg University of Pennsylvania; (5) construction and renovation of dining facilities at Indiana University of Pennsylvania; (6) acquisition of student housing at Lock Haven University of Pennsylvania from Lock Haven University Foundation; (7) acquisition of student housing at Edinboro University of Pennsylvania from Edinboro University Foundation; and (8) contingency and issuance costs (the "Projects"); and

WHEREAS, the Authority will lend the proceeds of the Bonds to the System to finance the costs of the Projects and pay the expenses incident to issuance of the Bonds; and

WHEREAS, the System may make expenditures relating to clauses (1) through (8) of the definition of the Projects contained above prior to issuance of the Bonds, and the System desires to preserve the ability to reimburse itself with proceeds of the Bonds for any amounts expended for the Projects; and

WHEREAS, the obligation of the System to repay the Bonds will be described in and evidenced by a Loan Agreement, as supplemented (the "Loan Agreement"), between the Authority, as lender, and the System, as borrower, pursuant to which the System will pledge the full faith and credit of the System as security for repayment of the obligation; and

WHEREAS, the Loan Agreement will be assigned by the Authority as security for the Bonds pursuant to a Trust Indenture, as supplemented (the "Indenture"), between the Authority and a trustee; and

WHEREAS, the Authority will, by public invitation, solicit and receive competitive bids from underwriters for the purchase of the Bonds, which bids will contain, among other terms, proposed interest rates on the Bonds.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of the System (the "Board") hereby approve the issuance of the Bonds by the Authority, in an amount in project cash not to exceed \$255.8 million for the bonds, the proceeds of which will be used to undertake the Projects and pay the costs of issuance of the Bonds; and be it

RESOLVED, that the Board hereby delegate to the chancellor or vice chancellor for administration and finance the power to accept bids for purchase of the Bonds from underwriters and to determine the principal amount of the Bonds to be issued by the Authority, but not in excess of the amount described above, the rates of interest, dates of maturity, provisions for optional or mandatory redemption, and other details, such approval to be evidenced by acceptance of the bid for purchase of the Bonds by the Authority and the System; and be it

RESOLVED, that the Board hereby authorize the pledging of the System's full faith and credit to repayment of the Bonds, as provided in the Loan Agreement, and does hereby authorize and direct the chancellor or vice chancellor for administration and finance to execute, acknowledge, and deliver, and any Responsible Officer to attest such signature to a supplement to the Loan Agreement in such form as the officers executing it may approve, such approval to be conclusively evidenced by execution thereof; and be it

RESOLVED, that any Responsible Officer is hereby authorized and empowered to approve the content of the Preliminary Official Statement and the Official Statement of the Authority relating to issuance of the Bonds as to information concerning the System and its affairs; and be it

RESOLVED, that any Responsible Officer is hereby authorized and directed to take such further action and to execute and deliver such other instruments and documents as may, in his or her judgment or upon advice of counsel, be necessary or advisable to effect issuance of the Bonds by the Authority, the intent of this Resolution, and the transactions contemplated.

Secretary to the Board

Chairman of the Board

Date

**Pennsylvania's State System of Higher Education
Taxable/Tax-Exempt Bond Issue History**

April 2016

Current Debt Structure Pennsylvania's State System of Higher Education Bond Issues

The Series A bonds were issued June 1, 1985, at a par value of \$31 million to finance the Indiana University of Pennsylvania cogeneration plant. Scheduled amortization started in June 1988 and was to run through June 1994. Serial interest rates ranged from 6.50 percent to 8.20 percent.

The Series B bonds were issued June 1, 1986, for a par value of \$25.9 million to finance 47 capital projects System-wide. Scheduled amortization started in June 1987 and concluded in June 1994. Serial interest rates ranged from 4.60 percent to 7.10 percent. Series B bonds called for a debt service reserve fund of \$3.9 million to be used to pay the last principal and interest payment. This fund earned an interest rate higher than the cost of borrowing, resulting in realized investment income of \$1 million. Universities with projects that participated in the bond issue received a prorated share of the debt service reserve fund investment income. The Series B issue allowed refinancing of existing capital leases for a savings of \$1.2 million. Also, by financing capital projects, the universities could invest the operating capital in the Short-Term Investment Fund at an interest rate higher than the financing cost, providing investment income and flexibility.

The Series C bonds were issued July 1, 1987, for a par value of \$38.2 million to finance residence halls at Bloomsburg and Kutztown Universities of Pennsylvania and to refund the Series A bonds. Serial interest rates ranged from 4.40 percent to 7.60 percent.

The Series D bonds were issued June 15, 1990, for a par value of \$58.8 million to finance student unions at Clarion, Lock Haven, and Shippensburg Universities of Pennsylvania, and a residence hall at West Chester University of Pennsylvania. This bond issue also provided refinancing of State System internal loans for interest savings of \$1.3 million. The Series D bonds launched the Reimbursement Program, which provided \$17.7 million of capital financing. Serial interest rates ranged from 5.90 percent to 7.15 percent.

The Series E bonds were issued June 15, 1991, for a par value of \$54.8 million to finance student unions at Bloomsburg, California, Clarion, East Stroudsburg, Edinboro, Kutztown, Lock Haven, Millersville, and Shippensburg Universities of Pennsylvania, and a residence hall at West Chester University of Pennsylvania. This bond issue included \$12.3 million of capital reimbursement bonds. Serial interest rates ranged from 4.70 percent to 7.10 percent.

The Series F bonds were issued December 15, 1992, for a par value of \$35.2 million to finance student unions, energy conservation equipment, and the renovation of dining halls at various State System universities. This bond issue provided \$19 million of capital reimbursement bonds. Serial interest rates ranged from 2.70 percent to 6.15 percent.

The Series G bonds were issued December 15, 1992, for a par value of \$14.2 million to refund the Series C bonds maturing on and after September 1, 1996. This refunding issue provided

present value savings of \$825,000 to Bloomsburg and Kutztown Universities of Pennsylvania for their student housing projects. Serial interest rates ranged from 2.70 percent to 6.15 percent.

The Series H bonds were issued May 18, 1993, for a par value of \$15.9 million to finance a computer purchase and energy conservation equipment at various State System universities. This bond issue provided \$13.6 million of capital reimbursement bonds. Serial interest rates ranged from 2.70 percent to 5.80 percent.

The Series I bonds were issued May 18, 1993, for a par value of \$61.4 million to refund the Series D bonds maturing on and after June 15, 1993. This refunding issue provided present value savings of \$2.4 million to various State System universities. Serial interest rates ranged from 2.70 percent to 5.80 percent.

The Series J bonds were issued March 16, 1994, for a par value of \$28.3 million to finance a recreation center, a fiber-optic network, a smokestack and engine retrofit, and student unions at various State System universities. This bond issue provided \$14.4 million of capital reimbursement bonds. Serial interest rates ranged from 3.35 percent to 5.75 percent.

