Board of Governors' Quarterly Meeting

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Thursday, July 9, 2015
9:00 a.m.

Agenda

Call to Order and Roll Call of Board Members

Pledge of Allegiance

- Resolutions (ACTION)
  - Millersville University of Pennsylvania field hockey team
  - California University of Pennsylvania women's basketball team
  - Kristin Day, Clarion University of Pennsylvania
  - Collin Vest, Clarion University of Pennsylvania
  - Ziad Haddad, Kutztown University of Pennsylvania
  - Lucy Kauffman, Shippensburg University of Pennsylvania

- Presentation
  - 2015 University Mascot Madness Competition

Approval of the Minutes of the April 8, 2015, April 9, 2015, and May 7, 2015 meetings. (ACTION)

Public Comments

Remarks of the Chair ....Guido M. Pichini

Report of the Chancellor .... Frank T. Brogan

Report of Nominating Committee (ACTION) ....Aaron A. Walton

Board of Governors' Meeting
July 9, 2015

SUBJECT: Report of Nominating Committee (ACTION)

UNIVERSITIES AFFECTED: None

BACKGROUND: The Nominating Committee will offer a slate for Board Officers.

MOTION: That the Board of Governors approve the Nominating Committee's recommendation of Board Officers.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Randy A. Goin   **Telephone**: (717) 720-4010

Committee Reports with Related Actions

A. Academic and Student Affairs...Marie Conley
    1. Pennsylvania's State System of Higher Education @ Center City, Philadelphia, Academic Master Plan Executive Report (INFORMATION)
    2. Program Alignment: Summary of Academic Program Actions for January 7, 2015 – June 15, 2015 (INFORMATION)
    3. Recommendation for Approval of 16 New Academic Programs (ACTION)
        a. Approval of a Bachelor of Science in Business Administration in Supply Chain Management Degree Program at Bloomsburg University of Pennsylvania
        b. Approval of a Doctor of Health Science in Health Science and Exercise Leadership Degree Program at California University of Pennsylvania
        c. Approval of a Bachelor of Science in Business Administration in Paralegal Studies Degree Program at Clarion University of Pennsylvania
        d. Approval of a Bachelor of Science in Sport Management Degree Program at Clarion University of Pennsylvania
        e. Approval of a Master of Science in Applied Data Analytics Degree Program at Clarion University of Pennsylvania
        f. Approval of a Bachelor of Fine Arts in Applied Digital Arts Degree Program at Kutztown University
        g. Approval of a Master of Arts in Arts Administration Degree Program at Kutztown University of Pennsylvania
        h. Approval of Master of Education in Music Education Degree Program at Kutztown University of Pennsylvania
        i. Approval of a Master of Science in Actuarial Science Degree Program at Lock Haven University of Pennsylvania
        j. Approval of a Bachelor of Design in Interactive and Graphic Design Degree Program at Millersville University of Pennsylvania
        k. Approval of a Master of Education in Assessment, Curriculum, and Teaching Degree Program at Millersville University of Pennsylvania
        l. Approval of a Bachelor of Science in Petroleum and Natural Gas Engineering Degree Program at Slippery Rock University of Pennsylvania
        m. Approval of a Bachelor of Fine Arts in Dance Degree Program at Slippery Rock University of Pennsylvania
        n. Approval of a Master of Science in Data Analytics Degree Program at Slippery Rock University of Pennsylvania
        o. Approval of a Master of Science in Clinical Mental Health Counseling Degree Program at West Chester University of Pennsylvania
        p. Approval of a Doctor of Education in Education Policy, Planning, and Administration Degree Program at West Chester University of Pennsylvania

B. Audit...Jonathan Mack
    1. Office of Internal Audit and Risk Assessment Update

C. **Finance, Administration, and Facilities** .... Ronald G. Henry
    1. Fiscal Year 2015/16 Operating Budget Update
    2. Fiscal Year 2015/16 Tuition and Technology Tuition Fee Rates
    3. Fiscal Year 2015/16 Educational and General Appropriation Allocation

D. **Human Resources** .... Aaron A. Walton
    1. Human Resources Committee Update

New Business .... Guido M. Pichini
    1. Approval of Meeting Dates
    2. Report of the Special Committee on Governance

Announcements

Adjournment

For further information, contact Randy A. Goin, Jr. at (717) 720-4010.

Academic and Student Affairs Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

July 9, 2015

Agenda

Committee Members: Marie Conley (Chair), Representative Michael K. Hanna, Jonathan B. Mack, Secretary of Education Pedro Rivera, Senator Judith L. Schwank, Guido M. Pichini (ex officio), and Julie Wollman (nonvoting presidential liaison).

For further information contact Kathleen M. Howley at (717) 720-4200.

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Pennsylvania's State System @ Center City, Philadelphia, Academic Master Plan Executive Report (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The Executive Report showcases Pennsylvania's State System @ Center City, Philadelphia, and serves to inform major stakeholders about the wide array of educational opportunities available in one convenient location and to drive the State System @ Center City messaging for the Center, the State System universities, and the Office of the Chancellor. Officially opened in fall in 2012, the State System @ Center City builds upon Cheyney University of Pennsylvania's long standing history in Center City, Philadelphia.

Supporting Documents Included: Pennsylvania's State System @ Center City, Philadelphia, Academic Master Plan Executive Report

Other Supporting Documents Available: N/A

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

Academic Master Plan

Executive Report

Pennsylvania's
STATE SYSTEM
of Higher Education

@ CENTER CITY
PHILADELPHIA

May 2015

Foreword

The power of a university system lies within its ability to foster collaboration among its member institutions. But, such collaboration relies on institutions being willing and able to come to the table. The State System's shared facility at Center City stands as a testament to the eager spirit of partnership and innovation that flows among the universities that make the joint-venture possible.

I want to thank the leaders from the partner universities who have worked together to help imagine what possibilities might exist for how we can best serve the people of the greater Philadelphia region. Their input has been critically important to the development of a roadmap for the State System @ Center City.

This executive report captures the fundamental goals of such a roadmap: 1) to ensure that workforce development and higher education needs are being met; 2) to inform major stakeholders in the Greater Philadelphia Area and surrounding regions about the wide array of educational opportunities available in one convenient location; and 3) to drive the State System @ Center City messaging for the Center, the State System Universities, and the Office of the Chancellor.

Henry Ford once said that "coming together is a beginning; keeping together is progress; working together is success." If this is true, then I have the highest level of confidence that we will transform the landscape of higher educational opportunities for Pennsylvania's largest population center.

That is pretty powerful stuff, in its own right.

Frank T. Brogan
Chancellor

Introduction & Background

Pennsylvania's State System of Higher Education is the largest provider of higher education in the Commonwealth, with more than 112,000 degree-seeking students and thousands more benefitting from professional development and continuing education offerings. The System spans every region of Pennsylvania with its 14 universities, four branch campuses, and numerous off-campus centers and instructional sites.

Businesses, communities, and social and cultural organizations are served through a broad range of State System university programs and services. More than 500,000 alumni live and work in the Commonwealth and serve in leadership positions in both the public and private sectors as educators, elected and appointed officials, business owners, health professionals, scientists, entrepreneurs, and in various other fields.

Given the value and economic impact of a State System education, the State System @ Center City Academic Master Plan has been developed to ensure that workforce development and higher education needs are being met, to inform major stakeholders in the Greater Philadelphia Area and surrounding regions about the wide array of educational opportunities available in one convenient location, and to drive the State System @ Center City messaging for the center, the State System universities, and the Office of the Chancellor.

Officially opened in fall of 2012, the State System @ Center City builds upon Cheyney University's long standing history in Center City Philadelphia. Modeled after the Dixon University Center Academic Consortium in Harrisburg, PA, it provides access to numerous State System universities, a wide array of academic offerings, and a variety of program delivery methods - all provided in one convenient location. Students benefit from high quality, flexible, convenient and affordable academic offerings available right where they live and work.

In addition to the expansive offerings of a higher education center, the State System @ Center City provides high tech, flexible meeting space for regional organizations and businesses to hold their one-time or recurring meetings, workshops, retreats, conferences, etc. To date the State System @ Center City has been the meeting site for groups such as UST Global, the State System Procurement Conference, the PA Chapter of the National Association of Social Workers, and the Naval Supply Systems (NAVSUP) Command Career Fair, to name a few.

The founding State System universities - Cheyney, East Stroudsburg, Millersville and West Chester - alongside the Office of the Chancellor, committed in 2012, to starting the center with the resources necessary to provide exemplary levels of student support services, facilities, classroom and student technology, marketing and brand awareness, core staffing and academic programming.

The State System @ Center City includes money in the operational budget for marketing on an annual basis. The State System @ Center City director works with a marketing and communications firm to make the best use of those marketing dollars in order to raise awareness in the Philadelphia Region about the universities and programs available at the center. Marketing to date has included media such as SEPTA ads, outdoor advertising, print, digital building boards, and social media campaigns (Facebook and Twitter).

The Office of the Chancellor public affairs team recently put together a brand refresh to better align with the brand of Pennsylvania's State System of Higher Education. The center's name PASSHE Center City has been updated to "Pennsylvania's State System of Higher Education @ Center City, Philadelphia" and will be revealed through a soft launch beginning in July and August of 2015. The new brand will be rolled out throughout the fiscal year with a refresh to materials, signage, social media, advertising, and the website. Graphic mock-ups of the refresh are available in Appendix A.

As the State System @ Center City expands and market demand increases, the participating State System universities will discuss the addition of voluntary shared personnel services, particularly in the form of marketing/awareness, recruitment, admissions, and academic support. The State System universities will work collectively to define position descriptions and engage in the hiring process.

Context & Labor Market

Data & market demand for convenient, flexible, and affordable academic programs in the Greater Philadelphia Area led to a commitment from the State System to plan for a collective system wide presence in center city. The opening of the State System @ Center City and the development of this plan builds upon important history and data. Philadelphia County, which is co-terminus with the City of Philadelphia, is one of the 17 poorest Pennsylvania counties as measured by median family income. African Americans comprise more than 43 percent of the population in Philadelphia County.

At that same time, almost 80,000 Philadelphians between the ages of 25 and 45 had more than one year's worth of college credit, but no degree. Many of these former students are "working poor" and first-generation college-students who took a bold step and made financial sacrifices to start college. For a variety of reasons they never completed the degrees that would have given them entrée into better-paying jobs and a better future. Unfortunately, these statistics have not improved significantly since this data was gathered in 2010.

The following data from Philadelphia Works provides and in-depth look at unemployment, the labor force and educational attainment in Philadelphia.

> **Unemployment Rate:** Philadelphia's unemployment rate in August 2014 was 7.7 percent. The rate declined by 0.2 percentage points compared to July 2014 and 2.3 percentage points compared to August 2013. The unemployment rate was 1.3 percent above December 2007 levels, before the Great Recession had an impact. Philadelphia's unemployment rate remains the highest in comparison to all other local workforce investment areas in Pennsylvania. The unemployment rate peaked in April 2010 at 11.3 percent.

> **Unemployment:** Approximately 49,400 individuals were unemployed in August 2014. 1,000 more individuals were unemployed compared to July 2014 and 16,200 fewer individuals looked for work compared to August 2013. The number of unemployed has increased by 9,200 since December 2007.

> **Education and Work:** As jobs became more knowledge-based, Philadelphians increased their educational levels - but not enough to significantly increase their participation in the workforce. Educational attainment is one indicator of the spells of unemployment that a worker may experience. The unemployment rate in Philadelphia is higher than the national rate for each educational attainment group, but particularly so at lower levels. Jobs that pay enough to support a family but do not require a high school diploma (e.g. many jobs in manufacturing) no longer exist in large numbers. Data show that workers with lower levels of education face significant problems finding jobs and remain unemployed for longer periods or no longer look for work.

State System @ Center City Vision and Mission

State System @ Center City Vision Statement
The State System universities, in partnership with major stakeholders and the local community, aspire to be a national multi-university center model for flexible, convenient, and quality higher education and workforce development – providing opportunities that support the current and future economic needs of those who live and work in the Greater Philadelphia Area and surrounding regions.

State System @ Center City Mission Statement
The State System universities are committed to providing access to a diverse array of rigorous, high-quality, convenient, and affordable undergraduate, graduate and professional development programs that are responsive to regional workforce needs and contribute to the degree completion goals of the Greater Philadelphia Area.

Pennsylvania's State System of Higher Education Vision and Mission

Pennsylvania's State System of Higher Education Vision Statement
The Pennsylvania State System of Higher Education seeks to be among the nation's leading systems of public universities recognized for (1) excellence, relevance, and value in education; and (2) responsiveness to regional, state, and national needs through its programs, service, scholarship, and research.

Pennsylvania's State System of Higher Education Mission Statement
To increase educational attainment in the Commonwealth; to prepare students at the undergraduate and graduate levels for professional and personal success in their lives; and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation.

Academic Program Priorities

The State System universities are committed to assuring that the academic program array continues to be responsive to the emerging market demands of the Greater Philadelphia Area.

As the market demands grow and change, the State System universities, and the State System @ Center City facilities, will adapt to those demands. Capacity is available to support demand in a number of ways including delivery format, new university offerings, workforce development and facility expansion.

State System @ Center City universities are prepared to make existing programs available as full time, daytime programs and stand ready to add programs in any format and delivery method demanded by the region. Community partnerships are being expanded by the universities and the State System @ Center City director. The State System @ Center City External Advisory Council members and mission have been re-defined. When the group reconvenes in early fall of 2015 there will be high level discussions about what the Philadelphia region wants and needs when it comes to higher education and workforce development.

Kutztown University of Pennsylvania has committed to join the other State System universities – Cheyney, East Stroudsburg, Millersville, and West Chester - at State System @ Center City. Upon completion of this academic master plan they are prepared to evaluate the current and planned programs, along with the needs of the Greater Philadelphia Area, and deliver needed academic programs.

State System @ Center City universities are ready to provide the greater Philadelphia region with a wide array of workforce training programs. The opportunity exists for the State System partners to develop new and customized workshops and open enrollment programs that are designed specific to the needs of the business and non-profit community. The universities are proud to participate in the Guaranteed Free Training program administered by the WEDnet PA program, with funding provided by the PA Department of Community and Economic Development (DCED).

With topics that span entry-level skill building to senior management professional development, the training and development programs can be delivered as open enrollment offerings for the general community at State System @ Center City. Employers that are seeking to increase the skill levels of their incumbent workforce can also partner with the State System @ Center City universities to assess those needs and create training programs tailored specifically to the needs of the employers. This training can be provided on-location to reduce time and travel away from the employer site. State System partners will deliver successful programs with high quality instruction and measurable outcomes, and help workers to explore additional career and educational opportunities.

In recognition of Cheyney University's long standing history in Center City Philadelphia, the other universities are building upon Cheyney's exclusive list of academic offerings. The 17 undergraduate and 13 graduate present and future academic programs are listed on the following pages. This list of programs will expand and change in order to adapt to the needs of the region. For more information on all the academic offerings, please visit the State System @ Center City website at www.PASSHEcentercity.org.

Undergraduate Program Listing

UNDERGRADUATE PROGRAMS			
University	Degree	Programs	Status
Cheyney	Bachelor of Arts	Social Relations; Criminal Justice concentration	Currently Offered
	Bachelor of Science	Early Childhood Education; PK-4 w/certification	Currently Offered
	Bachelor of Science	Early Childhood Education; PK-8/Special Ed with dual certification	Currently Offered
	Bachelor of Arts	Hotel, Restaurant, and Tourism Management	Currently Offered
	Bachelor of Arts	Liberal Studies; Communication, Business, Psychology, and Criminal Justice Concentrations	Currently Offered
	Bachelor of Science	Business Administration; Management Concentration	Currently Offered
	Bachelor of Science	Graphic Design	Fall 2015
Bloomsburg	Bachelor of Applied Science	Technical Leadership	Spring 2016
	Undergraduate Certificate	Digital Rhetoric and Professional Writing	Fall 2016
	Bachelor of Science	Digital Forensics	Fall 2017
East Stroudsburg	Bachelor of Science	Public Health (Health Services Administration and Community Health concentrations)	Currently Offered
West Chester	Bachelor of Science	Criminal Justice	Currently Offered
	Bachelor of Science	Social Work	Currently Offered
	Registered Nurse; Bachelor of Science in Nursing	RN to BSN	Fall 2015
	Bachelor of Science	Marketing	Proposed
	Bachelor of Science	Accounting	Proposed
	Bachelor of Science	Finance	Proposed

*Denotes a program exclusive to Cheyney University

Graduate Program Listing

GRADUATE PROGRAMS			
University	Degree	Programs	Status
Cheyney	Master of Public Administration	Public Administration	Currently Offered
	Master of Education	Educational Leadership	Currently Offered
	Master of Art in Teaching	Early Childhood Education/Special Education	Fall 2015
Bloomsburg	Master of Education	Reading	Fall 2015
	Master of Science	Instructional Technology	Fall 2015
Millersville	Master of Education	Sports Management	Fall 2015
	Master of Education	Language and Literacy; English as a Second Language Program Specialist track	Spring 2015
	Master of Education	Technology and Innovation	Summer 2015
	Graduate Certificate	Online Teaching	Fall 2015
West Chester	Master of Science	Criminal Justice	Currently Offered
	Master of Science	Social Work	Currently Offered
	Post Bachelors Certificate	Science, Technology, Engineering, and Math (STEM)	Proposed
	Master of Arts	Communication Studies	Fall 2015

*Denotes a program exclusive to Cheyney University

Concluding Thoughts

Higher education is at a precipice – under pressure in a global world to improve student success in their workplace, in their community, and in their personal life and at the same time lower the financial debt of students coming out of college. Students are demanding easier access to a high tech, innovative higher education experience. The future of higher education will be driven by collaboration and entrepreneurship in all areas including financial aid, student services, and, most importantly, the format and delivery of high quality academic programming.

The universities at the State System @ Center City have worked diligently, and continue to do so, to expand access to quality, flexible, convenient, and affordable higher education for those who live and work in the Philadelphia region. The State System @ Center City will use labor market data and economic principles to better understand the connection between the economies, people, education, and work in the Greater Philadelphia Area. Such data will drive the addition of academic programs and workforce development opportunities at the center.

Programs at the center are growing and changing each semester. Word is spreading in the region about the boundless opportunities at the center, and within the State System, as new universities look to add high demand programs to the expansive repertoire that is already being offered. Higher education faces a challenging environment – the State System @ Center City stands ready to face those challenges and continue to be an economic driver in the Greater Philadelphia Area.

Acknowledgements

The following universities and individuals provided exceptional leadership and important input for the academic planning process. Each has dedicated countless hours to the work and their commitment to State System @ Center City is greatly appreciated.

Thank you to the Presidents of the State System universities at State System @ Center City and the Chancellor of the Pennsylvania's State System of Higher Education for committing to provide access to public higher education, designed to meet the needs of those who live and work in the Greater Philadelphia Area.

A special thank you to the many others who led the strategic planning process through which the academic master plan was developed. These same individuals are also responsible for the execution of existing and planned academic programs and support services as outlined in the following pages.

Bloomsburg University of Pennsylvania
- Dr. David Soltz, President
- Dr. Ira Blake, Provost and Senior Vice President, Academic Affairs
- Mr. Thomas Fletcher, Vice President, Strategic Enrollment Management
- Dr. George Colton, Interim Director, Extended Programs

Cheyney University of Pennsylvania
- Dr. Frank Pogue, Interim President
- Dr. Phyllis Dawkins, Provost and Vice President of Student Affairs
- Dr. Donna Parker, Dean of Faculty and Academic Schools
- Mr. Jonathon Muse, Executive Director, External Programs and Continuing Education

East Stroudsburg University of Pennsylvania
- Dr. Marcia Welsh, President
- Dr. Van Reidhead, Former Provost and Vice President, Academic Affairs
- Ms. Jennifer Serowick, Director, Extended Learning

Millersville University of Pennsylvania
- Dr. John Anderson, President
- Dr. Vilas Prabhu, Provost and Vice President, Academic Affairs
- Dr. Victor DeSantis, Dean, Graduate Studies and Adult Learning and Associate Provost for Civic & Community Engagement
- Dr. Cheryl Batdorf, Associate Dean, Graduate Studies and Adult Learning

West Chester University of Pennsylvania
- Dr. Greg Weisenstein, President
- Dr. Christopher Fiorentino, Vice President, External Operations
- Dr. Linda Lamwers, Ret. Provost and Vice President of Academic Affairs
- Dr. Lorraine Bernotsky, Interim Provost and Vice President, Academic Affairs
- Ms. Diane Greenwood, Coordinator of Off-Site Programming, External Operations

A special thank you to the following *Office of the Chancellor and State System @ Center City* personnel.

