

November 26, 2019

MEMORANDUM

TO: Board of Trustees, Vermont State Colleges System

FROM: J. Churchill Hindes, Chair
Jeb Spaulding, Chancellor



SUBJECT: Materials for Board of Trustees Meeting December 2, 2019 at NVU-L

Attached are the agenda and supporting materials for the upcoming regular Board meeting, Monday, December 2nd. We look forward to a productive meeting.

Monday's meeting will take place in the Moore Community Room, ASAC 100 at Northern Vermont University-Lyndon. We will begin at 9:00 a.m. with the Finance and Facilities Committee meeting. EPSL will begin at 10:30 a.m. Lunch will be held in ASAC 106 from 12:00 p.m. to 1:00 p.m. Our Board of Trustees business meeting will commence at 1:00 p.m. and conclude at 4:00 p.m. Materials for the Committee and Board meetings are available for viewing now.

Directions are included in the packet directly following this memo. A temporary parking permit will be emailed to you separately.

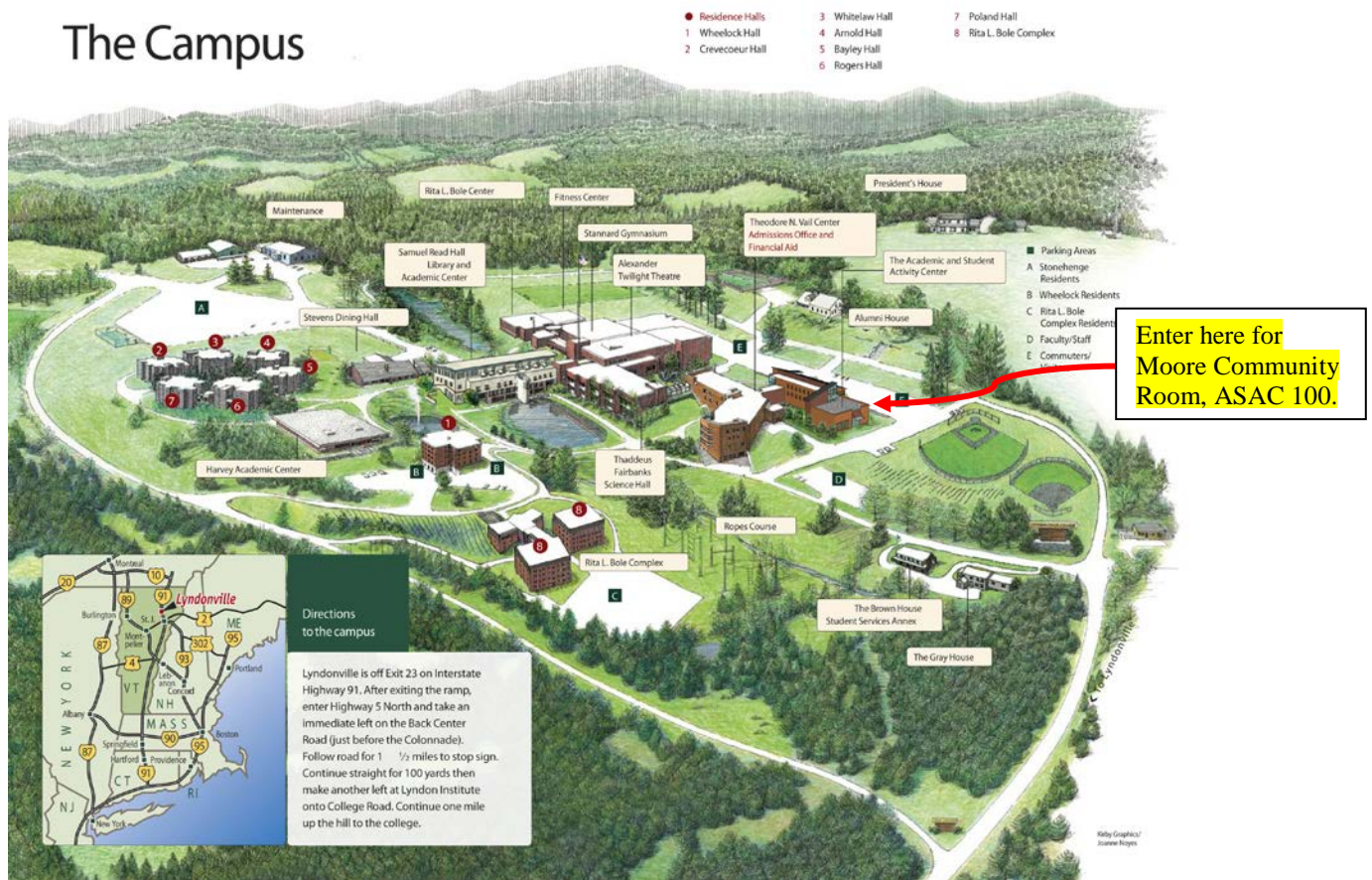
Have a Happy Thanksgiving!

Cc: VSC Board of Trustees
Council of Presidents
Academic Deans
Business Affairs Council
Student Affairs Council

Directions to NVU-Lyndon's Moore Community Room, ASAC 100:

- Follow I-91 North to Lyndonville, exit 23.
- Right off exit ramp (Rt. 5N), and turn left (Back Center Road) at traffic light (you will pass in front of the Colonnade Inn). Proceed to the stop sign at the end of this road.
- At stop sign, veer to the left and take the first left (College Road) around a cement planter (football field/track will be on your right once you take the left turn).
- Proceed up College Road to a four-way intersection (about 1 mile). Go straight through intersection. This will lead you past the baseball/softball field to the main parking lot of Vail Center on your left.
- Enter the Academic and Student Activity Center (enter entrance at left end of building as you are looking at the building).
- The Moore Community Room (ASAC 100) is to your left.

Map and Directions: [Lyndon campus map and directions](#)



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Johnson, VT 05656
802.635.1240 / Fax: 802.635.1238



Vermont State Colleges Board of Trustees Meeting



December 2, 2019

*Northern Vermont University-Lyndon
Castleton, VT*



BOARD OF TRUSTEES

J. Churchill Hindes, Chair
(2/28/21)

Janette Bombardier
(2/28/21)

Megan Cluver
(3/1/23)

Rep. Eileen “Lynn” Dickinson, Vice Chair
(2/28/20)

Margaret “Peg” Flory
(3/1/23)

Rep. Dylan Giambatista
(3/1/22)

Isabel “Izzy” Gogarty
(5/30/20)

Adam Grinold
(3/1/23)

Rep. Bill Lippert, Jr.
(2/28/20)

Karen Luneau, Secretary
(2/28/21)

Jim Masland
(2/28/22)

Linda Milne, Treasurer
(2/28/21)

Michael Pieciak
(2/28/21)

David Silverman
(2/23/22)

Governor Phil Scott
(ex officio)

Board Committees

Audit

Linda Milne, Chair
Lynn Dickinson, Vice-Chair
Megan Cluver
Karen Luneau
David Silverman

Education, Personnel & Student Life

Jim Masland, Chair
Karen Luneau, Vice Chair
Janette Bombardier
Megan Cluver
Peg Flory
Izzy Gogarty

Executive

Church Hindes, Chair
Lynn Dickinson, VC
Karen Luneau
Linda Milne

Finance & Facilities

Church Hindes, Chair
David Silverman, Vice Chair
Lynn Dickinson
Peg Flory
Adam Grinold
Linda Milne
Michael Pieciak

Long Range Planning

Michael Pieciak, Chair
Janette Bombardier, Vice Chair
Megan Cluver
Lynn Dickinson
Dylan Giambatista
Adam Grinold
Bill Lippert
Karen Luneau

Board Meeting Dates

June 19-20, 2019
September 17-18, 2019
December 2, 2019

Castleton University
Lake Morey Resort
Northern Vermont University-Lyndon

VSC Chancellor’s Office **Jeb Spaulding, Chancellor**

Chief Financial Officer
General Counsel
Associate General Counsel
Chief Academic Officer
Chief Information Officer
Director of External and Governmental Affairs
System Controller/Senior Director of Financial Operations
Administrative Director
Director of Facilities
Director of Human Resources

Stephen Wisloski
Sophie Zdatny
Todd Daloz
Yasmine Ziesler
Kevin Conroy
Tricia Coates
Sheilah Evans
Jen Porrier
Richard Ethier
Nancy Shaw

Vermont State Colleges Board of Trustees Regular Meeting
Moore Community Room, Northern Vermont University Lyndon
1001 College Road, Lyndonville, VT

Monday, December 2, 2019

SCHEDULE

December 2, 2019

9:00am-10:30am	Finance & Facilities Committee Meeting
10:30am-12:00pm	EPSL
12:00pm-1:00pm	Lunch
1:00pm-4:00pm	Board of Trustees Business Meeting

**Vermont State Colleges Board of Trustees Regular Meeting
Moore Community Room, Northern Vermont University-Lyndon**

Monday, December 2, 2019

AGENDA

December 2, 2019

1:00 PM - Board of Trustees Business Meeting

NVU Presentation by President Elaine Collins.

1:30 PM – ITEMS FOR DISCUSSION AND/OR ACTION

1. Approval of the Minutes of the September 17-18, 2019 Retreat and Board Meeting
2. Report of the Audit Committee:
 - a. Review and approval of the FY 2019 Draft Audited Financial Statements
 - b. Resolution: Acceptance of the FY2019 Audited Financial Statements
3. Report of the Finance & Facilities Committee:
 - a. Faith A. Smith Memorial Scholarship Fund
 - b. Holly Grace Cannon Memorial Scholarship Fund
 - c. NVU-Lyndon Senior Class Scholarship Endowment Fund
 - d. Capital Projects list
 - e. CCV's Carry Over request
4. Report of the Education, Personnel, and Student Life Committee
 - a. Approval of new programs
 - i. CU. A.S. in Occupational Therapy Assistant
 - ii. CU A.S. in Physical Therapy Assistant
 - iii. CU M.S. in Nursing
 - iv. VTC B.S. in Interdisciplinary Studies
 - v. NVU B.S. in Professional Writing, Editing and Publishing
 - vi. NVU B.A. in Collaborative Performance Studies
 - b. Approval of Policy 316: Protection of Minors and Mandatory Reporting of Child Abuse and Neglect
5. Report of the Long Range Planning Committee
 - a. Approval of plan by LRPC (See 10/28/19 Memo from the Chancellor, page
 - b. Update presentations by each President (15-20 minutes)
6. Report of the Executive Committee
7. Legislative Report
8. Comments from the Public
9. Other business

MEETING MATERIALS

- Item 1: Approval of Minutes from Board Retreat
- a. September 17, 2019 Meeting Minutes
 - b. September 18, 2019 Meeting Minutes
- Item 2: Report of the Audit Committee
- a. FY2019 Audited Financial Statements
 - b. FY2019 Audited Financial Statements – Motion to Approve
- Item 3: Report of the Finance & Facilities Committee
- a. Faith A. Smith Memorial Scholarship Fund
 - b. Holly Grace Cannon Memorial Scholarship Fund
 - c. NVU-Lyndon Senior Class Scholarship Endowment Fund
 - d. Capital Projects List
 - e. CCV's Carry Over request
- Item 4: Report of the EPSL Committee
- a. CU A.S. in Occupational Therapy Assistant
 - b. CU A.S. in Physical Therapy Assistant
 - c. CU M.S. in Nursing
 - d. VTC B.S. in Interdisciplinary Studies
 - e. NVU B.S. in Professional Writing, Editing and Publishing
 - f. NVU B.A. in Collaborative Performance Studies
 - g. Policy 316
- Item 5: Report of the Long Range Planning Committee
- a. October 28, 2019 Memo from the Chancellor

Item 1:

Consent Agenda

- a. September 17, 2019 Meeting Minutes
- b. September 18, 2019 Meeting Minutes

Minutes of the VSCS Board of Trustees Meeting held Tuesday, September 17, 2019 at the Lake Morey Resort, Fairlee, Vermont – UNAPPROVED

The Vermont State Colleges Board of Trustees met on Tuesday, September 17, 2019, at the Lake Morey Resort, Fairlee, Vermont

Board members present: Churchill Hinds (Chair), Janet Bombardier, Lynn Dickinson (Vice-Chair), Peg Flory, Dylan Giambatista, Izzy Gogarty, Adam Grinold, Bill Lippert, Karen Luneau (Secretary), Jim Masland, Linda Milne (Treasurer), Mike Pieciak (11:09am), David Silverman

Absent: Megan Cluver

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor

Tricia Coates, Director of External & Governmental Affairs
 Todd Daloz, Associate General Counsel
 Jen Porrier, Administrative Director
 Steve Wisloski, Chief Financial Officer
 Sophie Zdatny, General Counsel
 Yasmine Ziesler, Chief Academic Officer

From the Colleges: Nolan Atkins, Provost, Northern Vermont University
 Jonathan Davis, Dean of Students, Northern Vermont University
 Michael Fox, Dean of Enrollment & Marketing, Northern Vermont University
 Leah Hollenberger, Development & External Relations, Northern Vermont University
 Sharon Scott, Dean of Administration, Northern Vermont University
 Tyrone Shaw, Professor, Northern Vermont University

Chair Hinds called the meeting to order at 9:32 a.m.

Chair Hinds recognized the life and service of past Board Chair Martha O'Connor.

Trustee Dickinson read and moved for the adoption of Resolution 2019-008 Trustee Chair Emerita Status for Martha Hannum O'Connor for her Long-Standing Commitment to and Support of the Vermont State Colleges System. Trustee Masland seconded the motion. The resolution was approved unanimously.

1. Approval of June 20, 2019 Meeting Minutes

Trustee Luneau moved and Trustee Flory seconded the approval of the minutes. The minutes were approved unanimously with one abstention.

2. Report of the Executive Committee

a. Hall of Fame Discussion and Decision

Chair Hindes informed the Board that pursuant to the discussion of the Executive committee, this subject would be further discussed at a later time.

3. Report of the Finance & Facilities Committee

a. Approval of NVU-Johnson High Impact Endowment Fund

Chief Financial Officer Steve Wisloski reviewed the NVU-J High Impact endowment stating that it offers \$6,000 from the Friends of Northern Vermont University paired with \$6,000 in Title III matching funds.

Trustee Silverman moved and Trustee Dickinson seconded the approval of the NVU High Impact Endowment Fund. The motion was approved unanimously.

b. Approval of FY2021 tuition, fees, room and board rates

CFO Wisloski reviewed the Finance and Facilities Committee's recommendation to the Board of changes to FY2021 maximum tuition, fees, room and board rates, which includes increasing board rates by 4% and a tuition increase of 2.9% for NVU, CU and VTC, with a 1.4% increase for CCV.

Trustee Flory moved and Trustee Luneau seconded the approval of Resolution 2019-006 FY2021 Vermont State Colleges System Maximum Tuition, Fees, Room and Board Rates. The resolution was approved unanimously.

4. Report of the EPSL Committee

a. Approval of the B.S. in Data Science Program at Northern Vermont University

Trustee Masland reported that the EPSL committee approved and recommended the approval to the Board of this new degree at the August 26, 2019 meeting. NVU Provost Nolan Atkins described the proposed new program as meeting the growing market need for skilled practitioners in Data Science. This program will train students to be able to identify quality control, add value, and communicate in written and oral form with data. Provost Atkins stated there will be no need for further hiring as existing professors will teach the courses.

Trustee Flory moved and Trustee Bombardier seconded the approval of the B.S. in Data Science Program at NVU. The motion was passed unanimously.

5. Report of the Audit Committee

Trustee Milne stated that the Audit Committee has no business to report. The external auditors will conclude their work in the fall, and they will have the full report for the Audit Committee's October 21, 2019 meeting.

6. Report of the Long Range Planning Committee

Trustee Pieciak shared a summary of the LRPC activity this summer. The committee began its planning work in May, discussing the process of developing a Chancellor's White Paper to establish the central challenges facing the Vermont State Colleges System and the higher education sector in general. Over the course of the summer, the Chancellor further refined the White Paper, the LRPC held meetings with leadership teams from each member Institution, on-campus meetings, and on-line, Zoom conferences with stakeholders. The Committee received great feedback from faculty, staff, students, and community members. On August 26, 2019, the White Paper was finalized by the Committee. Subsequently, five on-campus information sessions were held, one at each main residential campus. The LRPC has gathered 200+ ideas from all sessions, the website and conversations. There is a vast range of possible solutions to be discussed as the committee enters the next phase of its discussions.

7. Legislative Report and Planning

Director of Governmental and External Affairs, Tricia Coates, informed Trustees that the Chancellor's office has been working on two studies to be delivered to the Legislature in the beginning of October. One study addresses student retention issues and the various initiatives each member Institution, and the System as a whole are undertaking to address this topic. The second report is on potential financial efficiencies that may be gained by developing shared services between the VSCS and UVM. VTC President Pat Moulton also discussed the State funding received for the delivery of associates degrees at the career and tech ed centers around the state. VTC has hired Sherry Lussier to do some work with an advisory board on how best to develop such programing.

8. Presidents' Reports

CCV: CCV President Joyce Judy shared some highlights of CCV's strategic plan – two pillars in particular. Pillar Four of the plan states: increase organizational capacity and sustainability. CCV has begun implementing a staffing reorganization grounded in this strategic priority with the key objectives being cultivating new enrollment opportunities, increasing retention, enhancing supervisory support and preparing the future leadership of the College. Pillar One focuses on creating pathways and programs for academic and career success. To that end CCV has developed new programs and certificates that are nested within degree programs. CCV is also creating three new apprenticeship programs; Medical Assisting, Pharmacy Technician and Manufacturing Production Technician.

Castleton: Castleton University President Karen Scolforo stated that the past year has been focused on student success and partnerships. Student leaders are taking strong roles in supporting student initiatives such as the Beast Ski Pass which is being used as a recruitment tool. She also spoke about the early success of the new Resort and Hospitality Management Program at Killington, and positive enrollment figures on the new CU MBA program. Trustee Bombardier asked whether students at other Institutions would have access to some of the specific courses within the CU MBA program in order would have to broaden System-wide offerings. Student Trustee Izzy Gogarty shared a student initiative surrounding mental health for the VSCSA where

important crisis numbers are displayed on the back of the student ID cards to make these crucial numbers to be readily available. Trustee Gogarty encourages the other institutions to follow suit. Vermont Tech: VTC President Pat Moulton shared the news about the closure of the anaerobic bio-digester on the Randolph campus. This step was driven by a need for increased efficiency and an effort to get back to Vermont Tech's core values. Enrollment is improving with total headcount up by 50 and FTE up by 40. Residential student numbers are also up significantly, which brings revenue up. Vermont Tech also has full sports teams this year. This sets the stage for a more stable fiscal year in 2020. President Moulton also praised the three new staff members; Academic Dean Dr. Ana Gaillat, Dean of Students Jason Enser and CTO Kellie Campbell. Vermont Tech is also launching new apprenticeships, and the new electrical apprenticeship class is the largest ever. Finally, Vermont Tech is preparing for its 2020 NECHE full college accreditation visit.

NVU: NVU President Elaine Collins began by expressing pride in her team and the school for successfully merging the Lyndon State College and Johnson State College into one successful University. NVU had a successful NECHE accreditation visit during the past academic year, assuring the unification was meeting the accreditation standards. Both the Johnson and Lyndon campuses hosted successful conferences this past year. NVU has created interdisciplinary schools allowing cooperation of faculty across campuses. NVU Online has reduced tuition rates to become more competitive in the marketplace. President Collins feels that NVU is well positioned to meet the challenge of mental health and substance abuse counseling needs with its expanded graduate program in Clinical Mental Health Counselling.

9. Comments from the Public

Northern Vermont University Professor Tyrone Shaw gave a statement to the Board. See attached.

10. Next Meeting is Thursday December 2, 2019 at Northern Vermont University-Lyndon

Chair Hinde adjourned for lunch at 12:11pm

Chair Hinde reconvened the meeting at 1:28pm

Chair Hinde informed the Board and the staff and public in attendance that the Board was going to enter executive session and would not likely return to a public session until at least 11:30am on Wednesday.

Executive Session

At 1:29 p.m. Trustee Dickinson moved the VSC Board of Trustees enter executive session, pursuant to 1 V.S.A. § 313(a)(1)(F) for the purpose of receiving confidential attorney-client communications made for the purpose of providing professional legal services, and 1 V.S.A. § 313(a)(1)(B), for the purpose of discussion labor relations agreements with employees, because premature general public knowledge of these discussions would place VSC at a substantial disadvantage, it is appropriate for the Board to enter executive session. She further moved that the Board enter executive session pursuant to 1 V.S.A. § 313(a)(2) to discuss negotiating or securing real estate purchase or lease options, and 1 V.S.A. § 313(a)(6) to discuss records exempt from the Vermont Public Records Act. The Board does not anticipate taking any

action during executive session. Along with the members of the Board present at this meeting, in its discretion, the Board invited the Chancellor, the members of the Council of Presidents, the VSC General Counsel, Chief Academic Officer, Chief Financial Officer, Director of External and Government Affairs and Associate General Counsel to attend portions of this session.

Trustee Pieciak seconded the motion, and it passed unanimously.

The Board exited the session at 6:12 pm and took no action

Chair Hinde recessed the meeting at 6:13 p.m. until Wednesday September 18, 2019.

UNAPPROVED

Thank you for giving me a little time with you this morning. To David, Karen, Lynn, Church, Jeb, Jasime and Trisha, thanks too for your visit to NVU last Thursday and Friday. The passion was, I hope, evident.

This time last year, I came before this board in this room with two requests. The first was not to cut the nascent university's share of the meager state allocation to the VSCS by 15%, a possibility many of us found profoundly disheartening, three months into our existence. The second request was that, at the least, the board unequivocally commit to the two-campus model we had begun to build – under this board's direction. The first request was denied although the board did promise to revisit the issue in a year. The response to the second request was not a commitment to a two-campus university. Instead, we were assured the board would “not let NVU fly into the side of a mountain.”

So here I am today, still chair of NVU-Johnson's Faculty Assembly.

My stepdaughter, Abigail Bartell, is the art teacher at Danville High School. Saturday she stopped by our house to share something that had happened the day before. A group of students came to her deeply worried. They had heard that the Lyndon campus was going to close. They were part of a cohort that was planning on NVU-Lyndon because they needed to live at home. You know, I know, that no decisions have been made and that this is but one measure on a long list to be considered. That said, the unintended consequences of your commendable desire to be transparent has been a miasma of damaging rumor and speculation, at a time when NVU has become airborne, despite the obstacles in our way. The timing for us could not have been worse.

I spoke to some members of this board Friday at the Johnson campus about a meeting I attended a few weeks before involving the newly elected NVU heads of school – a result of our ambitious academic restructuring initiative – and I remarked that during this marathon session on the Lyndon campus, it quickly became evident that there was no Lyndon in that room, no Johnson in that room. There was only NVU – two people from each campus and the provost, working very hard to bring a shared vision to reality. This is but one of the miracles already accomplished, a profound change in mentality. *This* is the story that ought to be out there, not the possible closure of a campus. *This* is the story that ought to be told: we are creating something new and wonderful in northern Vermont. For the good of Vermont, we are working incredibly hard to realize a bold vision: one new university with two campuses serving the northern tier of this state. It was what we were tasked to do, and we are doing it under daunting circumstances, meeting every benchmark and then some in our first 14 months of existence. This has only been possible through the sweat and tears of all of us at NVU.

And so, I again come to you with a request. No doubt you will revisit the allocation of funds within the VSCS, as you promised last fall. Beyond that, on behalf of my colleagues at both the Johnson and Lyndon campuses – students, faculty, staff, and administration – as well as thousands of stake holders in their respective surrounding communities, I implore you to take the closing of either campus off the table, and the sooner you do so the better. The uncertainty around that speculation is hurting us at every level, both externally and internally. This endeavor will succeed if given the necessary and appropriate time. I am here asking for that time.

A plane shorn of one wing will not fly. We have taken off, we are flying. Let us continue this bold and necessary initiative. Give us the support we need to let this university not only stay aloft but, better yet, to soar. Together, we *can* do this.

Thank you for your time.

Minutes of the VSCS Board of Trustees Meeting held Wednesday, September 18, 2019 at the Lake Morey Resort, Fairlee, Vermont – UNAPPROVED

The Vermont State Colleges Board of Trustees met on Wednesday, September 18, 2019 at the Lake Morey Resort, Fairlee, Vermont

Board members present: Churchill Hindes (Chair), Janette Bombardier, Lynn Dickinson (Vice Chair), Peg Flory, Dylan Giambatista, Izzy Gogarty, Adam Grinold, Bill Lippert Karen Luneau (Secretary), Jim Masland, Linda Milne (Treasurer), Mike Pieciak, David Silverman

Absent: Megan Cluver

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor
 Tricia Coates, Director of External and Governmental Affairs
 Todd Daloz, Associate General Counsel
 Jen Porrier, Administrative Director (12:05pm)
 Steve Wisloski, Chief Financial Officer
 Sophie Zdatny, General Counsel
 Yasmine Ziesler, Chief Academic Officer

From the Colleges: Sharron Scott, Dean of Administration, Northern Vermont University

From the Public: Amy Ash Nixon, Reporter, Caledonian Records (12:05pm)

Chair Hindes called the meeting to order at 8:30 a.m.

Trustee Dickinson moved the VSC Board of Trustees enter executive session, pursuant to 1 V.S.A. § 313(a)(1)(F) for the purpose of receiving confidential attorney-client communications made for the purpose of providing professional legal services, and 1 V.S.A. § 313(a)(1)(B), for the purpose of discussion labor relations agreements with employees, because premature general public knowledge of these discussions would place VSC at a substantial disadvantage, it is appropriate for the Board to enter executive session. She further moved that the Board enter executive session pursuant to 1 V.S.A. § 313(a)(2) to discuss negotiating or securing real estate purchase or lease options, and 1 V.S.A. § 313(a)(6) to discuss records exempt from the Vermont Public Records Act. The Board does not anticipate taking any action during executive session. Along with the members of the Board present at this meeting, in its discretion, the Board invited the Chancellor, the President and Dean of Administration of Northern Vermont University, the VSC General Counsel, Chief Academic Officer, Chief Financial Officer, Director of External and Government Affairs and Associate General Counsel to attend portions of this session.

Trustee Pieciak seconded the motion, and it passed unanimously.

The Board exited executive session at 12:03pm

Trustee Dickinson read in the resolution 2019-007. Trustee Pieciak seconded the resolution.

Chancellor Spaulding indicated that the discussion in executive session was unable to get to the vast list of suggestions/ideas due to more pressing matters at hand. Those suggestions will be discussed at length at the October 21, 2019 meeting of the Long Range Planning Committee. Chancellor Spaulding fully supports the unification process at NVU. Chair Hinderes thanked the Board for the work over the past two days.

The resolution was passed unanimously.

There were no additional comments from the public.

Chair Hinderes adjourned the Board meeting at 12:20pm

UNAPPROVED

Item 2:

Report of the Audit Committee

- a. FY2019 Audited Financial Statements
- b. FY2019 Audited Financial Statements Motion to Approve

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2019

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Financial Statements and Management's Discussion and Analysis June 30, 2019

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Vermont State Colleges
Montpelier, Vermont

Report on the Financial Statements

We have audited the accompanying financial statements of the Vermont State Colleges (a component unit of the State of Vermont) (the “Colleges”), which comprise the statements of net position as of June 30, 2019 and 2018, the related statements of revenues, expenses and changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the Colleges’ basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Vermont State Colleges at June 30, 2019 and 2018 and the results of their operations and their cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-19, the schedule of changes in total OPEB liability on page 62, and their respective notes on Page 63, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplemental Information

Our audits were conducted for the purpose of forming an opinion on the financial statements of Vermont State Colleges, taken as a whole. The accompanying schedule of expenditures of federal awards on pages 69 through 75 is presented for purposes of additional analysis as required by the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), and is not a required part of the basic financial statements. The schedule of expenditures of federal awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated **DATE**, on our consideration of Vermont State Colleges' internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.

**Certified Public Accountants
Braintree, Massachusetts**

DATE

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited)

June 30, 2019 and 2018

Introduction

The management of the Vermont State Colleges System (VSCS) has prepared the following unaudited Management's Discussion and Analysis (MD&A), required supplemental information according to the Governmental Accounting Standards Board (GASB). The intent is to contribute to the reader's understanding of the accompanying financial statements and notes. As this MD&A contains highly summarized information, tables and graphs, it should be read in conjunction with the accompanying financial statements and notes.

Vermont State Colleges System

Commencing July 1, 2018 with the official merger of Johnson State College and Lyndon State College into Northern Vermont University, the Vermont State Colleges System is now comprised of four public colleges united in the common purpose of providing affordable, high quality, student-centered, and accessible education, fully integrating professional, liberal, and career study, consistent with student aspirations and regional and state needs.



Community College of Vermont (CCV)



Castleton University (CU)



Northern Vermont University (NVU-J and NVU-L)



Vermont Technical College (VTC)

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Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Significant Events Affecting These Financial Statements

Events that affect these statements during the past five years include:

- Enrollment trends continue to be a concern for institutions of Higher Education. Nationally, enrollments have declined by 9.0% since 2011. Although a national issue, these challenges to the industry are hitting New England and Vermont especially hard. There are declining numbers of traditional college students and increased competition among colleges for those students. Student preferences and attitudes toward higher education are changing. Vermont also ranks at the bottom of the nation in state support.
- The change in accounting for the accrual of the costs of other post-employment benefits (OPEB) GASB 75 implemented in FY2018 had a significant impact on the financial position of the VSCS - bringing the accrual balance from \$65 million at 6/30/17 (before restatement) to a total of \$188 million at the end of FY2018. In the current year, the liability is at \$189 million. This accrual is not being pre-funded, but paid when incurred during retirement periods. Groups have been closed for newly hired employees, which will reduce this liability over time.
- In FY2017, the System refinanced its privately placed, variable rate bank loans issued in FY2006, FY2008 and FY2009, terminated the related interest rate swaps, and amortized a balloon maturity associated with the FY2008 loan. The System structured the repayments to provide debt service relief from FY2018 through FY2021, followed by level debt service from FY2022 through FY2038. The FY2017 debt was issued through the Vermont Municipal Bond Bank, is publicly traded and fixed rate, and is backed by the System's appropriation from the State of Vermont. In addition to the bonds issued in FY2013 and FY2017, the System's debt also includes publicly traded fixed rate general obligation bonds issued in FY2011.
- In FY2018, Johnson State College and Lyndon State College unified administration in preparation for the origination of Northern Vermont University – one accredited institution with two distinct campuses at Johnson and Lyndon. This unification was finalized on July 1, 2018, and the newly formed Northern Vermont University began operating as one accredited institution.

VERMONT STATE COLLEGES

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Management's Discussion and Analysis (Unaudited) - Continued

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Using the Financial Statements

The following discussion and analysis provides an overview of the financial statements and activities of the Vermont State Colleges System (VSCS) for the year ended June 30, 2019 and selected comparative information for the previous 4 years. Since this MD&A is designed to focus on current activities, resulting changes and currently known facts, please read in conjunction with the financial statements and notes that follow this section.

These financial statements have been prepared in accordance with GASB (Government Accounting Standards Board) principles. In June 1999, GASB released Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis*. Changes in Statement No. 34 compared to prior GASB pronouncements require a comprehensive consolidated look at the entity as a whole, as well as capitalization and depreciation of assets. In November 1999, GASB issued Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*. This essentially applies Statement No. 34 to public colleges and universities. Previously, the financial statements focused on the individual fund groups rather than VSCSS as a whole.

A brief explanation of each financial statement required by the GASB reporting model follows:

Financial Statements

The Vermont State Colleges System's financial statements include three primary components:

- Statement of Net Position
- Statement of Revenues, Expenses and Changes in Net Position
- Statement of Cash Flow

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Management's Discussion and Analysis (Unaudited) - Continued

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STATEMENT OF NET POSITION

The Statement of Net Position presents the financial position of VSCS at a point in time - June 30, and includes all assets, liabilities, and the net position of the System. Net position represents the residual interest in the System's assets after liabilities are deducted. The change in net position is an indicator of whether the overall financial condition has improved or deteriorated during the year. Table 1 on page 7 shows the condensed Statement of Net Position for the past five years.

Assets are items of economic value owed by an institution. They include capital assets like land, buildings and equipment, cash and investments, and amounts owed to us by students or others. Total assets are categorized as either current or noncurrent.

Current assets are available to satisfy current liabilities, which are those amounts expected to be payable within the next year. The major components of current assets are cash and accounts receivable, which are primarily funds due to the VSCS by students and granting agencies.

Total assets (including deferred outflows) of \$269 million as of the end of the current fiscal year decreased by \$9 million or 3.2% from prior year, the decrease was primarily in the cash due to the prior year receipt of FY2019 state capital monies in June 2018, and in deferred outflows due to predictable amortization. These decreases were offset somewhat by an increase in Accounts Receivable and supplemented by a decrease in Capital Assets net of depreciation. Over the 5 years, total assets have decreased by \$3 million: an increase of \$7 million in current assets plus investments combined with the \$14 million increase in deferred outflows, net of the \$24 million reduction in capital assets.

Noncurrent assets consist primarily of endowment and other investments, in addition to capital assets. Investments were \$48 million at June 30, 2019, which was essentially a \$2 million change over prior year due to endowment spending net market gains. Capital Assets continue to decline at relatively the same rate indicating that investments in capital have primarily been at the same level each year and continue to be less than depreciation on an annual basis.

Liabilities are obligations owed by the institutions. They include funds owed to others like vendors, employees, taxing agencies, bondholders. Liabilities are classified as current and long-term. Current liabilities are those that due during the next fiscal year.

Current liabilities of \$24 million include primarily accounts payable and unearned revenue related to the next fiscal year. Current liabilities have been relatively consistent, with the exception of the \$3 million deferred revenue from the FY2019 state capital project monies received in June 2018.

Noncurrent liabilities increased by \$3 million to \$319 million during FY2019. This increase relates a new deferred inflow recorded in FY19 offset by Bond and Notes Payable scheduled loan payments. The deferred inflow relates to GASB 75. The change in accounting standard to GASB

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Management's Discussion and Analysis (Unaudited) - Continued

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75 had a significant impact on the OPEB liability in FY2018 bringing the total OPEB liability to \$188 million at June 30, 2018 and \$189 million at June 30, 2019.

TABLE 1: Condensed Statement of Net Position as of June 30

(\$ in millions)

	2019	% change	2018	% change	2017	% change	2016	2015
Current Assets	33	-6%	35	21%	29	-3.3%	30	24
Noncurrent Assets								
Investments	48	4%	46	0%	46	7.0%	43	50
Capital assets, net	157	-4%	163	-4%	169	-2.9%	174	181
Other	6	0%	6	0%	6	0.0%	6	6
Deferred outflows/inflows	25	-11%	28	65%	17	13.3%	15	11
Total Assets and Def'd outflows/inflows	269	-3%	278	4%	267	-0.4%	268	272
Current liabilities	24	-14%	28	22%	23	-8.0%	25	24
Noncurrent liabilities								
Post employ'm't benefit oblig	189	1%	188	9%	172	186.7%	60	55
Bonds and Notes payable	119	-2%	121	-3%	125	6.8%	117	123
Other	6	-14%	7	17%	6	-71.4%	21	16
Deferred outflows/inflows	5	100%	0		0	0.0%	0	0
Total Liabilities	343	0%	344	6%	326	46.2%	223	218
Net investment in capital assets	46	-6%	49	-11%	55	1.9%	54	57
Restricted								
Nonexpendable	19	6%	18	-5%	19	5.6%	18	17
Expendable	13	8%	12	9%	11	22.2%	9	9
Unrestricted	-152	5%	-145	1%	-144	300.0%	-36	-29
Total Net Position	-74	12%	-66	12%	-59	231.1%	45	54
Total Liabilities and Net Position	269	-3%	278	4%	267	-0.4%	268	272

Net position is equal to the total assets minus the total liabilities and represents the value of the institution at a point in time - for the VSCS, financial statements on June 30th.

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Net investment in capital assets represents the historic cost of the System's capital assets reduced by total accumulated depreciation, plus the outstanding principal balances on debt used for the acquisition, construction, or improvement of those assets.

Total net position decreased from \$54 million to \$-74 million over the five years reported here, primarily from the recognition of post retirement costs and compounded by the change to GASB 75 in FY2018 (FY2017 was restated for FY2018 financial statement presentation). Changes in our net position from FY2018 to FY2019 include a decrease to cash (\$-4M), decrease in capital assets (-\$6M), an increase in unfunded post-retirement benefit obligations (\$1M), a decrease in amount owed on debt (\$4M), as well as the net increase in OPEB Deferred Outflows/Inflows (\$2M).

Net investment in capital assets decreased by \$3 million from June 30, 2018 to June 30, 2019 due to depreciation, offset partially by reduction in outstanding debt related to capital assets. Net investment in capital assets have steadily decreased over the five-year period reported here.

The restricted nonexpendable portion of the Net Position represents the permanent endowment funds for the system. These are donations to the colleges that cannot be spent without permission of the donor. These are invested; and the earnings are used based on VSCS Board Policy and the instructions of the donor. Most of the earnings on our endowment funds are designated for student scholarships. The increase of \$2 million over 5 years is due to gifts received for endowments during this period.

The restricted expendable portion of Net Position includes unexpended restricted gifts and grants, and unexpended endowment appreciation, subject to externally imposed conditions on their use. There was a \$1 million increase from June 30, 2018 to June 30, 2019. Over the 5-year period, expendable net assets have increased by \$4 million, as earnings have outpaced the 5% spending on endowments permitted by Board policy.

The unrestricted portion of the Net Position is largely affected by general operations, but the most significant impact to date has been the OPEB obligations, which are unfunded. Year over year, that liability has increased and has over time eroded the unrestricted net position. Additionally, that liability increased significantly in FY2018 due to implementation of GASB 75 and was restated for FY2017 to be comparative with the new standard. This resulted in the significant change to unrestricted net position in both FY2017 and FY2018 as compared to the previous three years reported herein.

During FY2019, the system's total Net Position declined from \$-66 million to \$-74 million. This is due primarily to our unrestricted net assets being reduced from the annual booking of the VSCS OPEB liability. The details of the change in net position are shown in Table 3 the Statement of Revenues, Expenses, and Changes in Net Position beginning on page 10.

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Management's Discussion and Analysis (Unaudited) - Continued

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Capital Assets and Debt Administration

The System's facilities are critical to accomplishing the mission of the System as they provide the physical framework and environment for education, research, cultural programs and residential life. Table 2 below provides detail from the past 5 years related to the Capital Assets held by the System.

Construction in Progress reflects amounts paid for buildings or other assets that were not completed at year-end. When completed and placed in service, the total cost is moved to the appropriate capital asset category. Depreciation of that asset begins the month after it is placed in service. Construction in Progress has remained fairly steady since the significant construction phase ended in FY14. Building and Improvements increased throughout the period, reflecting completed projects. Infrastructure includes water & sewer systems, heating & electrical systems, telecommunication systems, and roads. The increase in infrastructure over the five-year period is due to projects on the campuses as well as enhanced communications systems for the entire System. Table 2 below also includes related information (depreciation expense and outstanding principal on construction loans).

TABLE 2: Capital Assets as of June 30

(\$ in millions)

	2019	% Change	2018	% Change	2017	% Change	2016	2015
Land	9	0%	9	0%	9	-10%	10	10
Construction in progress	2	100%	1	0%	1	-50%	2	2
Infrastructure	41	3%	40	3%	39	3%	38	38
Buildings and improvements	261	1%	259	1%	257	1%	254	252
Leasehold improvements	4	0%	4	0%	4	0%	4	4
Equipment	36	0%	36	6%	34	3%	33	32
Total Capital Assets	353	1%	349	1%	344	1%	341	338
Accumulated Depreciation	-196	5%	-186	6%	-176	5%	-167	-157
Capital Assets, Net	157	-4%	163	-3%	168	-3%	174	181
Related information								
Depreciation Expense	10	0%	10	0%	10	0%	10	14
Outstanding Principal, Related Loans	121	-3%	125	-3%	129	5%	123	127

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Management's Discussion and Analysis (Unaudited) - Continued

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Statement of Revenues, Expenses, and Changes in Net Position

The Statement of Revenues, Expenses, and Changes in Net Position reports total operating revenues, operating expenses, non-operating revenues and expenses, and other changes in net position, showing the total change in net position for the fiscal year. Table 3 on this page shows the Condensed Statements of Revenues, Expenses, and Changes in Net Position for the past five fiscal years.

Operating and Non-operating Revenue

Accounting rules require that our audited financials include operating revenues, operating expenses and non-operating revenues and expenses. The following sections provide an analysis of the total operating and non-operating revenues and expenses. The VSCS's primary source of revenue is from student tuition and fees. This accounts for 58% of operating and non-operating income. In addition, the System receives revenue from state appropriations, governmental and privately funded grants and contracts; gifts from individuals, foundations, and corporations; and investment income.