The Series K bonds were issued March 16, 1994, for a par value of \$55.4 million to refund the Series E bonds maturing on and after June 15, 1994. This refunding issue provided present value savings of \$1.8 million to various State System universities. Serial interest rates ranged from 2.95 percent to 5.70 percent.

The Series L bonds were issued July 14, 1994, for a par value of \$45.9 million to finance a recreation center, computer equipment, student housing, and student unions at various State System universities. This bond issue provided \$26.8 million of capital reimbursement bonds. Serial interest rates ranged from 3.75 percent to 6.30 percent.

The Series M bonds were issued March 14, 1995, for a par value of \$35.4 million to finance instructional equipment purchased at Clarion University of Pennsylvania, energy conservation measures at two universities, and renovations to various residence halls and dining facilities at Indiana University of Pennsylvania. This bond issue provided \$29.3 million of capital reimbursement bonds. Serial interest rates ranged from 4.50 percent to 5.98 percent.

The Series N bonds were issued April 2, 1996, for a par value of \$44.5 million to finance construction of a recreation center at Mansfield University of Pennsylvania, renovation of a residence hall at Kutztown University of Pennsylvania and a dining hall at Indiana University of Pennsylvania, installation of a campus-wide fiber-optic network at California University of Pennsylvania, and installation of a PBX phone system at Millersville University of Pennsylvania. This bond issue provided \$30.5 million of capital reimbursement bonds. Serial interest rates ranged from 3.65 percent to 5.85 percent.

The Series O bonds were issued June 25, 1997, for a par value of \$46.7 million to finance construction of a recreation center and student housing at Slippery Rock University of Pennsylvania; road and site utilities development at Indiana University of Pennsylvania; various computer and telecommunication purchases at Clarion, Kutztown, and Millersville Universities of Pennsylvania; and a property acquisition at West Chester University of Pennsylvania. This bond issue provided \$17.7 million of capital reimbursement bonds. Serial interest rates ranged from 3.77 percent to 5.35 percent.

The Series P bonds were issued February 25, 1998, for a par value of \$72.9 million to refund a portion of the Series F bonds and a portion of the Series L bonds maturing on and after December 15, 2002, and June 15, 2004, respectively. This refunding issue provided present value savings of \$3.9 million to the State System. Serial interest rates ranged from 3.50 percent to 4.40 percent.

The Series Q bonds were issued June 30, 1998, for a par value of \$22.7 million to finance construction of a recreation center at Clarion University of Pennsylvania; a dining hall addition at Millersville University of Pennsylvania; a comprehensive electrical upgrade at Shippensburg University of Pennsylvania; various computer and telecommunication purchases at Millersville, Indiana, and Shippensburg Universities of Pennsylvania; and facilities renovations and the acquisition of equipment and furnishings by various State System universities. Serial interest rates ranged from 3.82 percent to 5.05 percent.

The Series R bonds were issued June 17, 1999, for a par value of \$31.1 million to finance an addition to the student center at California University of Pennsylvania, renovation of and addition to the dining facilities at Kutztown University of Pennsylvania, renovation of a library to a student union at Mansfield University of Pennsylvania, purchase and installation of computer and telecommunications equipment at Shippensburg and Clarion Universities of Pennsylvania, purchase and installation of fiber-optic wiring at Clarion University of Pennsylvania, purchase of a building to be used by the Culinary School at Indiana University of Pennsylvania, and facilities renovations at various State System universities. Serial interest rates ranged from 3.40 percent to 5.24 percent.

The Series S bonds were issued June 21, 2000, for a par value of \$51.7 million to finance the design and construction of on-campus apartments at Bloomsburg University of Pennsylvania; design and construction of renovations and additions to the dining accommodations and student union facilities at Kutztown University of Pennsylvania; renovations of student union facilities at California University of Pennsylvania; design and renovation of academic facilities at System universities; purchase and installation of computer and telecommunications equipment at Bloomsburg, Edinboro, and Slippery Rock Universities of Pennsylvania; and purchase of lab equipment at Mansfield University of Pennsylvania. Serial interest rates ranged from 4.54 percent to 5.81 percent.

The Series T bonds were issued July 12, 2001, for a par value of \$69.6 million to finance the design and construction of a recreation center at East Stroudsburg and Lock Haven Universities of Pennsylvania; installation of a central chiller at Indiana University of Pennsylvania; renovation and maintenance of facilities at California University of Pennsylvania; construction of student housing at Bloomsburg University of Pennsylvania; technology initiatives at Clarion, Edinboro, and West Chester Universities of Pennsylvania; installation of residence hall sprinklers; design and renovation of academic facilities at System universities; and a shared administrative computer system. Serial interest rates ranged from 2.50 percent to 5.09 percent.

The Series U bonds were issued August 8, 2002, for a par value of \$14.4 million to finance the Academic Facilities Renovation Program; renovation and maintenance of facilities at Bloomsburg, California, Edinboro, and Mansfield Universities of Pennsylvania; expansion of the fire detection system at Indiana University of Pennsylvania; and design and renovation of a recreation center at East Stroudsburg University of Pennsylvania. Serial interest rates ranged from 1.61 percent to 4.92 percent.

The Series V bonds were issued August 8, 2002, for a par value of \$25.2 million to finance the acquisition and installation of residence hall sprinklers at all of the universities and the continued implementation of the shared administrative computer system. This was the System's first variable rate issue, with terms of 20 years for the sprinklers and 7 years for the shared administrative computer system. Weekly resets of interest rates and monthly payments of interest were established for this issue.

The Series W bonds were issued October 15, 2002, for a par value of \$69.1 million to refund the Series H bonds, the Series J bonds, and the Series M bonds. This refunding issue provided present value savings of \$3.8 million to the State System. Serial interest rates ranged from 1.70 percent to 4.41 percent.

The Series X bonds were issued May 29, 2003, for a par value of \$80.9 million to refund the Series G bonds and the Series I bonds. The refunding issue provided a present value savings of \$6.2 million to the State System. The Series X bonds also issued new money for auxiliary facilities renovations and construction at Bloomsburg, California, Indiana, Kutztown, Mansfield, Millersville, and Shippensburg Universities of Pennsylvania; academic facilities renovation and general campus improvements at Bloomsburg and California Universities of Pennsylvania; installation of fire alarm systems at Indiana University of Pennsylvania; and property acquisitions at East Stroudsburg University of Pennsylvania. Serial interest rates ranged from 0.99 percent to 4.33 percent.

The Series Y bonds were issued June 19, 2003, for a par value of \$25.4 million to finance the acquisition and installation of residence hall sprinklers at all of the universities and the continued implementation of the shared administrative computer system. This was the System's second variable rate issue, with terms of 20 years for the sprinklers and 7 years for the shared administrative computer system. Weekly resets of interest rates and monthly interest payments were established for this issue.

The Series Z bonds were issued March 17, 2004, for a par value of \$71.8 million to refund the Series K bonds and the Series N bonds. The refunding issue provided a present value savings of \$6.6 million to the State System. Serial interest rates ranged from 1.00 percent to 4.43 percent.