- Mr. Frank T. Brogan, Chancellor, Pennsylvania's State System of Higher Education
- Dr. Peter Garland, Executive Vice Chancellor, Office of the Chancellor
- Dr. Kathleen Howley, Deputy Vice Chancellor for Academic and Student Affairs, Office of the Chancellor
- Mr. Randy Goin, Chief of Staff, Office of the Chancellor
- Ms. Christina Dennis, Director, State System @ Center City , Office of the Chancellor
- Ms. Lorelee Isbell, Director of Continuing Education and Conference Services, Dixon University Center, Office of the Chancellor
- Ms. Susan Isenberg, Financial Manager, Office of the Chancellor
- Ms. Alicia Brumbach, Director of Communications, Office of the Chancellor
- Ms. Diane Haas, Web and Graphics Coordinator, Office of the Chancellor

Appendix A – Marketing Refresh Graphic Mock-ups

Concourse Level – Window Perf

Appendix A – Marketing Refresh Graphic Mock-ups

Facebook Cover Photo

Appendix A – Marketing Refresh Graphic Mock-ups

Letterhead

Mellon Independence Center | 701 Market St., Concourse Level | Philadelphia, PA 19106 | 267.386.3001
centercity.passhe.edu
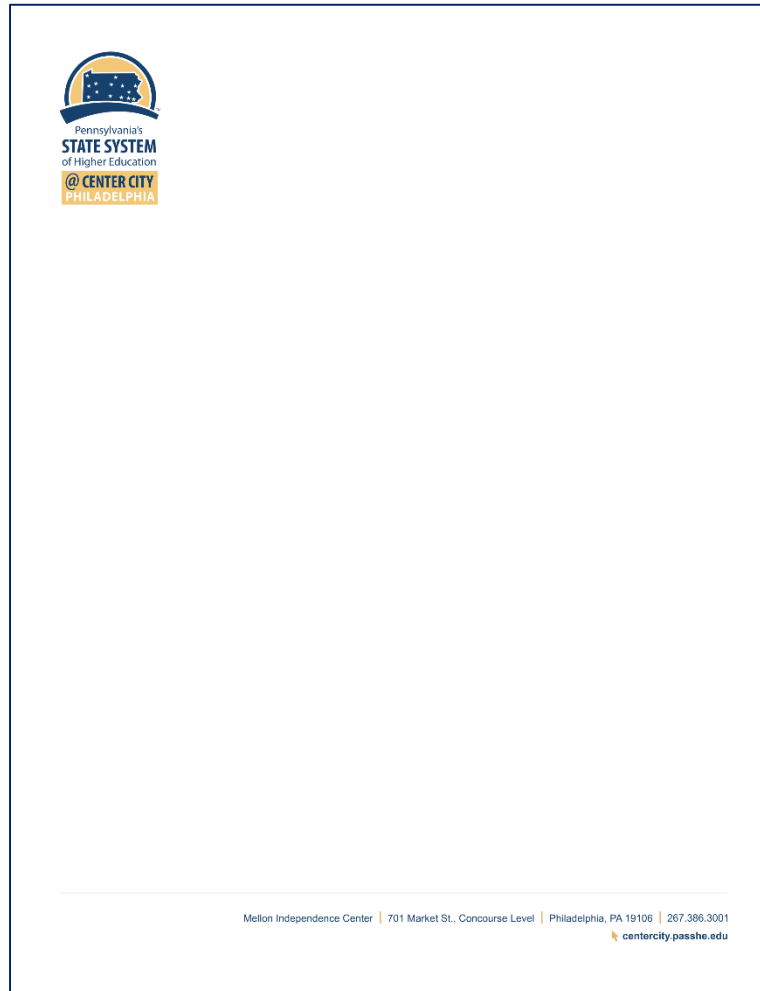
Appendix A – Marketing Refresh Graphic Mock-ups

Business Card

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Summary of Academic Program Actions for January 7, 2015 through June 15, 2015 (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: During the period of January 7, 2015 through June 15, 2015 the Pennsylvania State System of Higher Education universities added eight (8) new *academic degree programs* and put eight (8) academic degree programs either in moratorium or discontinued status. Additionally ten (10) *academic degree programs* were reorganized to meet new and emerging needs of the Commonwealth.

During this same period, the System universities added or reinstated eighty (80) new *non-degree academic programs*, reorganized five (5) *non-degree academic programs* and placed fourteen (14) *non-degree academic programs* either in moratorium or discontinued. *Academic non-degree programs* constitute minors, certificates, letters of completions, or concentrations offered by the System universities.

In total, academic year 2014/15 saw a more than 200 percent increase in new *academic non-degree programs* added to the State System's wide array of programmatic offerings. This is a direct result of the policy change allowing local university approval for such programs, which enabled universities to be more agile in meeting student and workforce needs.

Supporting Documents Included: Academic Program Actions, January 7 through June 15, 2015

Other Supporting Documents Available: N/A

Reviewed by: Chief Academic Officers

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION
ACADEMIC PROGRAM ACTIONS
January 7, 2015 through June 15, 2015

ACADEMIC DEGREE PROGRAMS ACTIONS

NEW ACADEMIC DEGREE PROGRAMS

University	Academic Program Name	Award	Delivery Method
Clarion	Criminal Justice Administration	Bachelor of Science	Online
Clarion	Nutrition and Fitness	Bachelor of Science	Face-to-Face
Kutztown and Millersville (Joint)	Leadership and Education	Doctor of Social Work	Blended/Hybrid
Mansfield	Nutrition	Master of Science	Online
Millersville and Shippensburg (Joint)	Educational Leadership	Doctor of Education	Blended
Slippery Rock	Physician Assistant Studies	Master of Science	Face-to-Face
West Chester	Public Administration	Doctor of Public Administration	Online
West Chester	Applied and Computational Mathematics	Master of Science	Face-to-Face

REORGANIZED ACADEMIC DEGREE PROGRAMS

University	Academic Program	Award	Change
Bloomsburg	Educational Leadership	Master of Education	Reorganized from the previous M.Ed. in School Counseling and Student Affairs

California	Computer Information Systems	Bachelor of Science	Delivery method changed to also include online
Clarion	Rehabilitative Sciences	Master of Science	Reorganized to provide more employment opportunities and ensure program viability
Clarion	English	Bachelor of Arts	Delivery method changed to online for concentration only
East Stroudsburg	Professional and Digital Media Writing	Master of Arts	Reorganized from the previous M.A. in Professional and New Media Writing and delivery method is 100% online
East Stroudsburg	Integrated Art and Design	Bachelor of Fine Arts	Reorganized from previous B.A. in Fine Arts
Slippery Rock	Computing	Bachelor of Science	Reorganized from the previous B.S. in Computer Science and B.S. in Information Technology
Slippery Rock	Recreational Therapy	Bachelor of Science	Reorganized from the previous B.S. in Therapeutic Recreation Services
Slippery Rock	Park and Resource Management	Bachelor of Science	Reorganized from the previous B.S. in Parks and Recreation
Slippery Rock	Special Education Transitioning Program	Bachelor of Science	Reorganized from the previous B.S. in Special Education-Community Programs for Americans with Disabilities

Reorganized academic programs reflect curricula and/or credentials that have been revised to meet new demands or accreditation requirements.

ACADEMIC DEGREE PROGRAMS PLACED IN MORATORIUM

University	Academic Program Name	Award
Lock Haven	Educational Leadership	Master of Education
Kutztown	Student Affairs in Higher Education College Counseling	Master of Education
Mansfield	Earth and Space Science Education	Bachelor of Science in Education
Mansfield	English	Bachelor of Science in Education
Mansfield	Mathematics	Bachelor of Science in Education
Mansfield	School Library and Information Technologies	Master of Education
Mansfield	Organizational Leadership	Master of Arts
Slippery Rock	Mathematics	Bachelor of Arts

Placing a program in moratorium means that students will no longer be admitted during the period of moratorium. Students currently enrolled or admitted will be allowed to complete the program. The university will assess the program's potential and either redesign or suspend the program. Normally the period of moratorium lasts no more than five years.

REINSTATED ACADEMIC PROGRAMS

University	Academic Program Name	Award
Slippery Rock	English	Master of Arts

ACADEMIC NON-DEGREE PROGRAM ACTIONS

NEW ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program Name	Award	Delivery Method
Bloomsburg	Information and Technology Management	Concentration - MBA	Blended
Bloomsburg	Archaeology	Minor	Face-to-Face
Bloomsburg	Aging Studies and Gerontology	Minor	Face-to-Face
Bloomsburg	Emergent Media	Minor	Blended
Bloomsburg	Spatial Analysis and Geographic Information Systems	Minor	Face-to-Face
Bloomsburg	Drawing	Concentration – B.A. Art Studio	Face-to-Face
Bloomsburg	Fabric Design	Concentration – B.A. Art Studio	Face-to-Face
Bloomsburg	Graphic Print Book Design	Concentration – B. A. Art Studio	Face-to-Face
Bloomsburg	Graphic Web/Interactive Design	Concentration – B.A. Art Studio	Face-to-Face
Bloomsburg	Painting	Concentration – B.A. Art Studio	Face-to-Face
Bloomsburg	Photography	Concentration – B.A. Art Studio	Face-to-Face
Bloomsburg	Sculpture	Concentration – B.A. Art Studio	Face-to-Face
Bloomsburg	Printmaking	Concentration – B.A. Art Studio	Face-to-Face
Bloomsburg	Arabic Studies	Concentration – B.A. Languages and Cultures	Face-to-Face
Bloomsburg	Arabic Studies	Minor	Face-to-Face
Bloomsburg	Supply Chain Management	Concentration – B.S.B.A.	Face-to-Face

California	Wellness and Fitness	Post-Baccalaureate Letter of Completion	Online
California	Wellness Coaching	Post-Baccalaureate Letter of Completion	Online
California	Sport Psychology	Post-Baccalaureate Letter of Completion	Online
California	Rehabilitation Science	Post-Baccalaureate Letter of Completion	Online
California	Performance Enhancement and Injury Prevention	Post-Baccalaureate Letter of Completion	Online
California	Spiritual, Ethical and Religious Counseling	Post-Baccalaureate Letter of Completion	Online
California	Spiritual, Ethical and Religious Counseling	Post-Baccalaureate Certificate	Online
California	Sports Counseling	Post-Baccalaureate Letter of Completion	Online
Clarion	Gifted and Talented	Post-Baccalaureate Certificate	Online
Clarion	Applied Mental Health	Concentration – B.S. Psychology	Face-to-Face
Clarion	Applied Developmental	Concentration – B.S. Psychology	Face-to-Face
East Stroudsburg	Health and Physical Activity	Concentration – B.S. Physical Education	Face-to-Face
East Stroudsburg	Park Management	Minor	Face-to-Face
East Stroudsburg	Sport Management	Minor	Face-to-Face
Edinboro	Energy Resources	Concentration – B.S. Geology	Face-to-Face

Edinboro	Wildlife Biology	Concentration – B.S. Environmental Science	Face-to-Face
Indiana	Athletic Coaching	Post-Baccalaureate Certificate	Blended
Indiana	Popular Music	Post-Baccalaureate Certificate	Face-to-Face
Indiana	Public History	Post-Baccalaureate Certificate	Face-to-Face
Indiana	Reading Specialist	Post-Baccalaureate Certificate	Face-to-Face
Indiana	Special Education	Post-Baccalaureate Certificate	Face-to-Face
Indiana	Teaching English Speakers of Other Languages	Post-Baccalaureate Certificate	Face-to-Face
Indiana	Sustainability Studies	Minor	Face-to-Face
Indiana	Biomedical Science	Minor	Face-to-Face
Indiana	Actuarial	Concentration – B.S. Mathematics	Face-to-Face
Indiana	Community College	Concentration – DEd Curriculum and Instruction	Face-to-Face
Indiana	Community Health Education	Concentration – B.S.ED. Health and Physical Education	Face-to-Face
Indiana	Energy Accounting and Finance	Concentration – B.S. Management	Face-to-Face
Indiana	Energy Management	Concentration – B.S. Management	Face-to-Face
Indiana	Energy Professional Land and Resource Management	Concentration – B.S. Management	Face-to-Face
Indiana	Pre-Audiology	Concentration – B.S. Natural Science	Face-to-Face
Indiana	Recreation and Leisure Studies	Concentration – B.S.Ed. Health and Physical Education	Face-to-Face
Kutztown	Principal Certification	Post-Master's Certificate	Blended
Kutztown	Library Science	Minor	Blended

Kutztown	Audio Engineering	Minor	Face-to-Face
Kutztown	Music History	Minor	Face-to-Face
Kutztown	Spanish for Modern Business	Minor	Face-to-Face
Kutztown	Jazz	Minor	Face-to-Face
Kutztown	Digital Communication and New Media	Minor	Face-to-Face
Kutztown	Supply Chain Management and Logistics	Minor	Face-to-Face
Kutztown	Astronomy	Minor	Face-to-Face
Kutztown	Commercial Music	Concentration – B.A. Music	Face-to-Face
Lock Haven	Conservation Law Enforcement	Concentration – B.S. Criminal Justice	Face-to-Face
Mansfield	Geology	Concentration – B.S. Geosciences	Face-to-Face
Millersville	Coaching Education	Post-Baccalaureate Letter of Completion	Online
Shippensburg	Finance	Concentration – MBA Business Administration	Online
Slippery Rock	Latin American Studies	Sub-Baccalaureate Letter of Completion	Face-to-Face
Slippery Rock	Design	Sub-Baccalaureate Letter of Completion	Face-to-Face

Slippery Rock	Photography	Sub-Baccalaureate Letter of Completion	Face-to-Face
Slippery Rock	Graphic Design	Sub-Baccalaureate Letter of Completion	Face-to-Face
Slippery Rock	Digital Media	Sub-Baccalaureate Letter of Completion	Face-to-Face
Slippery Rock	Applied History	Sub-Baccalaureate Letter of Completion	Face-to-Face
Slippery Rock	Integrated Marketing Communication	Concentration – B.S. Communication	Face-to-Face
Slippery Rock	Teaching Music Online	Sub-Baccalaureate Letter of Completion	Online
Slippery Rock	Humanities and Health	Sub-Baccalaureate Letter of Completion	Blended
Slippery Rock	Written Literate Practices	Sub-Baccalaureate Letter of Completion	Online
Slippery Rock	Teaching Music Online	Post-Baccalaureate Letter of Completion	Online
Slippery Rock	Applied Research, Statistics, and Measurement	Post-Baccalaureate Letter of Completion	Online
West Chester	Deaf Studies	Minor	Face-to-Face

REORGANIZED ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program	Award	Change
California	Homeland & International Security	Concentration – B.S. Criminal Justice	Delivery method changed to online for concentration only

East Stroudsburg	Women and Gender Studies	Minor	Reorganized from the previous Women's Studies
Slippery Rock	Computing	Minor	Reorganized from the previous Information Technology
Slippery Rock	Gender Studies	Minor	Reorganized from the previous Women's Studies
Slippery Rock	Recreational Therapy Program	Minor	Reorganized from the previous Therapeutic Recreation Program.

Reorganized academic programs reflect curricula and/or credentials that have been revised to meet new demands or accreditation requirements.

ACADEMIC NON-DEGREE PROGRAMS PLACED IN MORATORIUM

University	Academic Program Name	Award
California	Sports Counseling	Concentration – M.S. Sport Management
Edinboro	Customer Relations Management	Sub-Baccalaureate Certificate
Lock Haven	Communication and Culture	Concentration – B.A. Communication
Lock Haven	Performance	Concentration – B.A. Theatre
Lock Haven	Musical Theatre	Concentration – B.A. Theatre
Lock Haven	Technical Theatre	Concentration – B.A. Theatre
Shippensburg	Environmental	Concentration – B.S. Chemistry
Shippensburg	Business	Concentration – B.S. Chemistry
Shippensburg	Computational	Concentration – B.S. Chemistry

University	Academic Program Name	Award
Shippensburg	Information Technology for Business Education	Concentration – B.S.B.A.
Slippery Rock	Statistical Applications	Post-Baccalaureate Certificate
Slippery Rock	Elementary School Mathematics	Post-Baccalaureate Certificate
Slippery Rock	Middle School Mathematics	Post-Baccalaureate Certificate

Placing a program in moratorium means that students will no longer be admitted during the period of moratorium. Students currently enrolled or admitted will be allowed to complete the program. The university will assess the program's potential and either redesign or suspend the program. Normally the period of moratorium lasts no more than five years.

DISCONTINUED ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program Name	Award
Clarion	Transition	Concentration – M.S. Rehabilitative Sciences

Discontinued academic programs should have no students currently enrolled and has been removed from the program inventory.

REINSTATED ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program Name	Award
Clarion	French	Minor

GLOSSARY OF TERMS

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

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

Certificate (sub-baccalaureate): Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

Post-baccalaureate (graduate) certificate: An award that requires completion of an organized program of study equivalent to a minimum of 18 semester credit hours beyond the bachelor's degree, but does not meet the requirements of a master's degree.

Post-master's (graduate) certificate: An award that requires completion of an organized program of study equivalent to a minimum of 24 semester credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.

Letter of Completion: A statement of recognition designated on the academic record to indicate completion of an organized set of courses or short program of study, not culminating in a certificate.

Post-Baccalaureate Letter of Completion: An award that requires completion of a minimum of nine graduate credits beyond the bachelor's.

Post-Master's Letter of Completion: An award that requires completion of a minimum of nine graduate credits beyond the master's.

Sub-Baccalaureate Letter of Completion: An award that requires completion of a minimum of 12 credits but less than 30 credits at the postsecondary level (below the sub baccalaureate certificate) in less than one academic year (2 semesters or 3 quarters) or in at least 360 contact hours but less than 900 contact hours.

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Recommendation for Approval of Sixteen New Academic Programs (ACTION)

UNIVERSITIES AFFECTED: Bloomsburg University of Pennsylvania, California University of Pennsylvania, Clarion University of Pennsylvania, Kutztown University of Pennsylvania, Lock Haven University of Pennsylvania, Millersville University of Pennsylvania, Slippery Rock University of Pennsylvania, and West Chester University of Pennsylvania.

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the respective Councils of Trustees to bring the proposed programs forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following 16 new academic programs are put forth for consideration:

a) Bachelor of Science in Business Administration in Supply Chain Management Degree Program at Bloomsburg University of Pennsylvania;

b) Doctor of Health Science in Health Science and Exercise Leadership Degree Program at California University of Pennsylvania;

c) Approval of a Bachelor of Science in Business Administration in Paralegal Studies Degree Program at Clarion University of Pennsylvania;

d) Approval of a Bachelor of Science in Sport Management Degree Program at Clarion University of Pennsylvania;

e) Approval of a Master of Science in Applied Data Analytics Degree Program at Clarion University of Pennsylvania;

f) Approval of a Bachelor of Fine Arts in Applied Digital Arts Degree Program at Kutztown University of Pennsylvania;

g) Approval of a Master of Arts in Arts Administration Degree Program at Kutztown University of Pennsylvania;

h) Approval of Master of Education in Music Education Degree Program at Kutztown University of Pennsylvania;

i) Approval of a Master of Science in Actuarial Science Degree Program at Lock Haven University of Pennsylvania;

j) Approval of a Bachelor of Design in Interactive and Graphic Design Degree Program at Millersville University of Pennsylvania;

k) Approval of a Master of Education in Assessment, Curriculum, and Teaching Degree Program at Millersville University of Pennsylvania;

l) Approval of a Bachelor of Science in Petroleum and Natural Gas Engineering Degree Program at Slippery Rock University of Pennsylvania;

m) Approval of a Bachelor of Fine Arts in Dance Degree Program at Slippery Rock University of Pennsylvania;

n) Approval of a Master of Science in Data Analytics Degree Program at Slippery Rock University of Pennsylvania;

o) Approval of a Master of Science in Clinical Mental Health Counseling Degree Program at West Chester University of Pennsylvania; and

p) Approval of a Doctor of Education in Education Policy, Planning, and Administration Degree Program at West Chester University of Pennsylvania.

Supporting Documents Included: Executive Summaries of Degree Proposals and Five-Year Budget Projections for each proposed academic program

Other Supporting Documents Available: Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Bachelor of Science in Business Administration in Supply Chain Management Degree Program at Bloomsburg University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Bloomsburg University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Bloomsburg University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Bachelor of Science in Business Administration in Supply Chain Management Degree Program at Bloomsburg University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Bloomsburg University Council of Trustees, June 11, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science in Business Administration in Supply Chain Management
Bloomsburg University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
   The College of Business at Bloomsburg University of Pennsylvania is proposing to create a Bachelor of Science in Business Administration (BSBA) degree in Supply Chain Management. A supply chain consists of firms such as suppliers, manufacturers, logistics providers, retailers, and financial institutions that facilitate the flows of materials, services, information, and money from the extraction or harvest of raw materials through the delivery of products or services to consumers. These chains have grown very complex and now frequently span the globe. Supply Chain Management focuses on optimizing these flows by integrating processes internally and among partners, such as processes to identify and select sources of supply, to anticipate and manage demand, to manufacture products or execute services, and to fulfill orders and to lead improvements. Bloomsburg University is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment. Bloomsburg University's mission and vision are operationalized in its strategic plan; a detailed correlation of strategic initiatives with this new program follows.

2) **Need**
   Supply Chain Management has become the dominant business paradigm in the past decade. Severe competitive pressures, the global environment, sophisticated customers, fast-changing markets, and technological innovations have influenced organizations to explore their interactions with trading partners for sources of competitive distinction. In fact, with dramatic changes in the scale, scope, length, and complexity of supply chains, substantial portions of value, cost, lead time, risk, and environmental impact are often generated externally to any one organization, making the supply chain a potent strategic resource. Increasingly, performance in the primary and supporting business functions is evaluated by how well they support a firm's supply chain management strategy.

   Opportunities in supply chain management are numerous, varied, and global; many supply chain management careers are designated as "bright outlook" by onetonline.org, meaning they are in emerging fields and/or expect rapid employment increases or considerable job openings. This perspective is confirmed by the Department of Labor's Occupational Outlook Handbook. Due to the nature of supply chain management, careers are not necessarily found in only one "discipline." Entry level positions include project managers, process schedulers, supply chain analysts, distribution managers, purchasers, and customer relationship specialists. A variety of industries, including manufacturing, retail, health care, banking and logistics recruit supply chain management students. Unlike more general majors (management, marketing, etc.), there are significantly fewer schools that offer supply chain management majors and hence fewer students who graduate with this degree, making students who earn one very competitive for a wide array of career opportunities.

   The field of supply chain management as an academic discipline is relatively young, evolving over the last two decades and still rapidly changing today.
   Drawn from classically defined disciplines of Operations Management, primarily procurement (purchasing necessary supplies) and logistics (moving and positioning products), this new field of study expands the discipline from the focus on the flow of materials across organizational and geographic boundaries to more encompassing flows of

information and money as well. Therefore, any program claiming to be responsive to current and future business environments must include both of the latter. This proposed program, from its initial design, fully integrates and emphasizes transactions, transitions, relationships, and interactions among these flows of materials, information, and money.