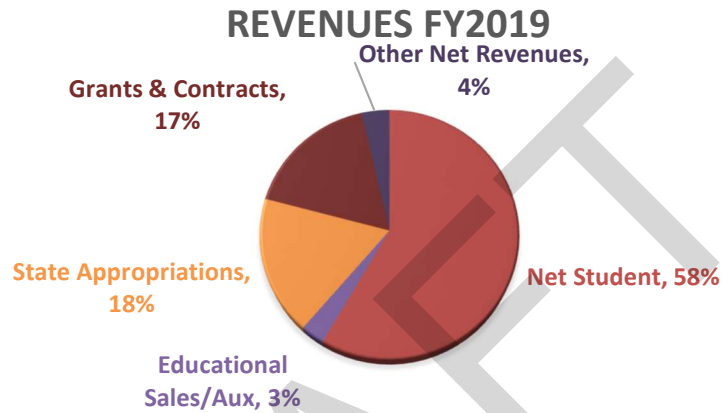
TABLE 3: Condensed Statements of Revenues, Expenses, and Changes in Net Position

	(\$ in millions)							
	<u>2019</u>	<u>% Change</u>	<u>2018</u>	<u>% Change</u>	<u>2017</u>	<u>% Change</u>	<u>2016</u>	<u>2015</u>
Net Student Revenues	107	-1%	108	-4%	112	0%	112	110
Grants and contracts	16	7%	15	7%	14	-7%	15	15
Other Operating Revenues	7	0%	7	0%	7	-13%	8	8
Operating Revenues	130	0%	130	-2%	133	-1%	135	133
Operating Expenses	186	0%	186	1%	184	-1%	186	190
Operating Loss	-56	0%	-56	10%	-51	0%	-51	-57
Nonoperating Revenues (Expenses)								
Non Capital Appropriations	30	0%	30	11%	27	4%	26	27
Federal Grants & Contracts	16	0%	16	0%	16	-6%	17	18
Gifts currently expendable	2	-33%	3	50%	2	-33%	3	4
Investment Income & Interest	2	0%	2	-33%	3	200%	1	0
Interest Expense	-5	0%	-5	0%	-5	-17%	-6	-4
Other nonoperating revenues	0	0%	0	0%	0	-100%	-1	0
Net Nonoperating Revenues	45	-2%	46	7%	43	8%	40	45
Total Change before other Revenues	-11	10%	-10	25%	-8	-27%	-11	-12
Other Changes in Net Position								
Capital Appropriation	3	0%	3	50%	2	-33%	3	2
Capital gifts and grants	0	0%	0	0%	0	0%	0	0
Endowment gifts	0	0%	0	-100%	1	100.0%	0	1
Change in Net Position	-7	0%	-7	40%	-5	-38%	-8	-10

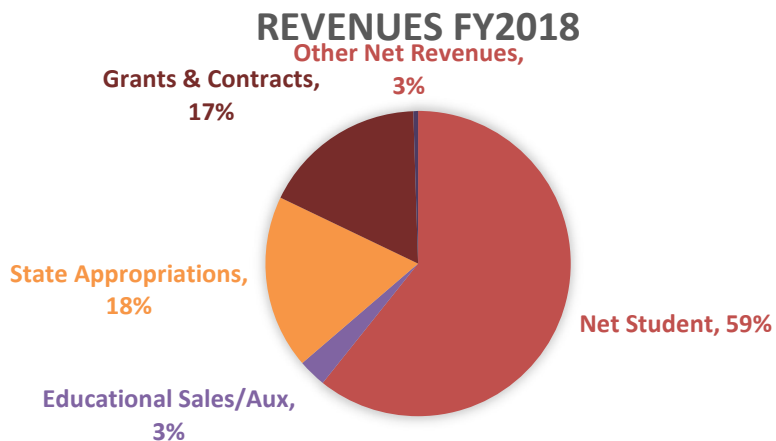
VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

Management’s Discussion and Analysis (Unaudited) - Continued

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	FY2019 Revenues (\$ in thousands)	FY2018 Revenues (\$ in thousands)
Net Student	\$ 107,247	\$108,248
Educational Sales/Aux	5,360	5,304
State Appropriations	32,790	32,819
Grants & Contracts	31,723	30,936
Other Net Revenues	6,628	6,435
TOTALS	\$ 183,748	\$183,742



VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

Management’s Discussion and Analysis (Unaudited) - Continued

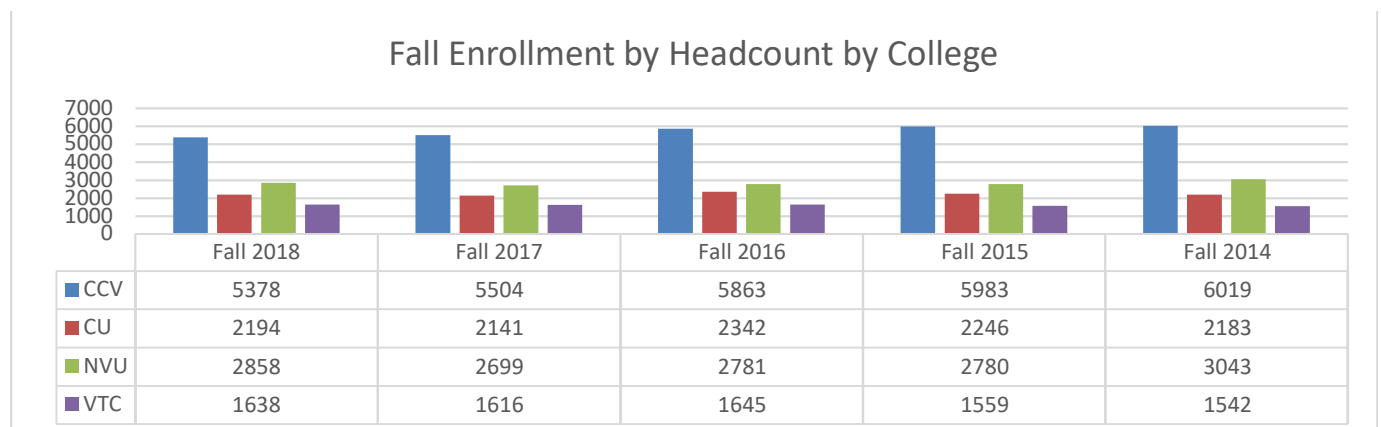
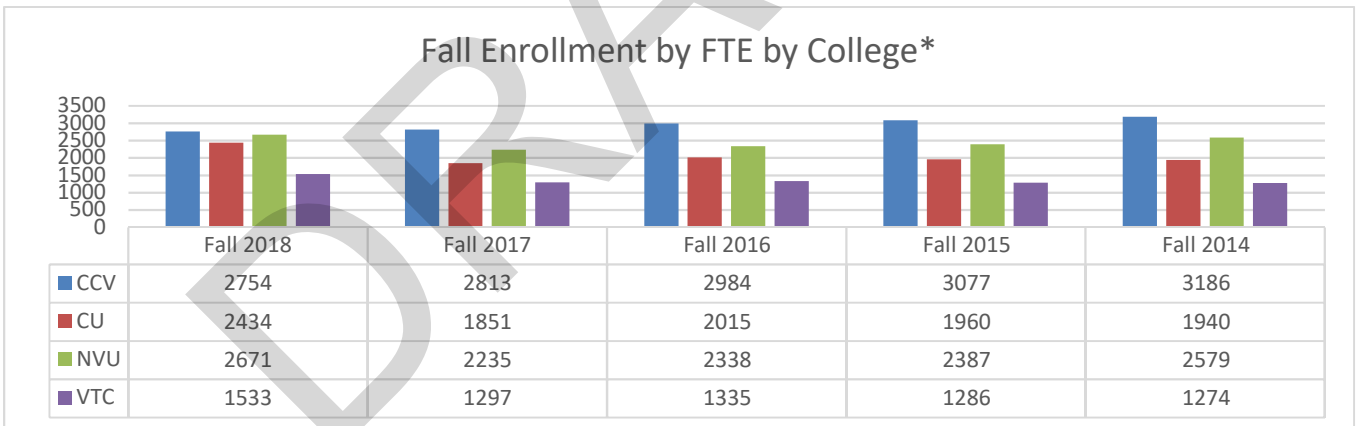
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Tuition and Fee Revenue

Net Tuition and fees includes tuition and fees plus residence and dining fees less scholarship allowances. The charts below shows the trend for Tuition and Fee Revenue from FY2015 through FY2019. For the System, student-based revenue has been slowly declining during this five-year period, despite increases in tuition rates. Enrollments, in a time of decreasing high school graduates in the state, have created a challenge for the colleges/universities in our system.

Enrollments are displayed by both FTE (Full Time Equivalent) and by Headcount. FTE provides better comparative information; whereas, headcount shows the total number of individuals who have benefited from a VSCS education. These charts show a general steady decline in enrollment for CCV and NVU. Both Castleton University and Vermont Technical College have experienced more volatility in enrollments over the 5-year period.

*Please note that the method used for calculating FTE for the VSCS changed for Fall 2018 and restatement of prior years is not feasible, so with exception of CCV, the comparative nature of this chart is somewhat lost for Fall 2018 as compared to prior years herein.

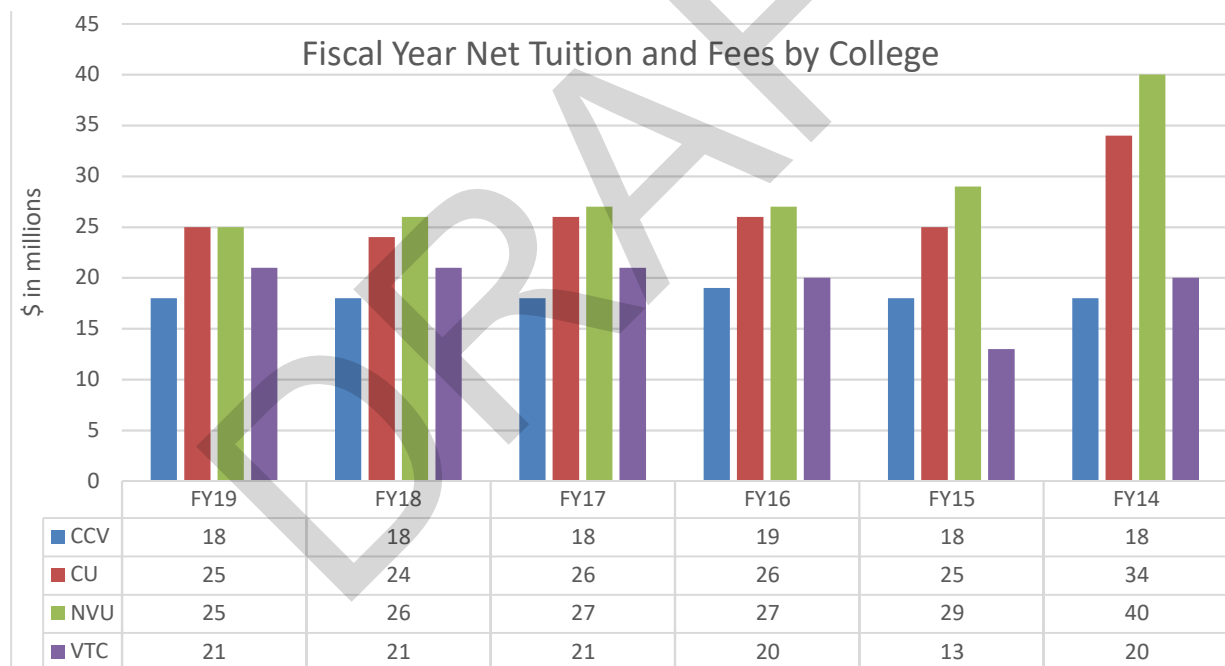


VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

Management’s Discussion and Analysis (Unaudited) - Continued

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The chart below displays Net Tuition and Fees for each college during the five-year period. It is notable that CCV has by far the largest number of students – both FTE and Headcount, but their net tuition is consistently outpaced by the Universities, and generally more on par with Vermont Technical College, which has far fewer students. CCV, as a community college has the lowest tuition cost and charges for courses on a per credit basis, while the residential schools charge a higher tuition rate and on a semester basis. However, CCV’s net tuition has remained much more stable during the more recent years than the other colleges/universities which have experienced a sharp decline after FY2014, but have been relatively stable (within \$1-2 million) in subsequent years reported herein. The exception being VTC, who rebounded in FY2016 from the significant FY2015 decline, returning to the approximate FY2014 level and maintaining that level to date.



Operating and Non-operating Expenses

Table 4 on page 14 shows the total Operating and Non-Operating Expenses for the past 5 years, and the charts provide a quick view of the percent of expenses by type for FY2019 and FY2018.

The largest percentage of VSCS expenses are for salary and benefits (approximately 63%). Those expenses have generally declined since FY2014 due to staff reductions compounded with a reduction in TIAA employer contribution for all employees, except the Full-Time Faculty, beginning in FY2018. Positive trends in health care over the past couple of years have resulted in far less expense; however, annual accruals related to post-employment benefits are also included in this salary and benefit expense category.

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Overall expenses have declined over the five years reported. Changes in utility expenses have been a direct result of solar energy efforts across all the colleges, but an increase in oil prices and a particularly long winter heating season caused an increase in FY2019. Supplies and services is the second largest expense (21%). Keeping this expense relatively constant has been the result of the colleges and universities continued efforts to contain costs in response to the enrollment declines. Notably, student aid has increased as the VSCS institutions respond to the national trend towards aggressive discounting as a strategic and necessary response to the current competitive environment.

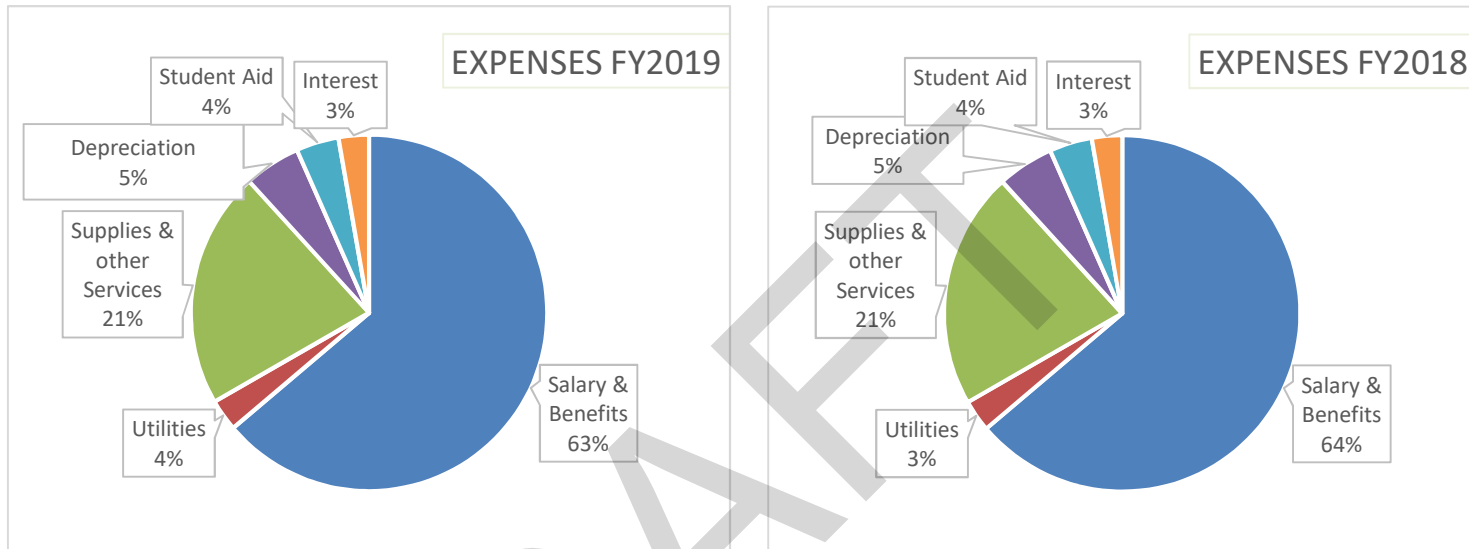
TABLE 4: Total Operating and Non-operating Expenses for Years Ended June 30

	2019		2018		2017	2016	2015
	%	%	%	%			
	2019	change	2018	change			
(\$ in millions)							
<u>Operating</u>							
Salaries & Benefits	121	-1%	122	1%	121	121	123
Utilities	7	17%	6	20%	5	6	7
Supplies and Svcs	40	0%	40	-2%	41	41	39
Depreciation	10	0%	10	0%	10	11	14
Student Aid	8	14%	7	0%	7	7	7
Total Operating	186		185		184	186	190
<u>Nonoperating</u>							
Interest on Debt	5	-17%	6	20%	5	5	6
TOTAL Expenses	191	0%	191	1%	189	191	196

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Management’s Discussion and Analysis (Unaudited) - Continued

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Student Financial Aid

Student financial aid awards are made from a variety of sources including federal, state, private, and system funds. Aid received from third parties is recognized as grants and contracts revenue, and aid funded with endowments is recognized as investment income on the Statements of Revenues, Expenses, and Changes in Net Position while the distribution of aid from all sources is shown as one of two components:

- Scholarship Allowances – financial aid retained by the System to cover students’ tuition, fees, and on-campus housing and meals. These amounts are reported as a direct offset to operating revenues.
- Scholarships and Fellowships Expense – financial aid refunded to students to cover off-campus living costs, books, and other personal living expenses. These amounts are reported as operating expense.

TABLE 5: Student Financial Aid Trends Over the Past Five Fiscal Years

	(\$ in millions)				
	FY19	FY18	FY17	FY16	FY15
Scholarship Allowances (included in revenue)	29	27	25	25	25
Scholarship Expenses (included in expenses)	8	7	7	7	7
Total Student Aid	37	34	32	32	32

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Statement of Cash Flow

The Statement of Cash Flows shows inflows and outflows of cash excluding both revenue and expense that is accrued to comply with accounting rules. The Condensed Statement of Cash Flows for the VSCS is in Table 6 on page 17.

Cash flows from operating activities

Cash flows from operating activities on the Statement of Cash Flows will always be different from the operating gain or loss on the Statement of Revenues, Expenses, and Changes in Net Position (SRECNP) because of the inclusion of noncash items, such as depreciation expenses on the SRECNP. Also, the SRECNP is prepared on the accrual basis of accounting, meaning that it shows both revenues earned and expenses incurred though cash has not yet exchanged hands. The primary cash receipts from operating activities consist of tuition and fees, grants and contracts, and auxiliary income from housing and food service operations. Cash outlays include payment of wages and benefits; operating expenses such as utilities, supplies, insurance and repairs; and scholarships awarded to students. Cash flow from operations decreased significantly due to increased payments to suppliers, reduced tuition and fees, and an increase in accounts receivable outstanding at year-end.

Cash flows from noncapital financing activities

There are two primary sources of noncapital financing: state appropriations and non-operating federal grants that fund PELL student grants. Accounting standards require that we reflect these sources of revenue as non-operating, even though each of the colleges depends on them to continue the current level of operations. Cash flows from noncapital financing activities have remained relatively consistent over the past two fiscal years.

Cash flows from capital and related financial activities

Cash flows from capital and related financing activities include all capital plant funds and related long-term debt activities (excluding depreciation and amortization of bond premiums, since these are non-cash transactions), as well as capital gifts, grants and appropriations. This has decreased significantly from prior year due to the FY2019 Capital Appropriations being paid near the end of FY2018. Additionally, there was a reduction in the cash required on deposit to the bond trustee at year-end.

Cash flows from investing activities

Purchase or sale of investments and income earned on investments are included in cash flows from investing activities. An item on the cash flow statement belongs in the investing activities section if it results from any gains (or losses) from investments in financial markets and operating

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subsidiaries. In FY2019, there was a reduction in the level of investments due to endowment spending.

Consistent with accounting standards, cash flows from state operating appropriations and federal PELL grant revenue are included in noncapital financing activities, even though they provide funding for operating activities. The bottom section of Table 6 shows that with these revenue sources added to the operating cash flows, the result is positive cash flows in all years.

TABLE 6: Condensed Statement of Cash Flows as of June 30

(\$ in millions)								
<u>Cash flows from:</u>	<u>2019</u>	<u>% change</u>	<u>2018</u>	<u>% change</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	
Operating	-42	14%	-37	6%	-35	-38	-35	
Non capital financing	48	-2%	49	9%	45	45	48	
Capital and related financing	-11	57%	-7	-30%	-10	-12	-13	
Investing	1	-50%	2	100%	0	7	6	
Net increase (decrease)	-4	-157%	7	100%	0	2	6	
Cash, Beginning of Year	18	64%	11	0%	11	9	3	
Cash, End of Year	14	-22%	18	64%	11	11	9	
<hr/>								
Operating cash flows if noncapital appropriations and PELL grants were included								
Operating	-42	14%	-37	6%	-35	-38	-35	
Non capital appropriations	30	0%	30	11%	27	26	27	
Non operating federal grants	16	0%	16	0%	16	17	20	
Operating cash flows including appropriation and fed grants	4	-56%	9	13%	8	5	12	

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Management's Discussion and Analysis (Unaudited) - Continued

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Economic Factors That Will Affect the Future

Demographic Trend

Consistent with national trends, Vermont continues to experience a demographic decline in the overall number of graduating high school students. This is expected to last for the foreseeable future and likely result in permanently lower enrollments going forward. In fact, the number of births in Vermont in 2015 was the lowest since before the Civil War and continues to shrink. Additionally, free college initiatives in neighboring states and online education are increasing the competitive landscape and forcing aggressive discounting strategies to ensure VSCS enrollments. All of the institutions have adopted programs and strategies to better recruit in this shrinking market.

The VSCS Office of the Chancellor published a white paper in August 2019 titled "Serving Vermont's Students by Securing the Future of the Vermont State Colleges System". The intent was to set the foundation for consideration of concrete, strategic actions that the Vermont State Colleges System can take to secure its mission in an increasingly challenging and rapidly changing higher education environment. The paper was presented to the Long Range Planning Committee of the VSCS Board of Trustees as a first step to gain a clear understanding of the forces affecting our colleges and universities, as well as the strengths and weaknesses of the VSCS to respond to these threats and opportunities.

The paper broadly describes six major challenges facing higher education and six strategies the VSCS Board of Trustees had already adopted as the VSCS Six Priorities back in 2015. Historically weak demographics, bottom-ranked State support, accelerating pricing pressures, barriers to adaptability, changing student preferences and attitudes, and disruptive technology and delivery stood out as the top challenges facing the Vermont State Colleges System. In response, the six priorities adopted by the Board in 2015 proved to be relevant in addressing these challenges.

The VSCS has made significant strides in each of the six strategies: a focus on high school continuation rates, retention and graduation rates at our institutions, increased visibility and marketing efforts, program development for working age Vermonters, administrative and operational efficiencies - including the unification of the two northern VSCS colleges into one single institution, Northern Vermont University, and increases in state financial support and other supplemental revenues. The Vermont State Colleges System will adapt, innovate, and leverage its strengths in order to secure a financially viable and bright future.

Vermont State Appropriations

For FY2019, State Appropriations for both operating and capital projects were \$32,790,000, or 18% of total operating and non-operating revenues. VSCS continues to rely on this important revenue source from the State of Vermont to help keep tuition as low as possible.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Other Post-Employment Benefits

A ruling of the Government Accounting Standards Board (GASB) effective in FY2008 requires that we recognize the future costs of retirement benefits. Subsequently, GASB 75 replaced the original standard from FY2008 and was adopted by the VSCS in FY2018. For the VSCS, this includes employer costs of medical, prescription, dental and life insurance plans for all current employees who have already become eligible to receive retirement benefits and those employees who may become eligible before they retire. The cost of these benefits must be recognized during the period of active employment rather than when they are paid during retirement. Because of VSCS's early retirement wages benefit for the full-time faculty, VSCS must also account for this liability for those eligible employees under the GASB ruling.

The annual cost to VSCS includes the actuarially calculated costs for the year, less payments made during the year to our self-insurance plan for current retirees and early retirement benefits paid to retired full-time faculty.

For financial reporting purposes, an actuarial valuation is required for OPEB plans with total eligible employees (active, retirees and beneficiaries) of 200 or more. This externally prepared report was prepared for the VSCS for FY2019 and FY2018 in order to meet the GASB 75 financial reporting requirements.

Miscellaneous

As a result of positive market conditions during both FY2019 and FY2018, VSCS had net realized and unrealized gains on the endowments and other investments.

VSCS has contractual commitments for various construction projects currently under way. The funds have been encumbered for these projects.

Employees: As of Fall 2018, the VSCS employs approximately 2,030 full and part-time employees. Approximately 528 of the 923 full-time employees at VSCS are covered by union contracts.

VSC Employees as of November 1, 2018

Bargaining Unit Employees	
Full Time	528
Part Time	<u>626</u>
TOTAL	1,154
Non-Bargaining Unit Employees	
Full Time	395
Part Time & Temp	<u>481</u>
TOTAL	<u>876</u>
TOTAL Employees	<u>2030</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	<u>2019</u>	<u>2018</u>
Current Assets:		
Cash and equivalents (Note 2)	\$ 12,779,829	\$ 17,969,575
Accounts receivable, net (Note 3)	14,613,398	11,384,075
Deposit with bond trustees (Note 2)	3,147,989	4,942,501
Other current assets	<u>2,252,541</u>	<u>1,193,508</u>
Total Current Assets	<u>32,793,757</u>	<u>35,489,659</u>
Non-Current Assets:		
Cash and equivalents (Note 2)	1,305,530	434,981
Long-term investments (Note 2)	47,978,121	46,184,316
Notes receivable, net (Note 3)	4,185,228	4,923,967
Other assets	100,704	169,308
Capital assets, net (Note 11)	<u>157,104,709</u>	<u>162,946,720</u>
Total Non-Current Assets	<u>210,674,292</u>	<u>214,659,292</u>
Total Assets	<u>243,468,049</u>	<u>250,148,951</u>
Deferred Outflows of Resources:		
Deferred loss on debt refunding (Note 5)	8,820,680	9,824,025
OPEB (Note 9)	<u>16,444,994</u>	<u>17,904,148</u>
Total Deferred Outflows of Resources	<u>25,265,674</u>	<u>27,728,173</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 268,733,723</u>	<u>\$ 277,877,124</u>

The accompanying notes are an integral part of these financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	<u>2019</u>	<u>2018</u>
Current Liabilities:		
Accounts payable and accrued liabilities (Note 12)	\$ 14,540,357	\$ 14,395,060
Unearned revenue and deposits	7,131,827	9,943,657
Current portion of long-term debt (Note 4)	<u>2,503,616</u>	<u>3,937,732</u>
Total Current Liabilities	<u>24,175,800</u>	<u>28,276,449</u>
Non-Current Liabilities:		
Other liabilities (Note 12)	224,866	247,529
Refundable grants	6,036,744	6,037,232
Post-employment benefit obligations (Note 9)	189,003,550	188,498,148
Long-term debt, excluding current portion (Note 4)	<u>118,582,630</u>	<u>121,086,246</u>
Total Non-Current Liabilities	<u>313,847,790</u>	<u>315,869,155</u>
Total Liabilities	<u>338,023,590</u>	<u>344,145,604</u>
Deferred Inflows of Resources:		
OPEB (Note 9)	<u>4,465,998</u>	-
Net Position:		
Net investment in capital assets	46,529,627	49,065,357
Restricted nonexpendable	18,564,953	18,208,512
Restricted expendable	13,185,660	11,517,067
Unrestricted	<u>(152,036,105)</u>	<u>(145,059,416)</u>
Total Net Position	<u>(73,755,865)</u>	<u>(66,268,480)</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 268,733,723</u>	<u>\$ 277,877,124</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Statements of Revenues, Expenses, and Changes in Net Position

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>
Operating Revenues:		
Tuition and fees	\$ 117,624,580	\$ 116,522,454
Residence and dining	18,584,640	19,069,865
Less: scholarship allowances	<u>(28,962,603)</u>	<u>(27,344,447)</u>
Net Tuition, Fees, and Residence and Dining Revenue	107,246,617	108,247,872
Federal grants and contracts	12,215,520	10,951,225
State and local grants and contracts	2,437,913	2,778,362
Non-governmental grants and contracts	1,091,487	824,657
Interest income	86,158	86,381
Sales and services of educational activities	5,359,762	5,303,557
Other operating revenues	<u>1,431,315</u>	<u>1,398,317</u>
Total Operating Revenues	<u>129,868,772</u>	<u>129,590,371</u>
Operating Expenses (Notes 6, 10 and 12):		
Salaries and wages	78,107,048	79,583,780
Employee benefits (Notes 8 and 9)	42,706,911	42,291,707
Scholarships and fellowships	7,805,966	7,346,293
Supplies and other services	40,403,321	40,322,825
Utilities	6,772,332	5,798,694
Depreciation (Note 11)	<u>10,084,696</u>	<u>9,842,721</u>
Total Operating Expenses	<u>185,880,274</u>	<u>185,186,020</u>
Net Operating Loss	<u>(56,011,502)</u>	<u>(55,595,649)</u>
Non-Operating Revenues (Expenses):		
State appropriations (Note 7)	29,790,256	30,319,008
Federal grants and contracts	15,978,880	16,382,196
Gifts	2,108,506	2,434,193
Investment income, net of expenses (Note 2)	2,562,154	2,128,687
Interest expense on capital debt	(5,357,070)	(5,505,852)
Other non-operating revenues (expenses)	<u>147,313</u>	<u>41,265</u>
Net Non-Operating Revenues	<u>45,230,039</u>	<u>45,799,497</u>
Decrease in Net Position Before Other Revenues	(10,781,463)	(9,796,152)
Other Revenues:		
State appropriations for capital expenditures (Note 7)	3,000,000	2,500,000
Capital grants and gifts	3,500	375
Additions to non-expendable assets	<u>290,578</u>	<u>347,981</u>
Decrease in Net Position	(7,487,385)	(6,947,796)
Net Position, Beginning of Year	<u>(66,268,480)</u>	<u>(59,320,684)</u>
Net Position, End of Year	<u>\$ (73,755,865)</u>	<u>\$ (66,268,480)</u>

The accompanying notes are an integral part of these financial statements.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Statements of Cash Flows

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 98,885,844	\$ 100,821,174
Grants and contracts	14,634,805	14,144,991
Sales and services of educational activities	5,359,762	6,683,153
Interest received	86,158	86,381
Payments to suppliers	(43,761,040)	(38,708,919)
Payments to employees	(120,017,607)	(121,748,345)
Loans issued to students	500	(837,432)
Collection of loan payments	791,125	805,831
Other cash receipts	<u>1,431,315</u>	<u>1,398,317</u>
Net Cash Applied to Operating Activities	<u>(42,589,138)</u>	<u>(37,354,849)</u>
Cash Flows from Non-Capital Financing Activities:		
State appropriations	29,790,256	30,319,008
Non-operating federal grants	15,978,880	16,382,196
Gifts and grants	<u>2,373,517</u>	<u>2,449,089</u>
Net Cash Provided by Non-Capital Financing Activities	<u>48,142,653</u>	<u>49,150,293</u>
Cash Flows from Capital and Related Financing Activities:		
Capital and non-expendable grants and gifts	294,078	348,356
Capital appropriations	-	5,500,000
Purchase of capital assets	(4,309,639)	(4,139,141)
Change in deposits with bond trustee	1,466,570	130,724
Proceeds from sale of capital assets	56,200	16,445
Payments on capital debt	(3,280,000)	(3,325,000)
Interest expense on capital debt	(5,357,069)	(5,505,852)
Other receipts	<u>139,013</u>	<u>41,265</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(10,990,847)</u>	<u>(6,933,203)</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>
Cash Flows from Investing Activities:		
Proceeds from sales and maturities of investments	\$ 21,041,248	\$ 11,749,522
Purchase of investments	(19,864,915)	(10,134,299)
Interest and dividends received on investments	<u>(58,198)</u>	<u>549,353</u>
Net Cash Provided by Investing Activities	<u>1,118,135</u>	<u>2,164,576</u>
Net Increase in Cash and Equivalents	(4,319,197)	7,026,817
Cash and Equivalents, Beginning of Year	<u>18,404,556</u>	<u>11,377,739</u>
Cash and Equivalents, End of Year	<u>\$ 14,085,359</u>	<u>\$ 18,404,556</u>
Reconciliation of Operating Loss to Net Cash Applied to Operating Activities:		
Operating loss	\$ (56,011,502)	\$ (55,595,649)
Adjustments to reconcile operating loss to net cash applied to operating activities:		
Depreciation	10,084,696	9,842,721
Bad debts	680,460	593,909
Net OPEB activity	5,925,157	5,427,098
Changes in assets and liabilities:		
Accounts receivable	(3,567,568)	(895,825)
Other assets	(985,545)	1,131,316
Notes receivable	818,601	537,413
Accounts payable and accrued liabilities	156,051	526,641
Unearned revenues, deposits and refundable grants	(194,890)	902,045
Post-employment benefit obligations	<u>505,402</u>	<u>175,482</u>
Net Cash Applied to Operating Activities	<u>\$ (42,589,138)</u>	<u>\$ (37,354,849)</u>
Non-Cash Transactions:		
Equipment provided by capital grants and gifts	<u>\$ 30,635</u>	<u>\$ 20,000</u>
Equipment acquisitions financed through capital leases	<u>\$ -</u>	<u>\$ 251,086</u>
Unrealized gains (losses)	<u>\$ -</u>	<u>\$ 31,248</u>
Net loss on disposal of capital assets	<u>\$ 19,881</u>	<u>\$ 2,400</u>

The accompanying notes are an integral part of these financial statements.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies**

Organization

Vermont State Colleges include the following entities: System Office and Services, Community College of Vermont (“CCV”), Castleton University (“CU”), Northern Vermont University (“NVU”), Vermont Technical College (“VTC”), Vermont Manufacturing Extension Center (“VMEC”), Small Business Development Center (“SBDC”), and Vermont Tech Office of Continuing Education and Workforce Development (“TED”).

The accounting policies and procedures used by the Vermont State Colleges (“VSC” or the “Colleges”) in accounting for, and reporting, their financial transactions are based on the accrual method of accounting. The significant accounting policies followed by the Colleges are described below.

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (“GASB”).

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues, expenses and changes in net position demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are reported as general revenues.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation - continued

The Colleges have determined that they function as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements and required supplementary information. The Colleges present the statements of net position, revenues, expenses and changes in net position, and cash flows on a combined College-wide basis.

The Colleges' policy is to define operating activities in the statements of revenues, expenses and changes in net position as those that generally result from exchange transactions such as charges for services provided to students and for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the Colleges' operating appropriations from the State of Vermont ("the "State"), net investment income, gifts, certain grants and interest expense.

Net Position

GASB Statement No. 34 requires that resources be classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and of outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions that VSC must maintain in perpetuity.

Restricted - expendable: Net position that is subject to externally-imposed conditions that can be fulfilled by the actions of the Colleges or by the passage of time.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Net Position - continued

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the Colleges' Board of Trustees (the "Board").

In accordance with VSC's policy pertaining to the expenditure of restricted dollars, unrestricted dollars are spent first, followed by restricted dollars, if appropriate.

Cash and Equivalents

The Colleges consider all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at fair value as of date of donation. In accordance with the Board's capitalization policy, vehicles, equipment and works of art and historical treasures with a unit cost of at least \$5,000 are capitalized. Land, building, leasehold and infrastructure improvements with a unit cost of \$50,000 or more are capitalized. Software with a unit cost of \$500,000 or more is capitalized. Interest cost on debt related to capital assets is capitalized during the construction period and then depreciated over the life of the project. The Colleges' capital assets, with the exception of land and construction in progress are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 50 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Restricted expendable net position includes certain capital funds appropriated by the State of Vermont to the Vermont Department of Buildings and General Services for the benefit of VSC and unexpended as of fiscal year-end.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Investments

Investments are stated at fair value. Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is possible that changes in the values of the investment securities will occur and that such changes could materially affect the amounts reported in the statement of net position.

Other Significant Accounting Policies

The Colleges' employees are granted vacation and sick leave in varying amounts. In the event of termination, an employee is paid for those accumulated vacation and sick days allowable in accordance with the applicable union contract in force or in the case of non-union personnel, according to the State or Colleges policy.

Amounts of vested and accumulated vacation leave are reported as accrued compensation and benefits. Amounts are determined based upon the personal service rates in effect as of the balance sheet date. No liability is recorded for non-vesting accumulating rights to receive vacation and sick pay benefits.

Refundable Grants

Refundable grants consist primarily of the refundable portion of the Federal Perkins and Nursing Student loans.

The Federal Perkins Loan Program Extension Act of 2015 (the "Extension Act"), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017. Students that received a fall semester Perkins loan disbursement before October 1, 2017 can receive a spring semester Perkins loan disbursement. The Colleges are currently evaluating alternative methods of financial aid for students affected by the Extension Act for the 2018-19 academic year.

Unearned Revenue and Deposits

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are reported as unearned revenues.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Student Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to students, and they are reflected as expenses.

Bond and Note Premiums

Bond and note underwriters' premiums are amortized on the straight-line basis over the life of the respective bond. VSC incurred bond premiums related to the 2010, 2013 and 2017 bonds at the time of the issuance of the bonds. The bond premium for the 2010 bond of \$377,743 is amortized on a straight-line basis over approximately 8.5 years. The bond premium for the 2013 bond of \$1,898,889 is amortized over 20 years. The bond premium for the 2017 bond of \$10,557,129 is amortized over 20.5 years. Cumulative amortization of the bond premium totaled \$2,062,514 and \$1,404,783 as of June 30, 2019 and 2018, respectively. The bond premium is included in bonds and notes payable.

Post-employment Benefits Other Than Pensions ("OPEB")

GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions* ("GASB 75"), require governments to account for other post-employment benefits ("OPEB"), primarily healthcare, on an accrual basis rather than on a pay-as-you-go basis. The effect is the net OPEB liability is to be measured as the present value of projected benefit payments to be provided to current active and inactive employees that is attributed to those employees' past periods of service. The Statement requires that the actuarial present value of projected benefit payments be attributed to the periods of employee services using the entry age actuarial cost method with each period's service cost determined as a level percentage of pay.

Income Taxes

The Internal Revenue Service has determined that the Colleges are a wholly-owned instrumentality of the State of Vermont, and as such are generally exempt from federal income tax. However, the Colleges are subject to federal income tax on unrelated business income.

Grants

The Colleges receive financial assistance from federal and state agencies in the form of grants and entitlements. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit by the granting agency.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Use of Estimates in Financial Statement Preparation

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, net position classification, and determining the other post-employment benefits liability.

New Governmental Accounting Pronouncements

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of net position and a statement of changes in net position. Pension and other employee-benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not yet evaluated the effects of the implementation of this Statement.

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Statement. Management is in the process of evaluating this Statement and has not yet determined its impact on the financial statements.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements - continued

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

Reclassifications

Certain amounts on the 2018 financial statements have been reclassified to conform to the 2019 presentation.

Note 2 - **Cash and Equivalents, and Investments**

Cash and Equivalents

Cash and equivalents with maturities of 90 days or less from purchase date are recorded at cost, which approximates market value.

In operating a central treasury and investment pool, individual college cash receipts (except the federal loan funds) are deposited in separate collection deposit accounts in the name of VSC. Disbursements are made from other bank accounts that are funded by transfers from the central treasury.

In accordance with the Uniform Prudent Management of Institutional Funds Act, VSC deems all realized and unrealized gains on permanently restricted investments to be temporarily restricted if the income is restricted by the donor. Absent donor restrictions, the Board of Trustees has adopted a spending policy whereby 5% of the lesser of the current market value of investments or the average portfolio value over the last three years is allowed to be drawn down and allocated to operations.

Cash and equivalents included with non-current assets are restricted primarily for specific programs or to be used to pay for capital construction projects.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Cash and Equivalents - continued

At June 30, 2019, the balance of current assets - cash and equivalents consists of approximately \$14,000 in petty cash, and the remainder deposited in Federal Deposit Insurance Corporation ("FDIC") insured banking institutions of approximately \$12,766,000 per the accounting records of the Colleges, and approximately \$14,907,000 per bank records. Of the bank balances, approximately \$700,000 was covered by federal depository insurance and approximately \$14,207,000 was uninsured and uncollateralized at June 30, 2019.

At June 30, 2019, the balances of non-current assets - cash and equivalents deposited in FDIC insured banking institutions were approximately \$1,306,000 per the accounting records of the Colleges, and approximately \$1,306,000 per bank records. Of the bank balances, approximately \$250,000 was covered by federal depository insurance and approximately \$1,056,000 was uninsured and uncollateralized at June 30, 2019.

At June 30, 2018, the balance of current assets - cash and equivalents consists of approximately \$14,000 in petty cash, and the remainder deposited in Federal Deposit Insurance Corporation ("FDIC") insured banking institutions of approximately \$17,955,000 per the accounting records of the Colleges, and approximately \$18,631,000 per bank records. Of the bank balances, approximately \$732,000 was covered by federal depository insurance and approximately \$17,900,000 was uninsured and uncollateralized at June 30, 2019.

At June 30, 2018, the balances of non-current assets - cash and equivalents deposited in FDIC insured banking institutions were approximately \$435,000 per the accounting records of the Colleges, and approximately \$413,000 per bank records. Of the bank balances, approximately \$329,000 was covered by federal depository insurance and approximately \$84,000 was uninsured and uncollateralized at June 30, 2018.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments

Investments of the various funds at June 30, 2019 are as follows:

	<u>Fair Value</u>	<u>Cost</u>
U.S. Government bonds	\$ 9,394,940	\$ 9,186,397
Corporate bonds	8,847,291	8,747,382
Common stock	15,553,273	13,350,519
Hedge fund shares	1,125,677	1,000,000
Mutual funds	10,305,114	9,972,751
Money market	2,751,826	2,749,018
Held by bond trustee	<u>3,147,989</u>	<u>3,147,989</u>
Total Investments	<u>\$ 51,126,110</u>	<u>\$ 48,154,056</u>

Investments of the various funds at June 30, 2018 are as follows:

	<u>Fair Value</u>	<u>Cost</u>
U.S. Government bonds	\$ 8,515,105	\$ 8,851,740
Corporate bonds	9,761,429	10,175,628
Common stock	15,264,667	11,604,348
Hedge fund shares	1,096,984	1,000,000
Mutual funds	10,038,619	9,757,802
Money market	1,507,512	1,506,665
Held by bond trustee	<u>4,942,501</u>	<u>4,942,501</u>
Total Investments	<u>\$ 51,126,817</u>	<u>\$ 47,838,684</u>

Investment maturities include deposits held by the bond trustee, which are invested in various government securities, corporate bonds, commercial grade paper, and money market accounts. The majority of these funds are related to the 2013 and 2010 bonds, and they are held in the bond fund, the reserve fund, and the construction fund. Within the bond fund, there is a principal account, an interest account, and a sinking fund account.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

<u>Investment Type</u>	<u>Market Value</u>	<u>2019</u> <u>Investment Maturities (in years)</u>			
		<u>Less than 1</u>	<u>1-5</u>	<u>6-10</u>	<u>More than 10</u>
Money Market Investments	\$ 2,751,826	\$ 2,751,826	\$ -	\$ -	\$ -
Corporate Bonds	8,847,291	1,377,845	4,757,159	2,712,287	-
U.S. Govt. Bonds	<u>9,394,940</u>	<u>885,072</u>	<u>6,128,619</u>	<u>2,381,249</u>	<u>-</u>
Total	<u>\$ 20,994,057</u>	<u>\$ 5,014,743</u>	<u>\$ 10,885,778</u>	<u>\$ 5,093,536</u>	<u>\$ -</u>

Other Investments

Common Stock and Mutual Funds	26,984,064
Held by Bond Trustee	<u>3,147,989</u>
Total	<u>\$ 51,126,110</u>

<u>Investment Type</u>	<u>Market Value</u>	<u>2018</u> <u>Investment Maturities (in years)</u>			
		<u>Less than 1</u>	<u>1-5</u>	<u>6-10</u>	<u>More than 10</u>
Money Market Investments	\$ 1,507,512	\$ 1,507,512	\$ -	\$ -	\$ -
Corporate Bonds	9,761,429	1,982,627	5,382,623	2,396,179	-
U.S. Govt. Bonds	<u>8,515,105</u>	<u>2,302,520</u>	<u>3,506,208</u>	<u>2,706,377</u>	<u>-</u>
Total	<u>\$ 19,784,046</u>	<u>\$ 5,792,659</u>	<u>\$ 8,888,831</u>	<u>\$ 5,102,556</u>	<u>\$ -</u>

Other Investments

Common Stock and Mutual Funds	26,400,270
Held by Bond Trustee	<u>4,942,501</u>
Total	<u>\$ 51,126,817</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

Realized gain (loss) is included as a component of investment income. The calculation of realized gains (losses) is independent of the calculation of the net increase (decrease) in the fair value of investments. Realized gains and losses on investments that had been held in more than one fiscal year and sold in the current year may have been recognized as an increase or decrease in the fair value of investments reported in the prior year.

Investment income for the years ended June 30, is as follows:

	<u>2019</u>	<u>2018</u>
Interest and dividend income	\$ 1,230,390	\$ 1,206,026
Net realized and unrealized gain (loss)	<u>1,514,228</u>	<u>1,109,314</u>
Total investment income	2,744,618	2,315,340
Less: management fees	<u>(182,464)</u>	<u>(186,653)</u>
Investment income, net	<u>\$ 2,562,154</u>	<u>\$ 2,128,687</u>

VERMONT STATE COLLEGES
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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

The risk categories for the bond fund holdings held by VSC at June 30, are as follows:

<u>Investment rating*</u>	<u>2019</u>	<u>2018</u>
AAA	\$ 9,733,021	\$ 8,554,868
AA+	83,350	19,961
AA	1,766,436	2,208,674
AA-	860,615	224,407
A+	643,655	901,075
A	2,339,099	3,013,271
A-	1,346,719	1,542,103
BBB+	1,219,060	1,028,935
BBB	250,276	581,413
BBB-	-	201,827
BB+	-	-
BB	-	-
BB-	-	-
B+	-	-
B	-	-
B-	-	-
CCC+	-	-
Unrated	<u>2,751,826</u>	<u>1,507,512</u>
	<u>\$ 20,994,057</u>	<u>\$ 19,784,046</u>

*These ratings are determined by Standard & Poor's, a division of The McGraw-Hill Companies, Inc. All ratings represent the opinions of the research provider and are disclaimed as not representations or guarantees of performance.

VERMONT STATE COLLEGES

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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

The applicable risk ratings as defined by Standard & Poor's are as follows:

AAA - An obligation rated 'AAA' has an extremely strong capacity to meet its financial commitments. It is the highest rating given to an obligor.

AA - An obligation rated 'AA' differs from the highest rated obligations only to a small degree. The obligor's capacity to meet its financial commitment on the obligation is very strong.

A - An obligation rated 'A' is somewhat more susceptible to the adverse effects of changes in circumstances and economic conditions than obligations in higher rated categories. However, the obligor's capacity to meet its financial commitment on the obligation is still strong.