The Series AA bonds were issued July 8, 2004, for a par value of \$28.8 million to finance auxiliary facilities renovations and construction at Bloomsburg, California, Indiana, Kutztown, Mansfield, Millersville, and Shippensburg Universities of Pennsylvania; academic facilities renovations and general campus improvements at Bloomsburg, California, and Kutztown Universities of Pennsylvania; energy savings improvements at Shippensburg University of Pennsylvania; installation of fire alarm systems at Indiana University of Pennsylvania; and property acquisitions at East Stroudsburg University of Pennsylvania. Serial interest rates ranged from 1.66 percent to 5.00 percent.

The Series AB bonds were issued July 8, 2004, for a par value of \$21.0 million to finance the acquisition and installation of residence hall sprinklers at all of the universities and the continued implementation of the shared administrative computer system. This was the System's third variable rate issue, with terms of 20 years for the sprinklers and 7 years for the shared administrative computer system. Weekly resets of interest rates and monthly interest payments were established for this issue.

The Series AC bonds were issued July 7, 2005, for a par value of \$52.7 million to finance auxiliary facilities renovations and construction at Bloomsburg, Cheyney, Edinboro, Indiana, Kutztown, Millersville, and Shippensburg Universities of Pennsylvania; academic facilities renovations and general campus improvements at California, Cheyney, Indiana, Kutztown, Shippensburg, and Slippery Rock Universities of Pennsylvania; network equipment upgrade at Clarion University of Pennsylvania; continued installation of fire alarm systems at Indiana University of Pennsylvania; and property acquisitions at East Stroudsburg University of Pennsylvania. Serial interest rates ranged from 2.66 percent to 4.50 percent.

The Series AD bonds were issued July 7, 2005, for a par value of \$7.3 million to finance the acquisition and installation of residence hall sprinklers at all of the universities. This was the System's fourth variable rate issue, with a term of 20 years. Weekly resets of interest rates and monthly interest payments were established for this issue.

The Series AE bonds were issued July 6, 2006, for a par value of \$103.3 million to finance auxiliary facilities renovations and construction at Bloomsburg, Cheyney, East Stroudsburg, Edinboro, Kutztown, Lock Haven, Millersville, and Shippensburg Universities of Pennsylvania; academic facilities renovations and general campus improvements at East Stroudsburg, Kutztown, and Millersville Universities of Pennsylvania; and energy savings improvements at Edinboro and West Chester Universities of Pennsylvania. Serial interest rates ranged from 3.70 percent to 4.82 percent.

The Series AF bonds were issued July 10, 2007, for a par value of \$68.2 million to finance auxiliary facilities renovations and construction at California, Clarion, East Stroudsburg, Kutztown, Shippensburg, and West Chester Universities of Pennsylvania; Academic Facilities Renovation Program and other academic facilities at East Stroudsburg, Indiana, and Kutztown Universities of Pennsylvania; and energy savings improvements at East Stroudsburg and West Chester Universities of Pennsylvania. Serial interest rates range from 3.80 percent to 4.60 percent.

The Series AG bonds were issued March 27, 2008, for a par value of \$101.3 million to refund the Series O bonds, the Series P bonds, and the Series Q bonds. The refunding issue provided a present value savings of \$6.9 million to the State System. Serial interest rates range from 2.10 percent to 4.70 percent.

The Series AH bonds were issued July 17, 2008, for a par value of \$140.8 million to finance auxiliary facilities renovations and construction at Bloomsburg, California, Kutztown, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania; academic facilities at California, East Stroudsburg, Kutztown, and Millersville Universities of Pennsylvania; and energy savings improvements at Bloomsburg, Cheyney, Lock Haven, Mansfield, Millersville, and Slippery Rock Universities of Pennsylvania. Serial interest rates range from 1.75 percent to 4.77 percent.

The Series AI bonds were issued August 7, 2008, for a par value of \$32.1 million to refund the System's variable rate bonds: the Series V bonds, the Series Y bonds, the Series AB bonds, and the Series AD bonds. Serial interest rates range from 2.00 percent to 4.66 percent.

The Series AJ bonds were issued July 9, 2009, for a par value of \$124.0 million to finance auxiliary facilities renovations and construction at Bloomsburg, California, Kutztown, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania; academic facilities at California, East Stroudsburg, Kutztown, and Millersville Universities of Pennsylvania;

and energy savings improvements at Bloomsburg, Cheyney, Lock Haven, Mansfield, Millersville, and Slippery Rock Universities of Pennsylvania. Serial interest rates range from 0.49 percent to 5.17 percent.

The Series AK bonds were issued September 3, 2009, for a par value of \$47.3 million to refund the Series R bonds and the Series S bonds. The refunding issue provided a present value savings of \$4.8 million to the State System. Serial interest rates range from 0.70 percent to 4.00 percent.

The Series AL bonds were issued July 8, 2010, for a par value of \$135.4 million to finance auxiliary facilities renovation and construction at Bloomsburg, Mansfield, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania; academic facilities renovation and construction at California, East Stroudsburg, Edinboro, Indiana, Kutztown, Millersville, and Shippensburg Universities of Pennsylvania; and student information systems purchase and implementation at California, Clarion, East Stroudsburg, Shippensburg, and Slippery Rock Universities of Pennsylvania. Serial interest rates range from 0.4 percent to 4.50 percent.

The Series AM bonds were issued July 12, 2011, for a par value of \$119.1 million to finance auxiliary facilities renovation and construction at Bloomsburg, Indiana, Lock Haven, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania; academic facilities renovation and construction at California, East Stroudsburg, and Millersville Universities of Pennsylvania; and student information systems purchase and implementation at East Stroudsburg University of Pennsylvania. Serial interest rates range from 0.27 percent to 4.64 percent.

The Series AN bonds were issued March 20, 2012, for a par value of \$76.8 million to refund the Series U bonds, the Series W bonds, and the Series X bonds. The refunding issue provided a present value savings of \$13.8 million to the State System. Serial interest rates range from 0.25 percent to 2.22 percent.

The Series AO bonds were issued July 8, 2013, for a par value of \$30.9 million to finance (taxable) auxiliary facilities renovation and construction at Indiana University of Pennsylvania; and (tax-exempt) academic facilities renovation and construction at California and Mansfield Universities of Pennsylvania. Taxable serial interest rates range from 0.80 percent to 5.20 percent, and tax-exempt serial interest rates range from 0.28 percent to 4.66 percent.

The Series AP bonds were issued May 7, 2014, for a par value of \$46.1 million to refund the Series Z bonds and the Series AA bonds. The refunding provided a present value savings of \$5.8 million to the State System. Serial interest rates range from 0.30 percent to 2.65 percent.