Jobs having the highest demand in Supply Chain Management include Supply/Sourcing, Integration (Management), and Logistics. Employment demand is forecast to grow 17-28 percent over the next decade in Pennsylvania (as well as throughout the United States). Key roles are Procurement Analysts; Forecasters; Supply Chain Planners; and Supply Chain Managers, Supply Chain Executives, and Logisticians. Standard Occupational Classification job titles include Market Research Analysts, System Analysts, Logistics Analysts, and Operations Research Analysts. The median wage for these jobs in Pennsylvania ranges from $59,400 to $87,300 per year based on 2013 data. The breadth of occupational possibilities spans all business disciplines.

Statistics cited above (in response to regional market demand) apply at the national level as well (per the Bureau of Labor Statistics *Occupational Outlook Handbook*) as the *2014 U.S. News Best Jobs* (Business) report listed Business Operations Manager (includes Supply Chain Manager) as number five based on criteria that included salary (median equal $95,000), growth (12.4 percent), employment rate, and job prospects (additional 244,100 by 2022). Logistician ranked number 17 with a median income of $73,000 per year and "above average" upward mobility. This sector accounts for 8.5 percent of United States Gross Domestic Product (*Fortune*, 5/1/14) and, as global markets expand based on expected growth in middle class populations outside the United States, will continue to expand.

Student enrollment in the existing Supply Chain Career concentration has grown 600 percent over the last five years. A Management Track in Supply Chain Management available beginning in Fall 2014 already has over 30 students registered. Recent survey results indicate 62 percent of freshman/sophomore Management majors are interested in this major (11 percent moderate, 31 percent high, 20 percent definite) while 76 percent of upper classmen indicate they would have liked the opportunity (27 percent moderate, 27 percent high, 22 percent definite). Considering just the number of existing Management Majors (over 600), these results soundly support the introduction of this program with a beginning cohort of 30 students.

3) **Academic Integrity**
The proposed Supply Chain Management major is an interdisciplinary 120 credit business curriculum; 36 credits constitute the core course requirements. The remainder align with existing business core and general education requirements in the BSBA degree program. Core and elective courses respond, by their design and delivery, fully to the challenges mentioned above. The curriculum is in alignment with related State System Board of Governors' policies.

The program is responsive to the strategic goals outlined in the State System's strategic plan 2020: *Rising to the Challenge*. With respect to:

- Goal 1: Ensure academic program excellence and relevance. It "engages faculty in innovative instruction," uses "a gap analysis to aid in aligning academic program offerings with future regional workforce needs," "promotes innovation," and "promotes the use of research-based educational practices to enhance student achievement;"

- Goal 2: Preparing students for life, career, and citizenship. The program will "encourage efficient student academic progress," attract nontraditional students, and "enhance partnerships with Commonwealth school districts" (through an outreach program to secondary school teachers);
- Goal 3: Resource efficiency. The program is responsive as it seeks to fulfill demand for high-growth occupations, emphasizes collaboration, integrates professional standards, and provides opportunities for developing resources;
- Goal 4: Increase accountability and transparency and focus on results. With its externally driven, outside-in curriculum design process, this program will "increase public awareness about the State System's stewardship of resources" while "educating students of varied backgrounds, ages, and experiences."

4) **Coordination/Cooperation/Partnerships**
This program is also identified in the College of Business' Strategic Plan within several strategic initiatives. Under Strategic Initiative 1 (SI1), it contributes to establishing the college's brand as a program with distinctive features (integration by design, cross functional, and infused with technology). Given its "outside in" design process, it strengthens relationships with business and professional organizations. SI4 lists endowed professorships, including supply chain, as desirable, and attention to raising external funds to support development, something we have already accomplished through outreach to organizations linked through our professional association participation and networking. Noteworthy here are the relationships we have developed with Geisinger Health System headquartered in Danville (just 10 miles from Bloomsburg) and Sekisui Polymer Innovations (KYDEX) located just minutes from main campus. Both of these organizations have provided guest lecturers and keynote speakers, opportunities for field trips and student internships, and direct funding of case competitions and recognition events for students in our existing supply chain career concentration and management track.

Lastly, with respect to SI5, Expand Stakeholder Involvement, this program directly responds to cultivate relationships with senior management of regional, national, and international businesses. Over 1,200 of our COB students have visited firms such as Lycoming Engines, Smurfitt-Stone, and Andritz Durametal (Williamsport); World Electronics (Reading); Autoneum, Kawneer, KYDEX, and Berwick Offray (Bloomsburg); Cherokee Pharmaceuticals (Riverside); General Dyamics (Scranton); and several distribution centers including Lowe's (Pittston), Dollar Tree (Bloomsburg), and Exel (Hershey). Through our student chapter of APICS we have sponsored numerous guest lectures, networking sessions, and other collaborative events.

As evidenced by course titles, department designations, and information in the appendices, this program is inclusive of all departments and disciplines within the College of Business. Outside the College of Business, the program will link closely to the Languages and Cultures Department for development of a European Union Commerce Track (Specialization) to be launched soon after the major becomes available (ideally Fall 2015). Links to professional associations, including APICS, American Society for Quality, Supply Chain Council (SCC), Association of Business Process Management Professionals, Institute for Supply Management, Microsoft Dynamics Academic Alliance, are long-standing and frequent.

5) **Assessment**
The required courses for this program were designed to achieve program goals and content was determined and organized based on extensive benchmarking and global best practices.

Course specific student learning objectives were then developed, and linked, through specific relevant content. In course activities, including case analyses; problem analysis; and solution, data analysis and transformation, and technology applications, will be utilized to assess course-related student learning objectives. Post-program assessments such as graduate school admissions, first-job relevance, professional association memberships and certifications, and career progression will better assess overall program objectives. Clearly, this approach challenges existing strategies and will demand close coordination with several entities on campus; for example, the Career Development Center, Professional U, and Ziegler Institute for Professional Development (ZIPD). Additionally, the program director must establish and maintain a network of program graduates (primarily through the professional Linked In service already utilized for graduates of the existing supply chain programs, career concentration and management track) to ensure timely notification of changes, transfers, and promotions.

Data derived from these assessment activities will be analyzed by the program director and the program board (of faculty), as well as a professional advisory board to measure effectiveness, i.e., responsiveness to industry needs, and to identify opportunities for continuous improvement of course content, integration, technology, and delivery of program requirements.

6) Resource Sufficiency

The facilities (classrooms) in the recently renovated home of the College of Business (Sutliff Hall) adequately support the infrastructure needs of this program. Classroom capacity is typically 32 students; hence the desired cohort size of 30 students is appropriate (and typical for business programs). Technology is likewise sufficient. The Hudock-Benner Financial Services Lab is home to the specialized software utilized throughout several required and elective courses in this program, including the DecisionTools Suite, CapitalIQ, and Microsoft Dynamics AX (also available in other computer labs and via the Internet). This software is already utilized in existing courses in the management and finance majors; no additional licensing costs apply.

The expectation is for a one-quarter complement of clerical support to handle student inquiries, process necessary documents, assist with budget execution, collaborate with other programs, schedule meetings, etc. Faculty requirements are summarized in the five-year budget projection.

7) Five-Year Budget Projection

Budget projections beginning Fall 2015 and extending five years forward and the accompanying explanatory narrative are attached. Actual resident/non-resident proportions and persistence rates (Year 3 to Year 4) for the College of Business were provided by the Office of Institutional Research using most recent data available.

Prepared by: Dr. John Gandzol, Professor of Management
Implementation date: Fall 2015
Date approved by Council of Trustees: June 11, 2015

Bloomsburg University of Pennsylvania
Bachelor of Science in Business Administration in Supply Chain Management
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Data from the BU Office of Institutional Research indicates that 88% of College of Business students are PA residents. Student persistence data indicate an 8% reduction from Junior to Senior years for the College. These values shown in the projection are based on an initial cohort consisting of Junior level students already enrolled. The second program year totals factor the 8% loss plus a new Junior level cohort. All values are based on Junior/Senior enrollments as this program is indistinguishable from all other BSBA programs with respect to General Education and Business Core requirements.
ESTIMATED REVENUE	
Tuition Generated	No changes made.
Instructional Support Fee	Rate based on information provided by the BU Bursar.
External Grants & Contracts	None claimed.
Other	None claimed.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Salaries are consistent with 2011-2015 Faculty CBA; F14/15 Schedule. Salaries are not annually inflated; this is consistent with tuition not being inflated. Part-time benefits calculated as 23% of salary. Full-time benefits calculated as 40% of salary. Rank and Steps chosen to reflect typical assignment: Instructor Step 2 for part-time and Associate Step 8 for full time. Program is designed on course buyouts; meaning costs (the incremental flows) are calculated at replacement rate (except for new full-time hires) to deliver required course to student cohorts. Net long-term FTE required: two new FTE; two adjunct FTE (to cover course release time for existing faculty).
Salaries and Benefits - Staff	One-quarter complement at Clerk Typist 2, Step 10: salary is $33,484, benefits are $34,039.

Learning Resources	No additional required.
Instructional Equipment	Software for supply chain network design; lab license fee per year.
Facilities and/or modifications	None required.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a $4,000 expense is calculated for each <u>new</u> full-time student. No costs in years 1 and 2; students already enrolled and assumed to change major.
Administrative Expense	This is calculated at 20%.
Other	Program Director 1/4 Reassign Time per semester at replacement rate used above.

Bloomsburg University of Pennsylvania
Bachelor of Science in Business Administration in Supply Chain Management
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
In-State Full-Time Headcount Enrollment	17		36		41	24	44	46	44	52
Out-of-State Full-Time Headcount Enrollment	3		5		5	5	6	5	6	8
In-State Part-Time Headcount Enrollment										
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	600		1230		2250		3030		3300	

Estimated Revenue										
Tuition Generated	$167,090		$330,770		$613,800		$801,350		$893,420	
Instructional Support Fee	$14,490		$29,705		$54,338		$73,175		$79,695	
External Grants and Contracts										
Other										
Estimated Total Revenue	$181,580		$360,475		$668,138		$874,525		$973,115	

Estimated Expenses	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)	$45,147		$108,353		$81,265	$114,396	$186,631	$114,396	$301,027	
Salaries and/or benefits (staff)		$ 16,881	$ 16,881		$16,881		$ 16,881		$ 16,881	
Learning Resources										
Instructional Equipment		$8,000		$8,000		$8,000		$8,000		$8,000
Impact to additional non-major course sections (e.g. General Education)		$0		$0		$116,000		$204,000		$240,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$36,316		$72,095		$133,628		$174,905		$194,623	
Other (RTA Program Director)	$18,059		$18,059		$18,059		$18,059		$18,059	
Estimated Total Expenses	$124,403		$223,388		$488,228		$722,872		$778,590	

Estimated Financial Impact of New Program	$57,177		$137,087		$179,910		$151,653		$194,525	

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Doctor of Health Science in Health Science and Exercise Leadership Degree Program at California University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: California University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at California University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Doctor of Health Science in Health Science and Exercise Leadership Degree Program at California University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: California University Council of Trustees, June 3, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Doctor of Health Science in Health Science and Exercise Leadership
California University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**

California University of Pennsylvania proposes a Doctor of Health Science (D.H.Sc.) degree with a major in Health Science and Exercise Leadership to address education and workforce needs given continuing growth in America's healthcare sector due to our aging population and the shift from treating disease to promoting health and wellness. The D.H.Sc. is a post-professional academic degree with an applied evidence-based scholarship approach for individuals working in healthcare who want a terminal degree that will provide opportunities for career enhancement or career advancement. Graduates of the 50-credit D.H.Sc. program will work as advanced clinical practitioners; educators in health, exercise, and wellness; administrators and managers of health-related enterprises; and in other advanced professional or technical positions in healthcare. The D.H.Sc. program will build on Cal U's successful master's degree program in Exercise Science and build on the Cal U Global Online structure with 100 percent asynchronous online delivery of courses. It will use cohort-based operations to develop a cohesive community of learners, and require a brief residential element during the dissertation defense.

2) **Need**

Currently, no State System university offers the D.H.Sc. degree. In Pennsylvania, D.H.Sc. programs are offered by Pennsylvania State University and Drexel University. Drexel started its program in 2014-15. Hanover Research conducted a market analysis for Cal U and profiled four schools at the national level; A.T. Still University, University of Connecticut, Nova Southeastern University, and Rocky Mountain University of Health Professions. Hanover Research reported positive enrollment growth for doctoral degrees in exercise science.

Labor market trends are favorable for exercise science related graduate programs, as several industries that typically require graduate degrees are exhibiting strong employment growth. Experts note that, unlike other fields, the U.S. healthcare industry has consistently expanded hiring, even during the recent recession and weak economic recovery period. The continued growth of baby boomers and their increased need for healthcare is driving the demand for health professionals with graduate degrees.

The sustainable needs analysis conducted by Cal U includes data from a study by Hanover Research, employment information from the U.S. Bureau of Labor Statistics, the Pennsylvania Department of Labor and Industry's Center for Workforce Information and Analysis, and an alumni survey conducted by Cal U. Hanover Research used data from Pennsylvania and national sources and reported large employment numbers, significant employment growth, and healthy numbers of annual openings in relevant sectors.

In Pennsylvania, projections from the Center for Workforce Information and Analysis Data show employment to 2022 in relevant occupations growing at about 15 percent; nearly twice the 8 percent projected growth for all occupations, with employment growth contributing nearly 10,000 new jobs and total employment change of more than 20,000 positions. At the national level, relevant occupations in the *Occupational Outlook Handbook* of the U.S. Bureau of Labor Statistics are projected to grow between 13 percent and 38 percent to 2022 with nearly 1.1 million new jobs. Some occupations do not require a doctorate, but

individuals in many of these fields will pursue a terminal degree when seeking career advancement or career enhancement. Salaries are high in the sector; over $63,600 on average for targeted occupations. The Postsecondary Health Specialties Teachers occupation provides important data for the program. The occupation tied for second fastest growth (36 percent), has the fifth highest number of new jobs (68,600) and fourth-highest salary ($81,140), and was identified by the Bureau as one of the 20 fastest growing occupations in the U.S.

Cal U surveyed students and alumni in fall 2014 with this brief item:

- We are proposing a doctorate degree in Exercise Science. How likely would you be to enroll? The survey netted 587 responses (32 percent response rate) with 52 percent (308 respondents) indicating they would be likely or very likely to enroll. Another 31 percent (183 respondents) said they were somewhat likely to enroll. The results echo the numerous inquiries received by the Cal U Department of Exercise Science and Sports Studies. Demand for the program appears to be high.

Finally, letters of recommendation for the D.H.Sc. program are included in the full proposal narrative to help substantiate need as well as industry support.

3) **Academic Integrity**
Our external review consultant, Dr. Tavis Glassman, associate professor of health education and public health, University of Toledo, unequivocally recommended that Cal U be granted approval to implement a D.H.Sc. This report found the Department of Exercise Science and Sport Studies has the resources, faculty, expertise, and administrative support required to ensure program success.

The proposed D.H.Sc. program is in alignment with the State System's *strategic plan 2020: Rising to the Challenge*, and the strategic plans of Cal U, the College of Education and Human Services, the School of Graduate Studies and Research, and the Department of Exercise Science and Sports Studies. The D.H.Sc. program will stimulate intellectual growth and foster professional development of our students while producing an increasing number of educators and leaders with doctoral training and will enhance the standing of Pennsylvania's State System of Higher Education. The D.H.Sc. program will foster the public good, advance the health and exercise science fields, and accelerate as well as make meaningful the career advancement and societal contributions of individuals to relevant sectors of the workforce. The curriculum is aligned with related State System Board of Governors policies.

4) **Coordination/Cooperation/Partnerships**
Cal U and Lock Haven University are currently in communication regarding possible coursework sharing and articulation. On campus, the D.H.Sc. program will work with departments in the College of Education and Human Services and the graduate school (for academics and student access), the Teaching and Learning Center (for online teaching-learning support), global online (for student acquisition and support), and university marketing (for program marketing). The D.H.Sc. program will foster existing relationships with the National Academy of Sports Medicine, the National Association of Speed and Explosion, and WellCoaches Corporation to ensure leading edge curriculum and to integrate professional certifications.

5) Assessment

Cal U practices continuous improvement to ensure effectiveness. The D.H.Sc. assessment plan adheres to the System *Board of Governors' Policy 1997-01* and follows the teaching learning assessment cycle described in the Middle States Commissions' *Assessment of Student Learning* standard. The proposal provides mapping among three overall program goals, 15 student learning outcomes, and 16 courses. The D.H.Sc. will conduct an annual assessment of student learning outcomes, contribute to the department's annual report, and undergo the standard five-year review following the System *Board of Governors' Policy 1986-04-A*. The program would consider an appropriate specialized program level accreditation, should one become available.

6) Resource Sufficiency

Anticipated costs for the program are reasonable, based on past experience in successfully launching global online programs, and supported by the university. Given 100 percent online delivery, there are no additional costs for facilities or equipment. Library resources, computer software and hardware, and student support services are available and sufficient. Existing staff lines are sufficient, but part-time, temporary faculty will be hired to backfill in existing courses so current faculty can staff D.H.Sc. courses. After establishing sufficient enrollments, the D.H.Sc. program will hire one or more additional tenure track faculty members after year two.

Prepared by: Dr. Stan Komacek, Associate Provost, Office of Academic Affairs
Implementation date: Spring 2016
Date approved by Council of Trustees: June 3, 2015

California University of Pennsylvania
Doctor of Health Science in Health Science and Exercise Leadership
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	In Year 1, projected full-time new student (headcount) numbers include one in-state and four out-of-state. In Year 2, new students increase to eight (two in-state, six out-of-state) with existing full-time students the same as in Year 1 (five total). In Year 3, we project a loss of one year and one new student. The four existing students will drop to part-time status for the dissertation phase of the program. Also in Year 3, ten new students (two in-state, eight out-of-state) will enter and eight existing students will continue. In Year 4, seven full-time students from Year 2 will move to part-time status for the dissertation, ten existing students will continue, and ten new students will enter. In Year 5, full program capacity is reached with ten new students, ten existing students, and nine part-time existing students in the dissertation phase.
ESTIMATED REVENUE	
Tuition Generated	Proposed differential tuition rates of $499 per credit for in-state and $748.50 per credit for out-of-state are used. Full-time students will complete 21 credits per year in Years 1 and 2. During the Year 3 dissertation stage, students drop to part-time status (eight credits). No tuition increases are projected.
Instructional Support Fee	The instructional support fee was calculated using current percentages for in-state and out-of-state students; 14.4% and 11.2 %, respectively.
External Grants & Contracts	No revenues from external grants or contracts are included
Other	Provost contributions for negative Year 1 and 2 bottom line results are included.
ESTIMATED EXPENSES	

Salaries and Benefits - Faculty	2014-15 rates are used. For existing faculty, associate professor, step ten was used. In Year 3, one new tenure track hire is projected at assistant professor, step five. The budget includes the alternative workload for the program coordinator. For all faculty salaries, 29% was added for benefits. No salary increases are projected.
Salaries & Benefits (Staff, Grad Assistants, Teaching Assistants)	No staff members, graduate assistants, or teaching assistants are anticipated.
Learning Resources	No new or additional learning resources will be required for the D.H.Sc.
Instructional Equipment	No new or additional Instructional equipment will be required for the D.H.Sc.
Facilities and/or modifications	No new or modified facilities will be required for the D.H.Sc.
Administrative Expense	The required 20% administrative expense is charged annually for existing and new students.
Other	Annual expenses are included for faculty professional development ($5,000/year), office operations ($250/year), and marketing/enrollment management ($12,500/year).

California University of Pennsylvania
Doctor of Health Science in Health Science and Exercise Leadership
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		1	1	2	2	2	2	2	2	2
Out-of-state Full-Time Headcount Enrollment		4	4	6	6	8	8	8	8	8
In-state Part-Time Headcount Enrollment					1		2		2	
Out-of-state Part-Time Headcount Enrollment					3		5		7	
Projected Annual Credits Generated	105		273		410		476		492	

Estimated Revenue	Year 1		Year 2		Year 3		Year 4		Year 5	
Tuition Generated	$73,353		$188,622		$283,931		$331,336		$343,312	
Instructional Support Fee	$8,568		$22,176		$33,336		$38,784		$40,128	
External Grants and Contracts										
Other (Provost Start-Up Support)	$124,413		$77,718							
Estimated Total Revenue	$206,334		$288,516		$317,267		$370,120		$383,440	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries/Benefits - Faculty	$154,949		$221,356		$121,746	$101,525	$242,799		$242,799	
Salaries/Benefits Other (GA stipend)										
Learning Resources										
Instructional Equipment										
New Facilities and/or Modifications										
Administrative Expense	$16,384		$42,160		$63,453		$74,024		$76,688	
Other (Marketing, Development, Operations)		$35,000		$25,000		$20,000		$18,000		$18,000
Estimated Total Expenses	$206,334		$288,516		$306,724		$334,823		$337,487	

Estimated Financial Impact of New Program	$0	$0	$10,543	$35,297	$45,953

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Bachelor of Science in Business Administration in Paralegal Studies Degree Program at Clarion University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Clarion University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Clarion University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Bachelor of Science in Business Administration in Paralegal Studies Degree Program at Clarion University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Clarion University Council of Trustees, April 23, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science in Business Administration in Paralegal Studies
Clarion University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
Clarion University of Pennsylvania has offered an Associate Degree in Paralegal Studies since 1985 and has recently added a Letter of Completion in Paralegal Oil and Gas and a Letter of Completion in Advanced Paralegal Studies. Clarion is proposing to offer a B.S.B.A. (Bachelor of Science in Business Administration) Paralegal Studies. This proposed program was developed in response to a discussion with the American Bar Association (ABA) accreditation team during the 2014 accreditation review that Clarion University consider developing a B.S.B.A. Paralegal Studies. This proposed program will leverage the existing ABA accredited Associate in Paralegal with classes from the College of Business Administration and Information Sciences, which is accredited by the Association to Advance Collegiate Schools of Business International, the premier accrediting body for business schools.