BBB - An obligation rated 'BBB' exhibits adequate protection parameters. However, adverse economic conditions or changing circumstances are more likely to lead to a weakened capacity of the obligor to meet its financial commitment on the obligation.

BB - An obligation rated 'BB' is less vulnerable to non-payment than other speculative issues. However, it faces major ongoing uncertainties or exposure to adverse business, financial or economic conditions, which could lead to the obligor's inadequate capacity to meet its financial commitment on the obligation.

B - An obligation rated 'B' is more vulnerable to nonpayment than obligations rated 'BB', but the obligor currently has the capacity to meet its financial commitment on the obligation. Adverse business, financial, or economical conditions will likely impair the obligor's capacity or willingness to meet its financial commitment on the obligation.

CCC - An obligation rated 'CCC' is currently vulnerable to non-payment and is dependent upon favorable business, financial and economic conditions for the obligor to meet its financial commitment on the obligation. In the event of adverse business, financial or economic conditions, the obligor is not likely to have the capacity to meet its financial commitment on the obligation.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

Plus (+) or minus (-): The ratings from 'AAA' to 'CCC' may be modified by the addition of a plus (+) or minus (-) sign to show relative standing within the major rating categories.

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

The asset's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

U.S. Government Bonds: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

Corporate Bonds: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

Common Stock: Value based on quoted prices in active markets of similar instruments.

Hedge Fund Shares: Hedge fund shares held by the Colleges are closed-end hedge funds that are registered with the SEC. The fair values of the investments in this class have been estimated using the net asset value ("NAV") per share of the investments. The hedge fund shares held by the Colleges have redemption periods under 90 days and are considered redeemable in the near term.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Fair Value Hierarchy - continued

Mutual funds: Valued at daily closing price as reported by the fund. Mutual funds held by the Colleges are open-end mutual funds that are registered with the SEC. These funds are required to publish their daily net asset value (“NAV”) and to transact at that price. The mutual funds held by the Colleges are deemed to be actively traded.

Money market: Value based on quoted prices in active markets of similar instruments.

Held by bond trustee: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine if the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following tables set forth by level, within the fair value hierarchy, the fair value of the Plan’s assets measured on a recurring basis:

Assets at Fair Value as of June 30, 2019

	Level 1	Level 2	Level 3	Total
U.S. Government bonds	\$ 9,394,940	\$ -	\$ -	\$ 9,394,940
Corporate bonds	-	8,847,291	-	8,847,291
Common stock	15,553,273	-	-	15,553,273
Hedge fund shares	-	1,125,677	-	1,125,677
Mutual funds	10,305,114	-	-	10,305,114
Money market	2,751,826	-	-	2,751,826
Held by bond trustee	3,147,989	-	-	3,147,989
Total Assets at Fair Value	\$ 41,153,142	\$ 9,972,968	\$ -	\$ 51,126,110

VERMONT STATE COLLEGES
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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Fair Value Hierarchy - continued

Assets at Fair Value as of June 30, 2018

	Level 1	Level 2	Level 3	Total
U.S. Government bonds	\$ 8,515,105	\$ -	\$ -	\$ 8,515,105
Corporate bonds	-	9,761,429	-	9,761,429
Common stock	15,264,667	-	-	15,264,667
Hedge fund shares	-	1,096,984	-	1,096,984
Mutual funds	10,038,619	-	-	10,038,619
Money market	1,507,512	-	-	1,507,512
Held by bond trustee	4,942,501	-	-	4,942,501
Total Assets at Fair Value	<u>\$ 40,268,404</u>	<u>\$ 10,858,413</u>	<u>\$ -</u>	<u>\$ 51,126,817</u>

Note 3 - **Accounts Receivable, Notes Receivable and Allowance for Bad Debts**

The composition of the Colleges' accounts receivable at June 30, is summarized as follows:

	<u>2019</u>	<u>2018</u>
Student accounts receivable	\$ 12,468,104	\$ 11,713,723
Grants receivable	6,415,040	4,686,487
Other receivable	<u>2,605,519</u>	<u>1,273,910</u>
Subtotal	21,488,663	17,674,120
Allowance for doubtful accounts	<u>(6,875,265)</u>	<u>(6,290,045)</u>
Total accounts receivable, net	<u>\$ 14,613,398</u>	<u>\$ 11,384,075</u>

The notes receivable balance in the statements of net position represent the Perkins notes receivable. It is shown net of an allowance for bad debts of approximately \$1,214,000 and \$1,203,000 at June 30, 2019 and 2018, respectively. This allowance is the aggregate that was reserved for by each college based upon historical bad loan reserve requirements, the net increase in the allowance of \$11,000 and \$584,000 in 2019 and 2018, respectively, has been reflected in operating expenses.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities**

Long-term liabilities consist of the following at June 30,:

	2019				
	Beginning balances	Additions	Reductions	Ending balances	Current portion
Long-term liabilities					
Bonds and notes payable	\$ 125,023,978	\$ -	\$ 3,937,732	\$ 121,086,246	\$ 2,503,616
Net OPEB obligation	188,498,148	505,402	-	189,003,550	-
Other liabilities	247,529	224,865	247,528	224,866	-
Refundable grants	6,037,232	-	488	6,036,744	-
Total long-term liabilities	\$ 319,806,887	\$ 730,267	\$ 4,185,748	\$ 316,351,406	\$ 2,503,616
	2018				
	Beginning balances	Additions	Reductions	Ending balances	Current portion
Long-term liabilities					
Bonds and notes payable	\$ 129,006,709	\$ -	\$ 3,982,731	\$ 125,023,978	\$ 3,937,732
Net OPEB obligation	171,508,646	16,989,502	-	188,498,148	-
Other liabilities	66,107	252,677	71,255	247,529	-
Refundable grants	6,037,793	-	561	6,037,232	-
Total long-term liabilities	\$ 306,619,255	\$ 17,242,179	\$ 4,054,547	\$ 319,806,887	\$ 3,937,732

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Bonds and Notes Payable

Outstanding debt as of June 30, is as follows:

	<u>2019</u>	<u>2018</u>
Revenue Bonds, Series 2010A: 3.0% - 4.0% serial bonds aggregating \$5,710,000 maturing 2011 through 2018 and a \$5,375,000 4.0% term bond due July 2017. Interest on the serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$0 and \$44,116 has been added to this liability at June 30, 2019 and 2018, respectively. ¹	\$ -	\$ 1,234,116
Revenue Bonds, Series 2010B: 4.751% - 5.101% serial bonds aggregating \$3,800,000 maturing 2018 through 2020, and 6.101%, 6.861%, and 7.211% term bonds of \$6,255,000, \$5,580,000, and \$14,630,000 due July 2025, July 2030, and July 2040, respectively. Interest on the term bond is payable semi-annually on the unpaid balances. ²	28,780,000	30,265,000
Revenue Bonds, Series 2017: 4.0% - 5.0% serial bonds aggregating \$67,660,000 maturing 2021 through 2037 and Interest on serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$9,465,747 and \$9,984,429 has been added to the liability at June 30, 2019 and 2018, respectively. ³	77,125,757	77,644,429

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Bonds and Notes Payable - continued

Revenue Bonds, Series 2013:

4.0% - 5.0% serial bonds aggregating \$13,715,000 maturing 2015 through 2032 and 3.125% - 5.0% term bonds aggregating \$4,450,000 maturing 2027 through 2030. Interest on serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$1,305,489 and \$1,400,433 has been added to the liability at June 30, 2019 and 2018, respectively.

\$ 15,180,489 \$ 15,880,433

\$ 121,086,246 \$ 125,023,978

¹ In December 2010, VSC issued Revenue Bonds, Series 2010A, in the principal amount of \$11,085,000. The 2010A Bonds were issued for the purpose of (1) refinancing a portion of the Series 1998 Bonds; (2) refinancing certain indebtedness of VSC including loans to improve the Blair Park, Williston, Randolph, and Vermont campuses of VSC; and (3) paying the costs of issuance of the 2010A Bonds.

² In December 2010, VSC issued Federally Taxable Build America Bonds, Series 2010B, in the principal amount of \$30,265,000. The 2010B Bonds were issued for the purpose of (1) financing certain upgrades to the Community College of Vermont's Montpelier campus, including a 12,000 square foot building addition; (2) constructing a new residence hall and other related improvements at Castleton University; (3) renovating an academic building and a visual arts center at Johnson State College; (4) expanding parking facilities at Lyndon State College together with building improvements for Lyndon State College's journalism program; (5) financing library renovations, the installation of certain energy or heating systems, construction of additional on-campus housing at the Randolph campus of Vermont Technical College ("VTC"), and improvements at VTC's Blair Park, Williston, Vermont campus; and (6) paying the costs of issuance of the 2010B Bonds. VSC is expected to receive a 35% subsidy of the interest paid on the Series 2010B Build America Bonds from the Federal Government, which will be recorded as a reduction of bond interest expense. (Sequester for federal budget reduced subsidy of interest by 7.6%).

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Bonds and Notes Payable - continued

³ On May 24, 2017, VSC issued the Vermont State Colleges System Bonds 2017 Series A, in the principal amount of \$67,660,000. The 2017 Bond was issued for the purpose of (1) refinancing certain indebtedness of VSC; (2) paying the costs of issuance of the 2017 Series A Bond; and (3) paying the breakage fee for the interest rate swap agreements. The College entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. The refunding increased the College's total debt service by \$15,163,384 and resulted in an economic gain (difference between the present value of the old and new debt service payments) of \$1,051,774.

Debt Roll-Forward

Long-term debt activity for the years ended June 30, 2019 and 2018 was as follows:

	<u>Balance June 30, 2018</u>	<u>Additions</u>	<u>Repayment</u>	<u>Balance June 30, 2019</u>	<u>Current Portion</u>
Series 2010-A	\$ 1,190,000	\$ -	\$ (1,190,000)	\$ -	\$ -
Series 2010-B	30,265,000	-	(1,485,000)	28,780,000	1,135,000
Series 2010 Bond Premium	44,116	-	(44,116)	-	-
Series 2010 Bonds	<u>31,499,116</u>	<u>-</u>	<u>(2,719,116)</u>	<u>28,780,000</u>	<u>1,135,000</u>
Series 2013	14,480,000	-	(605,000)	13,875,000	755,000
Series 2013 Bond Premium	1,400,433	-	(94,944)	1,305,489	94,944
Series 2013 Bonds	<u>15,880,433</u>	<u>-</u>	<u>(699,944)</u>	<u>15,180,489</u>	<u>849,944</u>
Series 2017	67,660,000	-	-	67,660,000	-
Series 2017 Bond Premium	9,984,429	-	(518,672)	9,465,757	518,672
Series 2017 Bonds	<u>77,644,429</u>	<u>-</u>	<u>(518,672)</u>	<u>77,125,757</u>	<u>518,672</u>
Total Bonds and Notes Payable	<u>\$ 125,023,978</u>	<u>\$ -</u>	<u>\$ (3,937,732)</u>	<u>\$ 121,086,246</u>	<u>\$ 2,503,616</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Debt Roll-Forward - continued

	<u>Balance</u> <u>June 30, 2017</u>	<u>Additions</u>	<u>Repayment</u>	<u>Balance</u> <u>June 30, 2018</u>	<u>Current</u> <u>Portion</u>
Series 2010-A	\$ 3,055,000	\$ -	\$ (1,865,000)	\$ 1,190,000	\$ 1,190,000
Series 2010-B	30,265,000	-	-	30,265,000	1,485,000
Series 2010 Bond Premium	88,232	-	(44,116)	44,116	44,116
Series 2010 Bonds	<u>33,408,232</u>	<u>-</u>	<u>(1,909,116)</u>	<u>31,499,116</u>	<u>2,719,116</u>
Series 2013	15,940,000	-	(1,460,000)	14,480,000	605,000
Series 2013 Bond Premium	1,495,377	-	(94,944)	1,400,433	94,944
Series 2013 Bonds	<u>17,435,377</u>	<u>-</u>	<u>(1,554,944)</u>	<u>15,880,433</u>	<u>699,944</u>
Series 2017	67,660,000	-	-	67,660,000	-
Series 2017 Bond Premium	10,503,100	-	(518,671)	9,984,429	518,672
Series 2017 Bonds	<u>78,163,100</u>	<u>-</u>	<u>(518,671)</u>	<u>77,644,429</u>	<u>518,672</u>
Total Bonds and Notes Payable	<u>\$ 129,006,709</u>	<u>\$ -</u>	<u>\$ (3,982,731)</u>	<u>\$125,023,978</u>	<u>\$ 3,937,732</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Debt Roll-Forward - continued

Maturities of long-term debt for the next five fiscal years and thereafter are as follows:

Years Ending <u>June 30,</u>	Principal <u>Amount</u>	Interest <u>Amount</u>
2020	\$ 1,890,000	\$ 4,135,674
2021	1,960,000	4,108,972
2022	4,640,000	4,025,732
2023	4,860,000	3,861,557
2024	5,095,000	3,689,313
2025-2029	27,720,000	14,211,427
2030-2034	32,220,000	4,744,427
2035-2039	28,425,000	571,576
2040-2041	<u>3,505,000</u>	<u>252,746</u>
	<u>\$ 110,315,000</u>	<u>\$ 39,601,424</u>

Amortization of the bond premiums and deferred loss on debt refunding are included in interest expense.

According to the terms of the agreements under which the revenue bonds were sold, the bonds are general obligations of VSC. The 2013 and 2010 Revenue Bonds are also collateralized by deposits held by the trustee in the Bond Fund. VSC is required to make payments to the trustee for deposit into the Bond Fund sufficient to pay the principal and interest fund requirements, when due.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 5 - **Deferred Outflows of Resources - Debt Refunding**

During 2017, VSC paid a breakage fee of \$10,931,885 to discontinue all of its interest rate swap agreements. The breakage fee is recorded on the statements of net position as a "deferred loss on debt refunding" and is amortized of the life of the old debt it was associated with and is included with interest expense. The amortization of the breakage fee that was included in interest expense was \$1,003,345 for the years ended June 30, 2019 and 2018.

Note 6 - **Functional Expense Classification**

The following table details VSC's operating expenses by functional expense classification as of June 30,:

	<u>2019</u>	<u>2018</u>
Instruction	\$ 55,107,218	\$ 56,708,525
Research	42,237	43,806
Public service	9,597,218	10,079,874
Academic support	22,496,341	20,464,012
Student services	39,393,272	39,368,958
Institutional support	37,267,090	36,771,677
Physical plant	5,574,191	6,069,746
Student financial support	6,318,011	5,836,701
Depreciation	<u>10,084,696</u>	<u>9,842,721</u>
Total	<u>\$ 185,880,274</u>	<u>\$ 185,186,020</u>

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 7 - **Appropriations**

VSC's operating appropriation from the State of Vermont is made directly to the Colleges and is drawn down on the basis of a monthly allotment. Included in the annual State appropriation for operations is funding for Allied Health of approximately \$1,158,000 in fiscal years 2019 and 2018; VMEC of approximately \$428,000 in fiscal year 2019 and 2018.

Capital appropriations for VSC made from the State Bond Funds were approximately \$3,000,000 and \$2,500,000 in fiscal years 2019 and 2018, respectively.

Note 8 - **Retirement Plans**

Eligible faculty and staff participate in a defined contribution retirement plan administered by Teachers Insurance Annuity Association and College Retirement Equities Fund ("TIAA-CREF"). For the years ended June 30, 2019 and 2018, the Colleges' total payroll expense was approximately \$78,107,000 and \$79,584,000, respectively, of which approximately \$51,902,000 and \$53,887,000 represented salaries and wages of employees covered under the defined contribution plan, respectively. The Colleges' requirements to contribute to the retirement plan are specified by four collective bargaining agreements and by personnel policies for non-represented employees. Employer contribution rates are established by employee category. There are no required employee contributions to the plan. Depending upon the position category, employees may be eligible for the plan from as early as date of hire to as long as two years from date of hire. All eligible employees are vested from the date of eligibility. During the years ended June 30, 2019 and 2018, contributions made by the Colleges under this plan totaled approximately \$5,163,000 and \$5,357,000, or approximately 9.95% and 9.94% of covered salaries, respectively.

Additionally, certain employees participate in one of two defined benefit plans (Vermont Employees Retirement System or Vermont State Teachers Retirement System). Employees who were participants in either of these plans prior to their employment by the Colleges are allowed to continue participation. During the years ended June 30, 2019 and 2018, there were no covered salaries for employees participating in the Vermont Employees Retirement System and there were no employer contributions. There were no contributions to the Vermont State Teachers Retirement System during 2019 and 2018.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 8 - **Retirement Plans - Continued**

In addition, full-time faculty employees who have worked for the Colleges for 15 years may elect early retirement at age 55 and receive 50% of their annual salary as of their retirement date; full-time faculty employees who have worked for VSC for ten years may elect early retirement at age 55 and receive 40% of their annual salary as of their retirement date. In addition, VSC will pay 12% of the retiree's early retirement wages to the individual. This 12% payment represents VSC's contribution, which would have been made to the individual TIAA/CREF pension account. The payments due under this program are funded by VSC, as needed. During the years ended June 30, 2019 and 2018, contributions for these benefits were approximately \$899,000 and \$850,000, respectively.

The early retirement benefit is no longer being offered to new hires, but those employees who were eligible for early retirement before the benefit was discontinued have the option of electing for early retirement in October of every year. The benefit will be completely phased out when those employees currently eligible for early retirement either elect for early retirement or reach the age of 65.

Note 9 - **Post-Employment Benefits Other Than Pension**

Plan Description: VSC administers a self-insured single-employer defined benefit healthcare plan. The plan provides 100% of the lifetime healthcare payments for eligible employees, spouses or civil union partners. The self-insured plan, administered by CIGNA, covers both active and retired members. Benefit provisions are established through negotiations between VSC and the unions representing VSC employees, and they are reviewed during the bargaining period prior to the termination date of each union contract. The retiree healthcare plan does not issue a publicly available financial report. The following employees were covered by the benefits terms at June 30,:

	<u>2019</u>	<u>2018</u>
Retirees and Beneficiaries	607	554
Active plan members	<u>891</u>	<u>994</u>
Total plan members	<u>1,498</u>	<u>1,588</u>

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - **Post-Employment Benefits Other Than Pension - Continued**

Funding Policy: Contribution requirements are also negotiated between VSC and union representatives. VSC contributes 100% of the current-year utilization costs for eligible employees, spouses or civil union partners. For the fiscal years 2019 and 2018, VSC recognized employer contributions of \$6,181,621 and \$6,318,175, respectively, for both healthcare and early retirement. The plan is financed on a pay-as-you-go basis. In fiscal years 2019 and 2018, there were no member contributions. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

Annual OPEB Cost and Net OPEB Obligation: VSC's OPEB cost (expense) includes most changes in the net OPEB liability. The effect of changes such as service costs and interest on the total OPEB liability must be reported in the current reporting period as an OPEB expense. The effects of changes such as the change in actuarial assumptions and differences between expected and actual experiences are required to be included in OPEB expense over the current and future periods. Such changes must be amortized in a systematic and rational manner over a closed period equal to the average of the expected remaining service lives of all employees that are provided with benefits through the OPEB plan beginning in the current period.

At June 30, 2019 and 2018, VSC reported a total net OPEB liability of \$189,003,550 and \$188,498,148, respectively. The total net OPEB liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, the measurement date, and the actuarial valuation date of July 1, 2017 was rolled forward from the prior measurement date of June 30, 2017. The total net OPEB liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, the measurement date, and the total net OPEB liability was determined by an actuarial valuation date as of July 1, 2017.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - **Post-Employment Benefits Other Than Pension - Continued**

The following table shows the components of VSC's annual OPEB costs for the year ended June 30, 2019 and 2018 and the changes in VSC's net OPEB obligation to the Retiree Health and Early Retirement Plans:

	<u>2019</u>	<u>2018</u>
Interest on total OPEB obligation	\$ 6,647,387	\$ 6,185,677
Service Cost	4,515,546	4,359,477
Amortization of current year for difference between expected and actual experience	951,327	1,254,299
Amortization of current year for changes in plan actuarial assumptions	<u>(186,281)</u>	<u>68,301</u>
Annual OPEB cost	11,927,979	11,867,754
Difference between expected and actual experience to be recognized in future years	(2,729,774)	10,987,660
Difference between changes in plan actuarial assumptions to be recognized in future years	(2,293,777)	598,313
Benefit payments	<u>(6,399,026)</u>	<u>(6,464,225)</u>
Increase in net OPEB obligation	505,402	16,989,502
Net OPEB obligation - Beginning of Year	<u>188,498,148</u>	<u>171,508,646</u>
Net OPEB obligation - End of Year	<u>\$ 189,003,550</u>	<u>\$ 188,498,148</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - **Post-Employment Benefits Other Than Pension - Continued**

Deferred Outflows of Resources related to OPEB:

VSC reported deferred outflows of resources related to OPEB from the following sources for the year ended June 30,:

<u>Deferred Outflows of Resources</u>	<u>2019</u>	<u>2018</u>
Differences between projected and actual experience	\$ 9,733,361	\$ 10,987,660
Changes in plan actual assumptions	530,012	598,313
Contributions subsequent to the measurement date	<u>6,181,621</u>	<u>6,318,175</u>
Total	<u>\$ 16,444,994</u>	<u>\$ 17,904,148</u>

Deferred Inflows of Resources related to OPEB:

VSC reported deferred inflows of resources related to OPEB from the following sources for the year ended June 30,:

<u>Deferred Inflows of Resources</u>	<u>2019</u>	<u>2018</u>
Differences between projected and actual experience	\$ 2,426,803	\$ -
Changes in plan actual assumptions	2,039,195	-
Contributions subsequent to the measurement date	<u>-</u>	<u>-</u>
Total	<u>\$ 4,465,998</u>	<u>\$ -</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - **Post-Employment Benefits Other Than Pension - Continued**

VSC's contributions of \$6,181,621 and \$6,318,175 made during fiscal year ending 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in the succeeding year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending <u>June 30,</u>		
2020	\$	765,047
2021		765,047
2022		765,047
2023		765,047
2024		765,047
2025-2027		<u>1,972,140</u>
	<u>\$</u>	<u>5,797,375</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - **Post-Employment Benefits Other Than Pension - Continued**

Actuarial Assumptions: The total net OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	<u>June 30, 2018</u>	<u>June 30, 2017</u>
Inflation	2.6%	2.6%
Salary increases	3.5% per year	3.5% per year
Discount rate	3.87%	3.58%
Healthcare Cost Trend Rate	5.4%, decreasing incrementally to an ultimate rate of 5.1% in 2021 then increasing from 5.1% to 5.3% in 2022 and then decreasing incrementally to an ultimate rate of 3.8% in 2040	5.5%, decreasing incrementally to an ultimate rate of 5.1% in 2021 then increasing from 5.1% to 5.3% in 2022 and then decreasing incrementally to an ultimate rate of 3.8% in 2040

The discount rate was based on the Bond Buyer 20-Bond GO Index.

Future Employment: Age related turnover rates were developed based on the experience from the years ended June 30, 2005 through 2009. These rates were used as the basis for assigning active members a probability of remaining employed until the assumed retirement age and for developing an expected future working lifetime assumption for purposes of allocating to periods the present value of total benefits to be paid.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - **Post-Employment Benefits Other Than Pension - Continued**

Mortality: Life expectancies were based on the RP-2006 Table (base rates underlying RP-2014) projected to 2017 and thereafter, with MP-2017 projection scale which is published by the Retirement Plans Experience Committee of the Society of Actuaries.

Retirement Rate: Age-related retirement rates tables were developed based on input and analysis of the current retiree population overall and the new retirees over the last five years. The age related tables assumed rates of retirement beginning at age 55.

Marital Status: Marital status of member at the calculation date was assumed to be 70% married based on current retiree population. Spousal participation was assumed to be 90% at the calculation date.

Healthcare Cost Trend Rate: Dental claims are expected to increase at 2.0 per annum. Medical trend rates are based on the Society of Actuaries ("SOA") Long-Run Medical Cost Trend Model. The economic assumptions used were the following:

- Rate of Inflation - 2.6%
- Rate of Growth in Real Income/GDP per Capita - 1.15%
- Extra Trend due to Technology - 1.00%
- Health Share of GDP Resistance Point - 20%
- Year for limiting Cost Growth to GDP Growth 2040

Sensitivity of the Colleges' proportionate share of the net OPEB liability to changes in the discount rate: The following presents the Colleges' proportionate share of the net OPEB liability, as well as what the Colleges' proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

1.00% Decrease	<u>2019</u> Current	1.00% Increase
(2.87%)	Discount Rate	(4.87%)
(2.87%)	(3.87%)	(4.87%)
\$ 211,446,681	\$ 189,003,550	\$ 170,026,659

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - **Post-Employment Benefits Other Than Pension - Continued**

	<u>2018</u>	
1.00% Decrease	Current Discount Rate	1.00% Increase
(2.58%)	(3.58%)	(4.58%)
\$ 211,679,150	\$ 188,498,148	\$ 168,925,037

Sensitivity of the Colleges' proportionate share of the net OPEB liability to changes in the healthcare cost trend rates: The following presents the Colleges' proportionate share of the net OPEB liability, as well as what the Colleges' proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

<u>2019</u>		
Current Healthcare		
<u>1.00% Decrease</u>	<u>Cost Trend Rate (A)</u>	<u>1.00% Increase</u>
\$ 167,824,500	\$ 189,003,550	\$ 214,438,450

<u>2018</u>		
Current Healthcare		
<u>1.00% Decrease</u>	<u>Cost Trend Rate (A)</u>	<u>1.00% Increase</u>
\$ 168,232,241	\$ 188,498,148	\$ 212,785,134

(A) - See page 53 for current healthcare cost trend rate.

Note 10 - **Leases**

The Colleges have various operating leases for classrooms, office space, equipment and motor vehicles. The majority of these leases have terms equal to or less than ten years and in some cases contain escalation and maintenance clauses, as well as renewal options. Total rental expense for all operating leases was approximately \$2,935,000 and \$3,067,000 in 2019 and 2018, respectively.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 10 - **Leases - continued**

Future minimum rental payments required under operating leases with non-cancelable terms in excess of one year at June 30, 2019 are as follows:

Years Ending June 30,	<u>Real Estate</u>	<u>Vehicles and Equipment</u>	<u>Total</u>
2020	\$ 2,961,578	\$ 390,285	\$ 3,351,863
2021	2,747,905	366,068	3,113,973
2022	2,256,853	322,731	2,579,584
2023	1,873,936	260,030	2,133,966
2024 and thereafter	6,461,919	53,084	6,515,003
	<u>\$ 16,302,191</u>	<u>\$ 1,392,198</u>	<u>\$ 17,694,389</u>

VERMONT STATE COLLEGES
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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 11 - **Capital Assets**

Property and equipment activity for the years ended June 30, 2019 and 2018 is summarized below:

	<u>Balance</u> <u>June 30, 2018</u>	<u>Additions</u>	<u>Transfers</u>	<u>Retirements</u>	<u>Balance</u> <u>June 30, 2019</u>
Land	\$ 9,004,664	\$ -	\$ -	\$ -	\$ 9,004,664
Construction-in-process	<u>908,493</u>	<u>3,423,799</u>	<u>(2,727,788)</u>	<u>-</u>	<u>1,604,504</u>
Subtotal - Capital assets not depreciated	<u>9,913,157</u>	<u>3,423,799</u>	<u>(2,727,788)</u>	<u>-</u>	<u>10,609,168</u>
Infrastructure	39,864,432	-	1,134,089	-	40,998,521
Buildings and improvements	259,347,174	-	1,203,878	-	260,551,052
Leasehold improvements	4,090,271	-	-	-	4,090,271
Equipment	<u>35,411,937</u>	<u>855,205</u>	<u>389,821</u>	<u>(231,699)</u>	<u>36,425,264</u>
Subtotal - Capital assets depreciated	<u>338,713,814</u>	<u>855,205</u>	<u>2,727,788</u>	<u>(231,699)</u>	<u>342,065,108</u>
Less accumulated depreciation	<u>(185,680,251)</u>	<u>(10,084,696)</u>	<u>-</u>	<u>195,380</u>	<u>(195,569,567)</u>
Capital assets, net	<u>\$162,946,720</u>	<u>\$ (5,805,692)</u>	<u>\$ -</u>	<u>\$ (36,319)</u>	<u>\$157,104,709</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 11 - **Capital Assets - Continued**

	Balance <u>June 30, 2017</u>	<u>Additions</u>	<u>Transfers</u>	<u>Retirements</u>	Balance <u>June 30, 2018</u>
Land	\$ 9,004,664	\$ -	\$ -	\$ -	\$ 9,004,664
Construction-in-process	<u>591,775</u>	<u>2,931,519</u>	<u>(2,614,801)</u>	<u>-</u>	<u>908,493</u>
Subtotal - Capital assets not depreciated	<u>9,596,439</u>	<u>2,931,519</u>	<u>(2,614,801)</u>	<u>-</u>	<u>9,913,157</u>
Infrastructure	39,314,228	-	550,204	-	39,864,432
Buildings and improvements	257,449,757	85,794	1,811,623	-	259,347,174
Leasehold improvements	4,090,271	-	-	-	4,090,271
Equipment	<u>34,070,153</u>	<u>1,392,914</u>	<u>252,974</u>	<u>(304,104)</u>	<u>35,411,937</u>
Subtotal - Capital assets depreciated	<u>334,924,409</u>	<u>1,478,708</u>	<u>2,614,801</u>	<u>(304,104)</u>	<u>338,713,814</u>
Less accumulated depreciation	<u>(176,106,780)</u>	<u>(9,842,721)</u>	<u>-</u>	<u>269,250</u>	<u>(185,680,251)</u>
Capital assets, net	<u>\$ 168,414,068</u>	<u>\$ (5,432,494)</u>	<u>\$ -</u>	<u>\$ (34,854)</u>	<u>\$ 162,946,720</u>

Note 12 - **Contingencies and Commitments**

Contingencies

VSC participates in various federally funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures that may be disallowed by the granting agency cannot be determined at this time.

VSC is involved in various claims and legal actions arising in the ordinary course of business. The ultimate disposition of these matters is indeterminable, but in the opinion of management, the amount of ultimate liability would not have a significant impact on VSC's financial condition.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 12 - **Contingencies and Commitments - Continued**

Contingencies - continued

VSC is also exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. VSC manages these risks through a combination of commercial insurance packages purchased in the name of VSC, and through self-insurance for medical and dental claims. VSC has entered into contracts with a third-party claims administrator, which essentially caps medical claim costs (stop-loss) at an agreed-upon level. Individual stop-loss is \$175,000 of paid claims per covered member per year. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. Reserves for medical and dental claims are included in accrued liabilities in the amount of approximately \$2,560,000 at June 30, 2019 and \$1,987,000 at June 30, 2018 and are based on historical data. A medical and dental claim roll-forward is presented below:

	<u>2019</u>	<u>2018</u>
Medical and dental claims reserve, beginning of year	\$ 1,987,000	\$ 1,908,000
Incurred claims	18,747,000	18,393,000
Payments on claims	<u>(18,174,000)</u>	<u>(18,314,000)</u>
Medical and dental claims reserve, end of year	<u>\$ 2,560,000</u>	<u>\$ 1,987,000</u>

VSC self-insures its workers' compensation program and is operated by a third-party claims administrator. Contributions to the plan are based on estimated payroll and rates adjusted by an experience modification factor. VSC has purchased stop-loss insurance, which is effective for individual claims over \$200,000 and for aggregate claims in excess of \$1,085,000 per year. VSC has obtained a letter of credit in the amount of \$450,000 to be used in the event of failure to pay premiums on the stop-loss policy. This is collateralized by a certificate of deposit. A workers' compensation roll-forward is presented below:

	<u>2019</u>	<u>2018</u>
Workers' compensation reserve, beginning of year	\$ 432,000	\$ 265,000
Workers' compensation accrued during the year	640,000	881,000
Claims paid/reserved/claims administration	<u>(775,000)</u>	<u>(714,000)</u>
Workers' compensation reserve, end of year	<u>\$ 297,000</u>	<u>\$ 432,000</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 12 - **Contingencies and Commitments - Continued**

Commitments

VSC has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2019:

<u>Project</u>	<u>Expended through June 30, 2019</u>	<u>Committed Future Costs</u>	<u>Total Committed Costs of Project</u>
VTC Building 200 Roof	\$ -	\$ 94,000	\$ 94,000
NVU-J Site Improvements	254,000	190,000	444,000
NVU-J Willey Window Replacement	147,000	16,000	163,000
CU Jeffords Science Renovation	<u>219,000</u>	<u>529,000</u>	<u>748,000</u>
	<u>\$ 620,000</u>	<u>\$ 829,000</u>	<u>\$ 1,449,000</u>

At June 30, 2019, invoices related to construction projects of approximately \$303,000 were included in accounts payable.

Employment Contracts

The Colleges have employment contracts with certain officers that expire on various dates through fiscal year 2021. The agreements provide for aggregate annual base salaries of \$700,000 and \$165,000 in fiscal years 2020 and 2021, respectively, and may be terminated with cause at any time.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 12 - **Contingencies and Commitments - Continued**

Service Concession Agreements

The Colleges have entered into a service concession agreement with Sodexo Operations, LLC (“Sodexo”) to manage and operate its food services for VSC’s students, faculty, staff, employees and guests through June 2022; the agreement is cancelable by either party at any time. Under the agreement Sodexo shall make annual contributions to VSC to be used at VSC’s discretion for food service facility enhancements. The annual contributions shall commence on July 1st of each year and shall be in accordance with the following schedule:

Years Ending <u>June 30,</u>	
2020	\$ 225,000
2021	487,500
2022	<u>487,500</u>
Total	<u>\$ 1,200,000</u>

REQUIRED SUPPLEMENTARY INFORMATION

DRAFT

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Changes in Total OPEB Liability (Unaudited)

Year ended	June 30, 2019	June 30, 2018
Measurement date	June 30, 2018	June 30, 2017
Valuation date	July 1, 2017	July 1, 2017
Total OPEB liability		
Service Cost	\$ 4,515,546	\$ 4,359,477
Interest	6,647,387	6,185,678
Changes of benefit terms	-	-
Differences between expected and actual experience	(1,778,447)	12,241,959
Changes of assumptions or other inputs	(2,480,058)	666,613
Benefit payments	<u>(6,399,026)</u>	<u>(6,464,225)</u>
Net change in total OPEB liability	505,402	16,989,502
Total OPEB liability - beginning	<u>188,498,148</u>	<u>171,508,646</u>
Total OPEB liability - ending	<u>\$ 189,003,550</u>	<u>\$ 188,498,148</u>
Covered-employee payroll	50,074,973	51,380,910
Total OPEB liability as a percentage of covered-employee payroll	377.44%	366.86%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Required Supplementary Information - OPEB (Unaudited)

June 30, 2019 and 2018

Note 1 - **Change in Plan Assumptions**

Measurement date – June 30, 2018

Change in Trend on Future Costs

The healthcare trend rate decreased from 5.5% to 5.4%.

Change in Discount Rate

The discount rate was increased from 3.58% to 3.87%.

Measurement date – June 30, 2017

Change in Discount Rate

The discount rate decreased to 3.58% based upon the change of the discount method to the discount rate of the Bond Buyer 20-Bond GO Index as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 3.75%.

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SUPPLEMENTAL INFORMATION

**INDEPENDENT AUDITORS' REPORT ON
COMPLIANCE FOR EACH MAJOR FEDERAL
PROGRAM; REPORT ON INTERNAL CONTROL OVER
COMPLIANCE; AND REPORT ON THE SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS REQUIRED
BY THE *UNIFORM GUIDANCE***

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees of
Vermont State Colleges
Montpelier, Vermont

Report on Compliance for Each Major Federal Program

We have audited Vermont State Colleges' (a component unit of the State of Vermont) (the Colleges) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Vermont State Colleges' major federal programs for the years ended June 30, 2019. The Colleges' major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the Vermont State Colleges' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Vermont State Colleges' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Colleges' compliance.

Opinion on Each Major Federal Program

In our opinion, the Colleges complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the years ended June 30, 2019.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as Finding 2019-001, 2019-002 and 2019-003. Our opinion on each major federal program is not modified with respect to these matters.

The Colleges' response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The Colleges' response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Management of the Vermont State Colleges is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Vermont State Colleges' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Vermont State Colleges' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis.

A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, however, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Schedule of Expenditures of Federal Awards

We have audited the financial statements of the Vermont State Colleges, as of and for the year ended June 30, 2019. We issued our report thereon dated **DATE**, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

**Certified Public Accountants
Braintree, Massachusetts**

DATE

**INDEPENDENT AUDITORS' REPORT ON INTERNAL
CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Vermont State Colleges
Montpelier, Vermont

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Vermont State Colleges (a component unit of the State of Vermont) (the "Colleges"), which comprise the statements of net position as of June 30, 2019 and 2018, the related statements of revenues, expenses and changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the Vermont State Colleges' basic financial statements and have issued our report thereon dated **DATE**.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Vermont State Colleges' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Colleges' internal control. Accordingly, we do not express an opinion on the effectiveness of the Colleges' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Vermont State Colleges' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**Certified Public Accountants
Braintree, Massachusetts**

DATE

DRAFT

**SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS**

DRAFT

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Total	Total Amounts to Sub-recipients
STUDENT FINANCIAL ASSISTANCE CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Federal Supplemental Educational Opportunity Grant	84.007	N/A	N/A	\$ 1,088,192	\$ -
Federal Work-Study Program	84.033	N/A	N/A	1,328,735	-
Federal Direct Student Loans	84.268	N/A	N/A	39,689,361	-
Federal Perkins Loan Program (beginning of year)	84.038	N/A	N/A	5,491,071	-
Federal Perkins Loan Program (current year expenditures)	84.038	N/A	N/A	-	-
Federal Pell Grant Program	84.063	N/A	N/A	15,978,880	-
Total Student Financial Assistance Cluster				<u>63,576,239</u>	<u>-</u>
TRIO CLUSTER					
U.S. Department of Education:					
Direct Awards:					
TRIO Student Support Services	84.042A	N/A	N/A	1,366,077	-
TRIO Upward Bound	84.047A	N/A	N/A	1,282,172	-
TRIO Upward Bound NY	84.047M	N/A	N/A	287,671	-
TRIO McNair	84.217A	N/A	N/A	249,544	-
Total TRIO Cluster				<u>3,185,464</u>	<u>-</u>
RESEARCH AND DEVELOPMENT CLUSTER					
National Aeronautics and Space Administration:					
Passthrough Awards:					
Science - National Space Grant College & Fellowship Program	43.001	University of Vermont	29907 SUB51933	9,904	-
Education - CubeSat Continued Development	43.008	University of Vermont	30018	4,229	-
Subtotal - Passthrough Awards				<u>14,133</u>	<u>-</u>
National Science Foundation:					
Direct Awards:					
Geosciences	47.050	N/A	N/A	77,160	-
Education and Human Resources	47.076	N/A	N/A	2,118	-
Subtotal - Direct Awards				<u>79,278</u>	<u>-</u>
Passthrough Awards:					
Experimental Program to Stimulate Competitive Research	47.073	University of Vermont	30373SUB52050	73,219	-
Experimental Program to Stimulate Competitive Research	47.073	University of Vermont	30373SUB52051	24,388	-
Subtotal - Passthrough Awards				<u>97,607</u>	<u>-</u>
Total Research and Development Cluster				<u>191,018</u>	<u>-</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Total	Total Amounts to Sub-recipients
CCDF CLUSTER					
U.S. Department of Health and Human Services:					
Passthrough Awards:					
Child Care Mandatory and Matching Funds of the Child Care and Development Fund	93.575	Vermont Department of Children & Families	03440-34001-18-ECPDS	<u>851,195</u>	<u>-</u>
MEDICAID CLUSTER					
U.S. Department of Health and Human Services:					
Passthrough Awards:					
Medicaid Assistance Program	93.778	Office of Vermont Health Access	P85 - Sec. B. 605	220,249	-
Medical Assistance Program	93.778	Vermont Department of Mental Health	03420-7299S	5,372	-
Medical Assistance Program	93.778	Vermont Department of Mental Health	03150-A1695	<u>268,930</u>	<u>-</u>
Total Medicaid Cluster				<u>494,551</u>	<u>-</u>
ECONOMIC DEVELOPMENT CLUSTER					
U.S. Department of Commerce:					
Direct Awards					
Economic Adjustment Assistance	11.307	N/A	N/A	<u>61,422</u>	<u>-</u>
CHILD NUTRITION CLUSTER					
U.S. Department of Agriculture					
Direct Awards					
Summer Food Program for Children	10.559	N/A	N/A	<u>22,687</u>	<u>-</u>
NON-CLUSTER					
U.S. Department of Agriculture:					
Direct Awards					
Rural Business Development Grant	10.351	N/A	N/A	58,736	-
Distance Learning and Telemedicine Loans	10.855	N/A	N/A	<u>321,337</u>	<u>-</u>
Subtotal - Direct Awards				380,073	-
U.S. Department of Commerce:					
Direct Awards:					
Manufacturing Extension Partnership	11.611	N/A	N/A	512,750	-
Institute of Museum and Library Services:					
Passthrough Awards:					
Grants to States - Job Hunt Helpers	45.310	VT Department of Libraries	11300.JHH.LSTA17.A1	33,580	-

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Total	Total Amounts to Sub-recipients
NON-CLUSTER - CONTINUED					
Small Business Administration:					
Direct Awards:					
Small Business Development Centers	59.037	N/A	N/A	765,583	-
Environmental Protection Agency:					
Passthrough Awards:					
Great Lakes Fishery	66.481	Lake Champlain Basin Program	0100-319-004	3,250	-
Pollution Prevention Grants Program	66.708	VT Department of Environmental Conservation	2018-CGPTC-ECD-01	7,841	-
Subtotal - Passthrough awards				<u>11,091</u>	<u>-</u>
U.S. Department of the Interior					
Passthrough Awards					
Heritage Partnership	15.939	Lake Champlain Basin Program	P18AC01302J	4,564	-
U.S. Department of Education:					
Passthrough Awards:					
Carl D. Perkins Vocational Education - Post Secondary	84.048A	Vermont Department of Education	PerkR2171801	199,012	-
Career and Technical Education - Basic Grants to States	84.048	Vermont Agency of Education	4319R0571801	705,746	-
Career and Technical Education - Basic Grants to States	84.048	Vermont Agency of Education	4322R0571801	60,000	-
Race to the Top Early Challenge Grant	84.412	Vermont Department of Children & Families	N/A	39,675	-
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334	Vermont Student Assistance Corp	P334S110006-15	382,127	-
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334S	Vermont Student Assistance Corp	P334S110006-15	33,036	-
Mathematics and Science Partnerships	84.366	Vermont Department of Education	4655R1171501	69,253	-
Subtotal - Passthrough Awards				<u>1,488,849</u>	<u>-</u>
Northern Border Regional Commission:					
Passthrough Awards:					
Northern Border Regional Development	90.601	Northern Border Regional Commission	NBRC16GVT	146,447	-
National Endowment For the Arts					
Passthrough Awards:					
Arts Partnership Agreements	45.025	New England Foundation for the Arts	18-34739	3,600	-
U.S. Department of Health and Human Services:					
Direct Awards:					
Oral Health Workforce Activities	93.236	N/A	N/A	165,226	-
Passthrough Awards:					
Biomedical Research and Research Training	93.859	University of Vermont	29252SUB51796	227,978	-
Biomedical Research and Research Training	93.859	University of Vermont	29252SUB52826	161,329	-
Subtotal - Passthrough Awards				<u>389,307</u>	<u>-</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Total	Total Amounts to Sub-recipients
NON-CLUSTER - CONTINUED					
U.S. Department of Transportation					
 Passthrough Awards:					
Highway Planning and Construction	20.205	Vermont Agency of Transportation	N/A	1,631	-
U.S. Department of Health and Human Services					
 Passthrough Awards					
Substance Abuse and Mental Health Services	93.243	Vermont Department of Mental Health	03150-C1052	60,796	-
Block Grants for Prevention and Treatment of Substance abuse	93.959	Vermont Department of Health	03420-07656	7,736	-
ADAP Workforce Development	93.959	Vermont Department of Health	03420-07626	18,000	-
Subtotal - Passthrough Awards				<u>86,532</u>	-
Corporation for National and Community Service:					
 Passthrough Awards:					
AmeriCorps	94.006	Vermont Agency of Human Services	03400-16AFH-LEAP-FY19	238,741	-
U.S. Department of Defense:					
 Passthrough Awards:					
VT Additive Manufacturing Partnership	12.617	Vermont Department of Economic Development	N/A	23,437	-
U.S. Department of Labor:					
 Direct Awards:					
H-1B Job Training Grants	17.268	N/A	N/A	588,435	-
TAACCCT 1 + 4	17.282	N/A	N/A	84,502	-
Subtotal - Direct Awards				<u>672,937</u>	-
 Passthrough Awards					
Apprenticeship State Funds	17.285	Vermont Department of Labor	N/A	5,301	-
U.S. Department of Education:					
 Direct Awards					
Title III	84.031A	N/A	N/A	51,883	-
Total Non-Cluster				<u>4,981,532</u>	-
Total Federal Funds				<u>\$ 73,364,108</u>	-