The Series AQ bonds were issued on May 7, 2015, for a par value of \$95.0 million to current refund the Series AC bonds and advance refund the Series AE bonds. The refunding provided a present value savings of \$9.1 million to the State System. Serial interest rates range from 0.45 percent to 3.837 percent.

The Series AR bonds were issued September 10, 2015, for a par value of \$102.4 million to finance auxiliary facilities renovation and construction at Bloomsburg, California, and Millersville Universities of Pennsylvania and an upgrade of a steam plant at Bloomsburg University of Pennsylvania and the purchase by California University of Pennsylvania of on-campus student housing from Student Association, Incorporated.

The Series AS bonds will be issued during the spring of 2016 to advance refund the Series AF bonds.

Of the original \$2.5 billion principal amount issued, through principal repayment and refunding of bond issues, \$903 million is outstanding as of March 1, 2016.

Pennsylvania's State System of Higher Education Bond Issue History

Issue	True Interest Cost	Originally Issued	Original BP Issue	Principal Paid Through 3/1/16	Balance Remaining on the System's Books 3/1/16
Series A	7.99%	July 23, 1985	\$31,000,000	\$31,000,000	\$0
Series B	6.67%	June 25, 1986	25,990,000	25,990,000	0
Series C	6.78%	July 29, 1987	38,240,000	38,240,000	0
Series D	7.19%	July 28, 1990	58,800,000	58,800,000	0
Series E	6.93%	June 27, 1991	54,845,000	54,845,000	0
Series F	5.97%	December 15, 1992	35,210,000	35,210,000	0
Series G	5.97%	December 15, 1992	14,170,000	14,170,000	0
Series H	5.54%	May 18, 1993	15,940,000	15,940,000	0
Series I	5.54%	May 18, 1993	61,425,000	61,425,000	0
Series J	5.49%	March 16, 1994	28,285,000	28,285,000	0
Series K	5.49%	March 16, 1994	55,430,000	55,430,000	0
Series L	6.20%	July 14, 1994	45,855,000	45,855,000	0
Series M	5.93%	March 14, 1995	35,395,000	35,395,000	0
Series N	5.86%	April 2, 1996	44,455,000	44,455,000	0
Series O	5.37%	June 25, 1997	46,745,000	46,745,000	0
Series P	4.97%	February 25, 1998	72,880,000	72,880,000	0
Series Q	4.76%	June 30, 1998	22,675,000	22,675,000	0
Series R	5.01%	June 17, 1999	31,050,000	31,050,000	0
Series S	5.49%	June 21, 2000	51,720,000	51,720,000	0
Series T	4.66%	July 12, 2001	69,555,000	69,555,000	0
Series U	4.30%	August 8, 2002	14,400,000	14,400,000	0
Series V	Variable	August 8, 2002	25,200,000	25,200,000	0
Series W	4.31%	October 15, 2002	69,105,000	69,105,000	0
Series X	3.32%	May 29, 2003	80,910,000	80,910,000	0
Series Y	Variable	June 19, 2003	25,350,000	25,350,000	0
Series Z	3.88%	March 17, 2004	71,760,000	71,760,000	0
Series AA	4.45%	July 8, 2004	28,750,000	28,750,000	0
Series AB	Variable	July 8, 2004	20,970,000	20,970,000	0
Series AC	4.14%	July 7, 2005	52,650,000	52,650,000	0
Series AD	Variable	July 7, 2005	7,310,000	7,310,000	0
Series AE	4.57%	July 6, 2006	103,290,000	103,290,000	0
Series AF	4.66%	July 10, 2007	68,230,000	16,010,000	52,220,000
Series AG	3.97%	March 27, 2008	101,335,000	41,705,000	59,630,000
Series AH	4.43%	July 17, 2008	140,760,000	25,975,000	114,785,000
Series AI	4.13%	August 7, 2008	32,115,000	12,235,000	19,880,000
Series AJ	4.37%	July 9, 2009	123,985,000	23,535,000	100,450,000
Series AK	3.15%	September 3, 2009	47,310,000	18,865,000	28,445,000
Series AL	3.72%	July 8, 2010	135,410,000	53,055,000	82,355,000
Series AM	4.00%	July 12, 2011	119,085,000	15,115,000	103,970,000
Series AN	1.54%	March 20, 2012	76,810,000	5,445,000	71,365,000
Series AO-1 (Tax-Exempt)	4.20%	July 8, 2013	12,340,000	665,000	11,675,000
Series AO-2 (Taxable)	4.73%	July 8, 2013	18,575,000	1,295,000	17,280,000
Series AP	2.34%	May 7, 2014	46,110,000	2,685,000	43,425,000
Series AQ	2.88%	May 7, 2015	94,975,000	0	94,975,000
Series AR	3.71%	September 10, 2015	102,365,000	0	102,365,000
			<u>\$2,458,765,000</u>	<u>\$1,555,945,000</u>	<u>\$902,820,000</u>

Pennsylvania's State System of Higher Education

Proposed 2016 Bond Issue Summary

Tax-Exempt Bond Issue

Project	Type	Term (Years)	BOG Approved	Amount
Bloomsburg Student Housing (394 beds)	Auxiliary	25	October 2014	\$45,920,000
Lock Haven Student Housing Refunding Buyout	Auxiliary	25	January 2016	41,500,000
Edinboro Student Housing Refunding Buyout (phase I)	Auxiliary	26	April 2016	60,087,750
Edinboro Student Housing Refunding Buyout (phase II)	Auxiliary	27	April 2016	71,114,140
Bloomsburg Steam Plant Upgrade	E&G	20	April 2015	4,190,000
Slippery Rock Spotts World Culture Renovation	E&G	20	April 2016	8,500,000
Slippery Rock IT Infrastructure Replacements	E&G	5	April 2016	1,900,000
Contingency and Issuance Costs at 1.5%				<u>3,498,178</u>
Total Tax-Exempt Debt Issue				<u><u>\$236,710,068</u></u>