The cutting edge B.S.B.A. Paralegal degree will focus on developing paralegals who also have the requisite skill sets and knowledge of accounting, budgeting, personnel, and administration to be managers of paralegal departments in law firms, corporate legal departments, insurance companies, estate and trust departments of large banks, hospitals and health care organizations, real estate and title insurance companies, and professional trade associations. Additionally, because private law practice is a business, individuals who hold the proposed B.S.B.A. Paralegal degree will be ideally suited to manage a private law practice.

Currently, out of 271 ABA accredited paralegal programs in the nation, 128 are bachelor's or post bachelor's level programs. Clarion's closest ABA accredited competitors are Gannon University, Duquesne University, and Penn State's Pennsylvania College of Technology. Two of the three are private universities. All of these competitors offer programs above and beyond the associate level. Clarion is the only ABA accredited program in the region that does not offer Paralegal degrees at the bachelor's level or above. The proposed B.S.B.A. Paralegal Studies will close that gap. Moreover, Clarion University will be more than competitive with the surrounding ABA approved institutions in terms of educational costs.

It should be noted that the proposed B.S.B.A. Paralegal Studies Program is not meant to replace Clarion University's existing Associate in Paralegal program in the immediate future. The Associate Paralegal program and the B.S.B.A. Paralegal are aimed at two separate and distinct groups of students. The Associate Paralegal program will be maintained to supply the local market with paralegals while the B.S.B.A. Paralegal Studies program will supply the region and the Commonwealth with paralegal managers. The B.S.B.A. Paralegal Studies can serve as a seamless degree completion program for those Associate graduates wishing to pursue the bachelor degree. If the discipline migrates to the Bachelor's degree as the entry level degree, as the American Bar Association has indicated will likely occur, then the Associates degree will be phased out.

2) **Need**
The need for paralegals in Pennsylvania is clear. PAworkstats classifies paralegals as high priority occupations in Pennsylvania. The United States Department of Labor's Bureau of Labor Statistics lists paralegal as a job that will grow faster than average between now and 2022.

Increasingly, employers are requiring paralegals to hold bachelor's degrees. Of all of the paralegal positions listed on ABA's web site job board, in excess of 90 percent of positions require a bachelor's degree. The O*Net web page of the American Job Center Network, linked from the Bureau of Labor Statistics web page, surveyed employers and found that 44 percent considered a bachelor's degree as a minimum qualification for hiring a paralegal.

There are increasing career opportunities in Pennsylvania and the region for individuals who will hold the B.S.B.A. Paralegal Studies degree. The Monster.com web site benchmark section stated that 40.2 percent of employers required a bachelor's degree for paralegal positions, while 6.3 percent required a master's degree. Those who work in business earn a mean salary of $62,020. In certain sectors, B.S.B.A. paralegals will be able earn a higher mean salary; an example is software publishing companies who pay paralegals a mean wage of $77,140. A B.S.B.A. Paralegal Studies graduate will be a top candidate for these positions.

3) **Academic Integrity**
   Out of the thousands of paralegal programs in the nation, only 271, including Clarion University's Associates in Paralegal program, are accredited by the American Bar Association. The demands for ABA accreditation are high. Under the ABA requirements, each course must meet specific proscribed learning outcomes broken down into small increments and learning objectives. Furthermore, the proposed B.S.B.A. Paralegal Studies will be a business degree from an Association to Advance Collegiate Schools of Business International accredited College of Business and as such will be subjected to all requirements for the AACSB accreditation. The curriculum is aligned with related State System Board of Governors policies.

   Clarion University's proposed B.S.B.A. Paralegal Studies contains all of the courses required to meet the accreditation standards of the Association to Advance Collegiate Schools of Business International. This B.S.B.A. Paralegal Studies degree will require 48 credits of general education coursework as well as the lower and upper division core courses for a business degree, including coursework in management, accounting, economics, marketing, and finance. The 33 credits of paralegal courses, termed "legal specialty courses" by the ABA, are contained in sufficient number and rigor to educate students to be effective, skillful, and knowledgeable paralegal managers.

4) **Coordination/Cooperation/Partnerships**
   Clarion University's Associate Degree and Letter of Completion in Paralegal Studies are the only ABA approved programs in Pennsylvania's State System of Higher Education. We will work with other universities in the State System to accept transfer credit into our program. We are committed to maximizing student flexibility.

   Students will be able to use the Associate in Paralegal as a 2+2 into the proposed B.S.B.A. Paralegal Studies program.

   All of the legal specialty paralegal courses found in the Associate in Paralegal can be applied to the proposed B.S.B.A. Paralegal Studies program. Using existing Transfer Articulation and Oversight Committee (TAOC) agreements will allow seamless transfer of any students who hold associate degrees in Paralegal.

5) Assessment

The proposed B.S.B.A. Paralegal Studies will be housed within the Association to Advance Collegiate Schools of Business International accredited College of Business Administration and Information Sciences. In order to maintain the AACSB accreditation, the College of Business Administration and Information Sciences must demonstrate an ongoing commitment to continuous improvement through regular assessment at both the program and student levels. Additionally, because of ABA accreditation, the paralegal program has in place a systematic plan of assessment and has been required to substantiate "closing of the loop" with the ABA as part of the reaccreditation process every two years. The comprehensive assessment plan includes annual graduate surveys, annual employer surveys, student class surveys every semester, course artifacts specific to student learning and program outcomes, student program surveys, and periodic legal community surveys. The data are compiled by the director of the paralegal programs and shared with the Paralegal Advisory Board and the relevant deans and department chairs. Through the data gathered and the recommendations of the Advisory Board, changes have been made as warranted to course content and assignments, course offerings, and course sequencing.

6) Resource Sufficiency

All courses for the proposed B.S.B.A. Paralegal Studies are part of existing programs, including the existing B.S.B.A. program and the Letter of Completion in Paralegal Studies. No additional paralegal faculty over the current complement will be needed until the third year of class rotations. Beginning in the third year, a part-time faculty member teaching a half load per semester will be needed. In year five, part-time faculty members will be needed to teach three quarters load per semester.

Prepared by: Dr. Pamela J. Gent, Associate Vice President of Academic Affairs
Implementation date: Fall 2015
Date approved by Council of Trustees: April 23, 2015

Clarion University of Pennsylvania
Bachelor of Science in Business Administration in Paralegal Studies
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Assumes full-time enrollment (30 credits annually) per the targeted population and the design of the curriculum. Headcount reflects 95% in-state and 5% out-of-state consistent with Clarion University's current resident-to-non-resident population. Attrition rates estimated at 30% per year.
ESTIMATED REVENUE	
Tuition Generated	No changes to state approved tuition rates
Instructional Support Fee	No changes to state approved tuition rates.
Additional Program Generated Revenue	Reflects Clarion University's present part-time rate of $28 per credit or $420 for 15 credits
External Grants & Contracts	None expected.
Other	No other revenue reflected.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	No additional faculty over current complement needed until 3rd year. Beginning in the 3rd year, part-time faculty member will be needed. In years 3 and 4, an additional part-time faculty member teaching a half load per semester will be necessary. In year 5, an additional ¼ load for part-time faculty. Faculty modeled at Rank 3, Step 4 of present CBA.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	No additional staff members are necessary.

Learning Resources	Books, periodicals, other library resources are sufficient.
Instructional Equipment	No additional instructional equipment is necessary.
Facilities and/or modifications	There will no impact on facilities.
Impact to additional non-major course sections (e.g. General Education)	Calculated as $4,000 per full-time student.
Administrative Expense	Calculated at 20% of tuition and fees.
Other	American Bar Association yearly fee.

Clarion University of Pennsylvania
Bachelor of Science in Business Administration in Paralegal Studies
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
In-State Full-Time Headcount Enrollment		11	7	15	17	20	31	25	53	25
Out-of-State Full-Time Headcount Enrollment										
In-State Part-Time Headcount Enrollment		2	2	2	4	2	6	2	8	2
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	366		732		1218		1824		2520	
Estimated Revenue										
Tuition Generated	$85,244		$170,488		$283,012		$422,816		$583,080	
Instructional Support Fee	$8,342		$16,684		$27,754		$41,552		$57,396	
External Grants and Contracts										
Other										
Estimated Total Revenue	$93,586		$187,172		$310,766		$464,368		$640,476	

Estimated Expenses	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)						$29,610.00	$29,610.00		$29,610.00	6,816.00
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)										
Learning Resources										
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		$48,000		$64,000		$84,000		$104,000		$104,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$18,717		$37,434		$62,153		$92,874		$128,095	
Annual ABA Fee	$1,750		$1,750		$1,750		$1,750		$1,750	
Estimated Total Expenses	$68,467		$103,184		$177,513		$228,234		$270,271	
Estimated Financial Impact of New Program	$25,119		$83,988		$133,253		$236,134		$370,205	

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Bachelor of Science in Sport Management Degree Program at Clarion University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Clarion University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Clarion University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Bachelor of Science in Sport Management Degree Program at Clarion University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Clarion University Council of Trustees, April 23, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science in Sport Management
Clarion University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**

Since 2010, Clarion University of Pennsylvania has offered a Bachelor's Degree in Liberal Studies with a concentration in Sport Management. Clarion University is proposing to convert this concentration into a Bachelor of Science Degree in Sport Management. The Bachelor of Science in Sport Management repackages current required and elective coursework from Clarion University's existing Liberal Studies degree with a concentration in Sport Management. As indicated in the chart below, 66 students are enrolled in this concentration, and the program has shown steady and sustainable growth over the past five years.

Majors in Liberal Studies Concentration in Sport Management
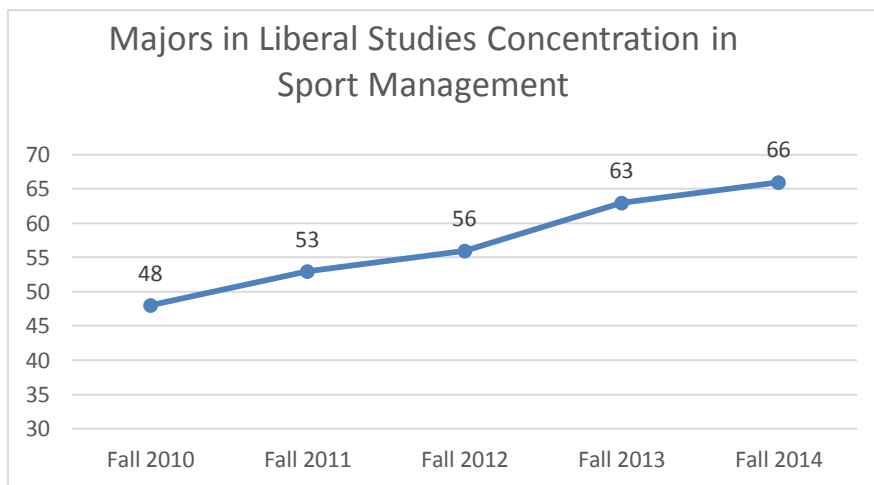
The repackaging of the current Liberal Studies degree into a Bachelor of Science in Sport Management at Clarion University is based on the following:

- Clarion graduates who hold a Liberal Studies degree with a concentration in Sport Management report being at a competitive disadvantage when applying for positions within the sport management field because their degrees are formally in Liberal Studies instead of Sport Management
- Clarion University is at a competitive disadvantage when attempting to recruit students because many regional colleges offer bachelor's degrees clearly labeled as Sport Management. Clarion University's admissions counselors report that there are a high number of students who have indicated that they would be more interested in pursuing Sport Management at Clarion University if a Bachelor of Science in Sport Management degree were offered instead of the current Liberal Studies degree with a concentration in Sport Management.
- Clarion University has a history of offering accredited programs and would like to continue that history by eventually obtaining accreditation of the Sport Management program. The Commission on Sport Management Accreditation indicates that a majority (85 percent) of the Sport Management programs accredited by the Commission on Sport Management Accreditation offer Bachelor of Science degrees in Sport Management; 15 percent offer Bachelor of Arts degrees. No Bachelor of Science in Liberal Studies degrees are accredited by the Commission on Sport Management Accreditation.

2) Need

The Bachelor of Science in Sport Management degree will provide graduates with a recognizable and marketable degree. The job market available to Sport Management graduates is very diverse, allowing students to enter the field in a multitude of specialty areas. Graduates from the current Liberal Studies degree with a concentration in Sport Management have obtained positions as a customer service representative for the Pittsburgh Pirates, ticket department manager for the Johnstown Tomahawks in the NAHL, relationship manager at Tickets for Kids Charities in Pittsburgh, partner services coordinator at Rutgers IMG Sports Marketing for the Greater New York City Area Sports, and academic coordinator assistant at Wayne State University among other positions.

While neither the federal nor state government provides data on the availability of jobs specifically for sport managers, jobs in fields such as sports marketing, sports sales, and coaches/scouts continue to grow, and there is a high demand for Sport Management graduates throughout the Commonwealth and across the region. *PAWork Stats* lists coach/scout as a high priority occupation with a need for 394 employees in March 2015. Sales managers and sales representatives are also high-priority occupations with 2,737 job openings in 2015. Moreover, employment of advertising, promotions, and marketing managers within the Commonwealth is projected to grow 12 percent from 2012 to 2022. The web site, *CareerBuilder.com* listed 329 job openings in Sport Management positions for Pennsylvania in March 2015.

The United States Bureau of Labor Statistics notes that job growth in sport management will grow faster than average through 2022 because of the expanding multi-billion dollar sport industry with coaches and scouts expected to grow by 15 percent; Sport agent/managers expect a 12 percent growth; sport marketing managers, approximately 13 percent growth; athletic directors in higher education, 15 percent growth; and sport facility services managers, 12 percent growth.

3) Academic Integrity

To differentiate the Bachelor of Science in Sport Management from the bachelor's in Liberal Studies with a concentration in Sport Management, six courses previously offered as electives are now required courses. The new 120-credit hour curriculum and student learning outcomes for the Bachelor of Science in Sport Management are based on the curriculum outlined by the Commission on Sport Management Accreditation for accreditation of programs in Sport Management. It includes the following:

- Forty eight credits of general education competencies and electives as outlined by Clarion University
- Six credits of coursework in general management sufficient to provide background for specific courses in Sport Management and Sport Facility & Event Management
- Thirty credits of Assessment of Teaching Skills Written (ATSW) coursework specific to Sport Management including: Introduction to Sport Law, Sport Leadership, Ethics in Sport, Gender in Sport, Sport in American Society, Risk Management for Sport, Athletic Administration, Sport Management, Sport Facility, and Event Management
- Major related electives. Students may choose from courses in ATSW, business, accounting, economics, sociology, or psychology
- A 12-credit-hour internship in Sport Management. The program requires a 12-credit internship. Sport Management internships have been completed at a variety of sites. Graduates of the program credit the internship with providing documented

experience to place on their resumes, the opportunity to practice their trade and develop additional skill sets, and the opportunity to develop professional contacts and networks. In addition, the curriculum is aligned with related State System Board of Governors policies.

4) Coordination/Cooperation/Partnerships
The required 12-credit-hour internship is a key feature of the program for fourth-year students. Students have an opportunity to put into practice the knowledge and skills they have acquired while working under the direct supervision of onsite supervisors along with the direction of faculty coordinators. These real-life management and administrative experiences combined with the classroom-learning experiences serve to enrich the students' learning. Partnerships have been established with 55 organizations to provide internship sites. These partnerships include professional sport organizations such as Erie Bayhawks, Erie Otters, Johnstown Chiefs, and Akron Aero's baseball; local and regional school athletic offices; regional YMCA's, athletic, and country clubs; collegiate athletic administration at Clarion and Duquesne Universities; sport camps; and sport consulting and management companies. Each of these entities has been chosen specifically to enhance students' educational opportunities based upon future goals and aspirations. As a result, students graduate with a solid understanding of the expectations that employers have for them as Sport Management professionals. Clarion University's students benefit from these internships and similar relevant experience, which helps them become competent professionals.

5) Assessment
Ongoing commitment to continuous improvement through regular assessment at both the program and the student levels is a part of the current program and will continue in the Bachelor of Science in Sport Management program. Successful achievement of student learning outcomes is determined through course embedded assessments. Assessment of the entire program will be comprehensive, multi-tiered, formative, and summative and will include surveys of graduates, surveys of employers, feedback from members of the Advisory Board, Clarion University five-year review, Clarion University faculty evaluations, and evaluations from students in the program. The data gathered will be used to improve the program.

6) Resource Sufficiency
Clarion University has sufficient resources allocated for the Sport Management program. This major is already operational as a Liberal Studies major with a concentration in Sport Management. Repackaging the major as a Bachelor of Science in Sport Management degree will not increase the need for resources. No new courses are required to administer this Bachelor of Science in Sport Management degree. The current courses and combination of one tenure track and one-half of a temporary faculty member's full-time load are sufficient to adequately staff this program.

Prepared by: Dr. Pamela J. Gent, Associate Vice President of Academic Affairs
Implementation date: Fall 2015
Date approved by Council of Trustees: April 23, 2015

Clarion University of Pennsylvania
Bachelor of Science in Sport Management
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Years 1, 2, and 3 depict existing students with a 70% retention rate. This model also depicts all full-time enrollment, and assumes 90% in-state students and 10% out-of-state students.
ESTIMATED REVENUE	
Tuition Generated	Currently reflects no changes to state approved tuition rates for Academic Year 2014-2015.
Instructional Support Fee	Reflects Clarion University's rate of 10% of in-state student tuition.
External Grants & Contracts	None anticipated.
Other	No additional revenue modeled.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Reflects existing faculty members 1.5 FTE (1.0 Assistant, Step 13 and .5 FTE Instructor, step 1) in Years 1-5.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	No additional staff or graduate students anticipated.
Learning Resources	No new learning required.
Instructional Equipment	No new equipment required.
Facilities and/or modifications	No new facilities modifications required.
Impact to additional non-major course sections (e.g. General Education)	Calculated as $4,000 per full-time student and $2,000 per part-time student
Administrative Expense	20% of tuition and fee revenue.
Other	No supplemental expenses for online instruction as all courses are offered face to face.

Clarion University of Pennsylvania
Bachelor of Science in Sport Management
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment	50	10	50	12	51	14	54	14	54	14
Out-of-State Full-Time Headcount Enrollment	2	1	2	1	2	1	2	1	2	1
In-State Part-Time Headcount Enrollment										
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	1890		1950		2040		2340		2130	
Estimated Revenue										
Tuition Generated	$439,890		$453,530		$473,990		$494,450		$494,450	
Instructional Support Fee	$42,966		$44,330		$46,376		$48,422		$48,422	
External Grants and Contracts										
Other										
Estimated Total Revenue	$482,856		$497,860		$520,366		$542,872		$542,872	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)	$142,759	$ -	$142,759		$142,759	$ -	$142,759	$ -	$142,759	$ -
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)										
Learning Resources										
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		$44,000		$52,000		$60,000		$60,000		$60,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$96,571		$99,572		$104,073		$108,574		$108,574	
Other										
Estimated Total Expenses	$283,330		$294,331		$306,832		$311,333		$311,333	
Estimated Financial Impact of New Program	$199,526		$203,529		$213,534		$231,539		$231,539	

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Master of Science in Applied Data Analytics Degree Program at Clarion University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Clarion University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Clarion University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Master of Science in Applied Data Analytics Degree Program at Clarion University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Clarion University Council of Trustees, April 23, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

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EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Masters of Science in Applied Data Analytics
Clarion University of Pennsylvania
July 9, 2015

</div>

1) Appropriateness to Mission

Clarion University of Pennsylvania proposes an online 30-credit Master of Science in Applied Data Analytics that will be housed within the College of Business Administration and Information Sciences. The program will have an applied technology intensive focus using the same complex tools and techniques employed in industry today. Students will use real world data from two extremely large primary data sets to gain experience organizing, warehousing, and extracting information for use in descriptive and predictive analysis. The project-based curriculum will provide students with the necessary skills in database development, data processing, warehousing, mining, and visualization to solve big data problems.

The target audience for this proposed M.S. in Applied Data Analytics is working adult students who prefer or require an online program. The program will be open to students of any undergraduate major who wish to apply data analytics to their respective fields, whether it be finance, marketing, retail, manufacturing, insurance, government, politics, education, security, science, e-commerce, social media, or other areas that consume large amounts of data. Indeed, Mike Cole, data analyst for Morgan Stanley and a member of Clarion University's Business Advisory Council, says "domain knowledge is hugely important to the effectiveness of the creativity of the analyst." Without the knowledge of a particular field developed through undergraduate studies, students will be less effective in asking intelligent and insightful questions and in applying the tools of data warehousing, data visualization, and data mining.

Graduates of the program will be able to design and manage the construction of databases, link individual data sets to create complex searchable databases (warehousing), and proficiently use analytical search tools (mining). Graduates will demonstrate competency in:

- database theory;
- logic, and semantics;
- operational and warehouse modeling;
- dimensionality;
- attributes and hierarchies;
- data definition;
- integration;
- formatting and extraction;
- data delivery; and
- index design.

Additionally, courses in computer and information sciences will develop student skill sets in:

- technical architecture;
- access and security design;
- implementation problems;
- planning and budgeting;
- client issues.

Students will learn to apply these skills to complex data bases and use the resulting information to make decisions. As such, graduates of the program will be prepared to sit for the Certified Data Management Exams offered by the Institute for Certification of Computing Professionals (ICCP).