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2019

CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Community College of Vermont	Castleton University	Northern Vermont University	Vermont Technical College	Workforce	System Offices & Services	Total	Total Amounts to Sub-recipients
STUDENT FINANCIAL ASSISTANCE CLUSTER										
U.S. Department of Education:										
Direct Awards:										
Federal Supplemental Educational Opportunity Grant	84.007	N/A	N/A	\$ 166,036	\$ 323,990	\$ 379,063	\$ 219,103	\$ -	\$ 1,088,192	\$ -
Federal Work-Study Program	84.033	N/A	N/A	132,472	330,809	693,142	172,312	-	1,328,735	-
Federal Direct Student Loans	84.268	N/A	N/A	4,043,565	11,825,020	15,161,218	8,659,558	-	39,689,361	-
Federal Perkins Loan Program (beginning of year)	84.038	N/A	N/A	-	2,165,477	2,584,079	741,515	-	5,491,071	-
Federal Perkins Loan Program (current year expenditures)	84.038	N/A	N/A	-	-	-	-	-	-	-
Federal Pell Grant Program	84.063	N/A	N/A	5,846,088	3,152,643	4,821,688	2,158,461	-	15,978,880	-
Total Student Financial Assistance Cluste				10,188,161	17,797,939	23,639,190	11,950,949	-	63,576,239	-
TRIO CLUSTER										
U.S. Department of Education:										
Direct Awards:										
TRIO Student Support Services	84.042A	N/A	N/A	373,261	297,583	406,120	289,113	-	1,366,077	-
TRIO Upward Bound	84.047A	N/A	N/A	-	297,753	984,419	-	-	1,282,172	-
TRIO Upward Bound NY	84.047M	N/A	N/A	-	287,671	-	-	-	287,671	-
TRIO McNair	84.217A	N/A	N/A	-	249,544	-	-	-	249,544	-
Total TRIO Cluster				373,261	1,132,551	1,390,539	289,113	-	3,185,464	-
RESEARCH AND DEVELOPMENT CLUSTER										
National Aeronautics and Space Administration:										
Passthrough Awards:										
Science - National Space Grant College & Fellowship Program	43.001	University of Vermont	29907 SUB51933	-	-	-	9,904	-	9,904	-
Education - CubeSat Continued Development	43.008	University of Vermont	30018	-	-	-	4,229	-	4,229	-
Subtotal - Passthrough Awards				-	-	-	14,133	-	14,133	-
National Science Foundation:										
Direct Awards:										
Geosciences	47.050	N/A	N/A	-	77,160	-	-	-	77,160	-
Education and Human Resources	47.076	N/A	N/A	-	-	2,118	-	-	2,118	-
Subtotal - Direct Awards				-	77,160	2,118	-	-	79,278	-
Passthrough Awards:										
Experimental Program to Stimulate Competitive Research	47.073	University of Vermont	30373SUB52050	-	44,617	28,602	-	-	73,219	-
Experimental Program to Stimulate Competitive Research	47.073	University of Vermont	30373SUB52051	-	-	24,388	-	-	24,388	-
Subtotal - Passthrough Awards				-	44,617	52,990	-	-	97,607	-
Total Research and Development Cluster				-	121,777	55,108	14,133	-	191,018	-
CCDF CLUSTER										
U.S. Department of Health and Human Services:										
Passthrough Awards:										
Child Care Mandatory and Matching Funds of the Child Care and Development Fund	93.575	Vermont Department of Children & Families	03440-34001-18-ECPDS	851,195	-	-	-	-	851,195	-

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Community College of Vermont	Castleton University	Northern Vermont University	Vermont Technical College	Workforce	System Offices & Services	Total	Total Amounts to Sub-recipients
MEDICAID CLUSTER										
U.S. Department of Health and Human Services:										
Passthrough Awards:										
93.778	Office of Vermont Health Access	P85 - Sec. B. 605	-	-	-	220,249	-	-	220,249	-
93.778	Vermont Department of Mental Health	03420-7299S	-	-	5,372	-	-	-	5,372	-
93.778	Vermont Department of Mental Health	03150-A1695	-	-	268,930	-	-	-	268,930	-
	Total Medicare Cluster		-	-	274,302	220,249	-	-	494,551	-
ECONOMIC DEVELOPMENT CLUSTER										
U.S. Department of Commerce:										
Direct Awards										
11.307	Economic Adjustment Assistance	N/A	-	-	61,422	-	-	-	61,422	-
CHILD NUTRITION CLUSTER										
U.S. Department of Agriculture										
Direct Awards										
10.559	Summer Food Program for Children	N/A	-	-	22,687	-	-	-	22,687	-
NON-CLUSTER										
U.S. Department of Agriculture:										
Direct Awards:										
10.351	Higher Education - Institution Challenge Grants Program	N/A	-	-	58,736	-	-	-	58,736	-
10.855	Rural Business Enterprise Grants	N/A	-	-	321,337	-	-	-	321,337	-
	Subtotal - Direct Awards		-	-	380,073	-	-	-	380,073	-
U.S. Department of Commerce:										
Direct Awards:										
11.611	Manufacturing Extension Partnership	N/A	-	-	-	-	512,750	-	512,750	-
Institute of Museum and Library Services:										
Passthrough Awards:										
45.310	Grants to States - Job Hunt Helpers	VT Department of Libraries	11300.JHHLSTA17.A1	33,580	-	-	-	-	33,580	-
Small Business Administration:										
Direct Awards:										
59.037	Small Business Development Centers	N/A	-	-	-	-	765,583	-	765,583	-
Environmental Protection Agency:										
Passthrough Awards:										
66.481	Great Lakes Fishery	Lake Champlain Basin Program	0100-319-004	-	3,250	-	-	-	3,250	-
66.708	Pollution Prevention Grants Program	VT Department of Environmental Conservation	2018-CGPTC-ECD-01	7,841	-	-	-	-	7,841	-
	Subtotal - Passthrough awards			7,841	3,250	-	-	-	11,091	-
U.S. Department of the Interior										
Passthrough Awards										
15.939	Heritage Partnership	Lake Champlain Basin Program	P18AC01302J	-	4,564	-	-	-	4,564	-
U.S. Department of Education:										
Passthrough Awards:										
84.048A	Carl D. Perkins Vocational Education - Post Secondary	Vermont Department of Education	PerkR2171801	-	-	-	199,012	-	199,012	-
84.048	Career and Technical Education - Basic Grants to States	Vermont Department of Education	4319R0571901	705,746	-	-	-	-	705,746	-
84.048	Career and Technical Education - Basic Grants to States	Vermont Department of Education	4322R0571901	60,000	-	-	-	-	60,000	-
84.412	Race to the Top Early Challenge Grant	Vermont Department of Children & Families	N/A	-	39,675	-	-	-	39,675	-
84.334	Gaining Early Awareness and Readiness for Undergraduate Programs	Vermont Student Assistance Corp	P334S110006-15	286,704	-	-	-	95,423	382,127	-
84.334S	Gaining Early Awareness and Readiness for Undergraduate Programs	Vermont Student Assistance Corp	P334S110006-15	1,527	3,451	23,466	4,592	-	33,036	-
84.366	Mathematics and Science Partnerships	Vermont Department of Education	4655R1171501	-	-	69,253	-	-	69,253	-
	Subtotal - Passthrough Awards			1,053,977	43,126	92,719	203,604	95,423	1,488,849	-

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Community College of Vermont	Castleton University	Northern Vermont University	Vermont Technical College	Workforce	System Offices & Services	Total	Total Amounts to Sub-recipients
NON-CLUSTER - CONTINUED										
Northern Border Regional Commission:										
Passthrough Awards:										
	Northern Border Regional Development	NBRC16GVT	73,383	-	73,064	-	-	-	146,447	-
National Endowment For the Arts										
Passthrough Awards:										
	Arts Partnership Agreements	18-34739	-	3,600	-	-	-	-	3,600	-
U.S. Department of Health and Human Services:										
Direct Awards:										
	Oral Health Workforce Activities	N/A	-	-	-	165,226	-	-	165,226	-
Passthrough Awards:										
	Biomedical Research and Research Training	29252SUB51796	-	227,978	-	-	-	-	227,978	-
	Biomedical Research and Research Training	29252SUB52826	-	-	161,329	-	-	-	161,329	-
	Subtotal - Passthrough Awards		-	227,978	161,329	-	-	-	389,307	-
U.S. Department of Transportation										
Passthrough Awards:										
	Highway Planning and Construction	N/A	-	-	-	-	1,631	-	1,631	-
U.S. Department of Health and Human Services										
Passthrough Awards:										
	Substance Abuse and Mental Health Services	03150-C1052	-	-	60,796	-	-	-	60,796	-
	Block Grants for Prevention and Treatment of Substance abuse	03420-07656	-	-	7,736	-	-	-	7,736	-
	ADAP Workforce Development	03420-07626	-	-	18,000	-	-	-	18,000	-
	Subtotal - Passthrough Awards		-	-	86,532	-	-	-	86,532	-
Corporation for National and Community Service:										
Passthrough Awards:										
	AmeriCorps	03400-16AFH-LEAP-FY19	-	-	238,741	-	-	-	238,741	-
U.S. Department of Defense:										
Passthrough Awards:										
	VT Additive Manufacturing Partnership	N/A	-	-	-	23,437	-	-	23,437	-
U.S. Department of Labor:										
Direct Awards:										
	H-1B Job Training Grants	N/A	-	-	-	-	588,435	-	588,435	-
	TAACCCT 1 + 4	N/A	84,502	-	-	-	-	-	84,502	-
	Subtotal - Direct Awards		84,502	-	-	-	588,435	-	672,937	-
Passthrough Awards:										
	Apprenticeship State Funds	N/A	-	-	-	-	5,301	-	5,301	-
U.S. Department of Education:										
Direct Awards:										
	Title III	N/A	-	-	51,883	-	-	-	51,883	-
Total Non-Cluster			1,253,283	282,518	1,084,341	392,267	1,873,700	95,423	4,981,532	-
Total Federal Funds			\$ 12,665,900	\$ 19,334,785	\$ 26,527,589	\$ 12,866,711	\$ 1,873,700	\$ 95,423	\$ 73,364,108	\$ -

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to Schedule of Expenditures of Federal Awards

Year Ended June 30, 2019

Note 1 - **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards includes the federal award activity of Vermont State Colleges (the “Colleges”) under programs of the Federal Government for the year ended June 30, 2019. The information on this schedule is prepared in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the College, it is not intended to and does not present the financial position, changes in net position or cash flows of the Colleges.

Note 2 - **Summary of Significant Accounting Policies**

Expenditures reported on the schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

Note 3 - **De Minimis Indirect Cost Rate**

The Colleges have elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 4 - **Federal Student Loan Program**

Perkins Loan Program

The Federal Perkins Loan Program (“Perkins”) is administered directly by the Colleges and balances and transactions relating to the program are included in the College’s basic financial statements. During the year ended June 30, 2019, no loans were advanced under the Perkins program and no administrative costs were incurred. As of June 30, 2019, loan balances receivable, net under Perkins was \$4,185,228.

There was no federal capital contribution or match by the Colleges during the current year.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

Note 4 - **Federal Student Loan Program - Continued**

Direct Student Loan Program

The Colleges disbursed \$39,689,361 of loans under the Federal Direct Student Loans program, which include Stafford Subsidized and Unsubsidized Loans and Parent Plus Loans. It is not practical to determine the balances of the loans outstanding to students of the Colleges under the program as of June 30, 2019. The Colleges are only responsible for the performance of certain administrative duties and, accordingly, these loans are not included in the Colleges' financial statements.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs

Year Ended June 30, 2019

Section I – Summary of Auditors’ Results:

Financial Statements

Type of auditors’ report issued:

Unmodified

Internal control over financial reporting:

- Material weaknesses identified? _____ yes x no
- Significant deficiencies identified that are not considered to be material weaknesses? _____ yes x no

Noncompliance material to the financial statements noted?

_____ yes x no

Federal Awards

Type of auditor’s report issued:

Unmodified

Internal control over major programs:

- Material weaknesses identified? _____ yes x no
- Significant deficiencies identified that are not considered to be material weaknesses? _____ yes x no

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?

 x yes _____ no

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Identification of Major Programs:

Name of Federal Program or Cluster	CFDA Number
Student Financial Assistance Cluster:	
Federal Supplemental Educational Opportunity Grant Program	84.007
Federal Work-Study Program	84.033
Federal Perkins Loan Program	84.038
Federal Pell Grant Program	84.063
Federal Direct Student Loans	84.268
TRIO Cluster:	
Student Support Services	84.042A
Upward Bound	84.047A
McNair	84.217A
Upward Bound	84.047M
CCDF Cluster:	
Child Care and Development Block Grant	93.575
Noncluster:	
AmeriCorps	94.006

Dollar threshold used to distinguish
Between type A and type B programs:

\$750,000

Auditee qualified as a low-risk auditee?

yes no

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Required reporting for the Pell Grant and Direct Loan Programs

<i>Sample</i>				<i>Population from Which Sample Was Drawn</i>	
Sample Description	OPEID	Number of Students Receiving Direct Loan Funds	Amount of Direct Loan Funds Disbursed	Number of Students Receiving Direct Loan Funds	Amount of Direct Loan Funds Disbursed
Return of Direct Loan Testing	Various*	21	\$137,155	135	\$445,591

Finding Number	Student Identifier	OPEID	Direct Loan Disbursed (\$)	Direct Loan Under-payment (\$)
2019-003	1598217	00368800	\$5,771	\$193

*Sample and population consisted of the following colleges with their respective OPEID's:

Vermont Technical College (00369800)
Northern Vermont University (00368800)
Castleton University (00368300)
Community College of Vermont (01116700)

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Section II – Financial Statement Findings:

None

DRAFT

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Section III – Federal Award Findings and Questioned Costs:

Finding number: 2019-001
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #: 84.007, 84.033, 84.038, 84.063, 84.268
Award year: 2019

Criteria

According to 34 CFR 685.309(b)(2):

Unless [the institution] it expects to submit its next updated enrollment report to the Secretary within the next 60 days, a school must notify the Secretary within 30 days after the date the school discovers that –

- (i) A loan under title IV of the Act was made to or on behalf of a student who was enrolled or accepted for enrollment at the school, and the student has ceased to be enrolled on at least a half-time basis or failed to enroll on at least a half-time basis for the period for which the loan was intended; or
- (ii) A student who is enrolled at the school and who received a loan under title IV of the Act has changed his or her permanent address.

The Dear Colleague Letter GEN-12-6 issued by the U.S. Department of Education (“ED”) on March 30, 2012 states that in addition to student loan borrowers, Enrollment Reporting files will include two additional groups of students: Pell Grant and Perkins Loan recipients.

According to 2 CFR Part 200, Appendix XI Compliance Supplement updated June 2019:

Under the Pell Grant and loan programs, institutions must complete and return within 15 days the Enrollment Reporting roster file placed in their Student Aid Internet Gateway mailboxes sent by ED via the National Student Loan Data System (“NSLDS”). The institution determines how often it receives the Enrollment Reporting roster file with the default set at a minimum of every 60 days. Once received, the institution must update for changes in student status, report the date the enrollment status was effective, enter the new anticipated completion date, and submit the changes electronically through the batch

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

method or the NSLDS website. Institutions are responsible for timely reporting, whether they report directly or via a third-party servicer.

Condition

The Federal Government requires the Colleges to report student enrollment changes to the National Student Loan Data System (“NSLDS”) within 60 days. During our testing, we noted three students, out of a sample of forty, that had incorrect effective dates reported to NSLDS.

Cause

The Colleges did not have adequate procedures in place to ensure that students with status changes had their effective date correctly reported to NSLDS.

Effect

The Colleges did not report the students correct effective dates to NSLDS, which may impact the students’ loan grace periods.

Questioned Costs

Not applicable

Perspective

Our sample was not, and was not intended to be, statistically valid. Of the forty students selected for testing, three students, or 8% of our sample, had incorrect effective dates reported to NSLDS.

Identification as a Repeat Finding, if applicable

See finding 2018-001 included in the summary schedule of prior year findings.

Recommendation

We recommend that management review its control procedures for reporting student financial aid data to the NSLDS to ensure proper controls are in place to ensure that all information is reported in a timely manner

View of Responsible Officials

The Colleges agrees with the finding.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Finding number: 2019-002
Federal agency: U.S. Department of Education
Programs: Federal Pell Grants
CFDA #: 84.063
Award year: 2019

Criteria

According to 34 CFR 690.83(b)

(1) An institution shall report to the Secretary any change for which a student qualifies including any related Payment Data changes by submitting to the Secretary the student's Payment Data that discloses the basis and result of the change in award for each student. The institution shall submit the student's Payment Data reporting any to the Secretary by the reporting deadlines published by the Secretary in the Federal Register.

(2) An institution shall submit, in accordance with the deadline dates established by the Secretary, through publication in the Federal Register, other reports and information the Secretary requires and shall comply with the procedures the Secretary finds necessary to ensure that the reports are correct.

According to the Federal Register (Volume 83, Number 233):

An institution must submit Pell Grant, Iraq and Afghanistan Service Grant, Direct Loan, and TEACH Grant disbursement records to COD, no later than 15 days after making the disbursement or becoming aware of the need to adjust a previously reported disbursement. In accordance with 34 CFR 668.164(a), title IV, Higher Education Act ("HEA") program funds are disbursed on the date that the institution:

- (a) Credits those funds to a student's account in the institution's general ledger or any subledger of the general ledger; or
- (b) pays those funds to a student directly.

Title IV, HEA program funds are disbursed even if an institution uses its own funds in advance of receiving program funds from the Department.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Condition

Federal regulations require the Colleges to report to the Federal Government's Common Origination and Disbursement System ("COD") Federal Pell Grant disbursements made to students within fifteen days of the funds being disbursed to the student. During our testing, we noted seven students, out of a sample of forty, were not reported within the required timeframe by a range of four to fifty-seven days.

Cause

The Colleges were relying on a report from their reporting software to identify if the disbursement were reported to COD correctly and in a timely manner. The outputs of this report that the Colleges were relying on in order to ensure disbursements were reported correctly and in a timely manner was delivering incorrect information. As a result, these students not being reported within the required timeframe.

Effect

The Colleges did not report Pell Grant disbursements to COD within the required time frame.

Questioned Costs

Not applicable

Perspective

Our sample was not, and was not intended to be, statistically valid. Of the forty students selected for testing, seven students, or 18% of our sample, was determined to be reported late to the COD by a range of four to fifty-seven days.

Identification as a Repeat Finding, if applicable

N/A

Recommendation

We recommend that management of the Colleges review, and if necessary, update the policies and procedures to ensure all Pell Grant funds are reported within the required timeframe.

View of Responsible Officials

The Colleges agrees with the finding.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Finding number: 2019-003
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #: 84.268
Award year: 2019

Criteria

According to 34 CFR 668.22(e)(4):

Total amount of unearned title IV assistance to be returned. The unearned amount of title IV assistance to be returned is calculated by subtracting the amount of title IV assistance earned by the student as calculated under paragraph (e)(1) of this section from the amount of title IV aid that was disbursed to the student as of the date of the institution's determination that the student withdrew.

Condition

The Financial Aid Office is responsible for completing the Return of Title IV calculation to determine how much Title IV aid the student earned and how much must be returned to the Department of Education. Once the Return of Title IV calculation is completed, the Colleges are responsible for adjusting the student's billing statement and returning unearned Title IV funds through the U.S. Department of Education's Grant Management System ("G5"). The Colleges have 45 days from the date they determined the student withdrew to return any unearned portions of Title IV funds. During our testing, we noted one student, out of a sample of forty, where the aid returned was different than the amount correctly calculated on the Return to Title IV ("R2T4") form.

Cause

The Colleges did not have procedures in place to ensure the refunded amount calculated per the R2T4 matched the actual aid returned.

Effect

The Colleges did not return the correct amount of Title IV funds to the Department of Education.

Questioned Costs

\$193

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Perspective

Our sample was not, and was not intended to be, statistically valid. Of the forty students selected for testing, one student, or 3% of our sample, had the incorrect amount of Title IV funds returned.

Identification as a Repeat Finding, if applicable

N/A

Recommendation

The Colleges should review their current policies and procedures to ensure the amount of federal aid returned agrees with the amount calculated on the R2T4 form.

View of Responsible Officials

The Colleges agrees with the finding.

DRAFT

Management's Summary Schedule of Prior Audit Findings

Year Ended June 30, 2019

Finding number: 2018-001
Federal agency: U.S. Department of Education
Programs: Federal Supplemental Educational Opportunity Grant Program, Federal Work-Study Program, Federal Perkins Loan Program, Federal Pell Grant Program, Federal Direct Student Loans Program
CFDA #'s: 84.007, 84.033, 84.038, 84.063, 84.268
Award year: 2018

Condition

The Colleges policy is to report student enrollment to a contracted third party, the National Student Clearinghouse (“NSC”). The Colleges utilized the NSC to facilitate its responsibility to notify the National Student Loan Data System (“NSLDS”) of changes in the enrollment status of students. However, the Colleges are ultimately responsible to ensure that NSLDS is properly and timely notified of all student enrollment status changes. The Colleges report an initial enrollment status and subsequent changes in enrollment status to the NSC based on a pre-determined schedule throughout each semester.

Award Year 2018:

Out of a sample of forty students with enrollment status changes, two students status changes (graduated) were never reported to NSLDS. One students' status change (withdrawal) was not reported to NSLDS within the 60-day required time frame.

Award Year 2017:

Out of a sample of forty students with enrollment status changes, two students with a status change were not reported in a timely manner to the NSLDS. One student was never reported to the NSLDS and the other student took ninety-one days to report.

Award Year 2016:

Out of a sample of forty students with enrollment status changes, one student's status change was not reported in a timely manner to the NSLDS and took sixty-two days to report.

Current Year Status:

Out of a sample of forty students with enrollment status changes, three students were not reported with the correct effective date to the NSLDS. The Colleges are looking to strengthen its controls in this area. See finding 2019-001 for more information and corrective action plan.

Management's Summary Schedule of Prior Audit Findings
Year Ended June 30, 2019

Finding number: 2018-002
Federal agency: U.S. Department of Education
Programs: Federal Work-Study Program
CFDA #'s: 84.033
Award year: 2018

Condition

The Federal Government requires the Colleges to use at least seven percent of its Federal Work Study (FWS) allocations for an award year to pay for student's employed in community service activities. During our review of Vermont Technical College's Fiscal Operations Report and Application to Participate (FISAP), one of the colleges did not use at least seven percent of its Federal Work Study allocation for compensating students in community service activities.

Current Year Status:

The corrective action plan was fully implemented. The auditors' current year testing revealed no findings in this area.

Management's Summary Schedule of Prior Audit Findings
Year Ended June 30, 2019

Finding number: 2018-003
Federal agency: U.S. Department of Education
Programs: Federal Direct Student Loans Program
CFDA #'s: 84.268
Award year: 2018

Condition

Federal regulations state that any unearned Title IV grant or loan assistance received by a student must be refunded to the Title IV programs upon a student's withdrawal from the institution. The academic institution is responsible for the calculation of the earned and unearned portion of Title IV assistance using a standard Return of Title IV Funds form ("R2T4"). In our testing sample of 40 students who were determined to have withdrawn from the Colleges, we noted one student for whom funds were not returned within the required 45 days.

Current Year Status:

The corrective action plan was fully implemented. The auditors' current year testing revealed no findings in this area.

Management's Corrective Action Plan

Finding number: 2019-001
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #: 84.007, 84.033, 84.038, 84.063, 84.268
Award year: 2019

Corrective Action Plan:

To avoid inadvertently changing correct withdrawal dates before the information is uploaded to NSLDS, our Registrar will resolve this by now checking the R2T4 withdrawal data as part of the error correction process to ensure where the data is coming from and if it is correct. This solution was implemented for our final Spring 2019 Clearinghouse Reporting on 5/13/19.

To avoid having a discrepancy between the R2T4 unofficial withdrawal date and the withdrawal date in NSLDS, our Registrar will add a step to our Clearinghouse reporting between generating the data file and submitting it that allows us to find any students with discrepancies between the R2T4 date and the withdrawal date. After being identified, we will correct these before submitting the file.

One student represents an isolated issue driven by the determination that the classification of the individual's enrollment change was a medical withdrawal. This fell outside the normal path of enrollment change communication. Therefore, moving forward, all departments involved understand that determinations resulting in enrollment changes need to be communicated to the Registrar.

Timeline for Implementation of Corrective Action Plan:

Corrective solutions were implemented for the final Spring 2019 Clearinghouse Reporting on 5/13/19, and a communication plan was initiated immediately.

Contact Person

Sheilah Evans, System Controller

Management's Corrective Action Plan - Continued

Finding number: 2019-002
Federal agency: U.S. Department of Education
Programs: Federal Pell Grants
CFDA #: 84.063
Award year: 2019

Corrective Action Plan:

Several steps have been done to correct this. First, the report to verify acceptance by COD was modified to ensure the correct fields are on the report that will give us the proper information we need to verify. We will make sure that we are not just reviewing the field indicating whether it was accepted or not but also an additional field called Doc ID, which has a date that indicates when it was last sent to COD. We have also added fields called "Last Sent Date," which indicates the last date the award was send to COD, and "Award Change Date," which indicates the date the Pell award was last changed in Colleague. We will also be reviewing communication with our VSCS finance team to ensure that the proper communication channels are in place when checking G5 and questioning records.

Timeline for Implementation of Corrective Action Plan:

Corrective steps above were implemented in June 2019.

Contact Person

Sheilah Evans, System Controller

Management's Corrective Action Plan - Continued

Finding number: 2019-003
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #: 84.268
Award year: 2019

Corrective Action Plan:

NVU built a verification step into the withdrawal calculation process to ensure accuracy of the Title IV return and consistency with the student's account statement.

Timeline for Implementation of Corrective Action Plan:

June 2019

Contact Person

Sheilah Evans, System Controller

VERMONT STATE COLLEGES SYSTEM

BOARD OF TRUSTEES

RESOLUTION 2019-009

Acceptance of the FY2019 Audited Financial Statements and Uniform Guidance Single Audit Report

- WHEREAS, The Vermont State Colleges has contracted with O'Connor & Drew to perform its FY2019 financial statements audit, and the auditors have delivered the draft financial statements, Uniform Guidance Single Audit report and Advisory Comments therein; and
- WHEREAS, The Board's Audit Committee has reviewed these materials and recommended that the Board accept them; therefore, be it
- RESOLVED, That the Board of Trustees of the Vermont State Colleges hereby accepts the FY2019 Financial Statement Audit Report by O'Connor & Drew.

Approved: October 21, 2019

Linda Milne, Chair of the Audit Committee

Item 3:

Report of the Finance & Facilities Committee

- a. Faith A. Smith Memorial Scholarship Fund
- b. Holly Grace Cannon Memorial Scholarship Fund
- c. NVU-Lyndon Senior Class Scholarship
Endowment Fund
- d. Capital Projects List
- e. CCV's Carry Over request

MEMORANDUM

TO: Vermont State Colleges System Board of Trustees

FROM: Steve Wisloski 

DATE: December 2, 2019

SUBJ: Finance and Facilities Committee Agenda Items for December 2 Board Meeting

The Finance and Facilities Committee convened on October 21 and is scheduled to do so again this morning, and has either moved or is anticipated to recommend the following five (5) items for approval by the full Board of Trustees:

1. The Faith A. Smith Memorial Scholarship Fund, in the amount of \$32,500, for Castleton University;
2. The Holly Grace Cannon Memorial Scholarship Fund, in the amount of \$10,000, for Northern Vermont University - Lyndon;
3. The NVU-Lyndon Senior Class Scholarship Endowment Fund, in the amount of \$10,000;
4. The list of Capital Projects related to the System's request to the State of Vermont for inclusion in the FY2021 Capital Bill; and
5. Community College of Vermont's request to carry over \$473,430 of funds from FY2019.

Materials related to each of these items are attached hereto. Should you have any questions regarding these policies, please contact me at stephen.wisloski@vsc.edu or (802) 224-3022. Thank you.

Attachments:

1. Faith A. Smith Memorial Scholarship Fund documents
2. Holly Grace Cannon Memorial Scholarship Fund documents
3. NVU-Lyndon Senior Class Scholarship Endowment Fund documents
4. System request to the State of Vermont for the FY2021 Capital Bill
5. Community College of Vermont FY2019 Carried Over Funds request

**Attachment 1:
Faith A. Smith Memorial Scholarship Fund
documents**



Castleton University

September 23, 2019

Ms. Jen Porrier
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601

Dear Jen:

Enclosed please find a New Funding Source Document and an agreement signed by President Karen M. Scolforo for the Faith A. Smith Memorial Scholarship.

I request that these documents be presented for approval at the next meetings of the Finance and Facilities Committee and the Board of Trustees.

Thank you for your assistance in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Courtney Widli'.

Courtney Widli
Director of Development and Alumni Relations

/eg
Enclosure

cc:
Laura Jakubowski, Budget and Finance Officer
file



Castleton University

Faith A. Smith Memorial Scholarship

This agreement made by and between Castleton University, a member of the Vermont State Colleges, hereinafter called "Donee" and Marilyn Mayo, hereinafter called Donor, for the purpose of establishing an endowment, to be known as the Faith A. Smith Memorial Scholarship.

Witnesseth:

WHEREAS: Marilyn Mayo desires to establish an endowment fund at Castleton University.

WHEREAS: Castleton University is willing to accept this donation on the terms hereinafter set forth;

NOW THEREFORE: In consideration of the mutual covenants and conditions herein contained, the parties agree as follows:

1.0 Creation of Fund

- 1.1 Donors have transferred cash in the amount of \$32,500.00 to Castleton University for the purpose of using income generated from the donation to provide a scholarship to a qualified and eligible student who is enrolled on a full-time basis at Castleton University.
- 1.2 This cash will be held in perpetuity to accumulate annually accrued interest and additional gifts from Donors.
- 1.3 Donor and anyone else may make additional contributions to The Fund. There is no limit on the amount of corpus which may be added to the fund.

2.0 Purpose

- 2.1 Income equal to up to five percent (5%) of the annual balance of the endowment's principal will be used during the following fiscal year to provide a scholarship to an academically qualified student with sophomore, junior or senior status. If the earnings of the endowment are not equal to, or greater than, 5% of the annual balance, the award will be reduced to the amount of the interest earned, rounded to the nearest \$100.
- 2.2 Applicant must be a resident of Vermont and first preference will be given to a student from the towns of Brandon, Middlebury or Pittsford.
- 2.3 Applicant must be a sophomore, junior or senior pursuing a degree in education.
- 2.4 No disbursement from the corpus shall be authorized. The fund will exist in perpetuity.
- 2.5 Applicant must demonstrate financial need as determined by the Castleton Financial Aid Office.

3.0 Determination of Recipients

The Castleton University Scholarship Committee shall determine who shall receive the annual award. The committee shall have the right to withhold the award if (i) no student is thought sufficiently eligible to receive the award, or (ii) the income from The Fund is insufficient to fund the award. Under such circumstances, income from The Fund shall become part of the principal.

4.0 Consolidation

4.1 The Fund shall be consolidated with the other endowment funds of the Donee for the purposes of investment only. The Fund's income shall be deemed to be the same portion of the total income of the consolidated investments that the principal value of The Fund bears to the principal value of the consolidated investments from year to year.

4.2 Any income generated and used for the purpose herein stated shall be identified as the Faith A. Smith Memorial Scholarship.


5.0 Accounting

After the close of each fiscal year and audit thereof, upon request, Donor shall be provided with an accounting of The Fund showing:

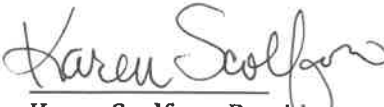
- a) Market value of principal as of the close of the fiscal year;
- b) Income for that fiscal year;
- c) Expenditures for that fiscal year.

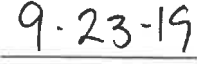
For the Donors:


Marilyn Mayo


Date

For the Donee:


Karen Scolforo, President
Castleton University


Date

**Attachment 2:
Holly Grace Cannon Memorial Scholarship Fund
documents**

NorthernVermont.edu

November 7, 2019

Jeb Spaulding, Chancellor
Vermont State Colleges System
PO Box 7
Montpelier, VT 05601-0007

Dear Chancellor Spaulding,

I am pleased to send you the New Funding Source Document required for establishing an endowment in the amount of \$10,000 to be titled, *Holly Grace Cannon Memorial Scholarship Fund*.

The endowment is funded with \$3,343.49 from multiple gifts from friends and family of Holly Cannon who died after a sudden illness during her junior year at Lyndon majoring in Electronic Journalism Arts. These gifts have been matched by \$6,656.51 from Lyndon's Endowment Development Fund. The total amount available to establish this endowment is \$10,000.

I request that the Vermont State College's Board of Trustees accept these gifts and approve the establishment of the Holly Grace Cannon Memorial Scholarship Fund.

Sincerely,

A handwritten signature in cursive script that reads "Elaine C. Collins".

Elaine C. Collins, Ph.D.
President

Appendix C

New Funding Source Document

College Name: **NORTHERN VERMONT UNIVERSITY-LYNDON**

Submit to Chancellor's Office for all activities based upon a new funding source.

Place copy in front of any applicable master file.

1. Name of grant, endowment, or other activity: (type in all CAPS)

HOLLY GRACE CANNON MEMORIAL SCHOLARSHIP FUND

2. Granting agency/donor/other/funding source: (attach support information)

Multiple gifts from friends and family of Holly Cannon \$3,343.49
NVU-Lyndon endowment matching fund \$6,656.51

3. Purpose of activity:

To provide an annual scholarship support to current students majoring in Electronic Journalism Arts (now known as Broadcast Journalism and Communications)

Preference to full time students who demonstrate financial need.

4. a. Proper accounting fund:

b. Why was this fund selected?

- General
- Designated
- Auxiliary
- Restricted
- Agency
- Loan
- Regular Endowment
- Term Endowment
- Unrestr'd Quasi-Endwmt
- Restricted Quasi-Endwmt

To provide scholarship opportunities based on above defined criteria.

5. General Ledger account number: (as proposed or assigned) **TBA**

6. a. Beginning date: **December 2019** b. Ending date: **None** c. Duration: **In Perpetuity**

7. Reporting requirements: (format/to whom/frequency/other): **None**

8. a. Funding amount: **\$10,000** b. One-time OR Ongoing funding (indicate timeframe:)

9. a. If endowment, is principal use allowed? (w/Board OK?) Yes No

b. If yes, is replenishment of principal allowed or required: Yes No

10. If investment proceeds generated, indicate intended disposition:

- Fully expend for program as prescribed
 - Increase principal for inflation and expend remainder
 - Fully apply to increasing principal
 - Other (describe)
-

11) President:

12) Date to Ch's Ofc:

13) Date Board Approved:

Elaine C. Collins

**Attachment 3:
NVU-Lyndon Senior Class Scholarship Endowment Fund
documents**



November 7, 2019

Jeb Spaulding, Chancellor
Vermont State Colleges System
PO Box 7
Montpelier, VT 05601-0007

Dear Chancellor Spaulding,

I am pleased to send you the New Funding Source Document required for establishing an endowment in the amount of \$10,000 to be titled, *NVU-Lyndon Senior Class Scholarship Endowment Fund*.

The endowment is funded with \$10,000 from multiple gifts from NVU-Lyndon graduating seniors as their class gift over many years. These gifts have been matched by \$6,092.15 from Lyndon's Endowment Development Fund. The total amount available to establish this endowment is \$10,000.

I request that the Vermont State College's Board of Trustees accept these gifts and approve the establishment of the NVU-Lyndon Senior Class Scholarship Endowment Fund.

Sincerely,

A handwritten signature in cursive script that reads "Elaine C. Collins".

Elaine C. Collins, Ph.D.
President

Appendix C

New Funding Source Document

College Name: **NORTHERN VERMONT UNIVERSITY-LYNDON**

Submit to Chancellor's Office for all activities based upon a new funding source.

Place copy in front of any applicable master file.

1. Name of grant, endowment, or other activity: (type in all CAPS)

SENIOR CLASS SCHOLARSHIP ENDOWMENT FUND

2. Granting agency/donor/other/funding source: (attach support information)

**Multiple gifts from Lyndon graduating seniors (their senior class gift) over several years \$3,907.85
NVU-Lyndon endowment matching fund \$6,092.15**

3. Purpose of activity:

To provide an annual scholarship support to current NVU-Lyndon students.

Preference to full time students who demonstrate financial need.

4. a. Proper accounting fund:

b. Why was this fund selected?

- General
- Designated
- Auxiliary
- Restricted
- Agency
- Loan
- Regular Endowment
- Term Endowment
- Unrestr'd Quasi-Endwmt
- Restricted Quasi-Endwmt

To provide scholarship opportunities based on above defined criteria.

5. General Ledger account number: (as proposed or assigned) **TBA**

6. a. Beginning date: **December 2019**

b. Ending date: **None**

c. Duration: **In Perpetuity**

7. Reporting requirements: (format/to whom/frequency/other): **None**

8. a. Funding amount: **\$10,000**

b. One-time OR Ongoing funding (indicate timeframe:)

9. a. If endowment, is principal use allowed? (w/Board OK?) Yes No

b. If yes, is replenishment of principal allowed or required: Yes No

10. If investment proceeds generated, indicate intended disposition:

- Fully expend for program as prescribed
- Increase principal for inflation and expend remainder
- Fully apply to increasing principal
- Other (describe)

11) President:

12) Date to Ch's Ofc:

13) Date Board Approved:

Elaine C. Collins

**Attachment 4:
System request to the State of Vermont
for the FY2021 Capital Bill**

November 11, 2019

Mr. Brad Ferland
Deputy Secretary of Administration
State of Vermont
Pavilion Bldg., 109 State St., 5th Floor
Montpelier, VT 05609-0201

Re: Vermont State Colleges System Capital Budget Request for FY2021

Dear Mr. Ferland,

On behalf of the Vermont State Colleges System (the “System”), comprising the Community College of Vermont, Castleton University, Northern Vermont University, and Vermont Technical College, we would like to reiterate our gratitude for the Administration’s and the General Assembly’s capital bill allocation of \$2.1 million in FY2020, and \$2 million in FY2021 in Sec. 9 of Act 42 of 2019.

We are not requesting any changes to the State of Vermont’s \$2 million annual capital appropriation to the System for FY2021.

For your information, we have attached descriptions and costs of the System’s prioritized projects for FY2021. The System immediately spends its State capital funding each year primarily on critical, Priority 1 needs such as compliance, life safety and preservation of existing facilities.

For multi-year planning purposes, and in the event additional funds are made available, we compile \$4 million of projects each year, roughly evenly divided across our campuses. The projects are further prioritized in terms of how we would allocate the first \$2 million received, then the next \$1 million, and then the final \$1 million from the overall list.

Please feel free to contact Steve Wisloski, CFO at stephen.wisloski@vsc.edu or 224-3022 with any questions.