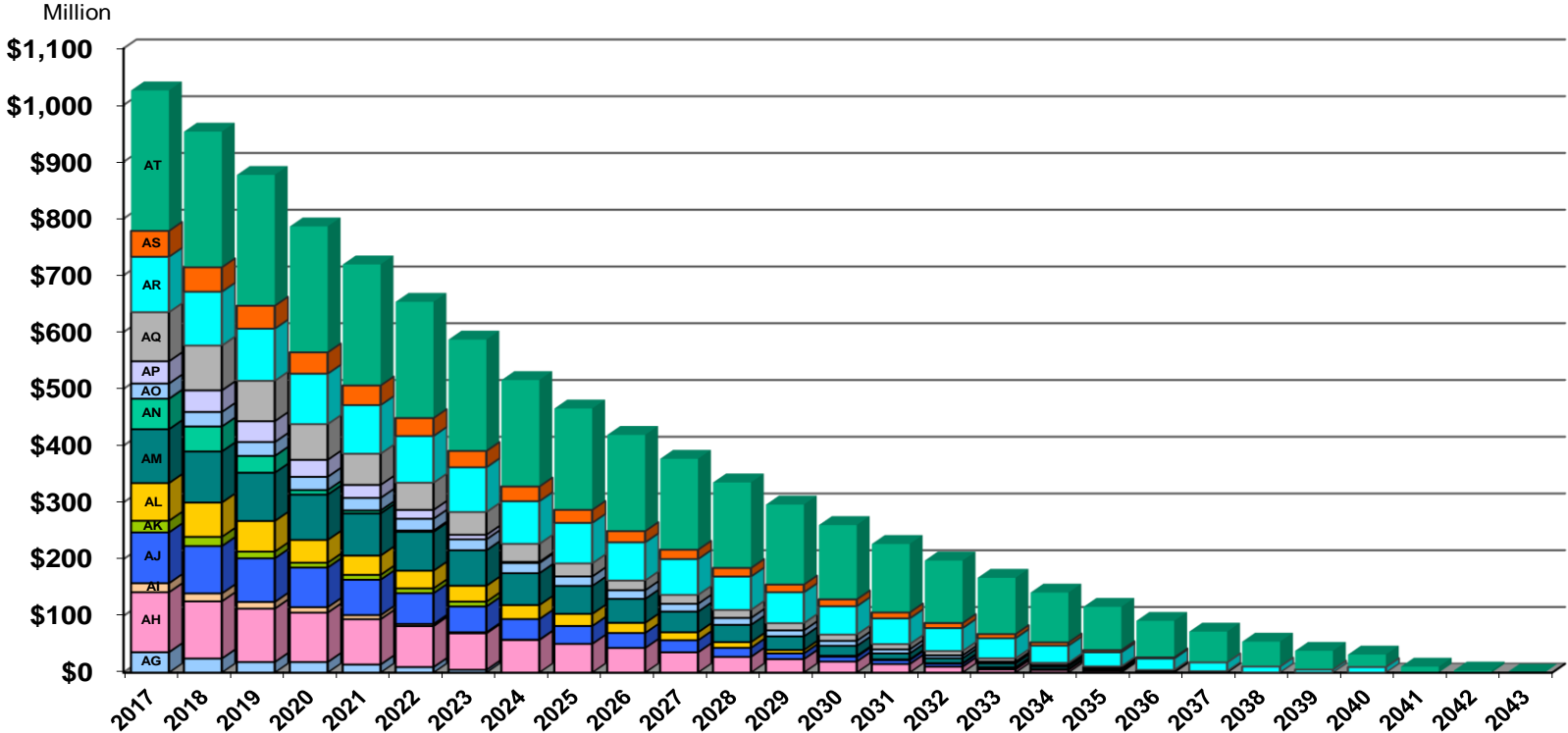
Taxable Bond Issue

Project	Type	Term (Years)	BOG Approved	Amount
Indiana Dining	Auxiliary	20	January 2012	\$18,800,000
Contingency and Issuance Costs at 1.5%				<u>282,000</u>
Total Taxable Debt Issue				<u><u>\$19,082,000</u></u>
Total Bond Issue				\$255,792,068

System Debt Outstanding by Bond Issue

Fiscal Years Ending 2017–2043

Including Proposed Series



Bond Series Indicated by Letter
 Series AS estimated to close in May 2016

**Resolution Authorizing Issuance of Refunding Bonds
by the Pennsylvania Higher Educational Facilities Authority**

WHEREAS, the State System of Higher Education of the Commonwealth of Pennsylvania (the "System") desires that the Pennsylvania Higher Educational Facilities Authority (the "Authority") undertake a project (the "Project") consisting of the issuance of bonds (the "Refunding Bonds") to refund all or a portion of various series of bonds issued by the Authority on behalf of the System (the "Prior Bonds"); and

WHEREAS, the Board of Governors of the System (the "Board") has determined that it is desirable to authorize the chancellor to proceed with the issuance of the Refunding Bonds when market conditions permit, as long as the net present value savings on the Refunding Bonds equal or exceed 4 percent, and this authorization expires June 30, 2017; and

WHEREAS, the Authority will lend the proceeds of the Refunding Bonds to the System to finance the costs of the Project and to pay expenses incidental to issuance of the Refunding Bonds; and

WHEREAS, the obligation of the System to repay the Refunding Bonds will be described in and evidenced by a Loan Agreement, as supplemented (the "Loan Agreement"), between the Authority, as lender, and the System, as borrower, pursuant to which the System will pledge the full faith and credit of the System as security for repayment of the obligation; and

WHEREAS, the Loan Agreement will be assigned by the Authority as security for the Refunding Bonds pursuant to a Trust Indenture, as supplemented (the "Indenture"), between the Authority and the accepted trustee; and

WHEREAS, the Authority will, by public invitation, solicit and receive competitive bids from underwriters for the purchase of the Refunding Bonds, which bids will contain, among other terms, proposed interest rates on the Refunding Bonds.

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorize the chancellor to proceed with issuance of the Refunding Bonds by the Authority when market conditions permit, provided that the net present value savings on the Refunding Bonds equal or exceed 4 percent; this authorization will expire June 30, 2017; and be it

RESOLVED, that the Board hereby delegate to the chancellor or vice chancellor for administration and finance the power to accept bids for purchase of the Refunding Bonds from underwriters and to determine the principal amount of the Refunding Bonds to be issued by the Authority, the rates of interest, dates of maturity, provisions for optional or mandatory redemption, and other details, such approval to be evidenced by acceptance of the bid for purchase of the Refunding Bonds by the Authority and the System; and be it

RESOLVED, that the Board hereby authorize pledging the System's full faith and credit to repayment of the Refunding Bonds, as provided in the Loan Agreement, and does hereby authorize and direct the chancellor or vice chancellor for administration and finance to execute, acknowledge, and deliver, and any Responsible Officer, as defined in the Indenture, to attest such signature to a supplement to the Loan Agreement in such form as the officers executing it may approve, such approval to be conclusively evidenced by execution thereof; and be it

RESOLVED, that any Responsible Officer is hereby authorized and empowered to approve the content of the Preliminary Official Statement and the Official Statement of the Authority relating to issuance of the Refunding Bonds as to information concerning the System and its affairs; and be it

RESOLVED, that any Responsible Officer is hereby authorized and directed to take such further action and to execute and deliver such other instruments and documents as may, in his or her judgment or upon advice of counsel, be necessary or advisable to effect issuance of the Refunding Bonds by the Authority, the intent of this Resolution, and the transactions contemplated.