2) Need

While neither the federal nor state government collects data on the availability of jobs specifically for data scientists, jobs in related fields such as market analyst, information research scientist, and systems analyst continue to grow. According to the Pennsylvania Bureau of Labor and Industry, these positions are deemed "high-priority occupations" in the Commonwealth with a need in 2014 for at least 1,526 individuals to fill those jobs. These positions are projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Growth in these occupations will be driven by the increased data needs of companies and organizations across broad spectrums of the economy.

The Institute for Advanced Analytics (2015) reports that there are just 78 United States universities offering graduate degrees in Applied Data Analytics or similar programs. The majority of these programs (62 percent) require students to attend face-to-face classes on a full-time basis. Just 25 programs are completely online programs. Five of the 78 Applied Data Analytics programs in the United States are located in the Commonwealth: Carnegie Mellon, Drexel, Villanova, Kanbar, and Harrisburg University of Science and Technology. These Pennsylvania universities and colleges graduate fewer than 300 applied data analytics students per year. To meet the demand, there is need for both Slippery Rock University's (SRU) M.S. in Data Analytics and Clarion's M.S. in Applied Data Analytics.

Since both the Clarion and Slippery Rock University programs deal with big data, there will be some overlap between the content. The programs diverge, however, in that Clarion University's program focuses on computer information systems, data modeling, and warehousing while Slippery Rock University's program focuses on mathematical computations and statistics. Clarion University's CIP code, 11.0802, indicates a curriculum focused on pragmatic data base design, implementation, and analysis using extremely large data sets. Graduates of Clarion University's M.S. in Applied Data Analytics will be able to design and manage the construction of databases, link individual data sets to create complex searchable databases (warehousing), and proficiently use analytical search tools (mining). Clarion University graduates will be skilled in technical architecture; access and security design; implementation problems; planning and budgeting; client issues; database theory, logic, and semantics; operational and warehouse modeling; dimensionality; attributes and hierarchies; data definition; integration; formatting and extraction; data delivery; and index design. The Slippery Rock University CIP code, 27.0304, indicates a computational and applied mathematics focused curriculum that emphasizes "modeling, analysis, algorithm development, discrete mathematics, operations research, optimization, differential equations, statistics, scientific computation, and applications of these skills to specific scientific and industrial topics."

3) Academic Integrity

The proposed 30-credit online M.S. in Applied Data Analytics can be completed in one calendar year including winter and summer sessions. The program will integrate computer and information science and data-based business management principles to inform data-driven decision making.

The curriculum is designed to meet the following student outcomes:

1) apply data analytic tools to make informed business decisions;
2) effectively use tools to design and implement a big data warehouse, including the linking of individual data sets to create complex searchable databases;
3) use analytical search tools (mining) to extract and format data from very large complex databases for the purpose of predictive analytics;
4) reduce the dimensionality of large databases without sacrificing useful information;
5) index and visualize high-dimensional databases to support decision making;
6) integrate database theory, logic and semantics to the creation of very large complex databases; and
7) plan, organize, and control information technology projects including all relevant aspects of technical architecture, budgeting and procurement, security, implementation, and client and access issues.

The curriculum is modeled on curricula at North Carolina State University and Northwestern University, two of the premier programs in the United States. Courses are aligned with the competencies outlined by the Institute for Certification of Computing Professionals for the areas of Data Warehousing, Business Intelligence and Analytics, Data Development, Data Governance and Stewardship, and Integrated IT Project Management. The curriculum includes nine credits of coursework in Computer Information Sciences, one MBA elective, and 18 credits of sequenced coursework in Data Analytics including:

- Analytical Methods and Optimization;
- Applied Data Mining;
- Predictive Analytics;
- Data Visualization;
- Big Data Analytics; and
- a three-credit Data Analytics capstone course in which students will apply skills learned throughout the program in a real world analytics project.

The proposed program will have two prerequisites: an undergraduate statistics course and a computer programming course.

Students lacking the necessary prerequisites may complete them online prior to beginning the program. The curriculum is in alignment with related State System Board of Governors policies.

4) **Coordination/Cooperation/Partnerships**
Clarion University will accept students who meet the entrance requirements from a variety of fields, with a priority on graduates from the 14 universities in Pennsylvania's State System of Higher Education. Clarion University is committed to maximizing student flexibility. Students may transfer master's level, business-related elective credits from any of the universities in the State System.

Based on a review of the Slippery Rock University curriculum, Clarion University will accept transfer credit of Slippery Rock University courses CpSc 606 Data Visualization and CpSc 685 Big Data Analytics into our program. All courses in Clarion University's Applied Data Analytics program will be open to students enrolled in Slippery Rock University's program in Data Analytics. Clarion University is exploring the development of collaborative partnerships

with organizations, businesses, and corporations that have big data sets including a potential partnership with Mike Cole, data analyst at Morgan Stanley.

5) Assessment

Clarion University's program in Applied Data Analytics will be housed within the Association to Advance Collegiate Schools of Business (AACSB) International accredited College of Business Administration and Information Science. In order to maintain this international accreditation, the college must demonstrate an ongoing commitment to continuous improvement through regular assessment at both the program and student level. Successful achievement of learning goals will be determined through course embedded assessments. Comprehensive assessment of the entire program will include student surveys, faculty evaluations, student evaluations of faculty, distance education surveys, and surveys of employers and alumni. The data gathered will be used to improve the program.

6) Resource Sufficiency

Initial staffing for the proposed M.S. in Applied Data Analytics will be accomplished by providing overloads to existing faculty sufficient to staff seven new courses. Existing faculty are eminently qualified, by virtue of their degrees, training, and professional and personal experience, to teach in the proposed program. A national search will be conducted for a tenure track faculty member to begin in year two of the program. To accommodate the growth of students in the second through fifth years, overloads and temporary faculty will continue to be used to staff some of the courses. Additionally, the program will require the acquisition of a large data server.

Prepared by: Dr. Pamela J. Gent, Associate Vice President of Academic Affairs
Implementation date: Fall 2015
Date approved by Council of Trustees: April 23, 2015

Clarion University of Pennsylvania
Master of Science in Applied Data Analytics
Budget Projection

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The program is a one-year program, so year-to-year retention is not a factor for full-time students. Retention of part-time students computed by multiplying the ratio of the remaining load to complete their degree
ESTIMATED REVENUE	
Tuition Generated	Tuition per credit is estimated as $454 for in-state students and $481 for out-of-state students.
Instructional Support Fee	Instructional support is estimated at $68 per credit.
Additional Program Generated Revenue	none
External Grants & Contracts	none
Other	none
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Existing faculty at associate professor, step 13 through overloads and summer and winter semesters. Additional overload in year 2 for existing faculty. New faculty in year 2 modeled at associate professor, step 12. Year 3 includes additional overload for existing faculty to accommodate increased enrollments.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	none
Learning Resources	Elective courses excluded from expense calculation during years 1 and 2 since students will be dispersed across a variety of existing elective courses. As enrollment grows in years 3-5, elective courses calculated at $3,500 per full time student.

Instructional Equipment	New servers in year 1 and 2; purchase of replacement server in year 5
Facilities and/or modifications	none
Administrative Expense	When calculating the 'Administrative Expense', ONLY 'Tuition Generated' and 'Instructional Support Fee' are included, i.e., only 20% of the tuition, instructional support fee, and additional program generated revenue is added to the expenses. The administrative expense is charged annually for existing and new students. The cells in the spreadsheet will calculate this expense.
Other	

Clarion University of Pennsylvania
Master of Science in Applied Data Analytics
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment		9		15		19		24		28
Out-of-State Full-Time Headcount Enrollment		1		1		1		2		2
In-State Part-Time Headcount Enrollment		9	4	9	4	9	4	9	4	9
Out-of-State Part-Time Headcount Enrollment		1	1	1	1	1	1	1	1	1
Projected Annual Credits Generated	510		795		915		1095		1215	

Estimated Revenue										
Tuition Generated		$232,917		$362,874		$417,354		$499,884		$554,364
Instructional Support Fee		$34,680		$54,060		$62,220		$74,460		$82,620
External Grants and Contracts										
Other										
Estimated Total Revenue	$267,597		$416,934		$479,574		$574,344		$636,984	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	$77,382		$88,725	$115,413	$215,078		$215,078		$215,078	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)										
Learning Resources										
Instructional Equipment		$7,000		$7,000						$7,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense		$53,519		$83,387		$95,915		$114,869		$127,397
Other										
Estimated Total Expenses	$191,421		$377,911		$406,908		$444,816		$476,872	

| Estimated Financial Impact of New Program | $76,176 | | $39,023 | | $72,666 | | $129,528 | | $160,112 | |

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Bachelor of Fine Arts in Applied Digital Arts Degree Program at Kutztown University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Kutztown University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Kutztown University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Bachelor of Fine Arts in Applied Digital Arts   Degree Program at Kutztown University of Pennsylvania**.**

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Kutztown University Council of Trustees, June 11, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF NEW DEGREE PROGRAM PROPOSAL
Bachelor of Fine Arts Degree in Applied Digital Arts
Kutztown University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
   The Department of Fine Arts at Kutztown University is proposing to create a Bachelor of Fine Arts in Applied Digital Arts. The proposed program is a professional, vocational course of study that prepares students to work in the creative fields of animation, game art, and interactive media. Graduates will possess skills needed to work in emerging artistic media using processes that are fundamental to contemporary visual arts practices in commercial artistic production. These skills are in increasing demand in the Commonwealth, surrounding region, and nationally.

   The proposed Applied Digital Arts program is unique within the State System. Skills in the fields of animation, game art, and interactive media are in demand by creators of contemporary visual art. Approval of this program would allow Kutztown University's College of Visual and Performing Arts to expand upon its current offerings in Studio Art, Crafts, and Communication Design to include these twenty-first century applications. Graduates will have an ability to use techniques and skills necessary to produce digital art for commercial applications, and they will engage in lifelong learning to continue developing their skills and knowledge.

   The Applied Digital Arts program supports Kutztown University's strategic plan by expanding undergraduate enrollment. The curriculum builds on the strength of existent visual art programs, as well as the College of Visual and Performing Arts high first-year retention rate (85 percent average) and graduation rate (69 percent six-year graduation rate average). This new degree program will also positively contribute to both the university's continuation rate and the overall number of degrees conferred. The program has been developed to meet the standards of the National Association of Schools of Art and Design, and accreditation will be sought for this program.

2) **Need**
   Digital technologies have fundamentally altered the visual landscape, and the rapid development of these technologies is creating an expanding need for visual art creators with a range of up-to-date skills. Digital artists find work in the contemporary fields of:

   - game art;
   - interactive media;
   - animation;
   - multimedia art;
   - computer graphics;
   - sound design;
   - movies;
   - television; and
   - video art

   Engaging students in the cutting edge field of Applied Digital Arts combines their love of artistic production with skills demanded by the trade.

A sampling of position titles includes:

- 2D artist;
- 3D artist,
- game artist;
- animator;
- games illustrator;
- background artist;
- art director;
- interactive media director;
- media planner;
- digital producer;
- motion graphic artist; and
- concept artist

The United States Bureau of Labor Statistics projects strong and continued demand nationally in the occupation codes relevant to digital arts. Projected growth will be due to increased demand for animation and visual effects in video games, movies, and television. Consumers will continue to demand video games that are more realistic, movie and television special effects, and three-dimensional movies. They will also demand newer computer hardware, which adds to the complexity of the games themselves. Video game studios will require additional multimedia artists and animators to meet this increased demand. In addition, an increased demand for computer graphics for mobile devices, such as smart phones, could lead to more job opportunities. "Multimedia artists will be needed to create animation for games and applications for mobile devices" (*Occupational Outlook Handbook)*.

Pennsylvania anticipates a 17 percent increase in demand for the occupation categories of app developers and web developers, or an annual average of 626 jobs, for 2012-22. New York City, a location where many visual artists seek employment, is expected to see a 5.1 percent increase on average in the demand for the occupation categories of animators, app developers, art directors, and web developers, averaging 1,830 jobs per year in 2013-15. The long-term employment outlook identifies these occupation categories as "very favorable" in New York City during 2010-20. Furthermore, as an emerging and developing field, additional employment opportunities for skilled digital artists will exist in other categories, not specifically listed.

3) **Academic Integrity**
The goal of this program is to prepare graduates to be applied digital artists with a solid grasp of visual arts and technology. They will also be effective information consumers, who have the knowledge necessary to adapt to changing technological advances and the skills to continue learning throughout their careers. These goals are achieved through a curriculum that combines a broad liberal arts general education program with a program encompassing a rigorous set of traditional and computer-based art and design courses. Throughout their coursework, students will learn to use art and design principles to communicate with a wide array of consumers and end users, and they will analyze, research, design, describe, and create art in a digital medium that is intended for consumption and enjoyment by people in every facet of society.

This proposed program comprises 75 credits of art, art history, design, and related courses, and 45 credits of general education courses for a total of 120 credits and incorporates the National Association of Schools of Art and Design curricular standards. Based on these standards, there is a heavy emphasis on artistic skills combined with a breadth of knowledge acquired through a liberal arts education. The curriculum is in alignment with related State System Board of Governors policies.

4) **Coordination/Cooperation/Partnerships**
The Applied Digital Arts program is inter-departmental and will be administered through the Department of Fine Arts. It is closely coordinated with the Departments of Communication Design, and Art Education and Crafts for the purposes of accreditation, assessment, coursework, teaching faculty, and program objectives. The departments of Music, Electronic Media, and Computer Science will also contribute coursework to the program. The Applied Digital Arts program will expand existing partnerships outside the university through internships, field experiences, recruitment, and community outreach activities.

5) **Assessment**
The Applied Digital Arts program will be assessed in the same manner as the other programs in the College of Visual and Performing Arts that are accredited through the National Association of Schools of Art and Design. The standards cover a wide array of institutional and departmental criteria, including resource sufficiency, curriculum quality, and faculty preparation.

Systematic assessment and continuous improvement are integral to the success of any National Association of Schools of Art and Design accredited institution, and the Applied Digital Arts program has a set of goals and objectives and an assessment plan that measures the degree to which the program meets its goals. Students' academic progress is measured throughout their tenure in the program in a variety of ways, including benchmark, course, capstone project, graduate capability, and external assessments. These assessment sources provide valuable data about the quality of each of the courses, the overall development of the students, and the curricular structure. Taken together, this information helps measure the quality of the program as a whole and identifies areas where improvement may be needed.

Assessment data are collected from various sources throughout the year, and the overall assessment criteria are reviewed annually by an inter-departmental visual arts assessment committee. Results and suggestions for improvement are discussed and shared with each of the visual arts departments, for further discussion and implementation of changes.

6) **Resource Sufficiency**
The faculty in the Departments of Fine Arts, Communication Design, and Art Education and Crafts (collectively, the visual arts faculty) have the expertise to support the Applied Digital Arts program. Specifically, several of Kutztown's visual arts faculty have expertise in animation, interactive media, and foundational level digital art applications.

With the approval of the proposed program, the university would add two new tenure track faculty members to directly support the Applied Digital Arts program. The projected start date of the new hires would be fall 2018 (game art specialist) and fall 2019 (interactive media specialist).

The current facilities include a state-of-the-art building for art and design, equipped with modern art studios and several computer labs with appropriate software and hardware for the creation of digital art. To support the increased number of computer-based art courses, an additional computer lab, with the necessary hardware and software, would be needed by the fourth year of the program's implementation. This equipment will be funded primarily through Kutztown University's technology fee process, which covers acquisition, maintenance, and replacement costs.

Prepared by: Dr. Anne Zayaitz, Acting Provost and Vice President for Academic and Student Affairs
Implementation Date: Fall 2016
Date Approved by Council of Trustees: June 11, 2015

Kutztown University of Pennsylvania
Bachelor of Fine Arts in Applied Digital Arts
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The initial year anticipates 15 full-time resident students and 2 out-of-state full-time students. By Year 5, 23 new resident and three new out-of-state students would begin the program; 44 continuing resident and six continuing out-of-state students would be in the program. Budget projections assume a retention/persistence rate of 85%, 75%, 72%, 30% for the second through fourth (or fifth, for students who stop out and/or complete fewer than 30 credits annually) years of study, respectively. This aligns with the average retention/persistence rates in the College of Visual and Performing Arts.
ESTIMATED REVENUE	
Tuition Generated	The budget uses the resident full-time tuition rate of $6,820 and out-of-state student full-time tuition rate of $10,230.
Instructional Support Fee	The budget uses the resident instructional support fee of $682.00 and out-of-state student instructional support fee of $511.20.
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	In Year 1, one temporary half-time faculty (Instructor, Step 1) would be hired. In Year 2, one tenure track full-time faculty (assistant professor, step 1) would be hired to replace the temporary half-time instructor. In Year 3, a second tenure track full-time faculty (assistant professor, step 1) would be hired.

Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	N/A
Learning Resources	Learning resources are allocated at $25,000 in Years 2-5 for the purchase of specialized software, library materials, etc.
Instructional Equipment	N/A
Facilities and/or modifications	In Year 4, one current classroom will be converted into a computer lab. The expense budgeted would be for computers, associated hardware, furniture, and necessary renovations to the space.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a $4,000 expense is calculated for each new full-time student.
Administrative Expense	The Administrative Expense is calculated at 20% of total revenue.
Other	N/A

Kutztown University of Pennsylvania
Bachelor of Fine Arts in Applied Digital Arts
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
In-State Full-Time Headcount Enrollment		15	13	17	26	19	40	21	44	23
Out-of-State Full-Time Headcount Enrollment		2	2	2	3	2	5	3	6	3
In-State Part-Time Headcount Enrollment										
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	510		1003.5		1497		2045.1		2179.2	
Estimated Revenue										
Tuition Generated	$122,760		$240,746		$358,050		$492,131		$552,250	
Instructional Support Fee	$11,594		$22,813		$34,032		$46,608		$52,125	
External Grants and Contracts										
Other										
Estimated Total Revenue	$134,354		$263,559		$392,082		$538,739		$604,375	

Estimated Expenses	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		$39,482.83		$84,259.05	$84,259.05	$84,259.05	$168,518.10		$168,518.10	
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)										
Learning Resources				$25,000		$25,000		$25,000		$25,000
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		$68,000		$76,000		$84,000		$96,000		$104,000
New Facilities and/or Modifications to existing facilities								$100,000		
Administrative Expense	$26,871		$52,712		$78,416		$107,748		$120,875	
Other										
Estimated Total Expenses	$134,354		$237,971		$355,934		$497,266		$418,393	
Estimated Financial Impact of New Program	$0		$25,588		$36,147		$41,473		$185,982	

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Master of Arts in Arts Administration Degree Program at Kutztown University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Kutztown University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Kutztown University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Master of Arts in Arts Administration Degree Program at Kutztown University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Kutztown University Council of Trustees, June 11, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF NEW DEGREE PROGRAM PROPOSAL
Master of Arts Degree in Arts Administration
Kutztown University of Pennsylvania
July 9, 2015

1) Brief Description of Program and Appropriateness to Mission

The Department of Art Education and Crafts at Kutztown University is proposing to create a Master of Arts in Arts Administration. Designed specifically for working professionals, the fully online Master of Arts in Arts Administration offers students the flexibility needed to balance work, school, and personal obligations. Graduates will possess the tools needed to work in an administrative capacity at a wide variety of arts and cultural organizations such as: museums, concert venues, foundations, galleries, symphony orchestras, and arts councils.

Coursework covers topics in Arts Administration: issues and trends, arts policy and legal issues, marketing and communications, fundraising, budgeting, organizational leadership, and grant writing. The need for a skilled workforce that is fluent in these topics is in increasing demand in the Commonwealth, surrounding region, and nationally.

The proposed Arts Administration program is unique within Pennsylvania's State System of Higher Education, as it focuses specifically on the administration of arts organizations. The program bridges the gap between aesthetic understanding, artistic creation, business, and managerial processes, preparing skilled graduates whose focus of study is on the delivery, dissemination, and preservation of arts and culture venues and activities. Approval of this program would allow Kutztown University's College of Visual and Performing Arts to expand upon its current offerings in Studio Art, Crafts, Communication Design, Art Education, Music, Communication Studies, and Electronic Media, all programs whose undergraduates may continue their education in a graduate level Arts Administration program. Graduates will possess the ability to administer an arts or culture organization within the nonprofit or governmental sectors.

The Arts Administration program supports Kutztown's Strategic Plan by expanding graduate enrollment. The curriculum builds on the strength of existent arts programs, and utilizes coursework from both the College of Visual and Performing Arts and the College of Business.

This new degree program, situated within the governance structure of a college that has a proven record of retaining and graduating students, will positively contribute to the university's graduate student continuation rate (71 percent) and the overall number of degrees conferred. The program has been developed to meet the standards of the National Association of Schools of Art and Design, and accreditation will be sought.

2) Need

"In business and social environments looking to take advantage of creative assets, the need for educated managers is increasing. Programs at the graduate level are preparing students to balance aesthetic understanding with specialized skills in generating income, managing boards, stimulating public engagement, and sustaining the mission and vision of organizations whose primary purpose is the delivery, presentation, and preservation of arts and culture", (*Association of Arts Administration Educators, Standards for Graduate Arts Administration Programs, 2014*).

A sampling of position titles includes: Executive Director, Operations Manager, Development Manager/Director, Administrative Director, Membership Coordinator, Media Director, General Manager, Artistic Director, Public Relations Manager, Facilities Manager, Director of Engagement and Community Education, and Community Arts Specialist.

The United States Bureau of Labor Statistics projects strong and continued national demand in occupation codes relevant to arts administration, particularly for meeting, convention, and event planners, which is "projected to grow 33 percent from 2012 to 2022, much faster than the average for all occupations," and also for fundraising managers, an area that is "expected to become increasingly important for organizations that depend heavily on donations, as state funding for these institutions has fallen. More nonprofit organizations are focusing on cultivating an online presence and are increasingly using social media for fundraising activities" (*Occupational Outlook Handbook*).