Sincerely,



Jeb Spaulding
Chancellor

Attachment

**VERMONT STATE COLLEGES
FY 2021 CAPITAL APPROPRIATION REQUEST
APPROVED PROJECTS**

10/15/2019

<u>Projects Proposed</u>		VSC Request
VSC	Emergency Maintenance (Recurrent Need)	\$ 200,000.00
VSC	Roof Repair and Replacement (Recurrent Need)	\$ 300,000.00
CCV	Academic Facility Improvements	\$ 250,000.00
CU	Granger House Restoration Phase II	\$ 100,000.00
CU	Woodruff Cupola Repair	\$ 80,000.00
CU	Superior Boiler Re-tubing	\$ 60,000.00
CU	Academic Building Security Enhancements	\$ 100,000.00
CU	Wright House Energy Upgrades	\$ 25,000.00
CU	Campus Fiber Extension	\$ 40,000.00
CU	Library & Woodruff Elevator Upgrades	\$ 140,000.00
CU	Spartan Turf Replacement Phase I	\$ 267,500.00
NVU-J	Bentley Parking Lot / Drive Reconstruction	\$ 175,000.00
NVU-J	Visual Arts Siding Replacement	\$ 40,000.00
NVU-J	Campus Safety Compliance	\$ 35,000.00
NVU-J	Campus Security Surveillance System	\$ 75,000.00
NVU-J	MEP Technology Upgrades	\$ 125,000.00
NVU-J	ADA Access to Dibden	\$ 30,000.00
NVU-J	Campus Concrete Repairs	\$ 125,000.00
NVU-J	Building Envelope Repair	\$ 57,500.00
NVU-J	Campus Apartments Water Service	\$ 150,000.00
NVU-L	Campus Security Surveillance System	\$ 125,000.00
NVU-L	Vail Connector Window Repairs	\$ 30,000.00
NVU-L	Activities Walkway Improvements	\$ 60,000.00
NVU-L	Vail Stair Retaining Wall Replacement	\$ 150,000.00
NVU-L	Campus Concrete Repair	\$ 115,000.00
NVU-L	Wheelock Condensate Tank Replacement	\$ 25,000.00
NVU-L	Vail Window Replacement	\$ 200,000.00
NVU-L	Alumni & Brown House Roof Replacement	\$ 25,500.00
NVU-L	Steam Tunnel Piping & Insulation Replacement	\$ 40,000.00
NVU-L	Vail Sprinkler Project Phase I	\$ 42,000.00
VTC	Admin Building Store Front Replacement	\$ 89,000.00
VTC	Williston B700 & Randolph Lot I Repair and Repave	\$ 170,000.00
VTC	Conant Window Replacement	\$ 203,000.00
VTC	Green Hall Roof Replacement	\$ 175,000.00
VTC	Green Stairwell Improvements	\$ 32,500.00
VTC	Green Hall Exterior Caulking	\$ 27,000.00
VTC	Generator Plant Steam Line Replacement	\$ 28,000.00
VTC	Hartness Stone Wall Restoration	\$ 48,000.00
VTC	Shape Locker Room Renovation Phase I	\$ 40,000.00
Total Projects		\$ 4,000,000.00


10/15/2019

FY 21 Project Funding Matrix

Scenario	2,000,000	3,000,000	4,000,000
CU	Granger House Restoration Phase II \$ 100,000.00 Woodruff Cupola Repair \$ 80,000.00 Superior Boiler Re-tubing \$ 60,000.00 Academic Building Security Enhancements \$ 100,000.00 Wright House Energy Upgrades \$ 25,000.00 Campus Fiber Extension Phase I \$ 28,750.00	Granger House Restoration Phase II \$ 100,000.00 Woodruff Cupola Repair \$ 80,000.00 Superior Boiler Re-tubing \$ 60,000.00 Academic Building Security Enhancements \$100,000.00 Wright House Energy Upgrades \$ 25,000.00 Campus Fiber Extension \$ 40,000.00 Library & Woodruff Elevator Upgrades \$140,000.00 Spartan Turf Replacement Phase I \$ 80,000.00	Granger House Restoration Phase II \$ 100,000.00 Woodruff Cupola Repair \$ 80,000.00 Superior Boiler Re-tubing \$ 60,000.00 Academic Building Security Enhancements \$ 100,000.00 Wright House Energy Upgrades \$ 25,000.00 Campus Fiber Extension \$ 40,000.00 Library & Woodruff Elevator Upgrades \$ 140,000.00 Spartan Turf Replacement Phase I \$ 267,500.00
NVU-J	Bentley Parking Lot / Drive Reconstruction \$ 165,000.00 Visual Arts Siding Replacement \$ 35,000.00 Campus Safety Compliance \$ 35,000.00 Campus Security Surveillance System \$ 75,000.00 MEP Technology Upgrades Phase I \$ 83,750.00	Bentley Parking Lot / Drive Reconstruction \$165,000.00 Visual Arts Siding Replacement \$ 35,000.00 Campus Safety Compliance \$ 35,000.00 Campus Security Surveillance System \$ 75,000.00 MEP Technology Upgrades \$125,000.00 ADA Access to Dibden \$ 30,000.00 Campus Concrete Repairs \$125,000.00 Building Envelope Repair Phase I \$ 35,000.00	Bentley Parking Lot / Drive Reconstruction \$ 175,000.00 Visual Arts Siding Replacement \$ 40,000.00 Campus Safety Compliance \$ 35,000.00 Campus Security Surveillance System \$ 75,000.00 MEP Technology Upgrades \$ 125,000.00 ADA Access to Dibden \$ 30,000.00 Campus Concrete Repairs \$ 125,000.00 Building Envelope Repair \$ 57,500.00 Campus Apartments Water Service \$ 150,000.00
NVU-L	Campus Security Surveillance System \$ 125,000.00 Vail Connector Window Repairs \$ 30,000.00 Activities Walkway Improvements \$ 60,000.00 Vail Stair Retaining Wall Replacement \$ 150,000.00 Campus Concrete Repair Phase I \$ 28,750.00	Campus Security Surveillance System \$125,000.00 Vail Connector Window Repairs \$ 30,000.00 Activities Walkway Improvements \$ 60,000.00 Vail Stair Retaining Wall Replacement \$150,000.00 Campus Concrete Repair \$115,000.00 Wheelock Condensate Tank Replacement \$ 25,000.00 Vail Window Replacement Phase I \$120,000.00	Campus Security Surveillance System \$ 125,000.00 Vail Connector Window Repairs \$ 30,000.00 Activities Walkway Improvements \$ 60,000.00 Vail Stair Retaining Wall Replacement \$ 150,000.00 Campus Concrete Repair \$ 115,000.00 Wheelock Condensate Tank Replacement \$ 25,000.00 Vail Window Replacement \$ 200,000.00 Alumni & Brown House Roof Replacement \$ 25,500.00 Steam Tunnel Piping & Insulation Replacement \$ 40,000.00 Vail Sprinkler Project Phase I \$ 42,000.00
VTC	Admin Building Store Front Replacement \$ 89,000.00 Williston B700 & Randolph Lot I Repair and Repave \$ 170,000.00 Conant Window Replacement Phase I \$ 134,750.00	Admin Building Store Front Replacement \$ 89,000.00 Williston B700 & Randolph Lot I Repair and Repave \$170,000.00 Conant Window Replacement \$203,000.00 Green Hall Roof Replacement Phase I \$163,000.00	Admin Building Store Front Replacement \$ 89,000.00 Williston B700 & Randolph Lot I Repair and Repave \$ 170,000.00 Conant Window Replacement \$ 203,000.00 Green Hall Roof Replacement \$ 175,000.00 Green Stairwell \$ 32,500.00 Green Hall Exterior Caulking \$ 27,000.00 Generator Plant Steam line Replacement \$ 28,000.00 Hartness Stone Wall Restoration \$ 48,000.00 Shape Locker Room Renovation \$ 40,000.00
CCV	Academic Facility Improvements \$150,000	Academic Facility Improvements \$200,000	Academic Facility Improvements \$250,000
Emergency Maintenance	\$125,000	\$150,000	\$200,000
Roof Repair /Replacement	\$150,000	\$150,000	\$300,000
Scenario Total	<u>\$2,000,000</u>	<u>\$3,000,000</u>	<u>\$4,000,000</u>
Note: Campus based split =	\$393,750	\$625,000	\$812,500

**Attachment 5:
Community College of Vermont
FY2019 Carried Over Funds request**

TO: Jeb Spaulding, Chancellor, Vermont State Colleges

FROM: Joyce Judy, President, Community College of Vermont 

DATE: November 1, 2019

SUBJECT: FY 2019 Carry Forward

Due to better than expected revenues, CCV ended the fiscal year with \$648,000 available unrestricted net assets which is reduced by \$174,570 for the adjustment to the medical reserve for a balance of \$473,430. I therefore request approval to carry the following funds forward into Fiscal Year 2020 to be used for the following purpose:

- CCV's debt payment under the restructured debt payment schedule will increase by \$750,000 beginning in FY2022. CCV has opted to develop a multi-year step up plan to reduce the amount of the single year increase in base expenses. Our plan is to phase in the change of additional debt payment over a four year period. CCV would like to carryforward an additional \$125,000 towards this debt restructure amount to be added to the existing \$900,000 which has already been set aside.
- CCV would like to carryforward \$50,000 towards student retention
- CCV would like to carryforward \$115,000 for the recognition of CCV's 50th anniversary and marketing at CCV
- CCV would like to carryforward \$161,430 towards classroom technology upgrades
- CCV would like to carryforward \$22,000 for the purchase of furniture

Thank you for your consideration.

Item 4:

Report of the EPSL Committee

- a. CU A.S. in Occupational Therapy Assistant
- b. CU A.S. in Physical Therapy Assistant
- c. CU M.S. in Nursing
- d. VTC B.S. in Interdisciplinary Studies
- e. NVU B.S. in Professional Writing, Editing and Publishing
- f. NVU B.A. in Collaborative Performance Studies
- g. Policy 316

**VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE**

Part I: General Information

1. Institution: Castleton University
2. Name of new program: Associate of Science degree in Occupational Therapy Assistant
 - a) Individual(s) with responsibility for program development: Peter Kimmel
 - b) Academic Department(s): College of Health and Sciences; Health, Human Movement, and Sport
3. Proposed start date of program: August 2021
4. Title of degree to be conferred (if applicable): Associate of Science degree in Occupational Therapy Assistant
5. Brief description of proposed program (150 words or less):

Occupational therapy assistants work with occupational therapists to improve the lives of people of all ages and abilities. Occupational therapy assistants may work with children, adults, or elderly individuals who face challenges such as learning disabilities, behavioral problems, autism spectrum, or post-traumatic stress disorder (PTSD). They also help people deal with and recover from traumatic injuries or strokes, helping them relearn activities required for daily living or employment. Occupational therapy assistants work with clients based on a treatment plan developed in collaboration with an occupational therapist.

This will be the only such program in Vermont. It will be nationally certified by the Accreditation Council for Occupational Therapy Education ([ACOTE](#)) of the American Occupational Therapy Association (AOTA). Completion of an ACOTE accredited program is required in order to sit for the occupational therapy assistant licensing exam and to become a licensed occupational therapy assistant.

The degree requires 66 credits of course work that can be completed in two years, including 50 credits within the major and 16 credits of general education that is not built into the major.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

The proposed AS.OTA degree supports Castleton's mission that "emphasizes undergraduate liberal arts and professional studies" and the preparation of "students for relevant and meaningful careers." The general education requirements of the program ensure that its graduates have a liberal arts grounding to their professional degree. The 50 credits of focused study in the major ensure "deep knowledge" and the licensing examination for which it prepares students assesses student professional knowledge and skills essential to their professional success and certifies to the world the quality of a Castleton education.

The AS.OTA also complements existing Castleton degree programs in the area of health sciences and human wellbeing, including:

- Exercise and Sports Science: BS.ESS
- Health Promotion: Community Health: BS.HLP.CED
- Health Science: BS.HLT
- Kinesiology/Pre-Athletic Training: BS.KIN
- Nursing: BS.NUR: BS.NURN
- Psychological Science: BS.PSS or BA.PSS
- Social Work: BSW.SWK

The AS.OTA shares courses with many of the above programs, as well as other majors in the natural sciences and psychology and the proposed program in physical therapist assistant. Having additional students and faculty in a cognate program strengthens enrollment demand in shared courses as well as increasing faculty support for some of those courses.

Institutional interest in the program was determined through consultation between the President, the Provost, the Dean of the College of Health and Sciences, the Program Chair of Natural Sciences, and the Program Chair of Health, Human Movement, and Sport. The curriculum will be reviewed by the Curriculum Committee and vetted by its Faculty Assembly.

Interest was also stimulated by the *Securing the Future* white paper and discussions. Castleton University wants to build programs "that meet the workforce needs of the state and region" and that provide a "high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional." We believe the AS.OTA meets those criteria and supports that vision.

The AS.OTA helps build Castleton's strength and expands its programming in support of well-paying, high-quality employment in the Health professions. The two-year associate degree enables the University to offer high-quality education leading to professional employment for students who want professional qualifications in less than four years. This includes budget-conscious transfers, workers making a career change, and high school students concerned about the cost of college, impatient at the prospect of attending school for four years, and/or eager to be gainfully employed with a comfortable income in a helping and professionally respected field.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

The AS.OTA program is designed to prepare students to be competent, highly employable occupational therapy assistants and to sit for and pass the occupational therapy assistant national licensing examination. This then enables them to work as licensed occupational therapy assistants. Occupational therapy assistants work with children, adults, or elderly individuals who face challenges such as learning disabilities, behavioral problems, autism spectrum, or post-traumatic stress disorder (PTSD). They also help people deal with and recover from traumatic injuries or strokes, helping them relearn activities required for daily living or employment. Occupational therapy assistants work with clients based on a treatment plan developed in collaboration with an occupational therapist.

Castleton's OTA program incorporates both classroom and practical clinical components to prepare graduates for employment in many different kinds of facilities and services, such as hospitals, nursing homes, rehabilitation centers, and schools.

The occupational outlook for occupational therapy assistants is strong. According to the Bureau of Labor Statistics, employment growth in this field is expected to be 31% between 2018 and 2028 nationally, much faster than average. There are currently 51,700 jobs in this field, and another 16,000 are expected to be added. ([Bureau of Labor Statistics Occupational Outlook Handbook, accessed 10-4-19](#)).

The median wage for occupational therapy assistants nationally in 2018 was \$60,220, and in Vermont \$60,710 ([Bureau of Labor Statistics accessed 10-4-19](#)).

There is currently no occupational therapy assistant program in Vermont. The AS.OTA program at Castleton will address this need, preparing Vermonters for high-paying, high quality jobs that serve Vermonters. It is also likely to attract students from other regions as there is only one program in New Hampshire, and of the eleven programs in New York, almost all are in the New York City area, and none are near Vermont. The closest program in Massachusetts is in Springfield.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

There is no nationally accredited occupational therapy assistant program in Vermont. With demand expected to grow nationally by 31% over the next decade, Vermonters with this professional qualification are well situated whether they choose to remain in state or not. Additionally, whether just out of high school or changing careers, this program enables people to acquire a professional degree and license within two years that yields an average annual salary of just over \$60,000. Castleton expects that to be attractive to prospective students both in and out of Vermont.

Castleton University believes this program contributes to the vision for the VSC explicated in *Securing the Future*, particularly with regard to building programs “that meet the workforce needs of the state and region” and that provide a “high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional.”

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

According to the U.S. Department of Labor / Bureau of Labor Statistics, employment opportunities for occupational therapy assistants are expected to increase “much faster than average” (31%) between 2018 and 2028. Castleton University has applied to the Accreditation Council for Occupational Therapy Education ([ACOTE](#)) and we are now in the queue to begin the accreditation process (as a candidate) in fall 2021.

Occupational therapy assistants work with occupational therapists to improve the lives of people of all ages and abilities. Occupational therapy assistants may work with children, adults, or elderly individuals who face challenges such as learning disabilities, behavioral problems, autism spectrum, or post-traumatic stress disorder (PTSD). They also help people deal with and recover from traumatic injuries or strokes, helping them relearn activities required for daily living or employment. Occupational therapy assistants work with clients based on a treatment plan developed in collaboration with an occupational therapist.

Students who complete Castleton’s OTA program will be able to:

1. Promote occupation as the fundamental therapeutic agent of the profession and essential to the meaning, focus, and purpose of the client’s life.
2. Utilize clinical reasoning to demonstrate competency in providing client-centered and occupation-based therapeutic interventions in a variety of settings and contexts.
3. Communicate effectively with clients, families, and inter-professional teams to support evidence-based practice and quality outcomes.
4. Exhibit behaviors consistent with the culture and ethics of the occupational therapy profession, including its legal and regulatory requirements.

2. How the program will integrate professional, liberal and career study:

In addition to intensive study and preparation in the major, all students in this program will complete the general education requirements needed for an associate degree:

- First Year Seminar
- English composition plus a writing intensive course (6 credits)
- Soundings (year 1, part 1, 1 credit)
- Effective speaking plus a speaking intensive course (6 credits)
- Science and math requirements built into major degree requirements
- Social and behavioral course work built into major degree requirements
- Computing intensive (3 credits)
- Aesthetic understanding (3 credits)
- World views (3 credits)

3. What peer programs or model curricula served as a basis for the proposal:

- Maria College (NY)
- Mercy College (NY)
- Orange County Community College (NY)
- Villa Maria College (NY)

4. How the program will assess its effectiveness in achieving student learning outcomes:

The national licensing examination for occupational therapy assistants will serve as a primary means of assessing program effectiveness in achieving student learning outcomes. General education learning outcomes are assessed through a writing assessment, a quantitative reasoning assessment, and an information literacy assessment. Professional skills will be assessed throughout clinical experiences.

Accreditation reviews by ACOTE also include standards for student learning outcomes.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

For initial accreditation of our OTA program, Castleton must apply to the Accreditation Council for Occupational Therapy Education (ACOTE). The process begins with submission of a letter of intent, and completion and submission of required eligibility data. Once program eligibility is confirmed, Castleton must hire a program director and academic fieldwork coordinator (both full-time positions). Castleton then submits a candidacy application and, if approved, will be advanced to Candidacy Status, at which point we may admit our first class of students and begin a preaccreditation review. In this review, Castleton assesses its compliance with the ACOTE standards and prepares a self-study report. Upon review of this report, ACOTE grants, defers action on, or denies Preaccreditation Status. The final step of the process is an on-site evaluation conducted by a two-member team. ACOTE reviews the report of the site visit team and determines whether or not to grant accreditation.

Once awarded accreditation status, Castleton's OTA program will be reevaluated on a 5-, 7-, or 10-year cycle, with 7-years being the standard number of years between reaccreditation reviews.

6. Program outline; include brief descriptions of all new courses:

Course Name & Number	Credits	New or Existing?
AHS 3120 Kinesiology	3	Existing
BIO 2011 Human Anatomy & Physiology I	4	Existing
BIO 2012 Human Anatomy & Physiology II	4	Existing

PSY 1012 Introduction to Psychological Science	3	Existing
PSY 1050 Human Growth and Development	3	Existing
PSY 3070 Abnormal Psychology	3	Existing
OTA 1011 Introduction to Occupational Therapy	2	New
OTA 1012 Occupational Therapy Assistant Practice Skills I	2	New
OTA 1013 Occupational Therapy Assistant Practice Skills II	3	New
OTA 1014 Level I Fieldwork & Seminar	1	New
OTA 2011 Occupational Therapy in Mental Health Settings	3	New
OTA 2012 Occupational Therapy in Rehabilitation Settings	3	New
OTA 2013 Occupational Therapy in Developmental Settings	3	New
OTA 2014 Level II Fieldwork A	5	New
OTA 2015 Level II Fieldwork B	5	New
OTA 2016 Occupational Therapy Assistant Capstone Seminar	<u>3</u>	New

Course descriptions for new classes

OTA 1011 Introduction to Occupational Therapy

Credits: 2

Description: An introduction to the profession of occupational therapy and the role of the occupational therapy assistant. Topics include the history, philosophy, theoretical frames of reference, ethics and organizational structures of the profession, medical terminology and documentation skills.

OTA 1012 Occupational Therapy Assistant Practice Skills I

Credits: 2

Description: This lecture and laboratory course will provide students with foundational knowledge and skills required during treatment to improve the independence of clients to engage in chosen occupations. The Occupational Therapy Practice Framework will be emphasized throughout the semester to help conceptualize treatment interventions. Students will begin to develop practical techniques and observation skills critical to treatment implementation.

Restrictions: AS.OTA majors only

OTA 1013 Occupational Therapy Assistant Practice Skills II

Credits: 3

Description: This lecture and laboratory course builds upon occupational therapy theory and evidence-based practice concepts introduced in OTA Practice Skills I. Topics include assessment and intervention and an introduction to service management functions of the profession.

OTA 1014 Level I Fieldwork & Seminar

Credits: 1

Description: This supervised clinical fieldwork experience allows students to apply previous and concurrent learning to practical situations. Utilizing occupational profile, activity analysis, group process and therapeutic use of self, the student will engage individuals and groups in selected

occupations based on identified interests of the participants. The focus of this experience is on psychological and social factors that influence engagement in occupation.

OTA 2011 Occupational Therapy in Mental Health Settings

Credits: 3

Description: Occupational therapy principles and techniques for the treatment of individuals with psychosocial dysfunction are presented in lectures and laboratory sessions. Topics include group dynamics, theory, frames of references, and community services available for individuals with mental illness. Students will learn the occupational therapy assistant's role in assessment, treatment planning, treatment interventions and documentation. Interpersonal skills, group leadership and interviewing skills are practiced through role-playing and community-based experiences.

OTA 2012 Occupational Therapy in Rehabilitation Settings

Credits: 3

Description: Lectures and clinical presentations are used to teach medical, neurological, and orthopedic conditions resulting in physical dysfunction. The application of occupational therapy principles and techniques will be reinforced during laboratory sessions. Case studies, guest lecturers, role-playing, and clinical field trips to rehabilitation settings will be utilized to teach occupational therapy assessments and treatment interventions for physical disabilities.

OTA 2013 Occupational Therapy in Developmental Settings

Credits: 3

Description: This course addresses conditions that interrupt the normal growth and development sequence and the settings where clients receive services to remediate dysfunction. Lectures cover disease etiology and functional deficits, and the related occupational therapy theory, frames of reference, and treatment techniques. Laboratory learning involves hands-on practice to help develop the skills necessary to provide occupational therapy services in early intervention, preschool, school and community-based programs serving populations from infancy through adulthood.

OTA 2014 Level II Fieldwork A

Credits: 5

Description: This is an in-depth field experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.

OTA 2015 Level II Fieldwork B

Credits: 5

Description: This is an in-depth field experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation.

OTA 2016 Occupational Therapy Assistant Capstone Seminar

Credits: 3

Description: This course facilitates transition in role from student to practitioner as participants explore current issues that impact occupational therapy practice. Students will be expected to expand their knowledge and understanding of topics from prior occupational therapy coursework, discuss potential areas of research and develop a plan for continued education as preparation to enter the workforce. This course is completed in an online format as the student is engaged in

Level II Fieldwork rotations and culminates in a seminar on campus. Seminar topics include preparation for the NBCOT exam, state authorization to practice, program assessment and professional reflection.

7. TOTAL CREDITS in proposed program: ___50___
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: ___16___
9. TOTAL CREDITS for the degree: ___66___
10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

Associate in Science in Occupational Therapy Assistant (AS.OTA) Two-Year Degree Plan

FIRST YEAR

FALL SEMESTER (18 credits)

BIO 2011 Human A&P I (<i>SM frame</i>)	4
ENG 1061 English Composition (FYS)	3
PSY 1012 Intro to Psych. Sci. (<i>SB frame</i>)	3
OTA 1011 Introduction to OT	2
OTA 1012 OTA Practice Skills I	2
BUS 1270 Prin. of Computer-based Information Systems (or other CI)	3
INT 1051 First Year Soundings I	1

SPRING SEMESTER (17 credits)

BIO 2012 Human A&P II	4
ENG 1070 Effective Speaking (WI)	3
PSY 1050 Human Growth and Dev.	3
OTA 1013 OTA Practice Skills II	3
OTA 1014 Level I Fieldwork & Seminar	1
<i>Frame: Aesthetic / World Views</i>	3

SECOND YEAR

FALL SEMESTER (18 credits)

AHS 3120 Kinesiology	3
PSY 3070 Abnormal Psychology	3
OTA 2011 OT in Mental Health Settings	3
OTA 2012 OT in Rehabilitation Settings	3
OTA 2013 OT in Developmental Settings	3
<i>Frame: World Views / Aesthetic (SI)</i>	3

SPRING SEMESTER (13 credits)

OTA 2014 Level II Fieldwork A	5
OTA 2015 Level II Fieldwork B	5
OTA 2016 OTA Capstone Seminar	3

Total credits = 66

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One 2020-2021 Get program accredited, recruit for next year	Year Two 2021-2022 1st cohort	Year Three 2022-2023 2nd cohort, full implementation
Faculty	\$198,000 (2FTE)	\$203,000	\$210,000
Admin/Other Staff			
Facilities/Equipment	\$25,000	\$10,000	\$10,000
Library/Other Materials	\$6,675*	\$6,675	\$6,675
Other Costs (e.g. accreditation/licensure expenses)	\$25,905**	\$3,870***	\$3,870
TOTAL COSTS:	<u>\$255,580</u>	<u>\$223,545</u>	<u>\$230,545</u>

* Includes subscriptions to OT journals (\$675) and subscription to fieldwork management software (\$6000).

** Includes \$22,035 for initial ACOTE accreditation plus \$3870 ACOTE annual dues.

*** \$3870 ACOTE annual dues.

2. Revenue/sources to meet new expenditures

	Year One 2020-2021	Year Two 2021-2022	Year Three 2022-2023
Tuition	0	\$240,000	\$512,000
Reallocation			
Other Sources			
TOTAL REVENUES:	<u>0</u>	<u>\$240,000</u>	<u>\$512,000</u>

- Year one is defined as 2020-2021, during which Castleton will hire a program director and one faculty member to create the program, complete the curriculum and equipping the simulation laboratory, apply for national accreditation, and support one or more cognate programs by teaching a small number of courses. They will also support marketing and recruitment efforts.
- Year two is defined as 2021-2022, during which a projected entering class of 15 students fall 2021 should produce total net revenue of approximately \$240,000 based on net revenue of \$16,000 per student.
- Year three is 2022-2023. With a second fall cohort of 20 students + 12 returners from fall 2021 (80% retention 1st to 2nd year) total net revenue should be 32 students x \$16,000 = \$512,000.

The initiative is projected to have a \$256,000 shortfall year one, a \$16,000 surplus in year two, and a \$282,000 surplus in year four. By the end of year three, when the program is fully implemented, the total three-year launch will have cost \$711,000 and brought in \$752,000 in revenue, showing a \$40,000 surplus over the three-year period. Starting year four the program will return an annual surplus of \$345,000 at an annual cohort size of 20 students and 80% retention.

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One 2021-2022	Three Years Out
Full-Time	15	36
Part-Time		
In-State	12	28
Out-of-State	<u>3</u>	<u>8</u>

2. Describe how you arrived at these projections: We arrived at these projections based on knowing the demand for programs like this in our region. We feel that starting with 15 FTE in year one is a conservative and responsible number to work with.
3. Describe the marketing strategies for the new program. Digital and print advertising, traditional face to face recruiting from high schools and community partners.
4. Competition:
 - a. In state and region: Goodwin College (CT), Manchester CC (CT), Kennebec CC (ME), Bristol CC (MA), North Shore CC (MA), Quinsigamond CC (MA), Springfield Tech CC (MA), River Valley CC (NH), Rockland CC (NY), Orange CC (NY), Maria College (NY), CCRI (RI)
 - b. Web-based: N.A.
5. How the program will impact enrollments in existing programs at the College:
 - It will increase course enrollments in supporting science and psychology courses. As these courses currently support multiple degree programs and are heavily enrolled, it may require some additional sections.
 - It will increase enrollment in some of the general education courses, which may require additional sections.
 - The clear vocational goal of the program may provide an opportunity for students in cognate areas to shift program, but it is expected to primarily draw new students and to offset any migration from other programs with migration from this program to existing cognates, such as the B.S. in Exercise and Sports Science or another to-be-proposed associates program: Physical Therapist Assistant. Having three programs that are similar

in shared courses and professional direction builds strength in all three, supporting Castleton as a center for health education.

- Some students may also wish to continue on to receive a BSN degree in Nursing or BS in Health Science. The latter would be excellent preparation for entering a doctoral program in physical therapy.

6. How the program will impact enrollments in existing programs at other VSC colleges:

There are no occupational therapy assistant programs at any of the other VSC colleges.

7. How the program will impact existing and/ or future external relations:

One of Castleton's oldest and largest degree programs is Nursing. With the newly launched BSN program location in Bennington and the online RN to BSN program, health professions is a growing area of excellence at Castleton. By adding an AS.OTA program we look forward to expanding our programmatic offerings in support of our many health services partners in the southern part of Vermont, such as Rutland Regional Medical Center and Southwestern Vermont Medical Center.

rev. 7/21/2016

**VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE**

Part I: General Information

1. Institution: Castleton University
2. Name of new program: Associate of Science degree in Physical Therapist Assistant
 - a) Individual(s) with responsibility for program development: Peter Kimmel
 - b) Academic Department(s): College of Health and Sciences; Health, Human Movement, and Sport
3. Proposed start date of program: August 2021
4. Title of degree to be conferred (if applicable):

Associate of Science degree in Physical Therapist Assistant

5. Brief description of proposed program (150 words or less):

Physical therapist assistants work under the direction of physical therapists to improve the lives of patients recovering from injury or surgery, or coping with disease or disability. Castleton's PTA program incorporates both classroom and practical clinical components to prepare graduates for employment in many different kinds of health care facilities, such as hospitals, nursing homes, sports care clinics, rehabilitation centers, and schools.

This will be the only such program in Vermont. It will be nationally certified by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). Completion of a CAPTE certified program is required in order to sit for the physical therapist assistant licensing exam and to deliver services to patients on Medicare.

The degree requires 73 credits of course work that can be completed in two years, including 6 credits in the intervening summer.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

The proposed AS.PTA degree supports Castleton's mission that "emphasizes undergraduate liberal arts and professional studies" and the preparation of "students for relevant and meaningful careers." The general education requirements of the program ensure that its graduates have a liberal arts grounding to their professional degree. The 57 credits of focused study in the major ensure "deep knowledge" and the licensing examination for which it prepares students assesses professional knowledge and skills essential to their professional success and certifies to the world the quality of a Castleton education.

The AS.PTA also complements existing Castleton degree programs in the area of health sciences and human wellbeing, including:

- Athletic Training: BS.KIN
- Exercise and Sports Science: BS.ESS
- Health Science: BS.HLT
- Nursing: BS.NUR; BS.NUR.RN
- Physical Education: BS.PED; BS.PED/ESE
- Physical Therapy DPT: Castleton + Clarkson University 4+3 degree program
- Physical Therapy DPT: Castleton + Sage Graduate School 4+3 degree program

The AS.PTA shares courses with many of the above programs, as well as other majors in the natural sciences and psychology. Having additional students and faculty in a cognate program strengthens enrollment demand in shared courses as well as increasing faculty support for some of those courses.

Institutional interest in the program was determined through consultation among the President, the Provost, the Dean of the College of Health and Sciences, the Department Chair of Natural Sciences, and the Department Chair of Health, Human Movement, and Sport. The curriculum will be reviewed by the Curriculum Committee and vetted by its Faculty Assembly.

Interest was also stimulated by the *Securing the Future* white paper and discussions. Castleton University wants to build programs "that meet the workforce needs of the state and region" and that provide a "high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional." We believe the AS.PTA meets those criteria and supports that vision.

External interest in the program was determined through application for a \$150,000 program development grant submitted to Vermont's Department of Labor's Retaining Employment and Talent After Injury/Illness Network (RETAIN). RETAIN is supportive of the project, viewing it as building capacity in the State in support of RETAIN's central mission.

The AS.PTA helps build Castleton's strength and expands its programming in support of well-paying, high-quality employment in the Health professions. The two-year associate degree enables the University to offer high-quality education leading to professional employment for students who want professional qualifications in fewer than four years. This includes budget-conscious transfers, workers making a career change, and high school students concerned about the cost of college, impatient at the prospect of attending school for four years, and/or eager to be gainfully employed with a comfortable income in a helping and professionally respected field.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

The AS.PTA program is designed to prepare students to be competent, highly employable physical therapist assistants and to sit for and pass the physical therapist national licensing examination. This then enables them to work as physical therapist assistants. Physical therapist assistants work under the direction of physical therapists to improve the lives of patients recovering from injury or surgery, or coping with disease or disability. Castleton's PTA program incorporates both classroom and practical clinical components to prepare graduates for employment in many different kinds of health care facilities, such as hospitals, nursing homes, sports care clinics, rehabilitation centers, and schools.

The occupational outlook for physical therapist assistants is strong. According to the Bureau of Labor Statistics, employment growth in this field is expected to be 26% between 2018 and 2028 nationally, much faster than average. There are currently 148,200 jobs in this field, and another 38,000 are expected to be added. "Demand for physical therapy is expected to increase in response to the healthcare needs of an older population and individuals with chronic conditions, such as diabetes and obesity" ([Bureau of Labor Statistics Occupational Outlook Handbook, accessed 10-3-19](#)).

Vermont has one of the oldest populations of any state. The U.S. Census 2018 report puts Vermont's percent of the population 65 years or older at 19.4% compared to a national mean of 16% ([U.S. Census quick facts accessed 10/3/19](#)). While Vermonters are healthy compared to national data, there are still 40,000 Vermonters with diabetes (Bureau of Labor, [Vermont Health Statistics accessed 10-3-19](#)).

The median wage in Vermont for physical therapist assistants was \$54,610 in May 2018 ([Bureau of Labor Statistics accessed 10-3-19](#)).

With one of the oldest populations in the United States and with 40,000 Vermonters with diabetes, Vermont is a high need population for physical therapist assistants. At the same time, there is no physical therapist assistant program in Vermont. Vermont has a high need for a growing professional field that pays good wages and yet the State has no means to prepare people for this career. The AS.PTA program at Castleton will address this need.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

The responses above address this question. There is not a nationally accredited physical therapist assistant program in Vermont. Vermont has a high and growing need for people with such qualifications. With demand expected to grow nationally by 26% over the next decade, Vermonters with this professional qualification are well situated whether they choose to remain in state or not. Additionally, whether just out of high school or changing careers, this program enables people to acquire a professional degree and license within two years that yields an average annual salary of \$54,000. Castleton expects that to be attractive to prospective students both in and out of Vermont.

Castleton University believes this program contributes to the vision for the VSC explicated in *Securing the Future*, particularly with regard to building programs “that meet the workforce needs of the state and region” and that provide a “high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional.”

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

Castleton's PTA program incorporates both classroom and practical clinical components to prepare graduates for employment in many different kinds of health care facilities, such as hospitals, nursing homes, sports care clinics, rehabilitation centers, and schools.

Students who complete Castleton's PTA program will be allowed to sit for the national physical therapist assistant licensing examination.

Student learning outcomes:

1. Utilize clinical reasoning to demonstrate competency in providing effective, client-centered therapeutic interventions in a variety of settings and contexts.
2. Communicate effectively with clients, families, and inter-professional teams to support evidence-based practice and quality outcomes.
3. Exhibit behaviors consistent with the culture and ethics of the physical therapist profession, including its legal and regulatory requirements.

2. How the program will integrate professional, liberal and career study:

In addition to intensive study in the major, all students in this program will complete the general education requirements needed for an associate degree:

- First Year Seminar
- English composition plus a writing intensive course (6 credits)
- Soundings (year 1, part 1, 1 credit)
- Effective speaking plus a speaking intensive course (6 credits)
- Science and math requirements built into major degree requirements
- Social and behavioral course work built into major degree requirements
- Computing intensive (3 credits)
- Aesthetic understanding (3 credits)
- World views (3 credits)

3. What peer programs or model curricula served as a basis for the proposal:

- Central Penn College
- Community College of Rhode Island
- Genesee Community College (NY)
- Kennebec Valley Community College (ME)
- River Valley Community College (NH)

- SUNY Canton (NY)
- University of Maine at Presque Isle

4. How the program will assess its effectiveness in achieving student learning outcomes:

The national licensing examination for physical therapist assistant will serve as a primary means of assessing program effectiveness in achieving student learning outcomes. General education learning outcomes are assessed through a writing assessment, a quantitative reasoning assessment, and an information literacy assessment. Professional skills will be assessed throughout clinical experiences.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

For initial accreditation of our PTA program, Castleton must apply to the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA). CAPTE is the only accreditation entity for physical therapist assistant programs in the country.

Two on-site reviewers will visit Castleton to verify the information in the Application for Candidacy (AFC) that documents our plans for the implementation of the program. The AFC, the reviewers' report, and Castleton's comments on that report are then reviewed by members of CAPTE to determine whether our program is making satisfactory progress toward compliance with CAPTE's "PTA Standards and Required Elements (Revised December 2017)" and, if so, we will be granted Candidate for Accreditation status. Once candidacy is granted, Castleton will be allowed to admit students and implement the program. During implementation, Castleton must submit annual reports to CAPTE. Then, prior to graduation of the first cohort of students, our program completes the Accreditation Process.

Once awarded accreditation status, Castleton must submit reports regularly to CAPTE ensuring continuing compliance with the standards and required elements, and our PTA program will be reviewed formally every 5 to 10 years.

6. Program outline; include brief descriptions of all new courses:

Course Name & Number	Credits	New or Existing?
AHS 2160 Anatomical Aspects of Sports Medicine	3	Existing
AHS 3120 Kinesiology	3	Existing
AHS 3210 Foundations of Therapeutic Interventions	3	Existing
BIO 2011 Human Anatomy & Physiology I	4	Existing

BIO 2012 Human Anatomy & Physiology II	4	Existing
PSY 1012 Introduction to Psychological Science	3	Existing
PSY 1050 Human Growth and Development	3	Existing
PTA 1010 Fundamentals of Physical Therapy	3	New
PTA 1050 Physical Therapist Assistant I	4	New
PTA 2050 Physical Therapist Assistant II	4	New
PTA 2060 Physical Therapist Assistant III	4	New
PTA 2140 Physical Therapy Clinical I	3	New
PTA 2150 Physical Therapy Clinical II	3	New
PTA 2160 Physical Therapy Clinical III	3	New
PTA 2210 Pathophysiology for the PTA I	3	New
PTA 2220 Pathophysiology for the PTA II	3	New
PTA 2310 Neurological Rehabilitation	3	New
PTA 2610 PTA Career Development Seminar	1	New

Course Descriptions

PTA 1010 Fundamentals of Physical Therapy

Credits: 3

Description: This course is an introduction to the physical therapy profession and its relationship to other health care fields. The roles of the physical therapist and physical therapist assistant will be discussed with an emphasis on their interaction and communication. The course includes a survey of conditions the PTA is likely to encounter and some of the procedures used to treat those conditions. This course serves as a foundation for all subsequent PTA courses.

PTA 1050 Physical Therapist Assistant I

Credits: 4

Description: This is the first course of a three-part sequence and introduces students to the foundations of physical therapy practice, including data collection, patient care, and physical therapy interventions. Hands-on experiences in the laboratory allow students to practice selected physical therapy skills and demonstrate competency.

PTA 2050 Physical Therapist Assistant II

Credits: 4

Description: This is the second course of a three-part sequence and provides an opportunity for students to apply the principles of physical therapy interventions to musculoskeletal and cardiovascular/pulmonary impairments. Hands-on experiences in the laboratory allow students to practice selected physical therapy skills and demonstrate competency.

PTA 2060 Physical Therapist Assistant III

Credits: 4

Description: This is the third course of a three-part sequence and provides an opportunity for students to apply the principles of physical therapy interventions to neuromuscular and integumentary impairments. Hands-on experiences in the laboratory allow students to practice selected physical therapy skills and demonstrate competency.

PTA 2140 Physical Therapy Clinical I**Credits: 3**

Description: This course is the first of three clinical experiences in the PTA program. Students are assigned to clinical sites for 35-40 hours per week of supervised clinical practice. Students observe and assist with treatment under direct supervision and guidance of Physical Therapists and Physical Therapist Assistants. Students will participate in an online seminar in which relevant clinical issues will be discussed.

PTA 2150 Physical Therapy Clinical II**Credits: 3**

Description: This course is the second of three clinical experiences in the PTA program. Students will have the opportunity to grow more independent in performing physical therapy treatment under the supervision and guidance of Physical Therapists and Physical Therapist Assistants. Students will participate in an online seminar in which relevant clinical issues will be discussed.

PTA 2160 Physical Therapy Clinical III**Credits: 3**

Description: This course is the last of three clinical experiences in the PTA program. Students will be exposed to more complex patients, and will be allowed to partake in fulfilling a broad array of practice responsibilities, with increasing degrees of independence. This clinical experience should maximize the integration of all aspects of practice and will render the student prepared to function as a responsible entry level Physical Therapist Assistant. Students will participate in an online seminar in which relevant clinical issues will be discussed.

PTA 2210 Pathophysiology for the PTA I**Credits: 3**

Description: This course introduces students to the study of pathology and disease by investigating the etiology, pathophysiology, and clinical manifestation of a wide variety of diseases affecting various systems of the human body, including the integumentary, nervous, digestive, immune, and reproductive systems. Diagnostic procedures and treatments for various disorders will be discussed.

PTA 2220 Pathophysiology for the PTA II**Credits: 3**

Description: This course introduces students to the study of pathology and disease by investigating the etiology, pathophysiology, and clinical manifestation of a wide variety of diseases affecting various systems of the human body, including the cardiovascular, respiratory, endocrine, urinary, and hemopoietic and lymphatic systems. Diagnostic procedures and treatments for various disorders will be discussed.

PTA 2310 Neurological Rehabilitation**Credits: 3**

Description: This is a comprehensive course that provides the physical therapist assistant student with an understanding of the basic principles of neurological rehabilitation of acute and chronic conditions. This course will teach students how to integrate their understanding of

pathophysiology, fundamental principles of patient care procedures, kinesiology, and therapeutic exercise, and apply them to patients with neurological diseases and injuries.

PTA 2610 PTA Career Development Seminar

Credits: 1

Description: This course is designed to support PTA students as they prepare for graduation, licensure, and employment. Topics such as resume development, interviewing skills, preparation for licensure, negotiation, and professionalism will be presented. Appropriate resources for professionalism will be referenced.

7. TOTAL CREDITS in proposed program: ___57___
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: ___16___
9. TOTAL CREDITS for the degree: ___73___
10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

Associate in Science in Physical Therapist Assistant (AS.PTA) Two-Year Degree Map

FIRST YEAR

FALL SEMESTER (17 credits)

BIO 2011 Human A&P I (<i>SM frame</i>)	4
ENG 1061 English Composition (FYS)	
1070 Effective Speaking (WI)	3
PSY 1012 Intro to Psych. Sci. (<i>SB frame</i>)	
1050 Human Growth and Devel.	3
PTA 1010 Fundamentals of PT	3
BUS 1270 Prin. of Computer-based Information Systems (or other CI)	3 4
INT 1051 First Year Soundings I	1

SPRING SEMESTER (17 credits)

BIO 2012 Human A&P II	4
	ENG
	PSY
AHS 2160 Anatomical Aspects of SM	3
PTA 1050 Physical Therapist Assistant I	

SUMMER (6 credits)

PTA 2140 Physical Therapy Clinical I	3
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Frame: Aesthetic / World Views 3

SECOND YEAR

FALL SEMESTER (16 credits)

AHS 3120 Kinesiology 3

PTA 2050 Physical Therapist Assistant II

2060 Physical Therapist Assistant III 4

PTA 2210 Pathophysiology for PTA I 3

PTA 2150 Physical Therapy Clinical II 3

3

Frame: World Views / Aesthetic (SI) 3

SPRING SEMESTER (17 credits)

AHS 3210 Found. Therapeutic Interv. 3

4 PTA

PTA 2220 Pathophysiology for PTA II 3

PTA 2160 Physical Therapy Clinical III

PTA 2310 Neurological Rehab. 3

PTA 2610 PTA Career Devel. Seminar 1

Total credits = 73

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One – Build program	Year Two – Get program accredited	Year Three – 1st student cohort spring 2022	Year Four – 2nd student cohort
Faculty	\$50,000	\$198,000	\$203,000	\$210,000
Admin/Other Staff*	0	0	\$18,000	\$30,000
Facilities/Equipment	\$85,000	\$20,000	\$8,000	\$8,000
Library/Other Materials	0	\$3,000	\$6,000	\$6,000
Other Costs (e.g. accreditation/licensure expenses)			\$22,500**	\$6,750***
TOTAL COSTS:	<u>\$135,000</u>	<u>\$221,000</u>	<u>\$257,500</u>	<u>\$260,750</u>

*Part-time faculty and overloads.

** Includes \$20,000 for initial CAPTE accreditation plus \$2500 ACAPT annual dues.

*** Includes \$4250 CAPTE annual fees plus \$2500 ACAPT annual dues

Note: the PTA program will share a director in year one and two with the Occupational Therapy Program which is also being proposed.

2. Revenue/sources to meet new expenditures

	Year One	Year Two	Year Three	Year Four
Tuition	0		\$240,000	\$512,000
Reallocation	0	0	0	0
Other Sources (RETAIN grant)	\$150,000	0	0	0
TOTAL REVENUES:	<u>\$150,000</u>	<u>\$0</u>	<u>\$240,000</u>	<u>\$512,000</u>

Note:

- Year one is defined as 2019-2020, during which Castleton will hire a program director and a second faculty member to create the program. Castleton will also begin equipping

a simulation laboratory in existing space to support the program. These costs will be covered 100% by the RETAIN grant.

- Year two is defined as 2020-2021, during which the two faculty FTE dedicated to the program will apply for national accreditation, complete the curriculum and equipping the simulation laboratory, and support one or more cognate programs by teaching a small number of courses. They will also support marketing and recruitment efforts.
- Year three is 2021-2022. A projected entering class of 15 students spring 2022 should produce total net revenue of approximately \$249,000 based on net revenue of \$16,000 per student.
- Year four is 2022-2023 and with a fall cohort of 20 students + 12 returners from fall 2021 (assumes 80% retention) total net revenue should be 32 students x \$16,000 net revenue each = \$512,000 overall revenue.

The initiative is projected to be budget neutral year one, have a \$221,000 shortfall year two, a \$18,000 deficit year three, and a \$251,000 surplus in year four. Starting year five, the projected surplus should be about \$300,000 annually.

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One (2021-2022)	Three Years Out
Full-Time	15	36
Part-Time	0	0
In-State	13	28
Out-of-State	<u>2</u>	<u>8</u>

2. Describe how you arrived at these projections: We arrived at these projections based on knowing the demand for programs like this in our region. We feel that starting with 15 FTE in year one is a conservative and responsible number to work with.
3. Describe the marketing strategies for the new program. Digital and print advertising, traditional face to face recruiting from high schools and community partners.
4. Competition:
 - a. In state and region: Naugatuck CC (CT), Norwalk CC (CT), Bay State College (MA), Berkshire CC (MA), Mount Wachusett CC (MA), North Shore CC (MA), Quincy College (MA), Springfield Tech CC (MA), River Valley CC (NH), SUNY Canton (NY), Herkimer CC (NY), Kennebec CC (ME)
 - b. Web-based
5. How the program will impact enrollments in existing programs at the College:
 - It will increase course enrollments in supporting science and psychology courses. As these courses currently support multiple degree programs and are heavily enrolled, it may require some additional sections.
 - It will increase enrollment in some of the general education courses, which may require additional sections.
 - The clear vocational goal of the program may provide an opportunity for students in cognate areas to shift program, but it is expected to primarily draw new students and to offset any migration from other programs with migration from this program to existing cognates, such as the B.S. in Exercise and Sports Science or another to-be-proposed associates program: Occupational Therapy Assistant. Having three programs that are

similar in shared courses and professional direction builds strength in all three, supporting Castleton as a center for health education.