Secretary to the Board

Chairman of the Board

Date

East Stroudsburg University Demolition Plan

Building No.	Building Name	Gross Square Feet	Year Acquired	Titled Entity	Use Identified at Acquisition	Approval Actions Required
20	115 Isabelle Street (DGS Field Office)	1,629	1968	GSA	—	DGS/PHMC Approval
21	111 Isabelle Street (Carpenter Shop)	3,244	1968	GSA	—	DGS/PHMC Approval
23	285 Normal Street (Upward Bound/APSCUF/APSCURF/AFSCME)	2,753	1960	CoPA	—	DGS/PHMC Approval
39	208 Smith Street (Vacant)	2,772	1968	CoPA	—	DGS/PHMC Approval
40	420 Normal Street (Economics)	3,540	1966	GSA	—	DGS/PHMC Approval
53	103 Smith Street (United Campus Ministries)	1,973	1989	Univ	—	BOG/PHMC Approval
55	216 Smith Street (Basketball Coach and Sports Information)	1,664	1994	Univ	Eventual Demolition	BOG/PHMC Approval
60	96 Normal Street (Conference Service/Multicultural Affairs)	3,031	1998	Univ	Office Space	BOG/PHMC Approval
61	434 Normal Street (Vacant)	2,971	2001	Univ	Demolition	PHMC Approval
62	411 Normal Street (Women's Center)	2,234	2002	Univ	Demolition	PHMC Approval
63	427 Normal Street (ROTC)	3,400	2002	Univ	Demolition	PHMC Approval
64	162 Marguerite Street (Labor Crew Shop)	1,394	2002	Univ	Demolition	PHMC Approval
65	417 Normal Street (Honors Program)	2,106	2002	Univ	Demolition	PHMC Approval
66	432 Normal Street (Multicultural Affairs)	1,560	2005	Univ	Demolition	PHMC Approval
72	403 Normal Street (Orientation)	1,822	2003	Univ	Eventual Demolition	BOG/PHMC Approval
73	428 Normal Street (Philosophy/Religious Studies)	3,072	2004	Univ	—	BOG/PHMC Approval
81	150 Mary Street (Vacant)	2,479	2010	Univ	Demolition	PHMC Approval
84	436 Normal Street (Vacant)	766	2011	Univ	Demolition	PHMC Approval
Total Gross Square Feet		42,410				

East Stroudsburg University of Pennsylvania



115 Isabelle Street (DGS Field Office)



111 Isabelle Street (Carpenter Shop)



285 Normal Street (Upward Bound/APSCUF/APSCURF/AFSCME)



208 Smith Street (Vacant)



420 Normal Street (Economics)



103 Smith Street (United Campus Ministries)



216 Smith Street (Basketball Coach and Sports Information)



96 Normal Street (Conference Service/Multicultural Affairs)

East Stroudsburg University of Pennsylvania



434 Normal Street (Vacant)



411 Normal Street (Women's Center)



427 Normal Street (ROTC)



162 Marguerite Street (Labor Crew Shop)



417 Normal Street (Honors Program)



432 Normal Street (Multicultural Affairs)



403 Normal Street (Orientation)



428 Normal Street (Philosophy/Religious Studies)

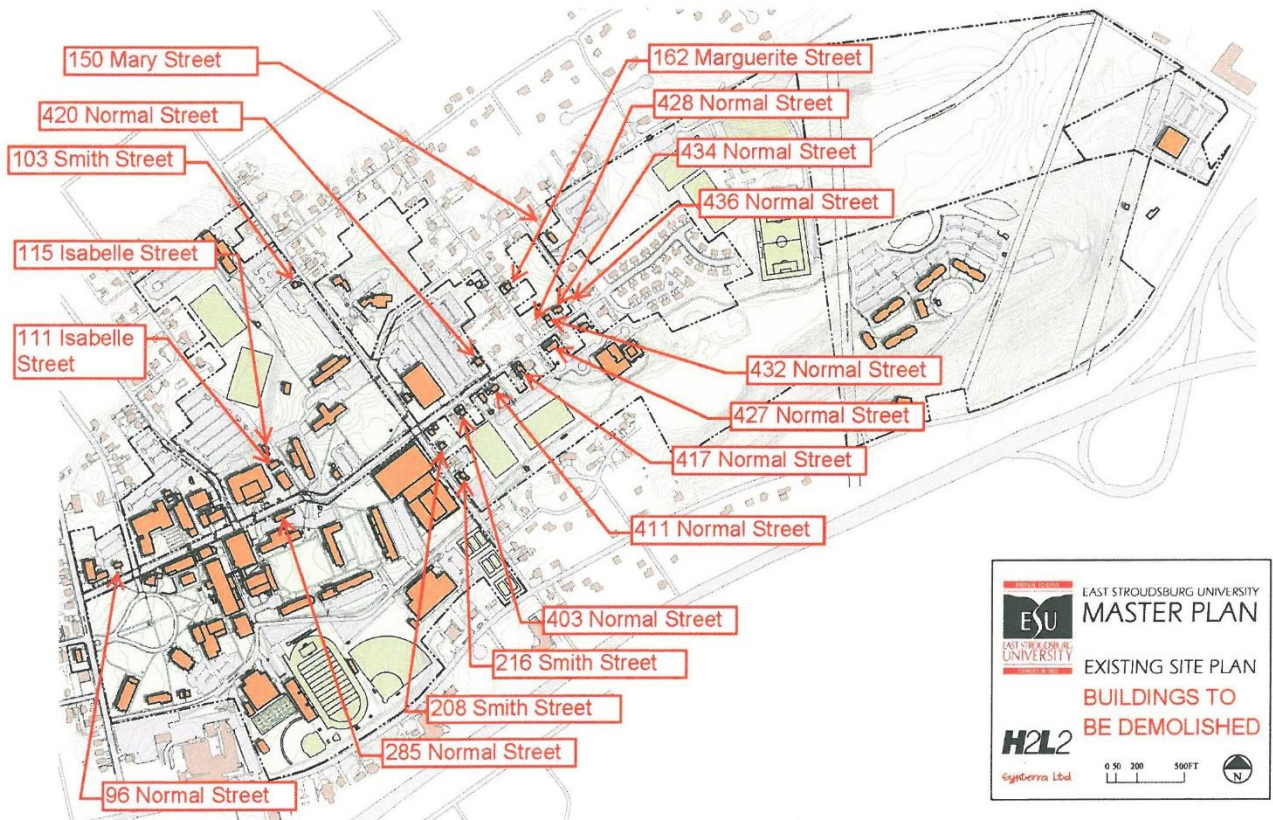
East Stroudsburg University of Pennsylvania



150 Mary Street (Vacant)



436 Normal Street (Vacant)





DRAFT

PA State System of Higher Education Board of Governors

Effective: January 18, 1996

Page 1 of 2

Policy 1996-01-A: Sources of Funding for University Scholarships

See Also:

Adopted: January 18, 1996

Amended: April 2, 2009; January 20, 2011; ~~and~~ April 10, 2014; and April xx, 2016

A. Purpose

To provide flexibility for universities to award institutional scholarships from unrestricted funds. This policy does not apply to scholarships supported by restricted funding sources.

B. Definitions

Institutional scholarships—University-funded financial assistance to a student for the purpose of undertaking for-credit course work not to exceed the full cost of attendance less other grant awards.