Pennsylvania displays a 29 percent increase in demand for meeting, convention, and event planners, or an annual average of 121 jobs, and an 8.6 percent increase in need for general and operations managers, or an annual average of 1,678 jobs, for 2012-22. New York City, a location where many arts and culture activities occur, is expected to see a 2.8 percent increase in general and operations managers (3,790 annual jobs), a 7.1 percent increase in meeting, convention, and event planners (430 jobs), and a 3.4 percent increase in public relations and fund raising managers (22 jobs). Furthermore, as a broad based field, additional employment opportunities for skilled arts administrators will exist in other categories not specifically listed.

3) **Academic Integrity**
This program will equip arts administrators with a broad knowledge base in the essential skills necessary for managing a variety of arts and culture entities. Graduates will be effective information consumers, possessing the knowledge necessary to adapt to changing demands and the skills to continue learning throughout their careers. Throughout their coursework, students will learn to use ethical managerial principles to interact with a wide array of patrons, practitioners, government entities, and revenue generators. They will analyze, research, describe, and design processes and structures to ensure viability of arts and culture entities enjoyed by people in every facet of society.

This proposed program is comprised of 30 credits of coursework that covers essential arts administration systems, processes, knowledge, and skills: leadership, marketing, fundraising, civic engagement, research applications, ethical, and legal issues. Two elective courses permit students to add depth in an area, or expand breadth in arts administration or complementary fields. This graduate degree incorporates the National Association of Schools of Art and Design curricular standards that require a broad knowledge base in the field of study. The curriculum is in alignment with related State System Board of Governors policies.

4) **Coordination/Cooperation/Partnerships**
The Arts Administration program is inter-departmental and will be administered through the Department of Art Education and Crafts. The College of Business will contribute two courses, and students may pursue elective courses offered by any graduate program. Of particular interest may be courses in the departments of Music, Education, Business, and Communication Design, to name a few. The departments of Music and Fine Arts, as well as two other universities, have written letters of support for the program, as arts administration is a career field for many of their graduates.

The Arts Administration program will expand existing partnerships outside of the university through elective internships, field experiences, recruitment, and community outreach activities.

5) Assessment

The Arts Administration program will be assessed in the same manner as the other programs in the College of Visual and Performing Arts that are accredited through the National Association of Schools of Art and Design, whose standards cover a wide array of institutional and departmental criteria, including resource sufficiency, curriculum quality, and faculty preparation. Systematic assessment and continuous improvement are integral to the success of any National Association of Schools of Art and Design accredited institution, and the Arts Administration program has a set of goals and objectives and an assessment plan that measures the degree to which the program meets its goals. Students' academic progress is measured throughout their tenure in the program in a variety of ways, including benchmark assessment, course assessment, summative reflection, graduate capability assessment, and external feedback. These assessment sources provide valuable data about the quality of each of the courses, the overall development of the students, and the curricular structure. Taken together, this information helps measure the quality of the program as a whole and identifies areas where improvement might be needed. Assessment data are collected from various sources throughout the year, and an interdepartmental assessment committee annually reviews the overall assessment criteria and results. This information is shared with departments contributing coursework in order to facilitate discussion and implementation of changes.

6) Resource Sufficiency

The faculty in the Department of Art Education and Crafts and the College of Business have the expertise to support the Arts Administration program. With the approval of the proposed program, the university would add one new tenure track faculty member to directly support the Arts Administration program. The projected start date of the new hire would be fall 2019. Prior to this time, part-time temporary arts administration faculty would be hired. The Arts Administration program would be delivered entirely online. The Director of Distance Education has been consulted in the development of the program, and will serve as a resource throughout the program's implementation and delivery.

Prepared by: Dr. Anne Zayaitz, Acting Provost and Vice President for Academic and Student Affairs
Implementation Date: Fall 2016
Date Approved by Council of Trustees: June 11, 2015

Kutztown University of Pennsylvania
Master of Arts in Arts Administration
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Tuition and fees generated by five resident and two out-of-state headcount students (initial year), increase over five years to 11 resident and 5 out-of-state students per year. A mixture of full and part-time students is anticipated, as the program is marketed to working adults who have varied amounts of time to devote to graduate studies (from one course per semester to full-time status). By Year 5, 32 students are expected to be enrolled in the program annually. Kutztown University's average graduate student retention/persistence rate of 71% was used in the calculations. As a 30-credit program, full-time students are expected to enroll in 18 credits during their first year of study and 12 credits during their second year of study. This anticipated enrollment pattern has been used in the development of the budget sheet.
ESTIMATED REVENUE	
Tuition Generated	The budget uses the resident per credit tuition rate of $454 and out-of-state student per credit tuition rate of $681.
Instructional Support Fee	The budget uses the resident per credit instructional support fee of $45.40 and out-of-state student per credit instructional support fee of $68.10.
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	One quarter time temporary faculty (instructor, step 1) will be hired for Year 1. This position will be replaced by one half-time temporary faculty (instructor, step 1) who will be hired for Years 2-3. This position will be replaced by one full-time tenure track faculty (assistant professor, Step 1) in Year 4.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistances, etc.)	One graduate assistant would be requested. The cost is calculated at $7,500 (stipend) and $8,172 (tuition waiver).
Learning Resources	Learning resources are allocated at $500 in Years 1 and 2 for purchase of materials for Rohrbach Library.

Instructional Equipment	N/A
Facilities and/or modifications	No new facilities or modifications to existing facilities are anticipated.
Administrative Expense	The administrative expense is calculated at 20% of total revenue.
Other	N/A

Kutztown University of Pennsylvania
Master of Arts in Arts Administration
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment		2	1	3	2	3	2	4	3	4
Out-of-State Full-Time Headcount Enrollment		1	1	1	1	1	1	2	1	2
In-State Part-Time Headcount Enrollment		3	2	4	4	5	7	6	8	7
Out-of-State Part-Time Headcount Enrollment		1	1	2	2	2	3	3	4	3
Projected Annual Credits Generated	90		177.12		225.57		299.32		344.83	

Estimated Revenue										
Tuition Generated	$46,989		$91,969		$116,445		$157,334		$181,621	
Instructional Support Fee	$4,699		$9,197		$11,644		$15,733		$18,162	
External Grants and Contracts										
Other										
Estimated Total Revenue	$51,688		$101,166		$128,089		$173,067		$199,783	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty		$12,543		$39,769	$39,769			$84,259	$84,259	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		$15,672	$15,672		$15,672		$15,672		$15,672	
Learning Resources		$500		$500						
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense		$10,338		$20,233		$25,618		$34,613		$39,957
Other										
Estimated Total Expenses	$49,390		$96,407		$106,677		$169,158		$179,844	

| **Estimated Financial Impact of New Program** | $2,298 | | $4,759 | | $21,412 | | $3,909 | | $19,939 | |

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of Master of Education in Music Education Degree Program at Kutztown University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Kutztown University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Kutztown University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Master of Education in Music Education Degree Program at Kutztown University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Kutztown University Council of Trustees, June 11, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF NEW DEGREE PROGRAM PROPOSAL
Master of Education in Music Education
Kutztown University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
The Department of Music at Kutztown University is proposing to create a Master of Education in Music Education. Designed specifically for working professionals, the fully online Master of Education in Music Education offers students the flexibility needed to balance work, school, and personal obligations. Graduates will possess the tools needed to work as advanced practitioners and leaders of music education in K-12 schools, as well as in after-school programs, community music centers, arts venues, private music studios, and in higher education. Coursework covers topics in music education issues and trends, learning processes, instructional design, research applications, musical analysis, and musicology. The need for a skilled workforce that is fluent in these topics is in increasing demand in the Commonwealth of Pennsylvania, surrounding region, and nationally.
The proposed music education program is unique within Pennsylvania's State System of Higher Education through the fully online structure, which allows practicing music educators to continue their careers while working toward an advanced degree. It will also afford students from a wider geographic reach, potentially including international students, an opportunity to enroll in this program. Furthermore, this program would offer an option to complete the master's plus instructional certification with a campus residency for a student who holds an undergraduate degree in another area of music to become a licensed music teacher. This cost-effective and accessible program will ensure that teachers from across the Commonwealth have access to the depth and breadth of instruction needed to attain or continue their professional certification, scholarly, and creative endeavors.

The Master of Education in Music Education supports Kutztown University's strategic plan by expanding graduate enrollment. The curriculum builds on the strength of existent arts programs, and will attract students who are lifelong learners and who value the program's commitment to innovation in education. Faculty and students will work in tandem, facilitating a nurturing environment that promotes an exchange of ideas and the development of original scholarly work. This new degree program, situated within the governance structure of a college that has a proven record of retaining and graduating students, will positively contribute to the university's graduate student continuation rate (71 percent) and the overall number of degrees conferred. The program has been developed to meet the standards of the National Association of Schools of Music and Pennsylvania Department of Education. Accreditation from the National Association of Schools of Music will be sought for this program.

2) **Need**
The Commonwealth of Pennsylvania requires each education program graduate who obtains a teaching position to complete 26 graduate credits within six years to earn a permanent (Instructional II) license. Many teachers elect to complete a full master's degree (30 graduate credits) to move to a higher step on the salary scale. The option to complete a master's degree plus instructional certification will enable practicing musicians to become licensed educators.

In addition to teaching at the secondary school level, graduates may elect to teach at the postsecondary level. A master's degree is typically required for faculty employment at the community college level, and it may be accepted for certain baccalaureate level faculty

positions. According to the U.S. Bureau of Labor Statistics, "Employment of postsecondary teachers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Growth is expected as enrollments at postsecondary institutions at all levels continue to rise." *US Bureau of Labor Statistics, Occupational Outlook Handbook, March 2015.*

Pennsylvania displays a 10.5 percent increase in demand for postsecondary arts teachers, or an annual average of 95 jobs, and a 6.1 percent increase in need for middle school teachers, or an annual average of 570 jobs, for 2012-22. New York City, a location where many music teachers are employed, describes the employment prospects as "very favorable" for musicians, singers, and teachers of the arts, middle school, and adult education programs, totaling 1,020 jobs annually for 2010-20. Furthermore, as a broad-based field, additional employment opportunities for advanced practitioners in music education will exist in other categories not specifically listed.

3) **Academic Integrity**
This program will equip music educators with an advanced knowledge base in the skills necessary for a lifelong practice of teaching music. Graduates will be effective information consumers, possessing the knowledge necessary to adapt to changing demands and the skills to continue learning throughout their careers. Students will reflect on changes in music pedagogy, develop a personal music education philosophy, articulate current developments in music education, analyze models of instructional and assessment design, and apply research. They will analyze, research, describe, and design music education processes and structures to ensure the viability of music education in grades K-12 and beyond.

This proposed program is comprised of 30 credits of coursework that covers current issues and trends in music education, learning processes, instructional design, research applications, musical analysis, and musicology. Three elective courses, including an optional thesis, permit students to add depth in an area, or expand breadth in music education or complementary fields. This graduate degree incorporates the National Association of Schools of Music and Pennsylvania Department of Education standards that require an advanced knowledge base in music education practices. The curriculum is in alignment with related State System Board of Governors policies.

4) **Coordination/Cooperation/Partnerships**
The music education program will be administered through the Department of Music. The Department of Art Education and Crafts will contribute one course (research methods), and students may pursue elective courses offered by any graduate program. Of particular interest may be courses in the departments of Education, Business, Computer Science, and Communication Design, to name a few. The music education program will expand existing partnerships outside of the university through field experiences, recruitment, and community outreach activities.

5) **Assessment**
The Master of Education in Music Education will be assessed in the same manner as the other programs in the College of Visual and Performing Arts that meet National Association of Schools of Music standards and adhere to Pennsylvania Department of Education requirements. These standards and requirements cover a wide array of institutional and departmental criteria, including resource sufficiency, curriculum quality, and faculty preparation. Systematic assessment and continuous improvement are integral to the success of any National Association of Schools of Music accredited institution, and the

music education program has a set of goals and objectives and an assessment plan that measures the degree to which the program meets its goals. Students' academic progress is measured throughout their tenure in the program in a variety of ways, including benchmark assessment, course assessment, summative reflection, graduate capability assessment, and external feedback. These assessment sources provide valuable data about the quality of each of the courses, the overall development of the students, and the curricular structure. Taken together, this information helps measure the quality of the program as a whole and identifies areas where improvement may be needed.

Assessment data are collected from various sources throughout the year, and a departmental assessment committee annually reviews the overall assessment criteria and results. This information is shared with departments contributing coursework in order to facilitate discussion and implementation of changes.

6) Resource Sufficiency

The faculty in the Department of Music has the expertise to support the Master of Education in Music Education. With the approval of the proposed program, one additional part-time faculty member would be needed. Funding would be allocated from the temporary faculty budget or reallocated from the Department of Music, based on enrollment. The projected start date of the part-time faculty member would be fall 2016.

The music education program would be delivered entirely online. The Director of Distance Education has been consulted in the development of the program, and will serve as a resource throughout the program's implementation and delivery.

Prepared by: Dr. Anne Zayaitz, Acting Provost and Vice President for Academic and Student Affairs
Implementation Date: Fall 2016
Date Approved by Council of Trustees: June 11, 2015

Kutztown University of Pennsylvania
Master of Education in Music Education
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Tuition and fees generated by the equivalent of six resident and one out-of-state headcount students (initial year), increasing over the initial five years of the program to 17 resident and three out-of-state students per year. A mixture of full- and part-time students is anticipated, as the program is marketed to working adults who have varied amounts of time to devote to graduate studies (from one course per semester to full-time status). By Year 5, 20 students are expected to be enrolled in the program annually. Kutztown University's average graduate student retention/persistence rate of 71% was used in the calculations, and the headcount for returning students was rounded to the nearest whole number.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses approved tuition rate for each year of the 5 year budget projection. Resident tuition is $454 per credit and out of state student's tuition is $681 per credit. It is expected that full time students will take 18 credits in the first year of study and 12 credits in the second year of study. Part-time students are expected to take nine credits per year for three years and three credits for one year. Tuition and fees generated were calculated based on credits generated using the 71% retention/persistence rate and anticipated completion times, not on the whole number rounded headcount.
Instructional Support Fee	The budget uses the resident instructional support fee of $45.40 per credit and out of state students' instructional support fee of $68.10 per credit.
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	The projected budget deficit in Year 1 will be offset by the use of reserves of the College of Visual and Performing Arts or the Division of Academic and Student Affairs.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	One quarter time faculty (Instructor, Step 1) will be hired in Years 1-5. This person will teach courses in the undergraduate or graduate music programs, as current music faculty may shift their course loads to teach graduate courses.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistances, etc.)	One graduate assistant would be requested. The cost is calculated at $7,500 (stipend) and $8,172 (tuition waiver).
Learning Resources	N/A. No additional learning resources are forecast. Most new library resources that would be needed for this program are available digitally, and are already provided by Rohrbach Library.
Instructional Equipment	N/A

Facilities and/or modifications	N/A. No new facilities or modifications to existing facilities are anticipated. Office space for the new faculty member will be designated as shared or private depending on office availability.
Administrative Expense	The administrative expense is calculated at 20% of total revenue.
Other	N/A

Kutztown University of Pennsylvania
Master of Education in Music Education
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
In-State Full-Time Headcount Enrollment		2	2	2	2	2	2	2	2	2
Out-of-State Full-Time Headcount Enrollment										
In-State Part-Time Headcount Enrollment		4	3	4	5	4	8	4	9	4
Out-of-State Part-Time Headcount Enrollment		1	1	1	1.5	1	2	1	2	1
Projected Annual Credits Generated	81		136.95		166.2		175.95		184.95	

Estimated Revenue										
Tuition Generated		$38,817		$65,669		$80,276		$85,145		$89,231
Instructional Support Fee		$3,882		$6,567		$8,028		$8,515		$8,923
External Grants and Contracts										
Other		$2,596								
Estimated Total Revenue	$45,295		$72,236		$88,304		$93,660		$98,154	

Estimated Expenses	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
Salaries and benefits - Faculty		$12,543	$12,543		$12,543		$12,543		$12,543	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		$15,672	$15,672		$15,672		$15,672		$15,672	
Learning Resources										
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense		$8,540		$14,447		$17,661		$18,732		$19,631
Other										
Estimated Total Expenses	$45,295		$57,109		$63,537		$65,679		$67,477	

| **Estimated Financial Impact of New Program** | $0 | | $15,127 | | $24,767 | | $27,981 | | $30,677 | |

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Master of Science in Actuarial Science Degree Program at Lock Haven University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Lock Haven University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Lock Haven University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Master of Science in Actuarial Science Degree Program at Lock Haven University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Lock Haven University Council of Trustees, May 8, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Master of Science in Actuarial Science
Lock Haven University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
   The Department of Mathematics at Lock Haven University of Pennsylvania proposes a Master of Science degree in Actuarial Science, which has been developed following Professional Science Master's procedures and standards. We anticipate earning a Professional Sciences affiliation from the National Professional Sciences Master's Association before the Fall Semester 2016 rollout. To gain this designation requires an application process, which we are seeking simultaneously with the approval of this program from Pennsylvania's State System of Higher Education's Board of Governors. Additionally, we are aligning our curricula with standards set forth by the Society of Actuaries so that students can earn Validation by Education Experience credits. Once completely approved and receiving the Professional Science Masters designation, this will be the only fully online program leading to a Professional Sciences Master's degree in Actuarial Science in the nation.

   An online graduate curriculum leading to a Professional Science Master's degree in Actuarial Science fills a growing need for professional actuaries in business and government sectors. This proposed graduate program is entirely consistent with State System's mission, strategic plan 2020, and strategic initiatives "*to be among the nation's leading systems of public universities, recognized for (1) excellence, relevance, and value in education; and (2) responsiveness to regional, state, and national needs through its programs, service, scholarship, and research.*" In particular, because the proposed program is to be delivered in an online format it will "*provide greater flexibility in how, when, and where students learn.*" It also will allow the State System to address the need to "*adapt to an ever-changing student population,*" that is, *"more diverse in terms of age, race, ethnicity, and socioeconomic background."* Additionally*, "students' expectations for how, where, and when they learn—coupled with a demand for education built around technology creates complex challenges for universities.*" Moreover, the online nature of the proposed graduate program in actuarial science will address the State System's strategic plan goal to "*enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.*"

   Because the program will prepare graduates for "life, career, and the responsibilities of citizenship" through its coursework and fieldwork, the proposed program will "*align academic programs with real workforce and personal growth."* Because of the nature of delivery of the program, along with collaboration opportunities with industry and the State System, the approval of the program will afford the opportunity "*to develop, deliver, and realign programs and services to meet the unique needs of their students and regions, as well as ensuring [sic] the optimum use of resources across the State System.*" Doing so, will provide "*students, parents, and the Commonwealth with what they want: quality in academic programs and the assurance that the knowledge and skills learned will be connected to career and community.*"

   Lock Haven University already offers a Bachelor of Science in Mathematics with an Actuarial Science track, so we are in a position to move forward to offer a graduate degree. The proposed Master of Science degree at Lock Haven University has further relevance to our mission and strategic plan (adopted 2011-2015).

The proposed program directly addresses the overall mission by offering a "*special emphasis on professional programs and real-world experiences.*" Moreover, the proposed program will certainly ensure that "*students are challenged to develop their minds and skills in order to be responsible citizens and to succeed in a global and technologically advanced society.*"

Most notably, this program proposal supports the State System's Professional Science Master's Initiative. In 2010, the Board of Governors' approved the Professional Science Master's as a new degree designation, and the State System received a grant from the Sloan Foundation. In 2012, the State System was invited to coordinate the national Professional Science Master's Systems Network. The goals for State System's 2013 Professional Science Master's initiative are to

1) continue to collaborate with the State System Foundation to build a State System Science Initiatives Advisory Board to broaden and deepen support;
2) plan for sustainability of the State System Professional Science Master's Workgroup to guide future directions, and
3) increase communications and the State System's Professional Science Master's Initiative to multiple audiences, including prospective students, business and industry, legislators, and the public.

2) Need
Once approved, this will be the only fully online Professional Science Master's degree in Actuarial Science in the nation (and one of only three Professional Science Master's programs in Actuarial Science across the country). While it is possible to enter the actuarial profession with a bachelor's degree, the Professional Science Master's is specifically designed to help students acquire the knowledge and skills they will need to pass additional professional exams, gain valuable experience, earn professional credits, and accelerate their careers. Students from Lock Haven University and other State System institutions will have access to a 3+2 program where undergraduates will complete three years, majoring in mathematics or an approved related field, and then apply to be enrolled in this program for the final two years (with reverse transfer).

In Pennsylvania, job opportunities for professional actuaries are expected to increase as managed health care plans continue to grow. Additionally, employment growth should be strong in the property and casualty insurance sector, which employs some 50.1 percent of actuaries (source: Labor Market Statistics, Occupational Employment Projections Unit). Consulting actuaries (currently 5.5 percent of employed actuaries in Pennsylvania) will be in demand because investment firms and large corporations are expected to continue contracting out their actuarial needs.

According to the Bureau of Labor Statistics Occupational Outlook Handbook (2012), there were approximately 24,300 employed actuaries in 2012, earning a median annual salary of $93,680. Employment of actuaries is expected to grow much faster than the average for all other occupations (26 percent or 6,300 actuarial jobs by 2022). Moreover, this source states that 69 percent of actuaries are employed in the insurance industry; 17 percent in professional, scientific and technical services; 6 percent in management of companies and enterprises; 3 percent in funds, trusts and other financial vehicles; and 3 percent in government. Moreover, 2010 United States Census data suggests that actuarial science has a zero percent unemployment rate in the U.S.