- Some students may also wish to continue on to receive a BSN degree in Nursing or BS in Health Science. The latter would be excellent preparation for entering a doctoral program in physical therapy.

6. How the program will impact enrollments in existing programs at other VSC colleges:

There are no physical therapy programs at any of the other VSC colleges.

7. How the program will impact existing and/ or future external relations:

One of Castleton's oldest and largest degree programs is Nursing. With the newly launched BSN program location in Bennington and the online RN to BSN program, health professions is a growing area of excellence at Castleton. By adding a PTA program we look forward to expanding our programmatic offerings in support of our many health services partners in the southern part of Vermont, such as Rutland Regional Medical Center and Southwestern Vermont Medical Center.

Note on program accreditation process and timeline from the CAPTE accreditation process handbook:

Candidacy Process

For new programs, the process begins when an institution notifies CAPTE that a program director has been hired to develop the program. Then, at least six months prior to admitting students, the program submits an Application for Candidacy (AFC) that documents the institution's plans for the implementation of the program. Two experienced on-site reviewers visit the program to verify the information in the AFC and submit a written report describing the results of the visit. The report is sent to the program for comment. The AFC, the reviewers' report and the institution's comments are then reviewed by members of CAPTE to determine whether the program is making satisfactory progress toward compliance with the standards and required elements and, if so, the program is granted Candidate for Accreditation status. Once candidacy is granted, the program is allowed to admit students and implement the program. During implementation the program submits annual reports to CAPTE. Then, prior to graduation of the first cohort of students, the program completes the Accreditation Process.

See: <http://www.capteonline.org/WhatWeDo/AccreditationProcess/>

rev. 7/21/2016

**VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE**

Part I: General Information

1. Institution: Castleton University
2. Name of new program: Masters of Science in Nursing online
 - a) Individual(s) with responsibility for program development: Dr. Angie Smith, DNP, RN, CNE and Dr. Jill Markowski, DNP, MSA, RN, NE-BC
 - b) Academic Department(s): School of Nursing
3. Proposed start date of program: Fall 2020
4. Title of degree to be conferred (if applicable): Master of Science in Nursing - Clinical Nurse Leader and Master of Science in Nursing – Nurse Educator
5. Brief description of proposed program (150 words or less):

This online masters degree has two concentrations designed to address the significant nursing shortage in Vermont and the region. Its target audience is working nurses who seek a leadership role in the profession. The Clinical Nurse Leader (CNL) concentration equips its graduates to provide leadership in clinical settings. All CNL graduates will be qualified to sit for the American Association of Colleges of Nursing (AACN) certification examination. The Nurse Educator (NE) concentration prepares graduates to train nurses in academic and practice settings. All NE graduates will be qualified to sit for the National League for Nursing (NLN) licensure examination for either Certified Nurse Educator or Certified Academic Nurse Educator. All NE graduates will also be eligible to sit for the American Nurses Credentialing Center's (ANCC) Nursing Professional Development (NPD) certification exam.

This year-round degree requires 40 credits; 26 of those credits are shared between the two concentrations; 14 credits are distinct. It is designed for part-time study. Students take a single 3 or 4 credit course in an eight-week term followed immediately by a second 3 or 4 credit course in an eight-week term. These eight week terms fit into existing semesters as well as a summer term. It takes 24 months to complete the degree if you enroll in every course as described. Once the program is well established, it would be possible for someone to attend full time (taking two courses at the same time) and complete the program in 12 months.

Vermont is in need of almost 4,000 new nurses. A search on Monster.com on October 10 revealed 2,900 open nursing positions right now in a 75-mile radius from Castleton. A search on

Indeed showed 6,977 open positions for registered nurses between Vermont, New Hampshire, and Massachusetts. It is imperative to build the capacity to educate nurses and to lead them in clinical settings. The MSN places the VSC in a leadership position in addressing this crisis.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

Nursing is one of the oldest and largest of Castleton's academic programs, having begun in 1962, currently enrolling about 250 students, and being well-integrated with the regional health care network. The addition in fall 2019 of Bennington as an off-site location in partnership with Southwestern Vermont Medical Center expands the program's reach and external relationships. The RN to BS online program Castleton operates expanded nursing education into the online delivery format. The proposed MSN expands the online programming, builds on existing regional partnerships, and will prepare nurse educators who will further nursing education in Vermont as well as clinical nurse leaders who will address a need of its regional partners.

The Master of Science in Nursing (MSN) adds a 13th masters degree to Castleton, building out its graduate programs. It also adds another wholly online degree, building out Castleton's breadth and depth in asynchronous learning.

This program would be the only non-residency MSN program in the State of Vermont. For working adults, this is a very student-centered environment. Consistent with the University's mission "to use sustainable practices," the non-residency online option promotes a sustainable environment through the reduction of Castleton's overall carbon footprint through a reduction in travel, and a decrease in the use of paper products.

Many of our clinical affiliates and potential employers of Castleton nursing graduates have created clinical nurse leader positions within their organizations. Our partners at Rutland Regional Medical Center (RRMC), Southwestern Vermont Medical Center (SVMC), Porter Hospital, and Glens Falls Hospital (GFH) are supportive of this program.

The interest in creating this program was stimulated by ongoing discussions with regional partners and internally within the nursing faculty at Castleton. The Vermont Talent Pipeline Project surveyed 32 Vermont healthcare providers to project new and replacement jobs in four categories. The results of the survey show that over the next two years there will be a deficit of 3,909 nursing positions in Vermont. These results are linked to a high retirement rate, shortage of qualified CNLs at the bedside to manage complex patient care, and an overall shortage of nurses graduating from all programs. Qualified nurse educators are necessary to prepare new nurses.

With an appropriate classroom and clinical nurse educator-to-student ratio, programs can increase student enrollments each semester.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

The need for nurses is so great that in May 2019, RRMC hired all 38 of our graduating BSN students. Dr. Betsy Hassan, Chief Nursing Officer (CNO) at RRMC, has expressed an interest in hiring all 36 of our projected May 2020 main campus BSN graduates. Sheila Boni, Interim CNO at SVMC, has expressed interest in hiring all 12 of our Bennington BSN students this May 2020. Both RRMC and SVMC have tuition reimbursement options for employees who are obtaining nursing degrees at CU.

The Vermont Talent Pipeline Project surveyed 32 Vermont healthcare providers to project new and replacement jobs in four categories. The results of the survey show that over the next two years there will be a deficit of 3,909 nursing positions in Vermont. There are almost 3,000 open nursing positions today within 75 miles of Castleton (see Monster.com and Indeed). There are almost 10,000 open nursing positions between NY, VT, NH, and MA right now. The need is huge at the local, state, regional, and national levels.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

This program will strengthen the Vermont State Colleges system by providing a non-residency VSC option for CU and Vermont Technical College (VTC) BSN graduates. Students may utilize the Community College of Vermont (CCV), or other VSC partners, to complete any general education credits required for the MSN program.

Castleton University believes this program contributes to the vision for the VSC explicated in *Securing the Future*, particularly with regard to building programs “that meet the workforce needs of the state and region” and that provide a “high quality, relevant, and contemporary educational experience for students, both traditional and non-traditional.”

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

In accordance with the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing, Castleton's MSN graduates will:

- Have professional knowledge grounded in the sciences and humanities;
- Have the skills and dispositions to provide organizational and systems leadership;
- Be proficient in current standards of quality improvement and safety;
- Translate and integrate scholarship into practice;
- Demonstrate competence using informatics and healthcare technologies;
- Take leadership roles in health policy and advocacy;
- Know how to implement professional collaboration for improving patient and population health outcomes;
- Use best practices for clinical prevention and population health for improving health; and
- Have master's level nursing practice.

Graduates of the concentration in Nurse Educator will also be proficient with the National League of Nursing's (NLN) Core Competencies for Nurse Educators and the Association of Nursing Professional Development (ANDP):

- Facilitate learning in others;
- Facilitate learner development and socialization;
- Use assessment and evaluation of program outcomes;
- Participate in curriculum design and evaluation of program outcomes;
- Function as a change agent and leader;
- Pursue continuous quality improvement in the nurse educator role;
- Engage in scholarship; and
- Function within the educational environment.

The Clinical Nurse Leader (CNL) concentration equips its graduates to provide leadership in clinical settings. All CNL graduates will be qualified to sit for the American Association of Colleges of Nursing (AACN) certification examination. The Nurse Educator (NE) concentration prepares graduates to train new nurses in academic and practice settings. All NE graduates will be qualified to sit for the National League for Nursing (NLN) certification examination for either Certified Nurse Educator or Certified Academic Nurse Educator. All NE graduates will also be eligible to sit for the American Nurses Credentialing Center's (ANCC) Nursing Professional Development (NPD) certification exam.

The graduates of Castleton University's MSN program will become leaders in nurse education and practice in the State of Vermont and beyond.

2. How the program will integrate professional, liberal and career study:

All students enrolling in the MSN program will hold a baccalaureate degree, with the accompanying general education. They will also be Registered Nurses (RNs), with the accompanying professional education and licensure. The MSN degree will focus on professional preparation, career study, and the integration of scholarship with practice.

3. What peer programs or model curricula served as a basis for the proposal:

In state and the region: Norwich University, Colby Sawyer, and University of Vermont
Web-based: Sacred Heart University, Capella University, and Grand Canyon University

4. How the program will assess its effectiveness in achieving student learning outcomes:

The national certification examinations students qualify to take will provide direct, annual assessment of student preparation with regard to the professional standards that serve as the basis for program learning outcomes and course requirements.

The University will also use the following methods to ensure programmatic quality:

- Annual student retention rates;
- Approval of annual program report by the Vermont State Board of Nursing (VBON);
- Maintenance of national accreditation status as well as VSBN approval;
- Employer surveys sent annually in June to identify the success of graduates employed at individual facilities; and
- Graduate surveys sent 3-6 months and again at one year post graduation to evaluate graduate success in finding and maintaining employment. The survey also examines graduates' transition into professional practice.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

This program is designed to align with all relevant national and state nursing accreditation standards and will be reviewed both before its implementation and regularly thereafter to ensure that it remains current with all relevant professional standards of practice and emerging knowledge in the field.

A proposal for this program detailing how it meets the relevant nursing, clinical nurse leader, and nurse educator standards must be submitted to the Vermont State Board of Nursing (VBON) at least nine months prior to the proposed start of the program. The VBON will either provide provisional approval, or will deny the proposal and send feedback for revision. Once the VBON approves the proposal, Castleton is able to advertise the program as approved and begin admitting students. When the first cohort graduates in the summer of 2022, the VBON grants permanent approval.

Castleton University's BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). Once the program proposal is approved by the VBON and the VSC, we will send a letter of intent to CCNE to inform them of the need to add a new program for a future accreditation visit at CU. This letter of intent must be sent with a new program fee of \$2,000. The letter of intent must outline the type of new program, the date when students will first be enrolled, and determine when the institution would like to host an on-site CCNE accreditation visit. Students must be enrolled for one-full academic period prior to the on-site visit. The preliminary plan is to request a CCNE on-site visit at the before the first cohort graduates in the summer of 2022. The hope is to obtain initial accreditation before the first cohort graduates in 2022.

6. Program outline; include brief descriptions of all new courses:

Course Name & Number	Credits	New or Existing?
MSN Core Curriculum (26cr):		
NUR 5XX1 Advanced Pathophysiology and Pharmacology for Advanced Practice	4	new
NUR 5XX2 Advanced Health Assessment and Promotion	4	new
NUR 5XX3 Transitions to the Advanced Practice Role	3	new
HCA 5110 Healthcare and Social Policy	3	existing
AHS 6065 Healthcare Informatics	3	existing
HCA 5130 Systems Thinking: Healthcare Quality Improvement and Safety	3	existing
NUR 5XX4 Evidence-Based Practice and Research in Healthcare	3	new
BUS 5130 Leading Organizational Change	3	existing
Clinical Nurse Leader (14cr):		
BUS 5070 Risk and Financial Management	3	existing
NUR 5XX9 Nursing Epidemiology and Biostatistics	3	new
NUR 5X10 Clinical Nurse Leader Immersion - Seminar	3	new
NUR 5X11 Clinical Nurse Leader Capstone – Practicum	5	new
Nursing Education (14cr):		
NUR 5XX5 The Nurse Educator Role	3	new
NUR 5XX6 Teaching and Active Learning Strategies	3	new
NUR 5XX7 Curriculum Design, Development, and Evaluation – Seminar & Practicum	4	new
NUR 5XX8 Assessment and Evaluation of Nursing Education- Seminar & Practicum	4	new

Description of all new courses:

NUR 5XX1 Advanced Pathophysiology and Pharmacology for Advanced Practice (4 credits).

This course builds on previous knowledge of physiology, pathophysiology, and pharmacology. Students focus on advanced physiology, pathophysiology, and pharmacologic principles to learn to interpret changes in normal function which indicate illness. Students will analyze the relationship between physiologic/pathologic responses and pharmacologic agents using evidence-based research. Other topics include: safe and effective medication administration, assessment of patient medication regime, patient compliance with medication regime, and more.

NUR 5XX2 Advanced Health Assessment and Promotion (4)

This course builds on previous health assessment knowledge and offers both theoretical and clinical foundations for assessing biopsychosocial health status of patients across the life span. Students will investigate the concepts of health, health promotion, illness prevention, and maintenance of health. Students will analyze common abnormal findings using comprehensive virtual laboratory modules and will be demonstrated mastery of advanced skills via video.

NUR 5XX3 Transitions to the Advanced Practice Role (3)

This course provides students the foundation for advanced practice nursing. The role of the advance practice nurse as a member of the profession will be emphasized. Students will be introduced to nursing theories and theories from the natural, social, biological and organizational sciences to inform future nursing practice. Other important topics to be introduced include: cultural diversity, ethical practice, civility, and competence to assure the delivery of culturally competent care, minimization of health disparities, and reduce professional burnout.

NUR 5XX4 Evidence-Based Practice and Research in Healthcare (3)

This course builds on foundational critical appraisal and research utilization knowledge and skills. Students investigate the relevance and applicability of evidence and research to selected health care settings and populations. Students will examine advanced research processes and models for applying evidence in clinical practice to support nursing care and quality standards. This course will foster students to analyze systems to reduce the variations in patient care.

NUR 5XX9 Nursing Epidemiology and Biostatistics (3)

Epidemiology is the basic science of public health. This course is designed to introduce learners to the background, basic principles, and methods of public health epidemiology. This course also introduces learners to the basic collection, analysis, and dissemination of public health data. Topics covered in this course include: measures of disease frequency, epidemiologic study designs, and outbreak investigations. Learners will develop ability to read, interpret, and evaluate public health information from evidence-based epidemiologic research.

NUR 5X10 Clinical Nurse Leader Immersion - Seminar (3)

The Clinical Nurse Leader Immersion Seminar experience provides the opportunity for in-depth analysis of the CNL role within various health care settings and specialties. The immersion seminar experience prepares the learner for their 420 hour immersion practicum. The course explores the focus of the clinical nurse leader as a clinician who is responsible for system outcomes, client safety, client care, client advocacy, staff/client education, information, systems analysis, and risk reduction. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice and health care systems is demonstrated in robust online discussion.

NUR 5X11 Clinical Nurse Leader Capstone – Practicum (5)

In this 400 hour immersion practicum, learners are paired with a nurse leader in the community to guide and support the CNL immersion experience. Learners will demonstrate CNL skills and core competencies during this valuable immersion experience. Integration of prior coursework related to advanced assessment and pathophysiology, pharmacology, information systems, ethics, research, evidence-based practice, risk management, finance, and health care systems management occurs clinical role practice.

NUR 5XX5 The Nurse Educator Role (3)

Learners examine the multidimensional tripartite faculty role of teaching, service, and scholarship. Learners also analyze nurse educator competencies and the professional development activities that are responsibilities associated with functioning as a nurse educator in an academic or health care environment. External issues and trends that impact nursing education will be explored including ethical and legal considerations.

NUR 5XX6 Teaching and Active Learning Strategies (3)

This course introduces the learner to research-based educational theory, teaching strategies, and concepts of learning domains and learning styles. Learners relate this knowledge to the classroom, the Simulation Lab, virtual environments, and in clinical settings. Theories will be examined for their application to various settings, education levels, and teaching-learning styles for the adult learner. Various classroom management strategies will also be explored. Communication strategies and skills will be addressed to facilitate effective and collaborative interactions between learners and colleagues.

NUR 5XX7 Curriculum Design, Development, and Evaluation – Seminar & Practicum (4)

This course allows learners to examine, apply, and analyze curriculum models and frameworks commonly used in nursing education. The seminar portion of the course permits learners to explore the curriculum development and evaluation process through seminar discussions and readings. Congruently, learners will begin to develop an evidence based teaching project during a 60 hour instructor led practicum to demonstrate competency of course objectives.

NUR 5XX8 Assessment and Evaluation of Nursing Education- Seminar & Practicum (4)

In this final nursing education course, learners probe strategies used to assess and evaluate student learning in the classroom, online, the Simulation Center, and in clinical settings, as well as within all domains of learning. Learners consider how current and advancing technology is integrated into nursing education. Students apply and analyze the theories, competencies, and concepts of the previous nurse educator courses in a 60-hour instructor-led practicum experience. Learners develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness.

7. TOTAL CREDITS in proposed program: ___ 40___

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: ___ 0 ___

Prerequisite courses may be added if not completed in a previous BS degree on a case by case basis.

9. TOTAL CREDITS for the degree: ___ 40___

10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

Master of Science in Nursing – Nurse Educator

Fall 2020	Spring 2021	Summer 2021
NUR5XX1 Advanced Pathophysiology & Pharmacology for Advanced Practice (4cr)	NUR5XX2 Advanced Health Assessment & Promotion (4cr)	AHS5130 Healthcare Informatics (3cr)
NUR5XX3 Transitions to the Advanced Practice Role (3cr)	HCA5110 Healthcare & Social Policy (3cr)	HCA5130 Systems Thinking: Healthcare Quality Improvement & Safety (3cr)
Fall 2021	Spring 2022	Summer 2022
NUR5XX4 Evidence-Based Practice & Research in Healthcare (3cr)	NUR5XX5 The Nurse Educator Role (3cr)	NUR5XX7 Curriculum Design, Development, & Evaluation – Seminar & Practicum (4cr)
BUS5130 Leading Organizational Change (3cr)	NUR5XX6 Teaching & Active Learning Strategies (3cr)	NUR5XX8 Assessment & Evaluation of Nursing Education- Seminar & Practicum (4cr)

Master of Science in Nursing – Clinical Nurse Leader

Fall 2020	Spring 2021	Summer 2021
NUR5XX1 Advanced Pathophysiology & Pharmacology for Advanced Practice (4cr)	NUR5XX2 Advanced Health Assessment & Promotion (4cr)	AHS Healthcare Informatics (3cr)
NUR5XX3 Transitions to the Advanced Practice Role (3cr)	HCA5110 Healthcare & Social Policy (3cr)	HCA5130 Systems Thinking: Healthcare Quality Improvement & Safety (3cr)
Fall 2021	Spring 2022	Summer 2022
NUR5XX4 Evidence-Based Practice & Research in Healthcare (3cr)	BUS5070 Risk & Financial Management (3cr)	NUR5X10 Clinical Nurse Leader Immersion – Seminar (3cr)
BUS5130 Leading Organizational Change (3cr)	NUR5XX9 Nursing Epidemiology & Biostatistics (3cr)	NUR5X11 Clinical Nurse Leader Capstone – Practicum (5cr)

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One 2020-2021 24 credits part-time faculty @\$2,000 each	Year Two 2021-2022 2 1 Full-time faculty @\$90,000 and 24 credits part-time faculty @ \$2,000 per credit	Year Three 2022-2023 1 full-time faculty and 24 credits part-time
Faculty	\$50,000	\$140,000	\$144,000
Admin/Other Staff	\$70,000*	\$72,000	\$74,000
Facilities/Equipment	\$30,000**	\$3,000	\$3,000
Library/Other Materials			
Other Costs (e.g. accreditation/licensure expenses)	\$2,000***	\$5,000****	\$5,000
TOTAL COSTS:	<u>\$152,000,000</u>	<u>220,000</u>	<u>\$226,000</u>

*Instructional designer for online 1 FTE; educational technologist to support online/telepresence 1 FTE. 50% of expenses allocated to MSN; the other 50% allocated to existing MBA. Total expense = \$140,000.

**Telepresence classroom implementation. 50% allocated to MSN; the other 50% allocated to existing MBA. Total expense to build telepresence studio = \$60,000.

***CCNE new program fee.

****CCNE annual program fee.

2. Revenue/sources to meet new expenditures

	Year One 2020-2021 15 students in 1 st cohort	Year Two 2021-2022 20 students in 2 nd and future cohorts	Year Three 2022 - 2023 20 students in 3 rd cohort
Tuition	\$163,200	\$348,160	\$392,000
Reallocation			
Other Sources			
TOTAL REVENUES:	<u>\$163,200</u>	<u>\$348,160</u>	<u>\$392,000</u>

Tuition: \$850 per credit inclusive of all fees. CU expects many students to be enrolled as part of partnership agreements with area health care organizations. Partners will want a discount; so projected net average tuition for purposes of revenue projection = \$680 per credit (20% discount). Sticker price = \$34,000 for the degree (40 credits x \$850 per credit), or \$17,000 per year. Discounted pricing = \$27,200 (40 credits x \$680 per credit), or \$13,600 per year.

Revenue calculation: Students are expected to take one course at a time at an average of 3.33 credits each, and 6 courses per fiscal year: $6 \times 3.33 = 20$ credits per year. Factoring in stop-outs and attrition at 20%; assume an average of 16 credits per year per student x \$680 = \$10,880 per student per starting enrollment per year.

Year two (2021-2022) enrollment: 32 students FTE. 15 students in 1st cohort retained at 80% = 12; + 20 students in 2nd cohort.

Year three (2022-2023) enrollment: 36 students FTE. 20 students in 2nd cohort retained at 80% = 16; + 20 students in 3d cohort.

Summary: The MSN will do slightly better than break even in year one relative to direct program expenses. In year two it will have \$128,000 positive cash flow. In year three and thereafter, it will have \$166,000 positive cash flow annually (or 42% of gross revenue). These net revenue projections are conservative: assuming conservative recruitment, an average 20% discount in tuition, and a 20% attrition factor per enrollment period. As the program is 100% online and thus not bound by geography, and the nursing shortage is national, enrollment can grow substantially. Discounts and attrition may also be lower than projected.

Part V: Enrollment, Marketing and Public Relations Considerations

- a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	0	10 (Possible option for an accelerated FT 12-month program)
Part-Time	15	36
In-State	14	29
Out-of-State	<u>1</u>	<u>7</u>

2. Describe how you arrived at these projections:

Projections for enrollment are based on a needs assessment conducted by the Vermont Talent Pipeline Project. Enrollment figures for the MSN program are conservative and may be revisited based on demand.

3. Describe the marketing strategies for the new program.

Digital advertising and print for regional partners. A substantial recruiting audience is the health care network within Vermont. Word of mouth has already proven an effective strategy as both the School of Nursing and the Office of Admissions field daily inquiries regarding the new program.

4. Competition:

- a. In state and region: Norwich University, Colby Sawyer, and University of Vermont
- b. Web-based: Sacred Heart University, Capella University, Grand Canyon University, and other private and public universities. Some programs, such as Walden University's competency-based program are restricted. Walden cannot enroll students from 18 states, including Massachusetts and New York.

Pricing, quality, and access will be competitive factors. Most competitors require between 36 and 40 credits and take two years to complete, similar to Castleton. Pricing will need to be watched carefully to ensure that Castleton's program is competitive. Castleton's sticker price of \$34,000 all-in appears to be on the higher end, but full costs are hard to determine as many

programs do not list fees and obscure total pricing through unit pricing, such as per month charges or rates that vary by session.

5. How the program will impact enrollments in existing programs at the College:

The MSN program will increase the enrollment in online business and athletic training courses at the college i.e. BUS5070 Risk and Financial Management, HCA5110 Healthcare and Social Policy, HCA5130 Systems Thinking, BUS5130 Leading Organizational Change, and AHS Healthcare Informatics.

Otherwise, the program is not expected to impact enrollment with the exception of increased prestige for the other nursing degrees.

6. How the program will impact enrollments in existing programs at other VSC colleges:

The MSN program at CU may increase enrollment at various Community College of Vermont sites to complete unearned prerequisite courses.

7. How the program will impact existing and/or future external relations:

The MSN can improve existing and build future external relations.

- An increased number of MSN CNL prepared nurses will improve the delivery of health care in our community, state, and beyond.
- A MSN Nurse Educator program at Castleton fulfills a critical need in Central and Southern Vermont to provide qualified classroom and clinical nurse faculty.
- Both pathways provide a bridge for VSC nursing students from CU and VTC to continue their education thereby meeting the current and future need for both nurses and nurse educators in the state.
- A shared goal of increasing the number of MSN prepared nurses provides opportunity for Castleton to build on existing relationships with local health care agencies to support a quality education, employment, and retention of qualified nurse leaders/educators.
- Goals for enriching the program provide an impetus for Castleton to explore grant funding opportunities with a variety of partners.
- This program will provide an opportunity for Castleton to reach outside of the State to develop articulation with two and four year degree programs of nursing.
- We currently have affiliation agreements with several of our clinical partner organizations who provide tuition assistance to employees and even some to family of employees.

rev. 7/21/2016

MEMORANDUM

FROM: Patricia Moulton, President
Vermont Technical College

TO: VSC Council of Presidents
Chancellor Spaulding
Yasmine Ziesler

CC: Jeff Higgins
Ana Gaillat
Maureen Hebert

DATE: September 10, 2019

SUBJECT: Proposed Bachelor of Science Degree in Interdisciplinary Studies

Vermont Technical College seeks endorsement from the Chancellor and Council of Presidents to continue development of our proposed BS in Interdisciplinary Studies.

Attached for your consideration is our assessment of how the proposed BS ranks in the Policy 102 rubric.

I also note how the proposed BS meets the Board of Trustees "Six Priorities to Support the Mission of the Vermont State Colleges." In our view, this program meets all of the 6 priorities.

Also below is a brief analysis of how this degree meets the goals of "Advance Vermont" whose goal it is to have 70% of Vermont's workforce obtain a credential of value by 2025.

Lastly, I will repeat the reasons I do NOT believe this degree will compete with, or harm, any existing similar degree. Each BA in either inter or multi-disciplinary studies at NVU or CU are customized to the student with approval of the Dean or a Faculty member. The big difference with us, is we will not be recruiting first year students in to this degree.

Strategy 1: Increase the continuation rate of high school students on to postsecondary education.

- This program provides an "additional flexible academic pathway into" our degrees programs. It provides a flexible pathway to obtain a degree for a high school grad.
- The students in our Career & Technical Teacher Education Program (CTTEP) includes students who only have a high school diploma or associates degree. Most in our employer apprenticeship programs do not have any education beyond high school. This provides a path to postsecondary education.

Strategy 2: Improve the retention and graduation rates at our colleges.

- The new degree provide a new delivery model for degree completion. Students begin in an employer sponsored education program where they can accumulate credits. The BS enables them to complete a Bachelor of Science on-line in a blended way.
- It will enhance graduation rates.

Strategy 3: Be recognized as an attractive destination for Vermont high school graduates

- Vermont Tech is a recognized higher education institution by employers who wish to educate and train incumbent workers and new hires. This proposed degree further accentuates Vermont's Tech value in the workforce education and training arena by providing a path to a degree at a reduced cost.

Strategy 4: Serve well more working age Vermonters.

- The proposed BS hits this strategy right between the eyes! It "Improves and expands flexible ..delivery of programs"...to increase the number of degree programs available to students statewide."
- It responds to student and employer needs by providing a path for new CTE teachers to complete a bachelorette degree.
- It provides a path to enable working adults to obtain a degree if they are in one of our existing CTTEP or employer specific programs.
- This BS enables students to remain in the workforce to obtain their degree. That supports the employers who are supporting the students.

Strategy 5: Operate as a more integrated system to expand student opportunities and achieve operational efficiencies.

- By enabling students to access existing courses at Vermont Tech as well as the other VSCS colleges, it reduces "barriers to expand the diversity of student academic and co-curricular learning opportunities"
- There is no financial risk to Vermont Tech or other VSCS institutions as all courses are existing and available on-line.

Strategy 6: Increase state financial support and other supplemental revenues.

- While this degree does nothing to provide greater state financial support, it will generate revenue to all of the colleges in the system where students can access on-line courses to complete their BS.IS.
- There is no additional cost to the system, only new tuition dollars and more graduates.

ADVANCE VERMONT:

GOALS:

- Promote awareness of career pathways and the value of postsecondary education and training.
 - The path to a degree will be clearly articulated to CTTEP students and students in our employer sponsored training. Student will have a choice to opt in.
- Expand access to postsecondary education and training to students of all ages.
 - Clearly this provides a path to working adults to obtain a degree.
 - It enables to CTE teachers to enhance their earning capacity.

- Most students in the program will not have a degree of any sort. The BS.IS will enable a flexible pathway to a degree.
- Increase completion of postsecondary education and training programs by ensuring that Vermonters have the supports they need to succeed.
 - This degree directly supports the students need to obtain a degree to enhance earning capacity.
 - The degree was developed in direct response to requests from students.
- Maximize partnerships across and within sectors to achieve State workforce development and education goals.
 - Students in this program can access on-line programs at NVU, CCV and CU as needed for electives and general education.

WHY THIS DOES NOT COMPETE WITH EXISTING BS IN IS ELSEWHERE IN THE SYSTEM:

1. This is for existing students in our Career & Technical Teacher Education (CTTEP) program as well as students currently in industry specific apprenticeship or other training programs taught by Vermont Tech on site at the employer. Students in these programs are earning credits from Vermont Tech. CTTEP students are practioners/subject matter experts in their technical field who need to learn how to teach their field at Career & Tech Ed. Centers (CTE).
2. We will NOT be recruiting new students in to this program as first year students. All students applying for this degree MUST be in either the CTTEP or employer specific training. This is just like our existing AS in interdisciplinary studies. Looking at the Bachelor of Arts degrees in either Interdisciplinary Studies or Multidisciplinary studies at NVU and CU, I see they are customized as well. And you do recruit new first year students in to those programs. We will not be recruiting first year students.
3. This is for students interested in a Bachelor of Science degree. Not a Bachelor of Arts.
4. CTTEP students are adult students interested in earning a BS to increase their earning potential at their CTE. Just like the VSC system, teachers at CTE earn more with a higher degree.
5. We can do this program with ZERO additional costs. Students in the BS would access existing courses.
6. This builds on our existing AS in interdisciplinary studies known as our “General Engineering Technology” degree which we have had for many years. That AS targets the same population.
7. Students in this program are technical, non-traditional students. We already have 8 very interested as a means to increase their earning potential at their CTE. It is their pathway to a degree that is specific to their needs.

**VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL**

Part I: General Information

1. Institution: Vermont Technical College
2. Name of new program: Interdisciplinary Studies
 - a) Individual(s) with responsibility for program development:
Jeffrey Higgins, Ed.D
 - b) Academic Department(s): EHSS
3. Proposed start date of program: January, 2020
4. Title of degree to be conferred (if applicable): Bachelor of Science
5. Brief description of proposed program (150 words or less):

Description: An interdisciplinary major can broaden academic knowledge and equip graduates with an array of skills relevant for entry into many occupations. Employers value critical-thinking, teamwork, and solid communication skills. They seek employees who can handle complex information and solve real-world problems. The Interdisciplinary Studies degree is customizable to meet a variety academic goals within the parameters of degree requirements and prerequisites.

BS.IS degree is a 120-credit hour program. Students customize a degree plan to meet their academic goals and their intended career path.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

While there may be many markets interested in the BS.IS degree, our initial focus will be on the teacher-candidates in Vermont Tech's Career and Technical Teacher Education program. Up until this point in time, there has not been a path to a Bachelor's degree for many teachers currently practicing in the 17 Career and Technical Education centers across the state of Vermont. Often, instructors for career and technical education classes are recruited from industry and those practicing in the industry may not have baccalaureate degrees but, instead have years of industry certification hours earned. This degree program will build upon each prospective student's completion of the 24-credit ROPA approved teacher licensure program at Vermont Tech. This degree program is consistent with Vermont Tech's mission: We provide career-focused technical and professional education in a caring community which prepares students for immediate workplace success and continued learning.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

The most glaring educational need being addressed by this completion program is the lack of a Bachelor's degree opportunity anywhere in the state for teachers who desire (or need) this degree. It would seem that, eventually, those in a position of hiring instructors in the field of Career and Technical Education will require, rightly so, that applicants have a minimum of a Bachelor's degree in a program that prioritizes the practices, skills and dispositions related to Career and Technical Education. This program is intended to make such a degree program available to those who need it.

There is another educational need being addressed by this program; that of the secondary school students in our care. They deserve the best teachers in their classrooms and we have a duty and responsibility to assure that those teachers can move along the continuum of professional development that should include a Bachelor's degree and ultimately, a Master's degree in their chosen field.

The employment need can be seen in a number of areas. Teachers with a Bachelor's degree in Career and Technical Education are clearly more marketable when positions become available, both here in Vermont and elsewhere if they find a need to relocate. Those earning an advanced degree have higher retention rates in schools as they are in positions to move up the salary scale and have less of a desire to leave for other positions. Some positions in the Career and Technical Education field already require a Bachelor's degree.

For a broader analysis Vermont Tech reached out to EAB Global, a market research firm under contract with the college. Here is a summary of their findings.

“Leadership at Vermont Technical College approached the Forum as they considered launching a new bachelor's-level interdisciplinary studies program. Through quantitative data analytics, interviews with administrators of comparable programs, and secondary research, the Forum sought to assess the market demand for an interdisciplinary studies program. EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Regional and national employers both demonstrate increased demand for bachelor's-level interdisciplinary professionals between September 2016 and March 2019. Regional employer demand for bachelor's-level interdisciplinary studies professionals increased 137 percent between September 2016 and March 2019 (i.e., from 20,525 to 48,557 job postings). Between September 2016 and March 2019, national employer demand for bachelor's-level interdisciplinary studies professionals increased 149 percent (i.e., from 193,572 to 482,594 job postings). Emsi Analyst™ projects the five most commonly sought occupations for bachelor's-level interdisciplinary studies professionals will all experience above-average regional and national growth in employment between 2018 and 2028. Two of four profiled college programs report growing enrollment in bachelor's-level interdisciplinary studies programs over the last five years.”

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

This is an area in which the proposed completion program offers much of its benefits. Many of the teachers working in Vermont's 17 Career and Technical Education settings currently do not have a path to a Bachelor's degree if that degree is needed or desired. This completion program greatly strengthens the instructional system by providing a purposeful path to that degree by connecting work done in previous academic and instructional settings with the licensure work completed at Vermont Tech, and in the completion of the Assessment of Prior Learning Program at the Community College of Vermont. There is no questioning the benefits of Career and Technical Education and it is incumbent on us here in the state to provide the students enrolled in those programs to have the best and brightest instructors in those classrooms and to provide those instructors with professional development opportunities to improve and hone their skills in their field.

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

Program Objectives: To provide an appropriate individually designed academic experience for those students whose interests in vocational aims are not satisfied by conventional discipline-based programs. To provide an appropriate academic program for those adults in the community who are limited in their advancement by their lack of a college degree but for whom a discipline-oriented major program is not the best answer.

Career Outcomes: Career advancement within six months of graduation.

Learning Outcomes for Students:

A baccalaureate graduate from Vermont Tech will be able to:

1. Effectively speak, write, and communicate with a team
2. Exhibit effective scientific and quantitative reasoning and problem-solving skills appropriate to their program field
3. Prove effective qualitative and algorithmic reasoning skills
4. Demonstrate an informed personal, civic, and social awareness
5. Exhibit an informed aesthetic and cultural awareness
6. Establish effective and ethical decision making skills
7. Find and critically consider information from a wide range of sources
8. Demonstrate essential skills and duties expected of professionals in their program field
9. Continuously acquire new concepts, skills, and technologies in their program field

2. How the program will integrate professional, liberal and career study:

The curriculum is separated into 40 credits of general education, 40 credits of technical/career emphasis, and 40 credits of electives.

3. What peer programs or model curricula served as a basis for the proposal:

Vermont Tech's Associate in Applied Science with a major in General Engineering Technology was the model given its flexibility in both curriculum and delivery that specifically serves working adults pursuing a degree part-time. The AAS in GET was also developed and is administered by Dr. Jeffrey Higgins, the faculty member with primary responsibility for developing the BS.IS degree.

Dr. Higgins also researched several Bachelor of Science with a major in Interdisciplinary Studies programs throughout the country, which had similar curriculum templates.

4. How the program will assess its effectiveness in achieving student learning outcomes:

All of Vermont Tech’s baccalaureate programs measure the effectiveness of achieving the required student learning outcomes within the courses required for the respective major. Even though the BS.IS degree will be individualized by student, the curriculum must have courses that assess the required student learning outcomes listed in section Part III, subsection 1, Learning Outcomes for Students.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

There are no specific licensure, certification, or accreditation standards specific to a major in Interdisciplinary Studies.

6. Program outline; include brief descriptions of all new courses:

Course Name & Number	Credits	New or Existing?
<u>No New Courses Are Necessary</u>		

7. TOTAL CREDITS in proposed program: _____80_____

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: 40_____

9. TOTAL CREDITS for the degree: __120_____

10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

General Education (40 credits)

Depending on specific program requirements, each bachelor's degree student completes a minimum of the following general education requirements plus any other general education courses required to meet the 40 credit minimum:

- 3 credits of English (composition, writing, and research)
- 3 credits of information technology
- 3 credits of technical communication
- 6 credits of other general education courses
- 6 credits of mathematics
- 7 credits of natural or physical sciences
- 12 credits of arts/humanities and social sciences (3 credits minimum at the 3000 level)

Electives (40 credits)

- 15 credits minimum at the 3000-4000 level

Program Courses (40 credits)

- A combination of technical courses based on the degree emphasis is required. These courses must have the following characteristics:
- Lab or hands-on components when practicable; these experiences build troubleshooting and problem-solving skills as well as providing exposure to course topics;
- Integration of theoretical topics with practical skills;
- At least one multi-course sequence; the program shouldn't contain only introductory courses (typically, there are 1000-level courses followed by 2000-level courses which lead to more advanced issues; prerequisites are established and reinforced);
- 12 credits minimum at the 3000-4000 level;
- A capstone experience (typically a senior project course) which requires students to call upon the comprehensive skills/knowledge gained in the program.

Example,

EDU 2051 Teaching Methods I (3)	
EDU 3051 Teaching Methods I (continued) (3)	
EDU 2061 Teaching Methods II (3)	
EDU 3061 Teaching Methods II (continued) (3)	
EDU 2135 Instruction for Students with Special Needs (3)	
PSY 2110 Educational Psychology (3)	
EDU 2200 Assessment in the CTE Classroom (1)	
EDU 3115 Issues & Trends in Technical Education (3)	
EDU 4650 Education Capstone (1)	
EDU 2802 Externship I (1)	
EDUxxxx Credits for Teaching Experience (16)	
TOTAL CREDITS	40

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty	0	0
Admin/Other Staff	0	0
Facilities/Equipment	0	0
Library/Other Materials	0	0
Other Costs (e.g. accreditation/licensure expenses)	0	0
TOTAL COSTS:	0	0

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	10 students for APL	10 students for APL
	= \$8,130	= \$8,130
	10 student @VTC for a 3 credit course = \$17,880	10 student @VTC for a 3 credit course = \$17,880
Other Sources		
TOTAL REVENUES:	\$26,010	\$26,010

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time		
Part-Time	20	40
In-State		
Out-of-State		

2. Describe how you arrived at these projections:

Based on the number of CTTE current students and recent graduates who do not have a bachelor’s degree.

3. Describe the marketing strategies for the new program.

Internal and embedded into the college’s overall marketing plan.

4. Competition in Region:

Franklin Pierce University, Bachelor of Science in Integrated Studies, accessed April 2019
 Paul Smith’s College, Bachelor of Science/Bachelor of Arts in Integrative Studies, accessed April 2019
 Plymouth State University, Bachelor of Science/Bachelor of Arts in Interdisciplinary Studies, accessed April 2019

5. How the program will impact enrollments in existing programs at the College:

There may be minimal cross-over of adults in existing bachelor’s degree programs who have determined that they either cannot or do not need to complete the current discipline major for career advancement.

6. How the program will impact enrollments in existing programs at other VSC colleges:

Similar to the potential impact on Vermont Tech existing programs, there may be minimal cross-over of adults in existing bachelor’s degree programs who have determined that they either cannot or do not need to complete the current discipline major for career advancement.

7. How the program will impact existing and/ or future external relations:

We anticipate an extremely positive response from Vermont CTE centers and from the Vermont Agency of Education.

rev. 7/21/2016

POLICY 102
RUBRIC FOR STEP 1 PRELIMINARY REVIEW OF NEW PROGRAM PROPOSALS

	Vermont Tech BS in Interdisciplinary Studies
1. What are the regional market needs and initial enrollment projections for the program?	<p>STRENGTH The graduates of Vermont Tech's Teacher Certification Program who do not have a Bachelor's degree. Projection: 10 part-time students in Year One. CTTE graduates 14-18 teacher candidates each year; 75% do not have a Bachelor's Degree. Passed graduates will enroll in the BS.IS as well.</p>
2. How likely is the program to achieve enrollment of 25+ students within five years?	<p>NOT LIKELY It is our goal to have part-time students with transfer credits enter and exit (graduate) rapidly. Students will access existing courses so small enrollment is not a problem.</p>
3. Does the enrollment projection include any anticipated internal enrollment shifts and academic program restructuring at the institution?	<p>STRENGTH No.</p>
4. Is the program serving any unmet state or regional needs?	<p>STRENGTH Yes. CTE teachers without Bachelor's degree cannot advance within their school.</p>
5. Is the curriculum and delivery model in alignment with other programs in the VSCS to maximize enrollment and transfer opportunities for all types of students, including low-income dual enrollment/early college students and working adults?	<p>STRENGTH Yes. CCV online courses will be utilized for 1000-2000 level general education and elective credits.</p> <p>NVU online will be utilized for 3000-4000 level general education and elective credits.</p>
6. What are the likely enrollment competition risks within the system?	<p>STRENGTH None. The students already have 25% of their credits from Vermont Tech so it will be more efficient (less time, less cost) for them to get their BS from Vermont Tech.</p>

7. Is the program the best fit (mission, scope, capacity to deliver) within the system for the institution that is proposing it?	<p>STRENGTH Yes, career focused professional and technical education. Students are engaged in technical fields seeking a BS.</p>
8. What are the likely corollary benefits to the institution and system (e.g., new sources of external funding, enhanced external relations) of adopting the program?	<p>STRENGTH Enhancing Vermont Tech's relationship with CTE centers and the Agency of Education.</p>
9. What is the scope of institutional investment risk associated with launching the program?	<p>STRENGTH Zero. No additional costs are needed for this degree program.</p>
10. What is the scope of institutional commitment necessary to sustain the program?	<p>STRENGTH Since there is no cost to deliver the program, the college will continue to provide this opportunity as long as we continue with the CTTE program and manufacturing apprenticeships that carry college credit (a secondary audience).</p>

Bachelor of Science with a major in Interdisciplinary Studies

Curriculum for Graduates of Vermont Technical College's Career and Technical Teacher Education
Vermont State Teacher Licensing Program

General Education (40 credits)

Depending on specific program requirements, each bachelor's degree student completes a minimum of the following general education requirements plus any other general education courses required to meet the 40 credit minimum:

- 3 credits of English (composition, writing, and research)
- 3 credits of information technology
- 3 credits of technical communication
- 6 credits of other general education courses
- 6 credits of mathematics
- 7 credits of natural or physical sciences
- 12 credits of arts/humanities and social sciences (3 credits minimum at the 3000 level)

Electives (40 credits)

- 15 credits minimum at the 3000-4000 level

Program Courses (40 credits)

Career and Technical Teacher Education Program Courses

- EDU 2051 Teaching Methods I (3)
- EDU 2802 Externship (1)
- EDU 2052 Teaching Methods II (3)
- EDU 2135 Instruction for Students with Special Needs (3)
- PSY 2110 Educational Psychology (3)
- EDU 2200 Assessment in the CTE Classroom (1)
- EDU 3051 Teaching Methods III (3)
- EDU 3061 Teaching Methods IV (3)
- EDU 3115 Issues & Trends in Technical Education (3)
- EDU 4650 Education Capstone (1)
- EDUxxxx Credits for Teaching Experience (12-16) through Assessment of Prior Learning
- EDU3xxx Education Elective (if necessary)

TOTAL CREDITS

40

BS.IS Career and Technical Teacher Education Program Outcomes

Program Outcomes

A student with a Bachelor of Science in Interdisciplinary Studies with a program focus on Career and Technical Education will be able to:

PO.1: Use an understanding of learning theory and development theory (in areas such as cognitive, linguistic, social emotional or physical) to design appropriate learning experiences.