Instructional fees—Mandatory fees that 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 music instruments, practica, instructional equipment, required course/university tests and examinations, laboratory supplies, course-required field trips, student teaching, clinical experiences, or related activities.

Need-based institutional scholarships—Institutional scholarships for which eligibility is based upon an analysis of financial need, to include information reported in the Free Application for Federal Student Aid (FAFSA).

Restricted funds—Resources received with purpose restrictions imposed by a donor or an agency outside the State System. The funds must be expended according to the specific directions of the donor or external agency. Examples of entities that can cause funds to be classified as restricted are the Commonwealth of Pennsylvania and its agencies, the federal government, and corporate or individual donors. Unrestricted funds have no restrictions placed on them by donors or external agencies.

C. Administration of Need-Based Institutional Scholarships

1. Need-based institutional scholarships may be granted to students who meet the following criteria:
 - a. Domiciled in Pennsylvania;
 - b. Has completed the FAFSA for the award year;
 - c. Has demonstrated financial need; and
 - d. The total financial aid awarded does not exceed the cost of attendance.

2. To use this policy, presidents must develop university procedures for establishing and maintaining a need-based institutional scholarship fund and its administration. University procedures must include funding expectations, not to exceed 5.0 percent of the prior year's gross tuition and **instructional** fee revenue; utilization guidelines; and requirements for annual reports and audits. University procedures must be approved by the university council of trustees.
3. Universities with flexible pricing practices may exceed the limit in section C.2, above, by utilizing revenue generated through the flexible pricing model to ensure access for students with financial need.

D. Funding of Institutional Scholarships that are Not Based on Need

Subject to the recommendation of the president and approval of the university council of trustees, as part of the annual university budget approval process, the following sources of *unrestricted* revenue may be used to fund institutional scholarships that are not based on need:

1. Gifts;
2. Unrestricted endowment income;
3. Corporate sponsorship;
4. Camp, conference, and similar event income (net of expenditure);
5. Net revenue from athletic concessions, snack vending machines, and licensing royalties;
6. Up to 5.0 percent of the prior year's gross nonresident tuition and **instructional** fee revenue; and/or
7. Other sources of revenue, as approved by the chancellor.

E. Restricted Scholarship Funds

Nothing herein shall be deemed to govern the awarding of scholarships that are based on sources of funding which are specifically restricted for that purpose by an external source or donor.

**Pennsylvania's State System of Higher Education
Pricing Flexibility Pilots Status Update as of March 29, 2016**

Tuition Policy Pilots	
Bloomsburg <i>Approved January 2015</i>	Charge tuition on a per-credit basis to all in-state undergraduate students. The tuition rate for in-state undergraduate students will lag one year behind the System's established per-credit rate set by the Board of Governors. Charge out-of-state undergraduate students 200% of the in-state undergraduate per-credit tuition rate. Effective fall 2016–summer 2019. University will not implement.
California <i>Approved January 2014</i>	Charge undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently \$250 per credit) and graduate tuition at a fixed rate of \$399 per credit to the following individuals enrolled in the Global Online Program: all active duty military (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves); and dependents and spouses of active duty members. Undergraduates taking 12–18 credits are charged the 12-credit rate. Effective summer 2014–summer 2016. University seeks to continue pricing model and expand to include veterans and eligible dependents.
Cheyney <i>Approved July 2014</i>	Charge 90% of the applicable tuition rate to students attending the System's Center City location in downtown Philadelphia. The tuition rate would apply to all Cheyney Center City programs, both undergraduate and graduate. Effective fall 2014–summer 2016. University seeks to continue pricing model.
Cheyney <i>Approved July 2014</i>	Charge undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently \$250 per credit) and graduate tuition at a fixed rate of \$399 per credit to all active duty military, spouses and dependents of active duty members, veterans, and spouses and dependents of veterans of all branches of service (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves) attending Cheyney University at any location. Effective fall 2015–summer 2017. Implementation postponed indefinitely.
Clarion <i>Approved April 2014</i>	Charge all undergraduate students on a per-credit basis, in a revenue-neutral manner, by charging 90.5% of the System's per-credit rate to all undergraduate students. Effective fall 2016–summer 2019. University will not implement in 2016/17.
East Stroudsburg <i>Approved July 2014</i>	Charge 90% of the applicable tuition rate to students attending the System's Center City location in downtown Philadelphia. The tuition rate would apply to all East Stroudsburg Center City programs, both undergraduate and graduate. Effective fall 2014–summer 2016. University seeks to continue pricing model.
Edinboro <i>Approved January 2014</i>	Charge 105% of the in-state tuition rate to all newly enrolled domestic out-of-state undergraduate students. Effective fall 2014–summer 2017.
Indiana <i>Approved January 2015</i>	Charge tuition on a per-credit basis to all in-state undergraduate students. The university will phase in this program over three years, with a 7% rollback (charge 93%) of the System's per-credit tuition rate in year 1, a 4% rollback (charge 96%) of the System's per-credit tuition rate in year 2, and a 1% rollback (charge 99%) of the System's per-credit tuition rate in year 3. The university will assess the program annually and may make appropriate adjustments to this plan. Effective fall 2015–summer 2018. Implementation postponed until fall 2016.