3) **Academic Integrity**

The proposed online program in actuarial science will teach students how to provide assessments of financial securities systems with a focus on their mechanisms and complexity from the economics and finance standpoint and the corresponding governing mathematics. This graduate degree in actuarial science is designed to be delivered in an online format and will require two years to complete. It will require 30 credit hours of coursework, consisting of 18 actuarial science credits, nine professional skills credits, and three internship/capstone project credits. As many students are likely to be working professionals, the curriculum has been designed to minimize work conflicts through delivery of two seven-week courses per semester, and one full-semester course per semester. This degree will prepare graduates to pass professional actuarial exams sponsored by the Casualty Actuarial Society and Society of Actuaries plus obtain Validation of Educational Experience credits. The curriculum is in alignment with related State System Board of Governors policies.

4) **Collaboration/Coordination/Partnerships**

The expertise to deliver the math and business courses will reside within the Mathematics and Business Administration programs, respectively, at Lock Haven University and course descriptions have been developed internally with advice from an Advisory Board. The Advisory Board serves as a means of providing industry feedback and curricular advice, as well as providing internship opportunities for enrolled students. We also are in the process of developing 3+2 articulation agreements (with reverse transfer) and partnerships with several other State System institutions (e.g. Bloomsburg, Kutztown, and Shippensburg universities). Additionally, since Professional Sciences Master's degree programs are professionally focused, we will continue to work with an advisory board comprising members from the field.

5) **Assessment**

The proposed master's degree in Actuarial Science has been developed to meet the standards for a Professional Science Master's degree following the National Professional Science Master's Association criteria for affiliating programs. In addition to the affiliation process, we will follow the Program Review and Outcomes Assessment Board of Governors' Policy 1997-01, *Assessing Student Learning Outcomes* processes to evaluate goals and to improve the program annually. Assessment of student learning will ensure continuous quality improvement. The regular review of the student learning outcomes will be based on a plan to measure all learning goals and include insight from participating faculty, the advisory board, current students, graduates of the program, and employers. Evidence of assessment of student learning will be submitted to the university wide assessment of Student Learning Committee on a yearly basis. In addition to this, the program coordinator will file an annual report, which will be submitted to the dean, provost, and president of Lock Haven University. Lastly, the program will complete the State System's periodic review and Professional Science Master's degree affiliation every five years.

6) **Resource Sufficiency**

It is anticipated that no significant startup costs will be necessary for this program other than a $1,500 affiliation fee and $2,000 National Professional Science Master's Association (NPSMA) membership fee. While the proposed program requires new graduate courses, it will not require the addition of new faculty members, facilities, equipment, or additional financial resources. Existing technical support shall be utilized to provide assistance in online course development and maintenance through the Desire2Learn platform.

Prepared by: Dr. Richard Mikula, Ph.D., Associate Professor, Department of Mathematics
Implementation date: Fall 2016
Date Approved by Council of Trustees: May 8, 2015

Lock Haven University of Pennsylvania
Master of Science in Actuarial Science
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The headcount enrollment assumes a conservative year 1 projection of 15 students (73% in-state residents and 27% out-of-state residents). The capacity of the program is assumed to be 43 students with retention assumed to be 75-80%. This figure is supported by data (table 9 given below) from the last four years (2010-2013) that shows an average retention rate of 84%.This enrollment will be maintained at capacity through additional admissions of qualified students. Only revenue for new students and existing are reflected in this budget. *New students* (new to the university) and continuing *new students* (existing) are reflected in this budget. *Existing students* in years 2-5 are defined as continuing *new students*.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses the approved tuition rate for each year of the 5-year budget projection. We do not anticipate tuition rate increases in this projected budget.
Instructional Support Fee	We used the currently approved instructional support fee for each year of the 5-year budget projection. This excludes technology tuition fee revenue.
Additional Program Generated Revenue	None
External Grants & Contracts	None
Other	None
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	The budget spreadsheet models faculty salaries and benefits using the current rate for an associate professor, step 7. In year 1 of the program, .75 faculty FTE will be needed to cover all courses. In years 2-5, 1.25 faculty FTE will be needed. Additionally, 1 hour of overload is budgeted for the faculty coordinator of this program. Existing faculty will be utilized.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	Year 1-5 shows existing staff (a clerk typist 2, step 18) providing part time (10%) administrative support.
Learning Resources	None
Instructional Equipment	None
Facilities and/or modifications	$0, no additional facilities or modifications of existing facilities is anticipated.
Administrative Expense	Assumes 20% of the tuition and instructional support fee is added for administrative expenses.
Other	$1,500 Professional Science Master's affiliation fee in year 1 plus $2000 National Professional Science Master's Association annual membership fee

Lock Haven University of Pennsylvania
Master of Science in Actuarial Science
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment		11	9	12	10	15	12	16	13	16
Out-of-State Full-Time Headcount Enrollment		4	3	6	5	5	4	8	6	8
In-State Part-Time Headcount Enrollment										
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	270		468		540		624		660	

Estimated Revenue	Year 1		Year 2		Year 3		Year 4		Year 5	
Tuition Generated		$138,924	$245,160		$279,210		$326,880		$348,672	
Instructional Support Fee		$20,839		$36,774		$41,882		$49,032		$52,301
External Grants and Contracts										
Other										
Estimated Total Revenue	$159,763		$281,934		$321,092		$375,912		$400,973	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	$98,195		$161,659		$161,659		$161,659		$161,659	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	$8,380		$9,880		$10,380		$10,880		$11,180	
Learning Resources										
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense		$31,953		$56,387		$64,218		$75,182		$80,195
Other	$3,500		$2,000		$2,000		$2,000		$2,000	
Estimated Total Expenses	$142,028		$229,926		$238,257		$249,721		$255,034	

Estimated Financial Impact of New Program	Year 1	Year 2	Year 3	Year 4	Year 5
	$17,735	$52,008	$82,834	$126,191	$145,939

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Bachelor of Design in Interactive and Graphic Design Degree Program at Millersville University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Millersville University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Bachelor of Design in Interactive and Graphic Design Degree Program at Millersville University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Millersville University Council of Trustees, June 17 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Design in Interactive and Graphic Design
Millersville University
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
The Department of Art and Design at Millersville University of Pennsylvania is proposing a new degree, a Bachelor of Design (B.Des.), and a new major in Interactive and Graphic Design. This degree and major aim to provide students credentials that more accurately reflect their educational experiences as they have evolved in our existing Interactive and Graphic Design curriculum. All of the courses within the proposed major were developed over the last few years and are being taught regularly. This proposal represents a repositioning of these offerings under a more appropriate degree title and major. Ultimately the new degree will more clearly communicate to all constituents, especially employers, what is offered within the program and what professional skills are being acquired by our graduates.

The new identity of our Interactive and Graphic Design curriculum with the B.Des. degree clearly identifies the program with 21st century design education. The courses being offered at Millersville University include experience design, kinetic design, web design, basic coding, interactive design, and traditional graphic design. As currently configured, our curriculum is not easily identified by the greater public since this coursework is subsumed within a Bachelor of Arts (B.A.) degree. The use of the B.Des. better reflects pervasive academic research interests, professional field demands, and the recommendation standards from both the American Institute of Graphic Artists (the professional organization for design) and the National Association of Schools of Art and Design (the accrediting body for art and design). Furthermore, it provides a structural reinforcement of current university and State System goals.

The B.Des. degree has become prevalent around the globe over the last several years, and American colleges and universities are beginning to use the designation to more accurately reflect the learning content and subsequent skills of graduates. The National Association of Schools of Art and Design approves and recognizes this degree and will evaluate the program under this new title as a "professional degree." With the proposed course structure, this program meets the "professional degree" standards of rigor and content for the B.Des. degree as articulated in the curricular guidelines of our accrediting agency.

The Millersville University strategic plan states: Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities. The Bachelor of Design in Interactive and Graphic Design comprehensively fulfills the Millersville University mission. The course structure is diverse in its offerings while providing dynamic academic rigor and is cutting edge in terms of concept and technology. Classroom experiences foster personal and intellectual growth at all levels of the curriculum, while providing a solid foundation for entry into the workforce. Coursework throughout the degree will utilize experiential and innovative strategies that enhance student learning. This learner-focused environment contributes to student success, and the opportunities provided beyond the classroom are extensive and tested and will continue to benefit our greater community.

As an academic discipline, interactive and graphic design has consistently been successful in providing students with a solid foundation with which to start their careers. Our alumni have found employment in diverse associated fields shortly after graduation. Graduates are employed throughout interactive design, web design, corporate communications, digital illustration, mass media design, advertising, public relations, marketing, digital publishing, audio-visual publishing, animation, branding, storytelling, creativity, physical computing design, print design, and digital packaging design, to name a few. Additionally, many alumni over time have followed the common design path of entrepreneurship, opening their own firms or acting as consultants and contractors.

2) **Need**

Establishing a B.Des. in Interactive and Graphic Design addresses competencies called for in "Designer of 2015 Competencies" published by the American Institute of Graphic Arts. Students graduating with a Bachelor of Fine Arts or a Bachelor of Arts in Art address some of these components, but not with the same level of depth or rigor. Designer competencies (taken from the American Institute of Graphic Arts report: *The Designer of 2015*) state that, "In order to fulfill the expectations placed upon designers in the future, they will need to employ a set of skills that includes some beyond today's typical scope. No single designer is likely to have all the skills required, yet this research revealed the range of competencies that a studio or design department, among its full complement of staff, will need in order to meet the demands of the future. These competencies uncover the challenges for educational institutions, in developing curricula, and for studios, in recruiting their teams."

This strategic initiative includes the goal of aligning academic programs at all levels with the Commonwealth's strategic needs. The Governor's proposed 2015-16 budget and JOBSFirstPA initiative articulate the need to better support and meet the needs of jobseekers, businesses, and the community. The proposed B.Des. in Interactive and Graphic Design prepares students to enter and succeed in the workforce. Additionally these graduates will be capable of creating the industries of tomorrow that will support future success and economic growth across the Commonwealth. The workforce of central Pennsylvania, the United States, and abroad demands the use of creativity, design thinking, and technology to sustain vital economic innovation. According to the professional organization's confidence index survey, the current conditions within the design economy are positive and are growing [http://www.aiga.org/confidence-index/]. With the B.Des. in Interactive and Graphic Design, design students are able to focus on skills and courses that are viable in the marketplace and develop an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, corporate design, time-based media, and interactive media.

3) **Academic Integrity**

The primary goal of this new curriculum is to allow the Interactive and Graphic Design program at Millersville University to catch up on paper to what is already happening in the classroom and being demanded by academic and professional realities:

- educating a new kind of designer, one with 21st century design skills along with a much broader perspective on new technology and problem solving;
- preparing students with the tools to develop the competencies needed to execute what is being demanded in the marketplace; and
- developing students' ability to identify and express compelling values in personal ideas and qualities within the field of design.

The curriculum is in alignment with related State System Board of Governors policies.

4) Coordination/Cooperation/Partnerships
Collaboration outside of Millersville University was not sought because the program requires extensive face-to-face learning for optimal success.

Currently the Department of Art and Design is offering all of the classes needed to fulfill requirements of the B.Des. Since 2008 the mission of the Software Productization Center at Millersville University has been to provide emerging technology-focused entrepreneurs within the Central Pennsylvania region with assistance in advancing software products from concept to marketable product. The center accomplishes this mission utilizing faculty expertise, the assistance of student workers from various departments (Art and Design, Computer Science and Communication), and support from community business leaders and technology experts. As of fall 2013, the Software Productization Center is now a three-credit class that is cross listed between Art and Design and Computer Science and is offered every fall.

5) Assessment
Each of the students admitted to the Department of Art and Design is required to submit a portfolio for admission. During the semester in which a student anticipates completing 60-75 semester hours, a second portfolio review and evaluation must be approved by the Art Department portfolio review committee for continuance in the B.Des. in Interactive and Graphic Design program. Along with completion of ART 493: Portfolio, a public, externally reviewed senior exhibition, professional portfolio, and images of the student's Interactive and Graphic Design are graduation requirements. An exit interview and survey will be part of the feedback loop in which the program will be evaluated.

Assessments will be integrated into the implementation plan to build a reflective continuous improvement cycle. Within each course, formative and summative assessments will be used to ensure that students are given multiple opportunities to document that learning outcomes are successfully achieved. The goal is to give students the ability to learn 21st century design thinking and technology skills they will need to succeed within the profession.

Students will also be expected to develop ethical orientations to make informed decisions, create strategies, practice leadership, and build relationships. Another assessment comes as part of their culminating capstone experience, where students will create and present a senior portfolio to design professionals within the field. Program-based assessments will include an employer based evaluation of students who are taking part in internship or practicum experiences and exit alumni survey of students who recently completed the major and are now in the workforce.

Evaluation of the success of this degree program will not be different from the current evaluation of the success of any existing program. In that regard the success of graduates is easily measured because the program is a professional one with well-defined career paths and graduate studies options. Fundamentally, the success of the new degree will be evaluated as it has been to date: by the majors it attracts and the quality of the students and graduates we produce as measured by their success in their coop/internship assignments and professional positions after graduation.

Continual evaluation of student evaluations, departmental review, National Association of Schools of Art and Design review, portfolio materials, student exit interviews, and surveys will be utilized to improve the program and maintain high quality standards that meet industry needs.

6) Resource Sufficiency
Currently there are 2.5 faculty members dedicated to the graphic design area within the Department of Art and Design.

The course structure being proposed within the B.Des. in Interactive and Graphic Design exists already under the umbrella of the B.A. in Art. No additional resources are being requested with this new degree program. The degree simply offers a clearer message to the consumer. Additionally, we are provided staff support from the Office of Instructional Technology on campus along with student staff for open lab hours. We do not anticipate any changes in this area. Software is updated through student technology funds on a regular basis and we are now employing Adobe Creative Cloud in the two existing computer labs within the Art and Design Department. Creative Cloud is updated routinely and the university has an account with Adobe for this software, which is available elsewhere on campus as well. For the past 22 plus years the Interactive and Graphic Design area has been substantially funded and supported by the university in terms of facilities, faculty, hardware and software, and technological support. Furthermore, a second computer lab was added to the building in January 2014 to accommodate the needs of all of the students in the department. This second lab allows for greater student access to the facilities to foster growth in the learning process.

Prepared by: Dr. Jeff Adams, Associate Provost for Academic Administration
Implementation date: August 24, 2015
Date approved by Council of Trustees: June 17, 2015

Millersville University of Pennsylvania
Bachelor of Design in Interactive and Graphic Design
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The majority of students anticipated to graduate in this major will come from existing student populations, largely from the B.A. program, and therefore are not represented in the budget projection. Projections are based on a modest growth of 10 in the overall student population, which is accomplished by adding three new students each year following year 1 (with average attrition rates.). Although some out-of-state students might be added, projections are based on in-state enrollments only.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses the approved tuition rate for each year of the five-year budget projection. Do not anticipate tuition rate increases in the projected budget.
Instructional Support Fee	Use the currently approved instructional support fee for each year of the five-year budget projection. Exclude technology tuition fee revenue.
Additional Program Generated Revenue	Not applicable.
External Grants & Contracts	Not applicable.
Other	None needed.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Faculty salaries are based on need to add sections of some courses due to increased enrollment. Forecast is based on need to add two additional sections starting in year 3 and 2 more in year 4, which will be maintained beyond that. Salaries are based on assistant step I for adjunct faculty.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	None
Learning Resources	

Instructional Equipment	$3,000/year has been included to anticipate increased licensing expenses beginning in year 3.
Facilities and/or modifications	None required to support program. Recent renovations and technology investments as well as current levels of annual funding will support program needs.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a $4,000 expense is calculated each new full-time student. For each new part-time student, a $2,000 expense is included in the calculations.
Administrative Expense	When calculating the 'administrative expense', ONLY 'tuition generated' and 'instructional support fee' are included, i.e., only 20% of the tuition, instructional support fee, and additional program generated revenue is added to the expenses. The administrative expense is charged annually for existing and new students. The cells in the spreadsheet will calculate this expense.
Other	

Millersville University of Pennsylvania
Bachelor of Design in Interactive and Graphic Design
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	5	0	5	3	7	3	9	3	10	3
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	150		240		300		360		390	

Estimated Revenue										
Tuition Generated	$42,150		$67,440		$84,300		$101,160		$109,590	
Instructional Support Fee	$3,600		$5,760		$7,200		$8,640		$9,360	
External Grants and Contracts										
Other										
Estimated Total Revenue	$45,750		$73,200		$91,500		$109,800		$118,950	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)						$20,397	$20,397	$20,397	$40,794	
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)										
Learning Resources										
Instructional Equipment		$0		$3,000		$3,000	$3,000		$3,000	
Impact to additional non-major course sections (e.g. General Education)		$0		$12,000		$12,000		$12,000		$12,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$9,150		$14,640		$18,300		$21,960		$23,790	
Other										
Estimated Total Expenses	$9,150		$29,640		$53,697		$77,754		$79,584	

| Estimated Financial Impact of New Program | $36,600 | | $43,560 | | $37,803 | | $32,046 | | $39,366 | |

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Master of Education in Assessment, Curriculum, and Teaching Degree Program at Millersville University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Millersville University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Master of Education in Assessment, Curriculum, and Teaching Degree Program at Millersville University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Millersville University Council of Trustees, June 10, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

Executive Summary of Degree Proposal
Master of Education in Assessment, Curriculum, and Teaching
Millersville University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
Millersville University of Pennsylvania is pleased to present this proposal for a Master of Education degree in Assessment, Curriculum, and Teaching. We propose two concentrations, one in online teaching and one in Science, Technology, Engineering and Mathematics (STEM) education. Both concentrations will advance the effectiveness of teachers in these high-demand areas.

Millersville University's strategic plan, *Our Bold Path*, states that the institution will identify "workforce needs and prepare students to become career ready across and within disciplines." A fundamental feature of the State System's vision is to "align academic programs with real workforce and personal growth needs." Our proposed concentrations are in the areas of greatest workforce growth (online teaching) and greatest need for the preparation of K-12 students for the workforce of the future (STEM education). The program meets the goal to "provide greater flexibility in how, when, and where students learn" by offering courses in the program in distance learning format.

2) **Need**
The Master of Education in Assessment, Curriculum, and Teaching program reflects a growing need across the region and state for teachers proficient in emerging fields such as online teaching and STEM education. Both concentration areas encompass unique fields that the Pennsylvania Department of Education has recognized as "new and emerging areas where formal certification does not exist" (Pennsylvania Department of Education, 2014). According to the Pennsylvania Department of Education, STEM education and online teaching require additional training to improve "a teacher's skills in dealing with the complex classroom settings" (Pennsylvania Department of Education, 2014). According to the Pennsylvania Department of Labor and Industry, the number of K-12 teachers needed within 150 miles of Millersville University is expected to rise modestly by 2022, adding over 4,500 jobs to the region. Since the proposed master's program represents emergent areas not typically addressed in traditional teacher preparation programs, the potential market extends beyond those new teachers projected by the Department of Industry and Labor over the next decade. Essentially any of the 163,000 existing teachers that work in the region could be served by the new degree program.

The proposed degree program targets growth areas regionally and nationally. Looking first at the growth in online teaching, the Pennsylvania Department of Education found that in 2012-2013, there were over 34,500 students enrolled in one of the 14 Pennsylvania cyber schools, not counting cyber programs available at brick and mortar schools. Demand has prompted an additional six cyber schools to apply for a charter, which could drive enrollment to over 47,000 by 2018. In traditional school districts, online education is also growing. Examining regional and national trends, Kennedy and Archambault predict that "in 6 years, 10 percent of all high school classes will be offered online" (2012). Clearly, the growing enrollment of K-12 students online calls for more and better-prepared teachers. "In light of the increasing demand for virtual courses and the rapid expansion of schools to meet the demand, it is apparent that there will be a parallel need for teachers who are prepared to teach at a distance from their students" (Davis & Roblyer, 2010). In addition to the need for

more online teachers, there is also a need for more and better preparation of students in STEM areas.

In a 2010 speech, President Obama called for an increased focus in STEM education. "Leadership tomorrow depends on how we educate our students today, especially in science, technology, engineering and math." Examining the growth in STEM related careers over the next decade, there is a critical need for STEM trained teachers who can help educate and inspire students to enter STEM related fields. While the majority of secondary science and mathematics teachers possess dedicated undergraduate degrees in their content areas, most elementary teachers do not. The National Center for Science and Engineering Statistics reports that only a small percentage (4 percent and 5 percent respectively) of elementary school science and math teachers held a degree in a STEM-related field (National Center for Science and Engineering Statistics, 2014). This lack of STEM education preparation contributes to the "pipeline problem," with 50 percent of eighth graders losing interest in science, mathematics and technology and seeing the fields as "irrelevant to their education or future plans" (Murphy, 2011). By offering a dedicated STEM education focus, the degree program can help to provide professional development to thousands of teachers in Millersville's geographical area who work in STEM-related areas but who do not possess the academic background in the content.

3) **Academic Integrity**
In order to demonstrate knowledge and skills related to assessment, curriculum and teaching, students will be able to:
- demonstrate proficiency in the use of multimedia, Web 2.0, and current and emerging technologies for assessment, curriculum development, and instruction;
- examine innovative teaching methods to foster student learning for different modes of delivery (face-to-face, flipped, blended, and fully online);
- apply the phases of an instructional design model to the development of curriculum that is reflective of mode of delivery;
- create varied and targeted assessments that effectively measure student learning aligned to content standards and leveraging emergent instructional models; and
- develop methods of evaluating and improving curricular design through the use of student assessment data.