PO.2: Use an understanding of individual differences to design inclusive learning experiences.

PO.3: Use an understanding of diverse cultures and communities to design inclusive learning experiences.

PO.4: Design learning environments that support individual learning marked by active engagement.

PO.5: Design learning environments that support collaborative learning marked by positive social engagement.

PO.6: Accurately communicate central concepts of the discipline they teach.

PO.7: Accurately address common misconceptions of the discipline they teach.

PO.8: Engage learners in applying perspectives from varied disciplines in authentic contexts (such as local and global issues).

PO.9: Integrate cross-disciplinary skills (such as critical thinking, creativity, and collaborative problem solving) to help learners demonstrate their learning in unique ways.

PO.10: Implement multiple methods of assessment to monitor learning progress to inform and adjust instructional practice.

PO.11: Plan instruction by drawing upon knowledge of content areas to meet rigorous learning goals.

PO.12: Plan instruction by drawing upon knowledge of learners to meet rigorous learning goals.

PO.13: Use a variety of instructional strategies to make the discipline accessible for diverse learners.

PO.14: Use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways.

PO.15: Engage in ongoing professional learning.

PO.16: Practice their profession in a legal and ethical manner.

PO.17: Collaborate with learners, families, colleagues, other school professionals, and community members to ensure student learning.

PO.18: Advance the profession through advocacy, leadership, and/or action research.

Assessment of Program Outcomes:

Program Outcomes are assessed through the Vermont Licensure Portfolio.

Requirements for an initial Vermont teaching license are established by the Vermont Standards Board for Professional Educators (VSBPE). One requirement is the creation of a licensure portfolio. The portfolio provides evidence of professional competence as an educator. Evidence is collected throughout the coursework in the Career and Technical Teacher Education Program (CTTEP). The licensure portfolio is submitted to two readers for review. Both must approve the portfolio before the student will be recommended for a Vermont education license.

Assessment of Educated Person Outcomes:

Educated Person Outcomes	Assessment
1. Effectively speak, write, and communicate with a team	Within ENG2080 or equivalent
2. Exhibit effective scientific and quantitative reasoning and problem-solving skills appropriate to their program field	Within Science Courses
3. Prove effective qualitative and algorithmic reasoning skills	Within Mathematics Courses
4. Demonstrate an informed personal, civic, and social awareness	Within Social Science Course(s)
5. Exhibit an informed aesthetic and cultural awareness	Within Arts/Humanities Course(s)
6. Establish effective and ethical decision making skills	Vermont Licensure Portfolio
7. Find and critically consider information from a wide range of sources	Within ENG1061 or equivalent
8. Demonstrate essential skills and duties expected of professionals in their program field	Vermont Licensure Portfolio
9. Continuously acquire new concepts, skills, and technologies in their program field	Vermont Licensure Portfolio

VERMONT STATE COLLEGES**POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE**

Part I: General Information

1. Institution: Northern **Vermont University – Johnson**
2. Name of new program: **Professional Writing, Editing, and Publishing**
 - a) Individual(s) with responsibility for program development: **Jensen Beach, Elizabeth Powell, Tyrone Shaw and Daniel Towner**
 - b) Academic Department(s): **Department of Writing and Literature**
3. Proposed start date of program: **Fall 2020**
4. Title of degree to be conferred (if applicable): **Bachelor of Arts**
5. Brief description of proposed program (150 words or less):
Professional Writing, Editing and Publishing is an interdisciplinary major designed to prepare students for a wide variety of careers in the writing and publishing field. Students graduating with a degree in Professional Writing, Editing, and Publishing from NVU will do so with skills critical to the publishing profession: writing in many genres including grounding in journalism and literary nonfiction, graphic design, the art of literary editing, technical skills needed to format manuscripts for commercial presses and an understanding of the literary marketplace. Courses in the core of this program cross disciplinary lines, incorporating the tangible benefits of both liberal arts and career training. For all students in the program, a capstone course will develop a book from initial manuscript submission and acceptance through to the editing and design phases, culminating with actual publication and distribution through a new imprint, Northern Vermont University Press.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

NVU's mission states, "Northern Vermont University (NVU) fosters the intellectual, creative, and personal growth of every student in a community committed to diversity and inclusion. We provide innovative professional and liberal arts educational experiences that prepare students to be critical thinkers and engaged global citizens." This new program, while grounded in mastery of the written word, focuses on developing employment skills and knowledge needed to flourish in an ever-expanding and changing marketplace requiring the intellectual dexterity inherent in a liberal arts education. One of four priorities assumed by the school heads for this year as a result of NVU's academic restructuring is the generation of three new academic degree programs. Professional Writing, Editing, and Publishing is one of them.

Overall, this is a program that answers a key question for parents and students alike: how will this degree program provide durable employment opportunities for its graduates? Given that our students will experience numerous career shifts in their working lifetime (a dozen according to College Board. org), this program prepares them to flourish in a rapidly changing landscape.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research)

According to the BBC: "LinkedIn's research on the most sought-after job skills by employers for 2019 found that the three most-wanted "soft skills" were creativity, persuasion and collaboration." This is precisely what we will teach in this major. There are creative writing workshops, which by nature are highly collaborative as well as analytical; editing courses (persuasion), and multiple publishing courses that are also highly collaborative.

We are proposing discontinuing the freestanding B.A. Journalism major while leaving most of that program's offerings intact under the larger umbrella of this new program. A holistic look at the types of jobs available within the publishing industry suggests that a program equipping students with the skills to meet a wider variety of job demands and opportunities within that industry will serve them better than the more narrowly focused B.A. in Journalism.

While career pathways in journalism are well established, those opportunities have both changed and diminished because of disruptive technologies, shifting economic models of media ownership, and audience preference. According to surveys conducted yearly by the Grady School of Journalism at the University of Georgia, undergraduate B.A. Journalism programs across the country continue to show declining enrollments (NVU is no exception), reflecting in part the loss of conventional journalism jobs. (See Appendix A) While those surveys offer data only to 2014, that trend has accelerated. A 2017 Texas Tech survey of undergraduate journalism programs nationwide showed that enrollment declined by more than 16% between 2013 and 2015. A number of other studies, including one by *Journalism and Mass Communication Educator* (See Appendix B) echo these findings. Not coincidentally, according to the Pew Research Center, newsroom jobs declined by 25% between 2013 and 2018. (See Appendix D)

In a personal communication with Tyrone Shaw (9/24/19), Dr. Tudor Vlad, director of the Cox Center for International Training at the Grady School of Journalism, noted the following: “The decline in the number of students enrolled in print journalism (news/editorial) especially after the global crisis – reflecting the turmoil in the industry - has been compensated for by the increase in the number of students with a public relations or advertising specialization (mostly women). It is fair to say that, if journalism and mass communication programs had not embraced the public relations and advertising specializations, many of the schools would have been closed by now.” (See Appendix C)

The data show, in other words, that freestanding B.A. journalism degree programs continue to face mounting enrollment pressures, reflecting commensurate pressures within the newsroom.

On the other hand, according to the US Bureau of Labor Statistics, employment opportunities throughout the publishing industry in general remain robust. For example, overall employment throughout the industry stood at 743,400 (estimated) in August, an increase from the May figures of 730,000. Breaking down these figures somewhat, the following picture emerges for 2018:

Advertising sales agents: 32,170 positions with a median income of \$52,630.

Editors: 46,680 positions with a median income of \$65,890

Graphic Designers: 16,900 positions with a median income of \$50,350.

Reporters: 19,500 positions with a median income of \$46,470

(See Appendix E)

Professional Writing, Editing, and Publishing is a response to these changing dynamics, as well as emerging opportunities in the publishing field. Certainly, journalism jobs will continue to be available, but given the realities of the marketplace, a more diverse major will most certainly serve our students better.

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

First, while Champlain College offers an extensive program in professional writing, NVU would be the only program of its kind in the VSCS specializing in literary publishing, including all genres of journalism and the broad spectrum of functions within the publishing marketplace. From design and writing (journalism, creative writing, editing, and graphic design skills) to the more technical professional skills such as In Design, HTML, Photoshop, CSS, this program offers many opportunities for our students in both print and digital publishing. It also presents opportunities for rich collaboration with our sister campus's offerings in both graphic design and strategic communications.

While this new program is definitely career oriented, it nevertheless is firmly based in the liberal arts and therefore supports the COPLAC designation of NVU-Johnson, the only institution within the system to have that status.

Clearly, a program providing well-paying and important employment opportunities to residents of Vermont is a plus for the state as a whole with a number of these opportunities applicable to publishers within Vermont, not to mention employment needs within state government. While a B.S. in Digital Communications is offered at NVU-Lyndon, and Castleton offers a B.S. in Communications and Media, this proposal is the only one geared primarily towards literary publishing, including but not limited to content generation and acquisition. Certainly, the skills to be learned in this program can be applied to strategic communications, but the emphasis is elsewhere.

Finally, this will be the only degree program within the system to host a university imprint, Northern Vermont University Press. It will join its sister publishing entities – *Basement Medicine*, *Pamplemousse*, and *Green Mountains Review* – in maintaining and expanding the university's public presence and that of the Department of Writing and Literature.

Part III: Program Description

1. Specific program objectives, including career and **learning outcomes** for students:

This program will prepare students for a wide range of career options within the publishing industry from writing to editing to management and editorial positions in literary agencies and publishing houses. Specific objectives include but are not limited to the following:

Students will demonstrate proficiency in editorial tasks such as copy-editing, line-editing, proofreading, submission management, HTML and CSS coding, social media marketing, distribution channels, and other publishing software and tools.

Students will demonstrate proficiency in editing fiction, poetry, and non-fiction for clarity, style, and publication.

Students will demonstrate proficiency in journalism, its ethics, history, and best practices in both print and web.

Students will demonstrate proficiency in the production of fiction, poetry, narrative nonfiction for publication.

Students will demonstrate competence in layout and design as they pertain to news publications, magazines, and books.

Students will develop stylistic versatility, being able to adapt voice to a variety of professional audiences and platforms.

Students will demonstrate proficiency in collaboration under varied situations.

2. How the program will integrate professional, liberal and career study:

Professional Writing, Editing, and Publishing leverages the skills inherent in a liberal arts education with the more technical foci of career training. Most if not all of the courses within the program feature elements of both: for example all of the publishing classes involve both the “softer” skills of critical thinking, creative problem solving, persuasion, and effective collaboration with the technical skills needed for layout and design that require some degree of mastery with industry-current software. Other courses focus on literary aesthetics (the three workshops and Form Theory of nonfiction, Practical Grammar, and The Art of Editing) or principles of design and their successful execution (Graphic Design.) It is designed to equip students with both the inherent “soft” liberal arts skills with the technical

knowledge essential to some of the jobs in the publishing field. Important too is the complementary synergy linked to the general education curriculum, which includes a number of the courses within this program.

3. What peer programs or model curricula served as a basis for the proposal:

Much of this program's evolution stemmed initially from the already-created Professional Writing, Editing, and Publishing minor. Beyond that, we looked at programs from Concordia University, University of North Carolina, University of New Orleans, University of Central Florida, Purdue University, SUNY Plattsburgh, SUNY Cortland, and Columbia College Chicago.

4. How the program will assess its effectiveness in achieving student learning outcomes:

Assessment will be conducted on multiple levels. On a macro level, Value Rubrics developed by the Association of American Colleges and Universities (AACU), will be deployed to evaluate the effectiveness of the learning outcomes of the program as a whole, while on a micro level, individual courses will be assessed using similar rubrics over a period of several years to assess student work in conjunction with both course and program goals: authentic artifacts will include journalistic work, stories, poems, final portfolios, tri-level evaluations of internships, and overall competence as demonstrated through the four publishing practica: *Basement Medicine*, *Pamplmouse*, *Green Mountains Review*, and The Book Project. (See Appendix)

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

Through regular assessment not only of the individual courses that comprise this major, but also rigorous review of the program itself – student learning outcomes, its capstone, etc. – we will ensure that the program aligns with current standards. The faculty in this program are all working writers with extensive knowledge of the publishing industry in a number of different areas. And as we have several publications here on campus, each of which is seamlessly integrated into the program, we can be sure that current standards are met.

6. Program outline; include brief descriptions of all new courses: Credits existing/new

<p>ENG 2051: Introduction to Journalism: This course focuses on the process, forms and functions of contemporary journalism with an emphasis on the fundamentals of news writing for print and web. .Students learn to conduct basic journalistic research, best practices for interviewing, and to approach all of their work ethically.</p>	3	existing
<p>ENG 2101: Creative Writing: Students analyze and practice the techniques of poetry and prose fiction. In poetry, students work with imagery, metaphor, tone and diction, and experiment with traditional and contemporary verse forms. In prose fiction, students work with plot, setting, point of view and characterization. (Taken from catalog)</p>	3	existing
<p>ENG 2052: News Publishing: Students in this course produce a bi-weekly Newspaper, Basement Medicine. Students will learn best practices for news gathering and reporting as well as the fundamentals of newspaper layout and design.</p> <hr/> <p>Eng 3020: Advanced News Publishing: Students in this course assume editorial positions on the Basement Medicine staff, continuing to refine their writing, editing, and layout skills.</p>	3	existing
<p>ENG 3435: Practical Grammar. Goals: to enhance readers' appreciation of elegance of expression in literature; to expand available rhetorical choices for writers; to increase the precision and efficiency of students' own written expression; and to help prospective teachers of English respond to student writing with thorough, accurate, and helpful instruction.</p>	3	existing
<p>ENG 3022: Feature Writing Workshop: Students in this course study a variety of journalistic genres beyond straight news reporting. In this workshop, students will present profiles of people and places, entertainment reviews, news analyses, travel pieces, as well as editorial commentary, with peer critiques during most classes. Students must revise their submissions based on peer feedback.</p>	3	existing

<p>ENG: Magazine Publishing (Pamplmouse) This course teaches students about literary magazine publishing, both online and in print. In this experiential class, students produce a high end literary journal that features writers from across the country in fiction, nonfiction, and poetry. In addition, students learn about the history and art of literary magazines throughout the 19th, 20th and 21st centuries. Students learn interviewing skills, presentation skills, client skills, copyediting and line editing, and the writing of book reviews.</p>	3	existing
<p>ENG: Advanced Magazine Publishing (Green Mountains Review) This course continues to teach students the basic principles and fundamentals of literary magazine editing and production. This includes the fundamentals of editorial selection, the processing and managing of submissions, editorial discussions of submitted material and visiting writers' books, editorial correspondence (rejections and acceptances), ordering of the final manuscript, and preparation of the electronic manuscript. We will also be focusing on copyediting, basic HTML, CMS maintenance, Wordpress, and editorial/marketing workflows in the world of small press publishing. This will include but not be limited to press releases, submission maintenance, <i>GMROnline</i> maintenance, copyediting, web design, literary community membership, and social media.</p>	3	existing
<p>ART 2XXX: Graphic Design* This course provides a broad overview of the principles and practice of graphic design, including a comprehensive look at typography and its evolution over the centuries. Students will be introduced to the most influential designers past and present and gain understanding about the demands and rewards of graphic design within the publishing professions. Students will also acquire a basic knowledge of software currently the industry standard, including Adobe Illustrator.</p>	3	New
<p>ENG:4XXX The Art of Editing</p> <p>Goals: This course builds on the skills developed in Practical Grammar by providing practice in line-editing to enhance readability, efficiency, and style. It facilitates commerce between writer and reader and enables the student to understand, and help writers deliver, the mysterious quality of <i>voice</i>. As such, it provides practice documents for students to examine and analyze for appropriate audience connection. Activities will include practice passages for editing, short writing assignments that the whole class will discuss, textbook readings, and preliminary shaping of a submitted manuscript.</p>	3	New

<p>ENG 3120/30/40: Poetry, Fiction or Nonfiction workshop. Student work serves as the basis and focus of this advanced writing workshop. Intensive and extensive writing is expected, and revisions of all drafts are required. Students also study the works and theory of contemporary writers to discover how their own work fits into the contemporary literary tradition.</p>	3	Existing
<p>ENG 4030: Form and Theory of Nonfiction: This seminar explores the major genres of literary nonfiction, including the classical and contemporary essay, memoir, and literary journalism. The focus will be on the history, art and craft of this important part of our literary landscape.</p>	3	Existing
<p>ENG3XXX: Writing in the Professions: This intensive course provides a comprehensive overview of style and rhetoric geared specifically to writing about and for the arts, science, and business. Students will also learn the salient points of grant writing and other formal proposals, crafting effective memos, and writing for public relations.</p>	3	New
<p>ENG 4020: Internship: In this intensive, hands-on, experiential class, students work with local businesses, non-profits, and media outlets using the skills they have acquired in the professional writing program. Students can choose from a variety of organizations including Stowe Reporter; News and Citizen, Saint Albans Messenger, Vermont Woman, VT Digger, Green Writers' Press, Vermont Studio Center, Chelsea Green Publishing, Vermont Electric Co-Op, Union Bank, Clarina Howard Nichols Center.</p>	3	Existing
<p>ENG 4XXX: The Book Project: This highly collaborative capstone course produces a book ready for commercial release through Northern Vermont University Press by semester's end. Work on the accepted manuscript will begin the previous semester as part of the Art of Editing class. The final editing, proofreading, promotion and distribution strategy, design of the book and formatting for the commercial press will occupy much of the semester's time. The book will be produced in partnership with Ingram's distribution and production branches.</p>	3	New

TOTAL CREDITS in proposed program: _____45_____

7. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: __40-42_____

8. TOTAL CREDITS for the degree: _120_____

9. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

Semester 1: Creative Writing and Intro to Journalism

Semester 2: Magazine Publishing (Pamphlet) and News Publishing

Semester 3: Graphic Design* and Advanced News Publishing

Semester 4: Advanced Magazine Publishing (GMR) and an upper-level creative writing workshop

Semester 5: Practical Grammar and Feature Writing

Semester 6: Form and Theory of Nonfiction and Writing in the Professions*

Semester 7: Art of Editing*/Internship

Semester 8: The Book Project*

* New course

NOTE: Representative 4-year graduation plan is attached in appendices.

A list of recommended electives includes but is not limited to the following courses, many of which also are part of the General Education Program:

Introduction to Digital Media

Advanced Digital Media

Web Design

Media Ethics

Form and Theory of Poetry

Form and Theory of Fiction

Literature Survey Courses

Principles of Marketing

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty No new faculty until year 2	\$0	\$5K
Admin/Other Staff N/A	\$0	\$0
Facilities/Equipment Two additional computers with appropriate software: e.g. InDesign, Illustrator, Photoshop for starters	\$4K	\$0
Library/Other Materials N/A	\$0	\$0

Other Costs (e.g. accreditation/licensure expenses) N/A/	\$0	\$0
TOTAL COSTS:	\$4K	\$5k

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	\$65K	\$156K
Reallocation	\$0	\$0
Other Sources	\$0	\$0

TOTAL REVENUES:	\$65K	\$156K

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	5	20
Part-Time		
In-State	3	15
Out-of-State	2	5

2. Describe how you arrived at these projections:

Projections are based on multiple elements. Partly they reflect existing enrollment trends in both the BA in Communications and Community Journalism and its successor program, the B.A. Journalism program at NVU over the past decade. (The current program would be absorbed by Professional Writing, Editing, and Publishing). Data from the Cox Center for International Training and conversations with admissions have confirmed the trend of declining interest in stand-alone journalism programs while acknowledging building interest in professional writing programs that go beyond strict journalism offerings. These projections are also based on the apparent health of other professional writing programs that while by no means identical to this one, are indicative of a positive recruitment climate. That said, we have been deliberately conservative in our estimations, beginning with year one.

3. Describe the marketing strategies for the new program.

In keeping with the revised NVU marketing strategies, this program will be marketed aggressively via multiple media outlets including Vermont and regional media, print, digital, and broadcast as well as via social media on multiple platforms. In addition the new program will be featured on the NVU website and in literature developed by admissions and marketing. Obviously, the program will be featured in the extensive visits by the NVU admissions team during its travels.

4. Competition:

- a. In state and region
- b. Web-based

We expect little competition, as noted elsewhere in this application, either in Vermont, regionally, or online. To begin with, Professional Writing, Editing, and Publishing is distinct from other professional writing programs, which mostly focus on public relations. Given this program's solid foundation in journalism, literature, creative writing, and the nuts-and-bolts of literary publishing, it offers a distinctly different approach to professional writing curricula, one we believe is justified by opportunities in the marketplace and reflects NVU's commitment to the liberal arts.

5. How the program will impact enrollments in existing programs at the College?

The design of this program draws heavily from existing courses in the Creative Writing, English, and Journalism degree programs. We believe the new program will therefore enhance enrollment in many of the Department of Writing and Literature's offerings.

6. How the program will impact enrollments in existing programs at other VSC colleges:

We do not expect this program to compromise enrollment in existing programs at our sister institutions, particularly given the distinct focus of Professional Writing, Editing, and Publishing. This program will complement existing programs, not compete with them.

7. How the program will impact existing and/ or future external relations:

The new program will enhance our visibility and viability externally. *Green Mountains Review*, for example, is already an acclaimed national literary publication, and its enhanced position within the new major will further contribute to greater visibility locally and beyond. The journalism program, graduates of which are well represented in Vermont's media (Stowe Reporter, News and Citizen, VT Digger, St. Albans Messenger) will continue mostly intact under this larger umbrella. The new degree program will expand external internship opportunities, and the resumption of our state-wide essay contest for high-school students as part of the Professional Writing, Editing, and Publishing program would afford greater recognition regionally. Within the NVU community the program could well provide added opportunities for students on our sister campus enrolled in other programs.

rev. 7/21/2016

**POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING
NVU-JOHNSON****APPENDIX A**

https://www.grady.uga.edu/annualsurveys/Enrollment_Survey/Enrollment_2012/Enrollment_2012_Page.php

2012 Enrollment Report: Enrollments Decline for Second Year in a Row

By

Lee B. Becker, Tudor Vlad and Holly Simpson

Abstract

Enrollments in journalism and mass communication programs in the United States have declined over the last two years, reversing a pattern of growth that has sustained the field for twenty years. It is a decline at a time of continued growth in enrollments at universities generally. It is a decline at a time when enrollments have been growing in the instructional field of communication of which journalism and mass communication education is a part. The data indicate the decline, based on degrees granted, which is a reflection of enrollments. Communication has been growing consistently, but the journalism and mass communication subfield has been flat and is now declining as the 2012 Annual Survey of Journalism and Mass Communication Enrollments demonstrates.

Because of restrictions included in the Copyright Agreement with Sage Publications, we cannot post here the published version of the report. This is the version submitted to Sage for publication in *Journalism & Mass Communication Educator*, 68 (4): 305-334 (2013). The agreement allows us to distribute this version. Click [here](#) for PDF file.

Click [here](#) to go to Sage Publication site for published version of the 2012 Enrollment Report.

For the entire survey cited here, go to

https://www.grady.uga.edu/annualsurveys/Enrollment_Survey/Enrollment_2012/Enroll12Merged.pdf

POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING NVU-JOHNSON

APPENDIX B

<http://journalismresearchnews.org/article-enrollments-journalism-programs-declining/>

ARTICLE: Enrollments in journalism programs are declining

Published: 13 Apr 2017

By: JRN

Enrollments in the undergraduate and master's level journalism programs are declining, write **Melissa R. Gotlieb, Bryan McLaughlin** and **R. Glenn Cummins**, all of Texas Tech University. This trend has continued for a few years now. The authors analyse data from the 2015 Survey of Journalism and Mass Communication Enrollments and the Annual Survey in 2013.

The results show that traditional journalism degrees don't seem particularly marketable. The authors encourage journalism and mass communication programs to demonstrate the value and applicability of a journalism degree, as well as provide evidence of career opportunities.

Even though enrollments in journalism have decreased, other communication subjects, such as public relations, have seen some growth after 2013. Also online degree programs and online course offerings seem to offer possibilities to growth among journalism and mass communication programs.

The article "2015 Survey of Journalism and Mass Communication Enrollments: Challenges and Opportunities for a Changing and Diversifying Field" was published by *Journalism & Mass Communication Educator*. [It is available online](#) (abstract free).

**POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING
NVU-JOHNSON****APPENDIX C**

Personal Communication from Tudor Vlad, Sept. 24, 2019

From: Tudor Vlad <tvlad@uga.edu>
Sent: Tuesday, September 24, 2019 9:28 AM
To: Shaw, Tyrone A. <tyrone.shaw@northernvermont.edu>
Subject: RE: stats on undergrad journalism programs

This message is from an external sender. Please be careful when clicking on links and attachments.

Dear Tyrone,

I apologize for the delayed answer. We had our granddaughter here and I took a day off. The enrollment data are available

at: https://www.grady.uga.edu/annualsurveys/Enrollment_Survey/Enrollment.php

The problem is that the last year when we conducted the survey was 2014 (data for 2013). What the data have shown consistently (and I have no reason to think that things have changed since) is that the number of students enrolled in journalism and mass communication programs have not changed significantly across time. The decline in the number of students enrolled in print journalism (news/editorial) especially after the global crisis – reflecting the turmoil in the industry - has been compensated by the increase in the number of students with a public relations or advertising specialization (mostly women). It is fair to say that, if journalism and mass communication programs had not embraced the public relations and advertising specializations, many of the schools would have been closed by now.

I hope this helps a little.

Cu drag,

Tudor

Dr. Tudor Vlad
Director
James M. Cox Jr. Center for International
Mass Communication Training and Research
Grady College of Journalism and Mass Communication
University of Georgia
Tel: 706-542-5023
fax: 706-542-5036
Email: tvlad@uga.edu
www.grady.uga.edu/coxcenter

**POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING
NVU-JOHNSON**

APPENDIX D

<https://www.pewresearch.org/fact-tank/2019/07/09/u-s-newsroom-employment-has-dropped-by-a-quarter-since-2008/>

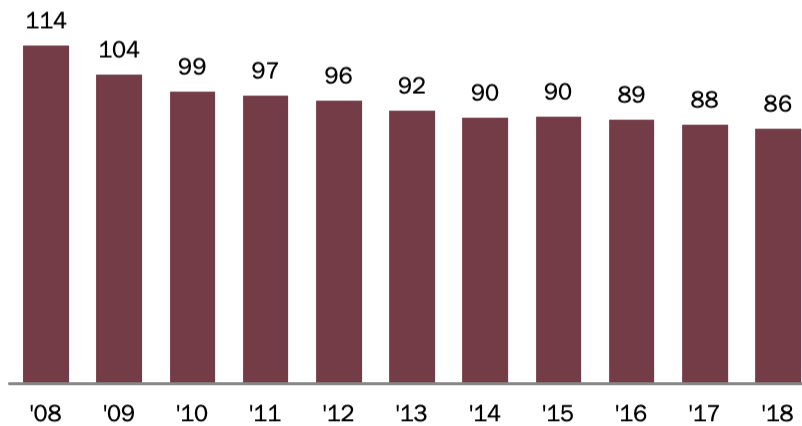
JULY 9, 2019

U.S. newsroom employment has dropped by a quarter since 2008, with greatest decline at newspapers

BY **ELIZABETH GRIECO**

Newsroom employment in the United States declined 25% between 2008 and 2018

Number of U.S. newsroom employees in news industries, in thousands



Note: The OES survey is designed to produce estimates by combining data collected over a three-year period. Newsroom employees include news analysts, reporters and correspondents; editors; photographers; and television, video and motion picture camera operators and editors. News industries include newspaper publishers; radio broadcasting; television broadcasting; cable and other subscription programming; and other information services, the best match for digital-native news publishers.

Source: Pew Research Center analysis of Bureau of Labor Statistics Occupational Employment Statistics data.

PEW RESEARCH CENTER

POLICY 102 PROPOSAL: PROFESSIONAL WRITING, EDITING AND PUBLISHING NVU-JOHNSON

APPENDIX E

<https://www.bls.gov/iag/tgs/iag511.htm>

Media and Communication Occupations

Employment of media and communication occupations is projected to grow 4 percent from 2018 to 2028, about as fast as the average for all occupations, which will result in about 27,600 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.

The median annual wage for media and communication occupations was \$57,530 in May 2018, which was higher than the median annual wage for all occupations of \$38,640.

Media and communication equipment workers had a median annual wage of \$46,270 in May 2018, higher than the median annual wage for all occupations in the economy.

Employment by Occupation

Data series	Employment, 2018
Advertising sales agents	32,170
Editors	46,680
Graphic designers	16,990
Reporters and correspondents	19,530

(Source: [Occupational Employment Statistics](#))

Earnings by Occupation

Data series	Wages, 2018			
	Hourly		Annual	
	Median	Mean	Median	Mean
Advertising sales agents	\$20.81	\$25.30	\$43,290	\$52,630
Editors	\$26.66	\$31.68	\$55,450	\$65,890
Graphic designers	\$21.77	\$24.21	\$45,290	\$50,350
Reporters and correspondents	\$17.24	\$22.38	\$35,860	\$46,550

(Source: [Occupational Employment Statistics](#))

VERMONT STATE COLLEGES
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE

Part I: General Information

1. Institution: Northern Vermont University

2. Name of new program:
COLLABORATIVE PERFORMANCE STUDIES: THEATRE, MUSIC, DANCE, AND IMMERSIVE DESIGN
 - a) Individual(s) with responsibility for program development:
Isaac Eddy, *Assistant Professor*, Theatre and Drama, NVU-Johnson
Justin Rito, *Assistant Professor*, Music, NVU-Johnson

 - b) Academic Department(s): Performing Arts

3. Proposed start date of program: Spring 2020

4. Title of degree to be conferred (if applicable): Bachelor of Art in Performance Studies (with a specified concentration: Music, Dance, Theatre, and Immersive Design)

5. Brief description of proposed program (150 words or less):

A first of its kind in the country at the undergraduate level, *COLLABORATIVE PERFORMANCE STUDIES* is a program that focuses on interdisciplinary, student-led collaboration to create and show new performance experiences. Student designers, musicians, dancers, theater makers, and actors work together with faculty advisors to engage in the creation of entirely new approaches to the generative arts and the creation of new works as well as reinterpretations of the classics. These pieces are performed each year and then archived for future performances with each student and faculty member involved listed as an author. Students of **music**, **theatre**, **dance**, and **immersive design** study and create work together within our core course offerings and then delve deeper into their specific concentration. Here they learn history, criticism, analysis, and production of classical and contemporary works; and professional preparation for each field. This bachelor's degree culminates in a thesis project that is an original solo or collaborative performance piece shown on campus or at a professional venue.

Part II: Rationale

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

There are two core reasons why we are proposing this program. To serve our performing arts students best we are focusing on the primary skill that we believe is the most valuable for jobs within and outside of the performing arts: collaboration. The ability to articulate your own thoughts and listen to others while creating new work is reported as being at the top of higherable skills in the evolving job market. Joseph Stanhope Cialdella in a recent article in *Inside Higher Ed* lists these four specific skills as being the most important: 1) communicating with multiple audiences/stakeholders, 2) project management, 3) actively listening to hear, absorb and incorporate the ideas of colleagues, and 4) compromising to reach shared outcomes¹. Creating and producing shows naturally engage students in all four of these and this new program will focus on them even more.

The second reason is that this new program, which would utilize every single full time Performing Arts professor and others from other departments, is that we believe it is the best way to shore up our resources and attract new students. By funnelling musicians, dancers, theater makers, and designers into one major we will naturally benefit from cross-discipline collaboration and innovation. We also are able to efficiently add two new majors (through the form of concentrations) that we have not had before: Dance and Design. The design concentration is based on theatrical design but we are exploring all multimedia and interactive elements as well and calling it Immersive Design. This could attract students interested in video game designer, physical computing, and the creation of immersive experiences in theater, advertising, and film. These are areas of design that core elements of User Experience (UX) Design that is in very high demand in the job market right now². Because of this and because of the focus on creating new works each year we plan on attracting an entirely new set of students. With our department's resources focused in this manner, we believe we will better serve our students interested in more traditional approaches to theater and music as well.

Innovative Education

A key component of the NVU mission is to provide innovative professional and liberal arts educational experiences that prepare students to be critical thinkers and engaged global

¹ Stanphone, Joseph. *Collaboration as Career Value*, *Inside Higher Ed*. accessed Sept 1, 2019 <https://www.insidehighered.com/advice/2019/08/26/knowning-and-articulating-how-you-collaborate-others-can-be-asset-job-market>

² Lee, Sophia. *The Parallels Between Designing Immersive Theatre and User Experience*, *Medium*. Accessed Sept 1, 2019 <https://medium.com/@sophiapglee/the-parallels-between-designing-immersive-theatre-and-user-experience-543f32e07b5d>

citizens. Our core courses in this new program focuses primarily on this mission. Students will learn introductory skills in design, performance, and collaboration and then master these skills by creating new works together as an ensemble. The biggest question when creating these new pieces is, “What is the story we want to tell? How is the best way to tell it?” By giving each student a proverbial and literal stage to express their own narrative it naturally places them at the forefront of global citizenship. This program also provides the opportunity for collaboration between departments and new innovative ways to teach courses. There are a few courses that could be team taught, with sections presented by different professors from different fields. The student-led project model that is at the center of this program provides an opportunity for professors to work as collaborators with our students rather than the antiquated one-way instructive model. These professors and teaching artists can be housed on both campuses and multiple departments while they advise students in project development. This will encourage new forms of teaching innovation that will fostered by our unification and our university's new school system.

Community Leadership

While there are many programs on the graduate level that focus on multidisciplinary collaboration to create new performance works (we will be referencing them later), this program will be the first of it's kind on the undergraduate level. The fact that we are given the opportunity to create this at NVU is exciting and newsworthy. There is a high potential for growth in terms of the different departments in the humanities and the sciences we collaborate with and incorporate into the program; as well as building a BFA and an MFA degree, artist residencies built to incorporate students, and a devoted “maker space” on campus. We are facing a time where students who attend predominantly low income and rural liberal arts schools do not want to major in the performing arts because there is no guaranteed job after graduation. We are reshaping our department with the program to meet the demands of the contemporary NVU student artist: a training in the collaborative skills for our creative world within and outside of the performing arts.

Transformative Student Experience

Students exposed to the performing arts is transformative in and of itself. The existence of a chorale, concert band and other music ensembles, dance groups, and the presentations of licensed dramatic and musical theater is crucial for any liberal arts campus. But with the CCP program we are adding another element: student-created work that incorporates movement, sound and music, text and staging, and immersive multimedia design to tell new stories in new ways. This will bring high-impact learning to a new level in our department and could be transformative for the whole NVU and surrounding community as well.

A Vibrant, Thriving Campus

We believe that this program will retain the types of students already enrolling in our performing arts programs as well as attract many more. As stated above, we will be adding design and dance majors with this program that haven't existed yet. Professors Rito and Eddy have both

found that some of the most exciting presentations on campus have been with our improvisational ensembles: *Con Temp* our contemporary music ensemble, and the improv comedy ensemble built out of the *Improvisation for Actors* course. There is an ownership and pride that exist in these ensembles that is a special ingredient for campus vibrancy. The same goes for the dance club which is one of the largest clubs on campus and hosts *Danceland*, the most sold out night in Dibden each semester. We are leaning into this concept of student ownership with this new program and we believe the effect on campus will be palpable.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

CCP will be an on-campus program to begin with but we are interested in building a hybrid/low-residency version after the launch. This would be so that we could attract working artists, more students from out of state, and also integrate more of NVU-Lyndon's resources into the program. We believe that the needs for this program are both local and state as well as national.

In Larry Livingston's paper, *Teaching Creativity in the Classroom*, he states:

College students live in this world of access, in an ever-expanding sea of material. Networking second-by-second is central to their zeitgeist. The result is far more than social. **Interaction and collaboration are now important in most workplaces, and are expected to be even more important in the future.** Higher education needs to use its natural resources in ways that develop content knowledge and skills in a culture infused at new levels by investigation, cooperation, connection, integration, and synthesis. Creativity is necessary to accomplish this goal.³

We have built the IPS program to focus on collaboration and creativity: to better prepare our students for jobs within the performing arts and for jobs in all other fields as well.

Although the program itself is new, we are basing it on many successful courses, programs, and degrees both graduate and undergraduate from around the country.

DEvised THEATRE AND OTHER COLLABORATIVE MODELS

Whitman College, a liberal arts institution in Washington state, has a popular *Devised Theater* course. Devised Theatre is the term for acting ensembles creating new works based on research, improvisation, and text exploration. It became a mainstream theatre model thanks in part to the popularity of the play *The Laramie Project* by the Tectonic Theatre company that was

³ Livingston, Larry. *Teaching Creativity in the Classroom*, Accessed Sept 1, 2019 <https://www.tandfonline.com/doi/abs/10.1080/10632910903455884?journalCode=vaep20>

released in the year 2000. The multitude of collaborative strategies discovered in devised theatre is the basis for the IPS program except we are adding musicians, dancers, and designers to the creative table as well. Professor Jessica Cerullo who created the Devised Theatre course at Whitman College explains why this model is so important for a liberal arts education:

“It’s being able to embody [the student’s] education. They have to stand up on the stage in the light and say, or sing, or represent, and they have to do it in real time witnessed by other people. There’s a wonderful thing that’s learned by writing a paper or even writing some of the script but to actually *live* it in front of people takes a certain commitment, vulnerability, and willingness, that makes learning happen *fast*.”⁴

Bucknell College has a series of *Extreme Creativity* courses that are built from a model that author Toni Morrison created for Princeton University. These are multi-disciplinary generative arts courses that have musicians, writers, and theater makers creating work together. We are taking elements of this model to create not just a series but an entire program that will be the flagship for Dibden Center for the Arts.

The highly successful experimental theatre ensemble, Pig Iron, has teamed with the University of the Arts in Philadelphia to create an MFA in devised theatre.⁵ The accreditation and admissions is through the university but all the classes, rehearsals, and performances are within the Pig Iron studio space.

Columbia University has an MFA in European Devised Performance Practice.⁶

NYU TISCH offers a BFA in “Collaborative Arts” which is described as:

A course of study designed for a diverse group of motivated, versatile, curious, and enterprising undergraduate students. **Students in the Collaborative Arts BFA are required to practice and learn a variety of artistic disciplines as they explore the process of working together in groups. These students are seeking a curriculum and learning environment that has collaboration as its cornerstone and urges them to integrate the arts in their study and practice.** Collaborative Arts students are trained to be creative and critical thinkers as well as innovative producers. The Collaborative Arts BFA appeals to students who are passionate about working in the arts across disciplines and are socially-conscious researcher/collaborators and entrepreneurial producers.⁷

⁴ Cerullo, Jessica. Accessed Sept 1, 2019 <https://www.whitman.edu/newsroom/devised-theatre>

⁵ <https://pigironschool.org/mfa-certificate>

⁶ <https://pigironschool.org/mfa-certificate>

⁷ <https://tisch.nyu.edu/collaborative-arts/about-collaborative-arts0>

IMMERSIVE DESIGN, UX DESIGN, AND IMMERSIVE THEATRE COURSES AND PROGRAMS

Kendall College of Art and Design has a “Collaborative Design” BFA degree that trains what they call “Specialized Generalists.” Their focus on *process*, and *communication*, are models we are pulling from. They also have a very strong website describing the program clearly from the faculty and student point of view.⁸

Lehman College offers an interdisciplinary BFA in Multimedia Performing Arts where students take acting and dance courses as well as multimedia production courses.⁹

Chatham University has a BA in Immersive Media. The facilities they have and the resources they offer to their students to create and build immersive digital environments is what I hope our program can grow into.¹⁰

The New School offers an undergrad minor in Immersive Storytelling:

Students are exposed to various thought processes, design strategies, and production pipelines such as narrative design, systems and new technologies of interaction, and digital asset creation and implementation. Many of the skills used in film, video, game, 3D modeling, and computer animation production can be adopted for this new ground. Students learn to apply their knowledge to a variety of hybrid practices at the intersection of traditional, computer-based, and commercial and noncommercial design and art practices.¹¹

PHYSICAL COMPUTING AND “MAKER SPACE” MODELS

Champlain College this semester has teamed up with the Generator makerspace in Burlington. Students at Champlain will be able to use the hi-tech tools at Generator to design and build host and present events in their Flex Space as well. We believe that this type of innovative partnering between a non-profit/professional organization and an educational institution is the future for successful programs in the arts. Although we do not have a full blown maker space in the works for this original stage of this new program, we hope that one grows organically as enrollment and funding opportunities develop. We see a future where there is a dedicated space on campus (Dibden, perhaps) for physical computing and multimedia UX design for performance that is a true interdisciplinary mix of the departments of math, science, psychology, visual art, and performing arts.¹²

⁸ <https://kcad.ferris.edu/programs/undergraduate/collaborative-design/>

⁹ <http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Departments-and-Programs/Music-Multimedia-Theatre-and-Dance/Multimedia-Performing-Arts-B-F-A-60-Credit-Major>

¹⁰ <https://www.chatham.edu/academics/programs/undergraduate/immersive/>

¹¹ <https://www.newschool.edu/undergrad-minors/immersive-storytelling/>

¹² <https://www.champlain.edu/centers-of-experience/makerlab>

Another example of this innovative type of school system is NYU Shanghai's Interactive Media Arts program. NYU Johnson Media Arts professor, Sean Clute, taught there for a year on sabbatical. He has shown us what a powerful model fluid team-taught curriculum can be in the arts. The pieces that his students were creating were daring and groundbreaking.¹³

DIRECTION CHANGES IN UNDERGRADUATE MUSIC AND THEATRE CURRICULA

In 2014, the College Music Society issued a position paper strongly encouraging American Schools of Music to embrace a progressive new direction that largely eschews the traditional conservatory model and instead embraces what it calls new directions in the professional lives of musicians around the globe. In their words,

“The creative and expressive dimensions of music have been progressing rapidly over the past several decades. Factors include an expanding, interconnected global society with its cross-cultural influences, crossover stylistic expressions, electronic as well as acoustic performance and production, advances in technology, access and transmission afforded by the internet and digital media, and growing creative impulses for many real- world musicians in the form of improvisatory and compositional endeavors.”¹⁴

Among the suggestions made by the task force are an outline of three new pillars of curricula for training students interested in music: creativity, diversity, and integration. Our new program engages these three pillars strongly in its core curriculum: creativity through composition and improvisation, embracing diversity through collaboration both within the program and with artists from other organizations, and integration in the annual projects to be created by students in theater, music, dance, and the visual arts.