<p>Mansfield <i>Approved July 2014</i></p>	<p>Charge undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently \$250 per credit) and graduate tuition at a fixed rate of \$399 per credit to the following individuals enrolled in online programs: all active duty military (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves); and dependents and spouses of active duty members. Undergraduates taking 12–18 credits are charged the 12-credit rate. Effective fall 2015–summer 2017.</p>
<p>Mansfield <i>Approved July 2014</i></p>	<p>Charge 105–150% of the in-state tuition rate to new out-of-state, meritorious full-time students in undergraduate degree programs that have enrollment capacity beyond the existing enrollment (currently music, nursing, radiology, respiratory therapy, and all online programs are excluded). The university will set merit eligibility criteria applicable for specific tuition rates within this range, including eligibility for rate renewal. Effective fall 2015–summer 2017.</p>
<p>Mansfield <i>Approved October 2015</i></p>	<p>Charge undergraduate tuition on a per-credit basis with a rate frozen for up to eight semesters (fall and spring only) for each cohort. The frozen rate will be applicable over five years, or until the first degree is conferred, whichever occurs first. All incoming and returning undergraduate students (with fewer than 90 credits earned) will form a single cohort and pay tuition at one percent above the System’s 2016/17 per-credit undergraduate tuition rate. Students with 90 or more credits will have the option either to pay the System’s per-credit rate or participate in Mansfield’s cohort frozen tuition rate. For fall 2017 incoming students, a new cohort will be formed; those students will pay tuition at 1% above the System’s 2017/18 per-credit tuition rate as approved by the Board in July 2017. Effective fall 2016–spring 2019. University seeks to create a separate cohort rate for returning undergraduate students (with fewer than 90 credits earned) at 1% above the System’s 2015/16 per-credit undergraduate tuition rate. Students with 90 or more earned credits will have the option either to pay the System’s 2015/16 per-credit rate or participate in Mansfield’s returning student cohort frozen tuition rate.</p>
<p>Millersville <i>Approved April 2014</i></p>	<p>Charge 90% of the applicable tuition rate to students attending the System’s Center City location in downtown Philadelphia. The tuition rate would apply to all Millersville Center City programs, both undergraduate and graduate. Effective summer 2014–summer 2016. University is ending pilot.</p>
<p>Millersville <i>Approved July 2014</i></p>	<p>Charge tuition on a per-credit basis to all in-state undergraduate students. The university will phase in this program over three years, by charging 93% of the System’s per-credit tuition rate in year 1, 96% of the System’s per-credit tuition rate in year 2, 99% of the System’s per-credit tuition rate in year 3, and the System’s per-credit tuition rate in year 4. The university will assess the program annually and may make appropriate adjustments to this plan. Effective fall 2014–summer 2017.</p>
<p>Shippensburg <i>Approved October 2015</i></p>	<p>Charge tuition on a per-credit basis to all in-state undergraduate students. The university will phase in this program over three years, with a 7% rollback (charge 93%) of the System’s per-credit tuition rate in year 1, a 4% rollback (charge 96%) of the System’s per-credit tuition rate in year 2, and a 1% rollback (charge 99%) of the System’s per-credit tuition rate in year 3. The university will assess the program annually and may make appropriate adjustments to this plan. Effective fall 2016–summer 2019.</p>
<p>Slippery Rock <i>Approved January 2015</i></p>	<p>Charge undergraduate tuition at 85% of the current applicable tuition rate to the following individuals enrolled exclusively in undergraduate online programs: all active duty military (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves); and spouses of active duty members. Undergraduates taking 12–18 credits are charged the 12-credit rate. Effective fall 2015–summer 2017.</p>

West Chester <i>Approved January 2014</i>	Charge 90% of the applicable tuition rate to students attending the System's Center City location in downtown Philadelphia. The tuition rate would apply to all West Chester Center City programs, both undergraduate and graduate. Effective fall 2014–summer 2016. University seeks to continue pricing model.
Student Fee Policy Pilots	
California <i>Approved October 2015</i>	Charge the academic support fee on a per-credit basis for all undergraduate students. Effective fall 2016–summer 2018.
Clarion <i>Approved January 2014</i>	Charge course-specific instructional fee for the high-cost/high-demand undergraduate degree programs of nursing and communication and speech disorders (CSD) . If successful, expand to other high-cost/high-demand undergraduate programs in future years based on cost/benefit analysis. The differential would be a 10% annual increase until the course is fully funded: 3 years for nursing; 1–2 years for CSD. Effective fall 2015–summer 2017.
East Stroudsburg <i>Approved January 2014</i>	Charge a course- and/or semester-specific instructional fee of approximately 25% of the applicable tuition rate to all students in the Bachelor of Science in Nursing (BSN) program. If successful, may expand to speech language-pathology and athletic training or similar programs in year 2. Effective fall 2014–summer 2017. Note: fee is charged to new students in clinical sessions; first instance of fee assessment occurs to sophomores in academic year 2015/16.
Edinboro <i>Approved January 2014</i>	Charge a program-specific instructional fee of 25% of the undergraduate tuition rate to all students in the BSN in innovative nursing program. If successful, expand to other high-cost/high-demand undergraduate programs in future years based on cost/benefit analysis. Effective fall 2014–summer 2016. University seeks to continue pricing model.
Edinboro <i>Approved July 2014</i>	Charge a course-specific instructional fee of 5% of the per-credit tuition rate for all students enrolled in a course with an ART prefix. ART pilot is effective fall 2014–summer 2016. University seeks to continue pricing model for ART courses. Charge a program-specific instructional fee of 25% of the applicable tuition rate to all students enrolled in an undergraduate nursing program. Nursing pilot is effective fall 2015–summer 2017.
Edinboro <i>Approved October 2015</i>	Charge a differential fee of \$30 per credit for high-cost/high-demand STEM-H courses , excluding specific courses required for nursing students. The fee will be reviewed annually; and may be adjusted, not to exceed a 10% increase per year. Effective fall 2016–summer 2018.
Lock Haven <i>Approved July 2014</i>	Charge the educational services fee on a per-credit basis for all undergraduate students. The university will phase in this program over two years, with a charge of \$15 per credit for all credits in excess of 12, beginning in fall 2014, and increasing to the full per-credit rate in fall 2015. Effective fall 2014–summer 2016. University seeks to continue pricing model.
Lock Haven <i>Approved October 2014</i>	Charge a course-specific fee for all students enrolled in nursing courses. The fee will be phased in over two years, with a charge of \$45 per credit hour in the first year, and increasing to 30% of the undergraduate tuition rate in year 2. The instructional fee and course costs will be reviewed annually, and the fee could be adjusted, if warranted by the review. Effective fall 2015–spring 2017.
Mansfield <i>Approved July 2014</i>	Charge a course-specific instructional fee for high-cost courses . Initially the fee would be \$100 per course for specific high-cost courses in art, biology, chemistry, respiratory therapy, nursing, nutrition, math, computer information systems, music, and psychology. The proposed fee and course costs would be reviewed annually; the fee would be adjusted as the review justifies. Effective spring 2015–fall 2017. Implementation postponed to fall 2015. To be discontinued, effective fall 2016.

<p>Millersville <i>Approved April 2014</i></p>	<p>Charge a differential fee for the following undergraduate high-cost/high-demand STEM-H programs: applied engineering, safety and technology; biology; chemistry; computer science; earth science; industrial technology; mathematics; physics; nursing; medical technology; and respiratory therapy. The differential fee would be \$100 per semester for a full-time student and \$8 per credit for part-time. The fee would begin once a student has declared a major and has obtained at least 30 earned credit hours. Effective fall 2014–summer 2016. <i>University seeks to continue pricing pilot for one more year as it continues to assess its effectiveness.</i></p>
<p>Slippery Rock <i>Approved January 2015</i></p>	<p>Charge a differential fee for the following undergraduate high-cost/high-demand STEM-H courses: applied engineering, safety and technology; biology; chemistry; computer science; earth science; mathematics; physics; and medical technology. The differential fee would be \$90 for each specialized 100- and 200-level lab course and \$30 per credit for selected specialized 300- and 400-level STEM-H courses. The fees will be phased in over four years, with fees for 100-level courses beginning in year 1, 200-level courses in year 2, 300-level courses in year 3, and 400-level courses in year 4. The proposed fee would be reviewed annually; the fees would be adjusted as the review justifies. Effective fall 2015–summer 2018.</p>

Blue highlighted pilots are seeking changes that require Board of Governors' action.

Gold highlighted pilots reflect changes that do not require Board of Governors' action.

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION



Board of Governors' Standing Committee Assignments

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