In 2016, *Issues in Interdisciplinary Studies* published a research paper by William Condee entitled, *The Interdisciplinary Turn in the Arts and Humanities*. He uses the example of a dancer and a mime to highlight the current problems inherent in higher education compartmentalized by discipline:

At universities, however, dance and mime are studied and taught quite differently. Mime is part of the discipline of theater, while dance is considered a separate discipline. This division does not necessarily come from the art

¹³ <https://shanghai.nyu.edu/academics/majors/interactive-media-arts>

¹⁴ Shehan-Campbell, Patricia, David Myers, Ed Sarath, Juan Chattah, Lee Higgins, Victoria Lindsay Levine, David Rudge, and Timothy Rice. *Transforming Music Study from its Foundations: A Manifesto for Progressive Change in the Undergraduate Preparation of Music Majors*. College Music Society, accessed September 1, 2019, <https://www.music.org/pdf/pubs/tfumm/TFUMM.pdf>.

itself; instead the distinction is based on the prime movers in each form. Thus Decroux and Lecoq are considered mimes because their original work emerged out of theater. Theater professors studied their works in graduate theater programs and then went on to teach their techniques in theater departments. The works of Graham and Bausch, on the other hand, emerged out of dance, and their works have been studied and taught in dance departments. Even a newer, more neutral, term, “movement theater,” puts a thumb on the disciplinary scale. A far greater understanding of these performances and artists could be gained from an interdisciplinary examination of movement and space, and text and sound. How does the body move, or remain still, through and in space? What is the relationship of movement and stillness? How are text, language, sound, and silence deployed? What are the relationships of text, nonverbal sound, and silence? How are each of these performance aspects heightened or diminished in the audience’s attention? Disciplines exert this gravitational force through a linkage of discipline and power. As Foucault (1977) observes, “disciplines became general formulas of domination” (p. 137). Stuart Henry (2005) similarly refers to a “disciplinary hegemony” in which “disciplines have come to control content, pedagogy and the organization of higher learning” (p. 4). Disciplines, in this view, become systems of power that control resources and access to dissemination.”

He goes on to explain how students and instructors can benefit from a more interdisciplinary approach:

“In order for students to engage in this critical interdisciplinary process, the environment should be centered on the learner, as pedagogical best-practices now encourage. The teacher is not the expert imparting wisdom, but a kind of cognitive coach. For example, professors can stop teaching “just in case”: just in case you need this information. Instead, teaching should be “just in time” (Wiggins & McTighe, 2005, p. 243). Professors have often felt a suffocating obligation to “cover” a disciplinary subject area—just in case the students might, some day, somehow, need that information. Professors now recognize that students remember little of material presented as information, and that the Nuremberg Funnel may actually lead to less retention. Instead, a teacher can help students understand when they need to learn and clarify why they need to learn. When students run into Dewey’s obstacles, the teacher can help them—just in time—to progress in their learning. In that way, students learn not only the information, but also how to identify when they need more

knowledge and why they need it. Professors can help students to build networks, form clusters, and follow threads themselves. This thinking is both critical and interdisciplinary.”¹⁵

Condee’s thesis is that interdisciplinary approaches to the arts better prepares students for creative and critical thinking in today’s society. He predicts that programs that are truly interdisciplinary within visual and performing arts departments will soon begin to naturally fold in math and science courses as well. This potential for evolution is very exciting for us as we imagine the IPS program in the future.

EXAMPLE PROJECTS

So Percussion. *Where (we) Live*. <https://youtu.be/xRlcVO46gKc>

Sean Clute, Pauline Jennings, Otto Mueller, and Con Temp (NVU’s Improvisation Ensemble). *Notweed*.

Isaac Eddy, Dr. Justin Rito, and Performance and Production Lab Fall 2017 ensemble interpretation of Sophocles’ *Antigone*.

<https://z.firstlightstudios.net/antigonejsc/h9c44d4c4#h9c44f42b>

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

The inclusion of an interdisciplinary program focused on students working together to create new and innovative performance pieces is entirely unique to the Vermont State College System, therefore expanding the system offerings.

Because we are building on what we already offer in our Performing Arts Department, namely with the Immersive Design IPS concentration, we will be utilizing the expertise and tech facilities outside of our department at both Lyndon and Johnson campuses. Professors Sean Clute and Robby Gilbert have agreed to teach sections of some of our design courses. We believe that these interdisciplinary connections with both campuses will continue to evolve throughout the growth of our program and IPS will be a flagship example of our institution’s new wave of cross-campus collaborative programming.

¹⁵ Condee, William. *The Interdisciplinary Turn in the Arts and Humanities*. Issues in Interdisciplinary Studies, accessed Sept 1, 2019, <https://researchcommons.waikato.ac.nz/bitstream/handle/10289/6187/Barbour%20Researching.pdf?sequence=1>

IPS focuses primarily on collaborative creativity which is becoming more and more sought after in our contemporary workforce. It is also the future of theatre-making and contemporary music, dance, and design. With this program, NVU and the VSCS would be at the forefront of this new world.

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

PROGRAM LEARNING OUTCOMES

1. Students will develop the communication skills required for leadership and collaboration in the performing arts. These skills include: engaged listening to others, learning to place seemingly random ideas into organized categories, and the ability to verbally articulate one's own ideas clearly and with confidence.
2. Students will identify and analyze historical moments that had an impact on performance and performance art globally and domestically in order to incorporate elements of them into their own work.
3. Students will analyze, critic, and interpret classical and contemporary performance pieces related to their concentration.
4. Students will be able to manage a long-term project relevant to their concentration.
5. Through resume building, portfolio building, audition assessments, drafting budgets and technical riders, and internship opportunities, students will demonstrate professionalism.

2. How the program will integrate professional, liberal and career study:

The Learning Outcomes for IPS--and the courses designed around them--will both engage and integrate professional, liberal and career study. More specifically, the core classes listed below give students a practical foundation in liberal arts through history and criticism, in professional study through a course designed specifically around professional prep, and in career study through courses in stagecraft and design. The program's core offering then effectively integrates these areas through the Performance Art Practicum and Performance and Production Lab, which are both designed to immerse students in active collaborative creation while they present a professional showcase piece several times during their coursework at NVU. Lastly, students will further engage one field--theatre, dance, visual arts, or music--through a concentration in that field. When combined with this concentration model, the core program, and the practicum and production lab in particular, will compel students to integrate career and professional study in performative studies with collaboration as they create new projects.

3. What peer programs or model curricula served as a basis for the proposal:
 1. Kendall College of Art and Design - Collaborative Design
 2. Columbia College - Devised Performance Practice (MA program)
 3. Tisch School of the Arts - Collaborative Arts
 4. Brooklyn College - Performance and Interactive Media Arts
 5. Brown University - Music and Multimedia Composition (Ph.D program)
4. How the program will assess its effectiveness in achieving student learning outcomes:
5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

This program incorporates emerging directions in performative arts through its innovative focus on both collaboration and professional preparation at the undergraduate level. As stated in Part II, Section 2, institutions devoted to higher education like the College Music Society are promoting new directions for performance arts in undergraduate curricula that value creativity, integration within individual disciplines and across the arts, and diversity in artistic endeavors. Our program incorporates these directions as outlined in Part II, Section 2. Furthermore, the emerging Baccalaureate and graduate programs listed above highlight the trend toward collaborative study in performance arts. Our students will not only be trained in valuable professional and performance skills, but also be prepared to represent NVU at progressive-minded institutions nation-wide.

6. Program outline; include brief descriptions of all new courses:
(description of new courses are attached as appendix I)

Course Name & Number	Credits	New or Existing?
THA 3130 INTRO TO DESIGN	3	Existing/Augmented
THA 1111 STAGECRAFT	3	Existing
CPS 1111 PERFORMANCE ART PRACTICUM: Collaboration Bootcamp	3	New
IPS 2001/4001 DEvised PERFORMANCE AND PRODUCTION LAB	2X= 6 total	New

THA 4720/CPS 4720 SENIOR PROJECT IN THEATRE/ SENIOR PROJECT IN IPS	3	Existing/Augmented
CPS 4050 HISTORY OF PERFORMANCE	3	New
THA 4730 SEMINAR IN PROFESSIONAL PREP FOR THE PERFORMING ARTIST, DESIGNER, AND MANAGER	3	Existing/ Augmented

Additional "Concentration" Credits

THEATRE AND MUSICAL THEATRE

Course Name & Number	Credits	New or Existing?
THA 2121/2121L ACTING I and Lab	4	Existing
THA 2122 ACTING II	3	Existing
THA 3210 INTRODUCTION TO DIRECTING	3	Existing
THA 1040 INTERPRETING CONTEMPORARY DRAMATIC LITERATURE	3	Existing
THA 2040/4010 PERFORMANCE AND PRODUCTION LAB (Theater Production)/ MUS 2350/4010 (musical theatre production)	3	Existing
THA 1041 INTRO TO THEATER ARTS	3	Existing

MUSIC

Course Name & Number	Credits	New or Existing?
MUS 1231 MUSIC THEORY I	3	Existing
MUS 1560 MUSICAL SKILLS I	2	Existing

MUS 1231 MUSIC THEORY II	3	Existing
MUS 1760 MUSICAL SKILLS II	2	Existing
MUS 3xxx CONDUCTING I	3	Existing
CPS 3010 SOUND DESIGN FOR CONTEMPORARY PERFORMANCE	3	New
MUS 1120 APPLIED MUSIC LESSONS	3 (6 x .5)	Existing
COMPOSITION LESSONS	2 (4 x .5)	Existing
MUS 2220 ENSEMBLE CREDITS	4 (8 x .5)	Existing

DANCE

Course Name & Number	Credits	New or Existing?
DAN 1010 FUNDAMENTALS OF DANCE	3	Existing
DAN 1111 MODERN DANCE	3	Existing
DAN 2030 IMPROVISATION/COMPOSITION	3	Existing
DAN 3112 INTERMEDIATE MODERN DANCE	3	Existing
Two of following three:		
DAN 2131 BALLET	3	Existing
DAN 3130 JAZZ DANCE	3	Existing
DAN 2040 BEGINNING TAP DANCE	3	Existing

IMMERSIVE DESIGN

Course Name & Number	Credits	New or Existing?
CPS 3020 MANIPULATE/MANIPULATED: Interactive Media in Performance	3	New
TH 1040 INTERPRETING CONTEMPORARY DRAMATIC LITERATURE	3	Existing
CPS 3010 SOUND DESIGN FOR CONTEMPORARY PERFORMANCE	3	New (listed above)
THA 2040/4010 MUS 2350/4010 PERFORMANCE AND PRODUCTION LAB (theater/musical theater production)	3	Existing
INTRO TO STAGE MANAGEMENT	3	Existing
INTRO TO THEATER ARTS	3	Existing
THEATER LAB	3	Existing

ELECTIVES (AVAILABLE FOR EVERY IPS STUDENT REGARDLESS OF CONCENTRATION) ONE REQUIRED

Course Name & Number	Credits	New or Existing?
CPS 3050 PODCAST STORYTELLING	3	New
CPS 3150 HITCHCOCK'S SMARTPHONE: The Making of Psychologically Engaging Short Videos	3	New
THA 3010 SHAKESPEARE: STAGE TO PAGE	3	Existing
THA 3040 IMPROVISATION FOR ACTORS	3	Existing

THA 3123 ACTING III	3	Existing
MUS 3260 MUSIC THEATER WORKSHOP	3	Existing
MUS 3250 SURVEY OF AMERICAN MUSICAL THEATER	3	Existing
THA 2040/4010 MUS 2350/4010 THEATRE/MUSICAL THEATER PRODUCTION	3	Existing
PRO TOOLS 101: INTRO (Lyndon Campus, summer)	2	Existing
PRO TOOLS 110: PRODUCTION (Lyndon Campus, summer)	2	Existing
MUS 3140 ARRANGING/ORCHESTRATION	3	Existing

7. TOTAL CREDITS in proposed program: (45-51)

Core:	24 Credits
Electives:	3 Credits
Theatre Concentration:	19 Credits
Music Concentration:	24 Credits
Dance Concentration:	18 Credits
Immersive Design Concentration:	21 Credits

8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program:

40-42 Credits

9. TOTAL CREDITS for the degree: 120 credits

10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

Attached as Appendix II

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty	\$0	\$0
Admin/Other Staff	\$0	\$0
Facilities/Equipment	\$0	\$0
Library/Other Materials	\$0	\$0
Other Costs (e.g. accreditation/licensure expenses)	\$0	\$0
TOTAL COSTS:	\$0	\$0

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	\$65k	\$156k

Reallocation	\$0	\$0
Other Sources	\$0	\$0
TOTAL REVENUES:	\$65k	\$156k

Here are the programs we currently offer in our department:

Music: Concentrations: Vocal Performance Music Composition Creative Pathways Instrumental Performance	Theater and Drama
Musical Theater	Music Education
AA technical Theater	Minors: Dance Theater and Drama Music

If our new program is approved this is potentially what the new program offerings would look like:

Collaborative Performance Studies Concentrations: Music Theatre & Musical Theatre Immersive Design Dance	Music Education
Technical Theater AA	Minors: <ul style="list-style-type: none"> ● Dance

	<ul style="list-style-type: none"> ● CCP (no concentration) ● Music (just concentration courses) ● Theatre & Musical Theatre (just concentration courses)
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We plan to archive the Music, Music Theater, and Theater and Drama degree programs upon approval of this program.

Part V: Enrollment, Marketing and Public Relations Considerations

a. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	5	20
Part-Time	0	0
In-State	5	18
Out-of-State	0	2

2. Describe how you arrived at these projections:

The above numbers represent new starts above and beyond the number of current students who will transition from archived programs into the proposed program. The projections assume 5, 8, and 12 new students starting in the Fall 2020, 2021, and 2022 terms, respectively and retention and persistence rates consistent with the campus average. The

new start estimates are consistent but higher than the number of new starts in existing performing arts programs. This of course assumes the proposed program is of greater interest than those that we are archiving.

3. Describe the marketing strategies for the new program.

FALL 2019

- On sign-off of the new program begin a PR campaign strategy and budget plan with Eric Kirk, admissions, and marketing. This would include new signage for Dibden Center for the Arts, a one sheet mailer, and a new website page with videos featuring students and faculty explaining the new program. We believe that our program's "tagline" will resonate well with students, **"What is your story and how do you want to tell it?"**
- If the program is signed off in time (this is unlikely) we will use our Performing Arts Festival on October 25th as time to officially announce the new program. We have "strands" (workshops for high school students within particular disciplines) that are focused on our IPS philosophy and mission.

SPRING/SUMMER 2020

- Program Implementation
- Some current students will have enrolled in the program and we will have a few courses running in the spring curriculum.
"Contemporary Experiments" festival hosted on campus showcasing the new program. Professors Eddy, Rito, Clute, and Plissey and Dibden's director, Tim Mikovitz, tour high schools promoting the program.
- The Vermont State High School One Act Drama Festival is held at Dibden Center for the Arts in March. We lead many workshops promoting the new IPS program.
- Big promotional push with admissions to recruit for incoming students (mailers, online, in-person).

4. Competition:

a. In state and region

As this is a new type of interdisciplinary major there is no direct competition. But since we plan to archive our music and theatre programs to focus on this new program we will be competing with state and region schools that offer music, musical theatre, and theater programs just like we were before (University of Vermont, Saint Michael's College, Castleton University, University of New Hampshire, SUNY Plattsburgh). We are also adding Dance and Immersive Design concentrations. These new concentrations will compete with dance programs at UVM and St. Michael's and with User Experience, new media studies and game design programs at Champlain College. We plan to collaborate with Robbie Gilbert at NVU Lyndon so that the animation students there could build immersive designs for CCP shows and receive dual credit.

b. Web-based

At the moment there is no web-based

5. How the program will impact enrollments in existing programs at the College:

We anticipate that the proposed program will enhance enrollments in existing sections within the Performing Arts department and also courses in other departments that are now required or electives in this new program.

6. How the program will impact enrollments in existing programs at other VSC colleges: This new degree is unique within our system and therefore, should have no deleterious impact on performing arts-related programs within the system. The closest related programs are offered at Castleton University and include baccalaureate degrees in music and music education along with minors in dance, theater arts, and theater education.

7. How the program will impact existing and/ or future external relations:

The proposed program designed to create new performance works through multidisciplinary collaboration will be one of the first of its kind at the undergraduate level. This innovative program will, therefore, help to elevate NVU's stature in our local and regional performing arts community.

Appendix I NEW COURSE DESCRIPTIONS

IPS 1111 PERFORMANCE ART PRACTICUM: Collaboration Bootcamp

Each week students are given a new performance assignment that are loosely based on performance artist works from the 1960's until now. The first project is solo but each week after that students are teamed up into larger and larger groups to learn how to create work together. The last third of the semester is focused on research and content creation for that year's Devised Performance and Production Lab which will run the next semester.

Sample assignment: Review these three pieces created and performed by Maria Abromovic. Create a 3 minute piece that incorporates only flashlights for lighting, utilizes pre-recorded sound and at least one live sound element, and has moments of stillness and movement. Submit a one page description of the piece and how it relates to Abromovic's work on canvas before class.

3 credits Every Fall

IPS 2001/4001 DEVISED PERFORMANCE AND PRODUCTION LAB

This is the course that the whole of IPS is centered around. Musicians, dancers, theatre makers, actors, and designers create an original piece within one semester and present it on and off campus. The piece is based on a specific prompt that is originally given to the Performance Art Practicum students in the prior semester. With the guidance of one faculty director and multiple faculty advisors, students build the audience experience from scratch to explore and present the original prompt in a new and exciting way.

Example prompts: For you and your friends how does anxiety manifest? Do you think it's different for your age group than others older than you? Why?

Take one section of Kahlil Gibran's *The Prophet* and design a room that best represents that chapter. How could an audience member experience that chapter in an immersive setting?

Interview three Vermonters who are 60 or older. How do they think Vermont is changing? How do you feel Vermont is changing?

Example performance: An immersive performance piece focused on social anxiety

and other mental health issues that the students feel are the most pressing and important on campus. The multiple rooms of Dibden Center on the Arts are augmented with projections and sound and performers. The audience is led to different spaces to experience these mental health issues on an emotional

level rather than a narrative one. Each room and the experience as a whole is designed and directed by the participating students. There would be a q and a on the maintage at the end as a part of the piece. The piece would then be put up in a performance space in Burlington. A team of students would then create a multimedia script of the piece and publish it online for future use.

3 credits Every Spring

IPS 4050 HISTORY OF PERFORMANCE

This course would be team taught in four sections by a dancer, a designer, a musician, and a theatre-maker. Each section would delve deep into the history of that specific aspect of performance. There would be class discussion, presentations, mini-performances, manifestos created, and papers written and presented.

3 credits Every other Spring (intended for third and fourth year students)

IPS 3010 SOUND DESIGN FOR CONTEMPORARY PERFORMANCE

Students would the basics of sound design: speaker placement, mixing, live capturing of sound, augmenting live sound, and the creation of noise to elicit specific emotions.

3 credits Every other Fall

IPS 3020 MANIPULATE/MANIPULATED: Interactive Media in Performance

Students would learn Max MSP and other object based coding programs to build interactive media and physical computing elements for performance. This course would culminate with a showcase of the student's final projects. This showcase could be hosted off campus as well. A partial assignment would be building interactive elements to that year's Devised Performance piece (described above).

3 credits Every Spring

IPS 3050 PODCAST STORYTELLING

This course is an elective but we anticipate it's high popularity as an essential general education course in the performing arts. Podcasts are a huge industry at the moment and their popularity and reach are still growing. We would study successful fiction and non-fiction podcasts that utilize sound to immerse the listener into new worlds. Simultaneously, we would create our own. The course would culminate in the creation of the first episode of a podcast series for each student. The episode would utilize other student musicians to provide sound design elements.

3 credits Every other Fall

IPS 3150 HITCHCOCK'S SMARTPHONE: The Making of Psychologically Engaging Short Videos This course would explore new ways to create content with our smartphones. We would study the works of specific auteur filmmakers and then create original short videos inspired by them. The course would culminate with a mini film festival. We believe that this course would also be a popular gen ed course in the new IPS program.

3 credits Every other Spring

APPENDIX I CONT.

Courses to be deleted on rollout

(Will require changes to Music Ed. Curriculum)

1. THA 3140 – Theater History
2. THA 2035 – Costume Construction & Stage Makeup
3. THA 3030 – Theater for Young Audiences
4. THA 3110 – Dramatic Literature: Classical/Modern
5. THA 2050/4010 – Performance and Production Lab (only one section cancelled, one remains offered)
6. DAN 3010 – The Renaissance Spirit
7. MUS 2160 – Introduction to Technology in Music
8. MUS 2312 – Music Theory IV
9. MUS 2570 – Musical Skills IV

New course offerings for 20/21 and 21/22

1. IPS 3050 – Podcast Storytelling
2. IPS 3150 – Hitchcock's Smartphone
3. IPS 3010 – Sound Design for Contemporary Performance
4. IPS 3020 – Manipulate/Manipulated
5. IPS 1xxx – Performance Art Practicum

6. IPS 1xxx – Devised Production Lab
7. IPS 4050 – History of Performance

FINISH IN FOUR DEGREE PLAN

B.A. in COLLABORATIVE PERFORMANCE STUDIES: MUSIC CONCENTRATION

Starting in Odd Fall

Note: This plan represents the requirements for completion of this major in four years. You will need to add into your plan graduation standards and core curriculum requirements from the reverse side. For specific course offerings for each semester, view "Search for Sections" online in Web Services on the NVU Portal. Your Program Evaluation in the portal is your guide to track your progress. Be sure to consult regularly over time with your advisor to explore your best options and opportunities.

FIRST YEAR					
Fall Semester			Spring Semester		
	CREDITS			CREDITS	
	<i>Music Theory I (Creativity ITW)</i>	3		Sound Design for Cont. Perf	3
	MUSICAL SKILLS 1	2		MUSIC THEORY II	3
	<i>Math/Comp in the World</i>	3		MUSICAL SKILLS II	3
	FYS	3		<i>Diversity in the World 1</i>	.5
	ENSEMBLE	.5		ENSEMBLE	.5
	APPLIED LESSON	.5		APPLIED LESSON	
	Total Credits	12		Total Credits	12
SECOND YEAR					
FALL 2019			Fall Semester		
	CREDITS			CREDITS	
	Stagecraft	3		INTRO TO DESIGN	3
	PERFORMANCE ART PRACTICUM	3		COMMUNICATING ITW 1	3
	<i>BEING IN THE WORLD 1</i>	3		DEvised PERF AND PROD.	3
	ENSEMBLE	.5		ENSEMBLE	.5
	COMPOSITION LESSON	.5		APPLIED LESSON	.5
	Total Credits	13.5		Total Credits	13
THIRD YEAR					
Fall Semester			Spring Semester		
	CREDITS			CREDITS	
	<i>DIVERSITY IN THE WORLD 2</i>	3		DEvised PERF AND PROD	3
	<i>Natural/Physical World</i>	4		<i>Communicating in the World 2</i>	3
	History of Performance	3		<i>Ensemble</i>	.5
	ENSEMBLE	.5		Applied Lesson	.5
	APPLIED LESSON	.5		Compositon Lesson	.5
				Professional Prep	3
	Total Credits	11		Total Credits	13.5
FOURTH YEAR					
Fall Semester			Spring Semester		
	CREDITS			CREDITS	
	CPS Elective	3		Ensemble	.5
	<i>Creativity in the World 1</i>	3		<i>Creativity in the World 2</i>	3
	Conducting 1	3		QUANT. REASONING 2	3
	QUANT. REASONING 1	3		Senior Project	3
	Ensemble	.5			
	Total Credits	12.5		Total Credits	9.5

CREDIT TOTAL 120

For a complete listing of course offerings, visit the Northern Vermont University course catalog at Catalog.NorthernVermont.edu.

To graduate in four years, students should aim to complete **30 credits** each year.

GRADUATION STANDARDS and CORE CURRICULUM REQUIREMENTS

Note: See reverse side for the requirements specific to your major.

GRADUATION STANDARDS – NVU JOHNSON			
STANDARD	COURSE ID	COURSE NAME	SEMESTER COMPLETED
A – WRITING PROFICIENCY	ENG 3999	Writing Proficiency Exam	
B – INFORMATION LITERACY	GRS 3000	Info. Lit. Tutorial (TILT)	
C – QUANTITATIVE REASONING (PART 1)	GRS 2000, or MAT 1080	QR Assessment or Quantitative Reasoning	
C – QUANTITATIVE REASONING (PART 2)	QE	Any JQE Course	
D – ORAL COMMUNICATION			
D – ORAL COMMUNICATION			

For more information about Graduation Standards: NorthernVermont.edu/DegreeRequirements.

CORE CURRICULUM REQUIREMENTS - NVU JOHNSON				
REQUIREMENT	TYPE	COURSE ID	COURSE NAME	COMPLETED
FIRST YEAR SEMINAR	NFYS			
CREATIVE AUDIENCE	-	INT 1001	Creative Audience	
COMMUNICATING IN THE WORLD: WRITTEN EXPRESSION – PART 1	-			
COMMUNICATING IN THE WORLD: WRITTEN EXPRESSION – PART 2	-			
MATH & COMPUTING	NMCW			
MATH & COMPUTING	NMCW			
CLIMATE CHANGE SUSTAINABILITY ENRICHED	NCCSE			
NATURAL & PHYSICAL WORLDS	NNPW			
BEING IN THE WORLD: SOCIETY & BEHAVIOR	NBEW	THA 1041	Introduction to Theater Arts	
BEING IN THE WORLD: SOCIETY & BEHAVIOR	NBEW	THA 2121	Acting I	
CREATIVITY IN THE WORLD: ART & AESTHETICS	NCRW			
CREATIVITY IN THE WORLD: ART & AESTHETICS	NCRW			
DIVERSITY IN THE WORLD: HISTORY & CULTURE	NDVW	THA 1040	Int. Contemp. Dramatic Lit.	
DIVERSITY IN THE WORLD: HISTORY & CULTURE	NDVW	THA 3010	Shakespeare	

For a complete listing of Core Curriculum classes: NorthernVermont.edu/CoreCurriculum

For a complete listing of course offerings, visit the Northern Vermont University course catalog at Catalog.NorthernVermont.edu.

To graduate in four years, students should aim to complete **30 credits** each year.

FINISH IN FOUR DEGREE PLAN

B.A. in COLLABORATIVE PERFORMANCE STUDIES: THEATRE/MUSICAL THEATRE CONCENTRATION

Starting in Odd Fall

Note: This plan represents the requirements for completion of this major in four years. You will need to add into your plan graduation standards and core curriculum requirements from the reverse side. For specific course offerings for each semester, view "Search for Sections" online in Web Services on the NVU Portal. Your Program Evaluation in the portal is your guide to track your progress. Be sure to consult regularly over time with your advisor to explore your best options and opportunities.

FIRST YEAR					
Fall Semester			Spring Semester		
		CREDITS			CREDITS
	<i>Comp in the World</i>	3	THA 2122	Acting II (spring only)	3
THA 1040	Int. Contemp. Dramatic Lit.	3		Devised Perf and Prod Lab	3
THA 2121	Acting I (fall only)	3		<i>Being in the World 1</i>	3
THA 2121L	Acting Lab	1		<i>Diversity in the World 1</i>	3
	FYS	3		<i>Math 1</i>	3
	Perf Art Practicum	3			
	Total Credits	16		Total Credits	15
SECOND YEAR					
FALL 2019			Fall Semester		
		CREDITS			CREDITS
	Stagecraft	3		<i>Communicating ITW 1</i>	3
	.Intro to Theatre Arts	3	THA 3130	Introduction to Design: Costume, Scenic & Stage Lighting	3
	<i>Climate Enriched</i>	3		<i>Diversity in the World 2</i>	3
	<i>Being in the World</i>	3		Devised Perf and Prod Lab	3
	QE	3		<i>Math 2</i>	3
	Total Credits	15		Total Credits	15
THIRD YEAR					
Fall Semester			Spring Semester		
		CREDITS			CREDITS
	Perf and prod lab: musical	3		CPS elective	3
	<i>Natural/Physical World</i>	3	THA 4010	Performance & Production Lab: dramatic play	3
	History of Performance	3		<i>Being in the World 1</i>	3
	Stagecraft	3		Intro to Design	3
	<i>Communicating ITW 1</i>	3			
	Total Credits	15		Total Credits	12
FOURTH YEAR					
Fall Semester			Spring Semester		
		CREDITS			CREDITS
THA 4720	Senior Project in Theater	3	THA 4730	Seminar in Prof'l Prep for the Actor	3
	<i>Creativity in the World 1</i>	3		<i>Creativity in the World 2</i>	3
	Intro to Directing	3		QUANT. REASONING 2	3
	QUANT. REASONING 1	3			
	Total Credits	12		Total Credits	9

CREDIT TOTAL 120

For a complete listing of course offerings, visit the Northern Vermont University course catalog at Catalog.NorthernVermont.edu.

To graduate in four years, students should aim to complete **30 credits** each year.

GRADUATION STANDARDS and CORE CURRICULUM REQUIREMENTS

Note: See reverse side for the requirements specific to your major.

GRADUATION STANDARDS – NVU JOHNSON			
STANDARD	COURSE ID	COURSE NAME	SEMESTER COMPLETED
A – WRITING PROFICIENCY	ENG 3999	Writing Proficiency Exam	
B – INFORMATION LITERACY	GRS 3000	Info. Lit. Tutorial (TILT)	
C – QUANTITATIVE REASONING (PART 1)	GRS 2000, or MAT 1080	QR Assessment or Quantitative Reasoning	
C – QUANTITATIVE REASONING (PART 2)	QE	Any JQE Course	
D – ORAL COMMUNICATION			
D – ORAL COMMUNICATION			

For more information about Graduation Standards: NorthernVermont.edu/DegreeRequirements.

CORE CURRICULUM REQUIREMENTS - NVU JOHNSON				
REQUIREMENT	TYPE	COURSE ID	COURSE NAME	COMPLETED
FIRST YEAR SEMINAR	NFYS			
CREATIVE AUDIENCE	-	INT 1001	Creative Audience	
COMMUNICATING IN THE WORLD: WRITTEN EXPRESSION – PART 1	-			
COMMUNICATING IN THE WORLD: WRITTEN EXPRESSION – PART 2	-			
MATH & COMPUTING	NMCW			
MATH & COMPUTING	NMCW			
CLIMATE CHANGE SUSTAINABILITY ENRICHED	NCCSE			
NATURAL & PHYSICAL WORLDS	NNPW			
BEING IN THE WORLD: SOCIETY & BEHAVIOR	NBEW	THA 1041	Introduction to Theater Arts	
BEING IN THE WORLD: SOCIETY & BEHAVIOR	NBEW	THA 2121	Acting I	
CREATIVITY IN THE WORLD: ART & AESTHETICS	NCRW			
CREATIVITY IN THE WORLD: ART & AESTHETICS	NCRW			
DIVERSITY IN THE WORLD: HISTORY & CULTURE	NDVW	THA 1040	Int. Contemp. Dramatic Lit.	
DIVERSITY IN THE WORLD: HISTORY & CULTURE	NDVW	THA 3010	Shakespeare	

For a complete listing of Core Curriculum classes: NorthernVermont.edu/CoreCurriculum

For a complete listing of course offerings, visit the Northern Vermont University course catalog at Catalog.NorthernVermont.edu.

To graduate in four years, students should aim to complete **30 credits** each year.



Manual of Policies and Procedures

Title Protection of Minors and Mandatory Reporting of Child Abuse and Neglect	Number 316	Page 1 of 6
	Date December 2, 2019	

PURPOSE

This Policy provides guidance to all members of the Vermont State Colleges System (“VSCS”) community on how to protect Minors from abuse, including sexual abuse, and neglect and provides information on mandatory reporting of child abuse and neglect under Vermont law.

SCOPE

This Policy applies to all VSCS community members, including faculty, staff, full-time and part-time employees, students, volunteers, trustees, officers, contractors, third-party vendors, and visitors to VSCS’s Member Institutions. It covers the protection of all Minors present on VSCS property, as well as those participating in VSCS-sponsored programs and activities at locations not owned or controlled by the VSCS.

STATEMENT OF POLICY

Children under the age of 18 years of age are present on VSCS campuses and use VSCS facilities as visitors and community members. They also attend summer camps (including those run by third parties), campus events and programs, and academic classes as dual-enrolled and matriculated students.

Sexual abuse of a Minor by any adult affiliated with the VSCS is prohibited as set forth in VSC Policy 311-A: *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking*.

This Policy creates an independent duty for all members of the VSCS community who interact with, supervise, chaperone, or otherwise oversee Minors in VSCS-sponsored programs, activities, and/or residential facilities to receive training on the protection of Minors.

This Policy also creates an independent duty for all members of the VSC community, regardless of whether they work directly with Minors, to report internally and immediately suspected cases of sexual abuse of a Minor by any adult affiliated with the VSCS. Failure to report or otherwise follow this Policy will result in disciplinary action being taken, up to and including termination of employment.

In addition, employees who are mandated reporters under Vermont law are legally required to report any suspected child abuse or neglect to Vermont's Department for Children and Families within 24 hours. A copy of the state law is attached at Appendix A.

Retaliation against individuals who report concerns in good faith is a violation of VSC policy and is prohibited.

IMPLEMENTATION

A. Definitions

“Abuse or neglect” – Under Vermont law and under this Policy, an abused or neglected Minor is defined as a child whose physical health, psychological growth and development, or welfare is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or other person responsible for the Minor's welfare. An “abused or neglected child” also means a Minor who is sexually abused or at substantial risk of sexual abuse by any person or a Minor who has died as a result of abuse or neglect.

“Independent duty” means that an individual may not delegate the duty to anyone else.

“Mandated reporter” – Under Vermont law and under this Policy, a mandated reporter is any health-care provider (including nurses and psychologists) and any individual employed by a school district or an approved or recognized independent school (including teachers, guidance counselors, mental health professionals, camp administrators and camp counselors). For a complete list of mandated reporters, see Appendix A (33 V.S.A. § 4913).

“Minor” – An individual under the age of 18.

“Reasonable cause to suspect abuse or neglect of a child” – Under Vermont law and under this Policy, reasonable cause to suspect abuse or neglect of a child means that, based upon an individual's rational observations, professional training or experience, the individual has a suspicion that a child is being abused or maltreated by a parent, guardian, or a caregiver.

“Reasonable suspicion” may be based upon witnessing a single incident, upon what a Minor says, upon what an adult says about a child, upon an explanation of an injury that makes no sense, or upon a combination of warning signs.

“Sexual abuse” – Under Vermont law and under this Policy, sexual abuse consists of any act or acts by any person involving sexual molestation or exploitation of a Minor, including: (a) incest; (b) prostitution; (c) rape; (d) sodomy; (e) lewd and lascivious conduct involving a Minor; (f) aiding, abetting, counseling, hiring, or procuring of a Minor to perform or participate in any photograph, motion picture, exhibition, show, representation, or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement, or sadomasochistic abuse involving a Minor; (g) viewing, possessing, or transmitting child pornography, with the exclusion of the exchange of images between mutually consenting minors, including the minor whose image is exchanged; (h) human trafficking; (i) sexual assault; (j) voyeurism; (k) luring a Minor; and (l) obscenity.

“**Sexual assault**” and “**sexual misconduct**” are defined in VSC Policy 311-A: *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking*.

B. Reporting Suspected Abuse

Mandated Reporters who have reasonable cause to suspect abuse or neglect of a Minor are legally required to make a report to the Family Services Division (“FSD”) of the Department for Children and Families within 24 hours of the time the mandated reporter received or observed information regarding the suspected abuse or neglect.

To make a report:

Call FSD at 1-800-649-5285 (24 hours a day, 7 days a week).

If a Minor is in immediate danger, dial 9-1-1 or call local law enforcement first.

Then call the above number for FSD to make a report. Calling law enforcement is not the same as reporting to FSD. **Mandated reporters must notify FSD directly.**

Failure to report can result in criminal prosecution and a fine up to \$500.00. Failure to report with the intent to conceal the abuse or neglect can result in imprisonment up to six months and a fine up to \$1,000.00. The VSCS takes any failure to report seriously and will impose discipline up to and including dismissal from an academic program, removal from campus facilities, and termination of employment.

Non-mandated reporters are also encouraged to call the hotline number listed above if they have reasonable cause to suspect abuse, sexual abuse, or neglect of a Minor.

In addition, all members of the VSCS community are required to report any knowledge or reasonable suspicion they may have about sexual abuse perpetrated against a Minor by an adult affiliated with the VSCS internally to a Title IX/Policy 311-A Coordinator, the Institution’s Office of Public Safety, or to General Counsel. The Office of Public Safety shall share any reports it receives with the Title IX/Policy 311-A Coordinator. A list of Title IX/Policy 311-A Coordinators is attached hereto at Appendix C. Failure to report can result in disciplinary action being taken, up to and including dismissal from an academic program, removal from campus facilities, and termination of employment.

Reports should include all information known to the individual making the report, such as the names and ages of those involved, contact information for those involved and any witnesses, details of the incident(s) being reported, including the date, time, location, and any other relevant details known to the reporting party.

Exclusion: The duty to report to a VSCS Title IX/Policy 311-A Coordinator or Public Safety does not apply to health-care providers employed by the VSCS, who are Mandated Reporters under state law in connection with providing clinical care to patients, if a report would breach a patient’s legal rights to confidentiality.

C. Handling Internal Reports of Sexual Abuse

Title IX/Policy 311-A Coordinators are responsible for reviewing reports of sexual abuse to look for trends or patterns, including serial perpetrators.

Title IX/Policy 311-A Coordinators shall promptly report the alleged sexual abuse to the Department for Children and Families, if legally required to do so, as well as to the Minor's parents or guardians, and to General Counsel, and shall maintain records showing when such reports were made. The Office of General Counsel shall be responsible for reporting incidents of alleged sexual abuse in violation of this Policy to VSCS's insurance carriers, as necessary.

Investigations of sexual abuse of a Minor reported under this Policy shall be carried out consistent with the procedures set forth in the *Chancellor's Procedures for Implementation of Policy 311-A: Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault and Stalking*, or any revision to such policy or procedures. If a provision of such procedures is inconsistent with the purpose of this Policy, General Counsel may waive or amend such provision, on a case by case basis, for good cause.

In addition to the above reporting requirements, all internal reports of sexual abuse by one perpetrator against multiple Minors shall be promptly reported by the Title IX/Policy 311-A Coordinator or General Counsel to the President, Chancellor and Chair of the Board of Trustees and, if the report involves an employee, to the applicable Director of Human Resources.

D. Training

Any member of the VSCS community who interacts with, supervises, chaperones, or otherwise oversees Minors in VSCS-sponsored programs, activities, and/or residential facilities is required to receive training. The training will include information on how to recognize suspicious behavior by perpetrators, possible signs and indicators of abuse, how to interact appropriately with Minors, how best to prevent potential abuse, and how to report suspected abuse and neglect. Online trainings are available and will be assigned by the Member Institution's Director of Human Resources, upon request from the individual or the individual's supervisor. Resources and training materials are provided in Appendix B and shall be updated by the Chancellor as necessary.

Any third-party contractor whose employees have unsupervised access to Minors on VSCS property or through VSCS-sponsored programs or activities at locations not owned or controlled by the VSCS shall provide training to its employees (including volunteers and subcontractors) on the VSCS's prohibition on sexual abuse of Minors and VSCS's reporting requirements. Contractors shall provide written confirmation that training has occurred and include the names and job titles of those trained to the VSCS program director or the Member Institution's Dean of Administration. The program director or Dean of Administration shall provide the written confirmation to the Title IX/Policy 311 Coordinator for record-keeping.

E. Background Checks

Pursuant to VSCS Policy 208: *Criminal Background Checks*, criminal background checks are required on all new full-time employees and certain part-time employees to protect vulnerable persons and others who work for, enroll in, or attend programs through the VSCS. To the extent permitted by law, criminal background checks shall be conducted on all persons to whom an offer of full-time employment has been made. In addition, criminal background checks shall be conducted on all persons, including student employees, to whom an offer of part-time employment has been made where the terms and conditions of employment contemplate regular access to residence halls, day care centers, and other programs or facilities where Minors are known to congregate. When there is insufficient time in which to obtain a fingerprint supported background check, the Member Institutions are permitted to use an online service to perform an expedited background check, without fingerprints, at the Institution's expense, when such time-sensitive background checks need to be performed on persons, such as camp counselors and volunteers, who either work directly with Minors or who will be working in areas around Minors or in activities involving Minors. See VSC Policy 208; *Criminal Background Checks* for additional information.

F. Chancellor

The Chancellor shall update the appendices to this Policy as necessary.

RELEVANT LEGAL AUTHORITIES

- 20 U.S.C. § 1681 *et seq.* – Title IX of the Higher Education Amendments of 1972
- 34 C.F.R. Part 106 – Title IX Regulations
- 20 U.S.C. § 1092(f) – Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Section 485(f) of the Higher Education Act of 1965 (as amended)
- 34 C.F.R. § 668.46 – Clery Act regulations
- 33 V.S.A. § 4911 *et seq.* – Child Welfare Services - Reporting Abuse of Children (see Appendix A)

CROSS-REFERENCE

- VSC Policy 208: *Criminal Background Checks*
- VSC Policy 211: *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*
- *Chancellor's Procedures for Implementation of Policy 211: Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*
- VSC Policy 311-A: *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking*
- *Chancellor's Procedures for Implementation of Policy 311-A: Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault and Stalking*

ADDITIONAL RESOURCES

- Appendix B for a list of training resources and other educational materials.
- VSCS’s RESOLVE website at <https://resolve.vsc.edu/> for current resource information.

RESPONSIBLE OFFICES AND OFFICERS

- Appendix C for a list of Title IX/Policy 311-A Coordinators, Directors of Vermont’s Special Investigative Units, and other related hotlines and helplines.
- VSCS’s RESOLVE website at <https://resolve.vsc.edu/> for current contact information.

GUIDELINES FOR INTERACTING WITH MINORS

- See Appendix D.

Signed by: _____ Jeb Spaulding, Chancellor
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Date	Version	Revision	Approved By
12/2/2019	1.0	Adopted	VSCS Board of Trustees

Item 5:

October 28, 2019 Memo from the Chancellor

Memorandum

To: VSCS Board of Trustees
VSCS Presidents

From: Jeb Spaulding, Chancellor



Date: October 28, 2019

RE: Next steps in response to the *Serving Vermont Students by Securing the Future of the Vermont State Colleges White Paper*

The Long Range Planning Committee (LRPC) met on October 21, 2019 and agreed on the actions outlined in this memo in response to the challenges identified in the *Serving Vermont Students by Securing the Future of the Vermont State Colleges White Paper*.

Those challenges are:

1. Historically weak demographics
2. Bottom-ranked State support
3. Accelerating pricing pressures
4. Barriers to adaptability
5. Changing student preferences and attitudes
6. Disruptive technology and delivery

Recognizing that these challenges affect each institution differently, the LRPC charged the presidents with reporting to the Board of Trustees what specific action steps they are taking and will take in light of the six challenges identified in the whitepaper to ensure:

- Consistent positive operating results
- Sustainable campus configurations consistent with realistic enrollment and revenue projections
- Increased opportunities for non-traditional students
- Improved affordability for students
- Improved retention and graduation rates
- Increased system collaborations

Status reports are to be delivered at the December and March Board of Trustee meetings, with a final report at the June meeting. The Chancellor will work with the Council of Presidents to provide a common template for these reports.

Concurrently, the Executive Committee should will conduct a review of services, staffing, expenses, and location options for the Office of the Chancellor. The review and any recommendations are expected to be presented at the Board of Trustees meeting in March.

The Long Range Planning Committee requested the Education, Personnel and Student Life Committee and Finance & Facilities Committee review the status of the following systemwide initiatives currently underway or planned that address student affordability and success, as well as efficient use of institutional resources. Over the next year, these committees should review successes to date, barriers and opportunities for further success, and recommend any potential board actions needed to elevate and accelerate the following priorities garnered from suggestions received as part of the *Securing the Future* process:

- Friction free credit transfer (possibly updating policies 108 and 111) – EPSL
- Direct admissions – EPSL
- Accelerated usage of open educational resources – EPSL
- Flexible and quicker degree completion options for students – EPSL
- More industry recognized credentials – EPSL
- Improved retention and graduation rates – EPSL
- Shared services and consolidated business functions (review of recent actions and where to go from here) – F&F
- Development of additional alternative revenue streams at the college and system level. – F&F

Presidents and the Chancellor will make initial reports, including benchmarks to measure progress, at the December 2 Board of Trustees meeting.

If you would like to speak with me about anything in this memo, or if you have additional suggestions, please don't hesitate to reach out.