These outcomes are threaded throughout the program. For instance, the required core courses introduce the five outcomes and provide the foundation for further examination and exploration. EDFN 530 Instructional Technology, Design, and Assessment, builds skills in instructional design, using assessment for curricular development and revision with an emphasis on using emerging technologies. ACTE 630 focuses on technology skills such as the use of learning management software, screen casting, and Web 2.0 technologies for new modalities of teaching such as flipped, blended, and fully online teaching. The concentration courses build depth of understanding of these outcomes in specialized emerging fields on online teaching and STEM education. The six-credit capstone course requires candidates to demonstrate the program outcomes at an advanced level.

The coursework and outcomes of the degree program emphasize inquiry in the classroom and thus promote the connection between theory and practice. All students who enter this program must be full-time teachers or have Instructional 1 certification. In addition, all students must be able to make a commitment to field-based experiences in concentration and capstone courses. This is because many of the courses involve either major

assessments or course assessments that require candidates to use, analyze, and reflect upon theory they learn in university courses in terms of their own experiences with K-12 students in online and face-to-face learning environments.

Candidates applying for admission to this program will be advised of these program requirements. The structure of the two program concentrations offers different pathways for student learning. The STEM education concentration requires one course in Science Curriculum, Technology and Engineering, and Mathematics. In addition, there is an integrative STEM course that requires students to develop curriculum that integrates across STEM disciplines. The online teaching concentration offers a series of sequential courses that help build students' knowledge base in recognizing and meeting students' needs in online learning environments. Several courses in the online teaching concentration require field experiences where students apply the concepts from coursework in authentic online classroom situations. The curriculum in in alignment with related State System Board of Governors policies.

4) **Coordination/Cooperation/Partnerships**
This program will be offered through Millersville University. Millersville University has three unique assets that enable us to offer this program without other university partnerships. First, we have a strong group of faculty with the capacity to offer a high-quality program. Second, we have local partnerships, especially the Intermediate Unit 13 Consortium, that give us exceptionally strong school partners; and third, we have strong collaborations across the Millersville campus in delivering this program. Millersville is collaborating with Shippensburg, Kutztown, and West Chester universities on other programs. In particular, our collaboration with Shippensburg on our Educational Leadership doctoral program leverages Millersville University's expertise in emerging technology and online instruction.

Looking at the individual concentrations in the program, the STEM education concentration is truly a multidisciplinary effort. To develop the program, the Educational Foundations Department met with several other departments on campus to inform them of the nature of the program and to select/create appropriate courses. These departments included Mathematics, Applied Engineering, Safety and Technology, and Elementary Middle and Exception Education. Other departments provided guidance as the program moved through Millersville University's governance system

To develop the online teaching concentration, we held a series of on-campus roundtable discussions and presentations with local and state stakeholders. These events were designed to gather information to assess the need for a dedicated program in online teaching as well as to identify critical elements that needed to be included in coursework. The meetings proved invaluable and involved faculty members and administrators from across the university. From these meetings, we have developed strong local partnerships with local and statewide stakeholders involved in online education, including the Intermediate Unit 13 Consortium, Commonwealth Connections, and Pennsylvania Virtual Education. These partnerships will help to provide critical guidance and direction as the online teaching concentration begins.

5) **Assessment**
This program will fall under accreditation through the Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation of Teacher Education). The assessment plan includes plans for collection of data with an emphasis on outcome data of graduates. Key data that will inform the program:

- enrollment trends in programs;
- student learning outcomes from thesis / document study in ACTE 699;
- surveys of graduates and their employers; and
- tracking of employment outcomes and retention in related fields (online teaching and STEM education).

The program's graduate coordinator will provide the department and the department chair with summaries of program data early in the fall and spring semesters. The department will include analysis of this data, including recommendations for areas for improvement in regularly scheduled department meetings once each semester.

The department chair will include evaluation of the program, with goals and specific action plans, based on specific evidence of student learning, in the annual report. This information will also be shared with the dean of the School of Education and the dean of Graduate Studies each semester. To foster a program that is responsive to local needs, the data will also be shared with an advisory board made up of local STEM and online learning educators and school leaders.

To foster a comprehensive assessment plan, several features have been built into the proposed degree program. First, a capstone course has been included for both concentrations to synthesize the learning outcomes across all of the classes in the program. The capstone course will serve as the main conduit for supplying student-learning outcomes data to improve the program. Second, student data will be shared with the assessment committee and with the advisory boards for the respective concentrations. This process will insure the cohesiveness of the entire program and help to inform the design and evolution of the individual concentrations.

6) **Resource Sufficiency**
The current School of Education building, Stayer Hall, is a complete renovation and expansion of an existing structure and was designed to meet the technological needs of today's students and to prepare for an updated curriculum. This state-of-the-art facility offers classrooms that are well equipped with modern technologies to enhance instructional delivery. The building also has a collaboratory, an assistive technology laboratory, a children's literature library, and a digital learning studio that supports pedagogical innovations and collaborative projects between faculty and students using a variety of instructional technologies. Ample classroom and faculty space is available in Stayer Hall to meet the needs of the new program. In terms of library and technology resources, existing resources at the McNairy Library and through McNairy Library web resources are available for instruction and collaboration among master's students and program faculty. As an online program, students and faculty will use the State System's supported learning management system for course instruction and faculty student interaction. Faculty members are supported by an instruction design and support team within the Information Technology unit, and have ample professional development support from Academic Affairs, including a weeklong intensive training program and ongoing programs from the Center for Academic Excellence.

Existing faculty will be serving the needs of the proposed degree program in 2015-16. An additional faculty line will be searched after demonstration of sufficient enrollment during 2015-16 academic year to support the expected program growth and increased course delivery in 2016-17. The increases in faculty personnel costs are included in the proposed

budget. Millersville University's Office of the Provost will be supporting the 2015-16 costs to launch the program, which include direct marketing expenses and other anticipated costs to plan and implement the program for a Fall 2015 start.

Prepared by: Drs. John Ward, Oliver Dreon, and Victor DeSantis
Implementation date: Fall 2015
Date approved by Council of Trustees: June 10, 2015

Millersville University of Pennsylvania
Master of Education in Assessment, Curriculum, and Teaching
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	This master's program will be offered in cohorts that start each fall. The first cohort, starting in Fall 2015 is to start with 8 students. Subsequent cohorts will continue to grow until we reach the point of 21 new students per year by Year 5. The enrollment plan accounts for an appropriate level of completion at approximately 85-88%.
ESTIMATED REVENUE	
Tuition Generated	We are proposing a standard tuition rate of $454 per credit for PA residents and $681 for out-of-state students.
Instructional Support Fee	We are using the total of $55.25 per credit as the standard Millersville academic support fee for online graduate programs.
External Grants & Contracts	None
Other	For start-up years, deficit will be covered from the reserve budget in the Office of the Provost. The budget shows that the program will begin to reach the breakeven point in Year 3 and growing surpluses in Year 5 and beyond as the enrollment increases.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Salaries/Benefits for existing faculty (calculated at rank-step 2-2) included in the budget include costs for teaching regular semesters and the summer terms, plus an appropriate amount for DL (per head) stipends. DL stipends increase each year as the enrollment grows. One new faculty line is added to the budget for Year 2 of the program at base salary and benefit cost of $100,260 (entry assistant professor level).
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	The budget includes the support of one graduate assistant per year with a $5000 stipend and up to 24 credits of tuition waiver annually. The graduate assistant will begin in the second year of the program, and is level funded across the years.
Learning Resources	The budget includes additional library support of $2,500 per academic year.
Instructional Equipment	No equipment needed since this is an online program.
Facilities and/or modifications	No new facilities are needed for this program. Stayer Hall and its excellent resources are more than sufficient to meet the needs of this new program.
Administrative Expense	20% of the tuition and instructional support fee is including in the budget as required.
Other	In Year 1, money set aside to conduct a search for a new faculty line that begins in Year 2. In Year 2 money set aside for office equipment for the new faculty line.

Millersville University of Pennsylvania
Master of Education in Assessment, Curriculum, and Teaching
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Out-of-State Full-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
In-State Part-Time Headcount Enrollment	0	8	7	12	10	14	12	16	14	17
Out-of-State Part-Time Headcount Enrollment	0	0	0	2	2	3	2	4	3	4
Projected Annual Credits Generated	144		357		486		570		633	

Estimated Revenue										
Tuition Generated		$65,376		$179,784		$257,418		$302,364		$339,138
Instructional Support Fee		$7,956		$19,724		$26,852		$31,493		$34,973
External Grants and Contracts	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other (Support from Academic Affairs Reserve)	$0	$8,033	$0	$39,842	$0	$0	$0	$0	$0	$0
Estimated Total Revenue	$81,365		$239,350		$284,270		$333,857		$374,111	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	$48,032	$0	$36,869	$100,260	$148,713	$0	$151,657	$0	$154,548	$0
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	$0	$0	$0	$18,418	$0	$18,418	$0	$18,418	$0	$18,418
Learning Resources	$0	$2,500	$0	$2,500	$0	$2,500	$0	$2,500	$0	$2,500
Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
New Facilities and/or Modifications to existing facilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Administrative Expense		$14,666		$39,902		$56,854		$66,771		$74,822
Other	$0	$1,500	$0	$1,500	$0	$0	$0	$0	$0	$0
Estimated Total Expenses	$81,365		$239,350		$283,339		$306,118		$325,111	

| **Estimated Financial Impact of New Program** | $0 | | $0 | | $931 | | $27,739 | | $49,001 | |

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Bachelor of Science in Petroleum and Natural Gas Engineering Degree Program at Slippery Rock University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Slippery Rock University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Slippery Rock University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Bachelor of Science in Petroleum and Natural Gas Engineering Degree Program to include a Petroleum and Natural Gas Engineering Program Fee at Slippery Rock University of Pennsylvania

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Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Slippery Rock University Council of Trustees, June 5, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Petroleum and Natural Gas Engineering
Slippery Rock University
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
Slippery Rock University of Pennsylvania currently offers pre-engineering, with students typically transferring to other institutions outside of Pennsylvania's State System of Higher Education for their last two years. Developing this program to offer a full bachelor's degree will allow Slippery Rock University students to stay through graduation. The curriculum for the proposed Bachelor of Science in Petroleum and Natural Gas Engineering has been designed to provide graduates with the knowledge and capabilities required to successfully practice as Petroleum and Natural Gas engineers and to meet accreditation board for engineering and technology accreditation requirements for petroleum engineering programs.

The proposed curriculum will provide students with a hands-on, in-depth learning experience covering the major fields of study in petroleum and natural gas engineering, including exploration, production, and transportation of oil and natural gas resources using safe and environmentally friendlier methods. The curriculum will concentrate on various design aspects and applications pertaining to the petroleum and natural gas industry. Each step in the design and development phases of the proposed program will be structured to conform to the accreditation criteria. This is a four-year, full-time degree and all courses will be taught at Slippery Rock's campus.

Petroleum and Natural Gas Engineers are responsible for overseeing and devising methods for improving oil and gas. Career paths for graduates include Drilling Engineers, Production Engineers, Reservoir Engineers, and Marketing Engineers.

The program will reflect the university's mission "to provide high quality undergraduate and graduate academic instruction" and "to address the educationally related needs of the region served by the university" by developing a cost-effective program with robust assessment and working toward programmatic accreditation.

2) **Need**
Pennsylvania's energy economy is a model for the rest of the country. The state has vast resources of fossil fuels - the original U.S. oil fields in Titusville, the anthracite and bituminous coal fields of Northeastern and Southeastern Pennsylvania, and the Marcellus Shale deposits spread across the Commonwealth. The Commonwealth also has developed clean energy sources – in fact Pennsylvania's Alternate Energy Portfolio Standards helped put Pennsylvania on the radar screen of major renewable energy investors and industries and a new industry report shows that renewable and alternate energy supports more than 13,000 jobs in Pennsylvania. In addition, Shale production supports over 33,000 jobs. As such, energy is associated with economic security for the Commonwealth and investing in education offerings that can support this critical industry sector is an essential economic development pathway for Pennsylvania.

The United States Information Authority predicts a 56% net growth in global energy demand between 2010 and 2040. Fossil fuels will continue to produce 80% of the global energy need through 2040. Pennsylvania is a natural gas-rich state. The United States Bureau of Labor Statistics projects that from 2012 to 2022 the nation will add 9,900 new petroleum engineers, a 25.7 percent increase. *U.S. News & World Report* states that the baby boomer

generation of petroleum engineers will begin retiring at the same time that climate change and energy exploration/production become high-priority industries, thus creating need and opportunity for this program.

Economic Modeling Specialists International data projects that, within 150 miles of Slippery Rock University, approximately 452 new jobs for petroleum engineers will be created by 2024. By that time, the number of petroleum engineer jobs in the region will remain greater than the projected enrollments of current local engineering programs. In addition, the United States Energy Information Administration projects that Shale Gas production in the northeast region will increase nearly five-fold through 2035, driving up demand for engineers with this skill set. Given current and projected demand, this degree will fill an important need for both the Commonwealth and for Slippery Rock graduates.

Due to capacity limitations, both Pennsylvania State University and West Virginia University have instituted strict enrollment caps for their petroleum and natural gas engineering programs, which limit options for Slippery Rock's pre-engineering students. By offering the full degree, Slippery Rock will be able to retain its current pre-engineering students until graduation, as well as provide opportunities for additional students from other institutions.

The projections in job growth and the resulting student demand coupled with the lack of adequate capacity in the existing undergraduate programs in the region support the new petroleum and natural gas engineering degree program at Slippery Rock University.

Finally, Slippery Rock can offer an accredited program at a considerably lower cost compared to the other institutions in the region, especially for Pennsylvania residents. Specifically, in-state tuition at Pennsylvania State University is $140,000, at Marietta College, $128,860, and at West Virginia University, $88,512 (out-of-state). Slippery Rock's in state-tuition cost (plus fees) is $42,072 for Pennsylvania residents interested in pursuing this degree.

3) **Academic Integrity**
The proposed program fulfills the goals of:

1. Providing strong theoretical and practical approaches to sciences and mathematics; and
2. Applying principles and skills learned in the general education core, including critical thinking, problem solving, and effective communication in both written and oral format.

The curriculum utilizes a combination of the existing courses at Slippery Rock University and 14 new courses that will be added. To meet the general engineering accreditation requirements, the curriculum must contain a minimum of 32 hours of college-level mathematics and basic science, 48 hours of engineering topics consisting of engineering science and engineering design, and general education components. In addition to these general requirements, the accrediting agency also specifies distinct outcomes for specific engineering fields.

In order to produce skilled graduates that can be successful as professional engineers in the field and to meet the rigorous accreditation requirements and outcomes for petroleum engineers, the proposed program requires a total of 128 credit hours of coursework. Courses will be taught on campus at Slippery Rock.

The goal of the proposed bachelor's degree in Petroleum and Natural Gas Engineering is to produce skilled graduates who will:
- successfully participate as professional engineers in the petroleum and natural gas engineering industry and/or in post-graduate education;
- engage in life-long professional development with a commitment to continual professional growth;
- achieve leadership positions in the petroleum and natural gas industry;
- consistently practice professional and ethical responsibilities, and be mindful of the role of professionals in global society.

The educational objectives of the proposed degree program are to give graduates:
- a strong foundation in mathematics and basic sciences;
- an understanding of scientific and engineering principles and the application of these principles in solving petroleum and natural gas engineering problems using modern tools;
- an understanding of conventional engineering design principles as well as those pertaining specifically to the field of petroleum and natural gas engineering; and
- a recognition of the need for developing technical communication and teamwork skills, as well as understanding the engineer's professional, ethical, and societal obligations.

4) Coordination/Cooperation/Partnerships
The petroleum and natural gas engineering program will pursue pre-engineering articulation agreements with other System universities. Such an agreement will allow for a seamless transfer process for students after two or three years to Slippery Rock's program. The first two years of coursework required in the proposed program already exist at these institutions. The only freshman or sophomore level course that is most likely not offered at other system schools is Introduction to Petroleum and Natural Gas Engineering. Slippery Rock University will offer this course online so students may take it at the sophomore level.

The program will be coordinated with the expectations of the accrediting agency. We also intend to establish an advisory board that includes local petroleum and natural gas industry leaders to ensure that the program is responsive to market needs and expectations. Articulation agreements will be pursued with regional community colleges and four-year institutions without a full engineering degree. We will also arrange internships with local petroleum and natural gas companies for interested students.

5) Assessment
To meet the accrediting criteria for petroleum engineering, the program must show clear alignment between these goals and documented student outcomes. The program will use appropriate, documented processes for assessing the outcomes and analyze the results for the continuous improvement of the program.

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

6) Resource Sufficiency

The currently available lecture facilities, and freshmen and sophomore laboratory facilities will be sufficient to accommodate students in the new program. There are three upper-division Petroleum and Natural Gas Laboratory courses that will require a new laboratory facility with specialized equipment: Drilling Engineering with Lab, Reservoir Rock and Fluid Properties with Lab, and Natural Gas engineering with lab.

With the exception of the sophomore-level course, Introduction to Petroleum and Natural Gas, all freshmen and sophomore courses can be taught by current Slippery Rock faculty. The proposed program will require one program director/teaching faculty line with half-time teaching load (six credit hours per semester) and two full-time equivalent faculty lines. The director position will need to be filled before the end of 2015. One full-time faculty will be added in Year 2 (Fall 2017) and one in Year 3 (Fall 2018). Department clerical will increase by .50 Full-Time Equivalent (FTE) in Year 3 of the program.

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

To this end, students will be assessed a Petroleum and Natural Gas Engineering Program Fee. The proposed degree is contingent upon a $4,000 program fee with annual increases at the rate of tuition as part of its tuition and fee structure. The program fee will be assessed as a course fee with a three-credit course assessed $240 and a four-credit course assessed $320. A student graduating with a major in Petroleum and Natural Gas Engineering will complete fifty credit hours of engineering courses. This need-based fee is also important for ensuring the continued availability of the required resources to support students in the program. The proposed fee will provide a dependable stream of income that will be used to ensure the continuing modernization of instrumentation and materials for instructional laboratories as well as student projects in the capstone design course.

Prepared by: Dr. Athula Herat, Chair, Department of Pre-engineering and Physics
Implementation date: Fall 2016
Date approved by Council of Trustees: June 5, 2015

Slippery Rock University of Pennsylvania
Bachelor of Science in Petroleum and Natural Gas Engineering
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	Following an initial university investment of $2,670,505 during the first five years, the program should reach breakeven status by year five contingent upon the implementation of a program fee for the Petroleum and Natural Gas Engineering (PNGE) degree program. A program fee of $4,000 per student is required to enable the program to replenish the new program fund and to provide for equipment renewal and replacement. By year five, the program is projected to enroll 117 full-time students (45 new students and 72 continuing).
Headcount Enrollment	The Petroleum and Natural Gas Engineering (PNGE) projections are based upon enrolling 20 new full-time resident and zero full-time nonresident students in year one. New enrollments are projected to increase each year until reaching 40 new resident and 5 nonresident students by year five. Standard university persistence rates are used to calculate yearly progression for continuing students: 82% to year two, 73% to year three, and 67% to year four.
ESTIMATED REVENUE	
Tuition Generated	Tuition is calculated at current rates for resident and nonresident undergraduate students.
Instructional Support Fee	The Slippery Rock University academic enhancement fee, approved by the Council of Trustees, for undergraduate students is 10% of resident tuition up to a maximum of 12 credit hours.
Additional Program Generated Revenue	The PNGE degree is contingent upon a $4,000 program fee with annual increases at the rate of tuition as part of its tuition and fee structure. The program fee will be assessed as a course fee with a three-credit course assessed $240 and a four-credit course assessed $320. A student graduating with a major in PNGE will complete fifty credit hours of engineering courses. This fee is necessary for ensuring the continued availability of the required resources to support students in the program. The proposed fee will provide a dependable stream of income that will be used to ensure the continuing modernization of instrumentation and materials for instructional laboratories as well as student projects in the capstone design course. The inclusion of the engineering fee is also based on ABET accreditation requirements. Slippery Rock University's PNGE program has been designed with the intent of obtaining ABET accreditation. The first ABET review of our program will occur

	in fall of 2020. When ABET reviews a program, the reviewers pay attention not only to the curricular aspects of the program under review, but also to the resource sufficiency aspects. Currently, the only option available for Slippery Rock University's PNGE students is a dual degree pre-engineering program, known as a 3+2 program with one of our partner institutions. These students are required to pay for five years of higher education with students paying partner university tuition and fees for the final two years of the program. While the PNGE program includes a program fee, Slippery Rock University will maintain its affordability when compared with other PNGE programs in the region. At Pennsylvania State University tuition and fees for PNGE programs total $17,502 for lower division and $20,308 for upper division resident students resulting in a total program cost of $75,620. West Virginia University's PNGE program charges a nonresident student $88,513 for its PNGE program. In comparison, Slippery Rock University's tuition and fees for the PNGE program total $42,072. The PNGE program fee is projected to generate $4,800 in year one, $7,120 in year two, $29,520 in year three, $67,840 in year four and $84,720 in year five. In addition, students will be assessed a STEM-H (Science, Technology, Engineering, Mathematics and Healthcare) fee of $90 for eight STEM-H courses, totaling $720 per student. The STEM-H fee is projected to generate $5,400 in year one, $11,070 in year two, $15,120 in year three, $20,340 in year four and $24,570 in year five.
External Grants & Contracts	No external grants or contracts are anticipated.
Other	The new program investment account ($2,670,505) will provide funding until the program reaches breakeven in year six.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Three full-time faculties will be hired to support the PNGE program. A full-time academic year director (Associate, Step 13) with an annualized salary will be hired in year one of the program and will receive a three-hour alternate workload assignment to direct the program. An additional 1.0 FTE (Associate, Step 12) will join the complement in year two and 1.0 FTE (Associate, Step 12) will join the program in year three
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	One-half of the .50 FTE of the clerical position assigned to the Physics and Pre-Engineering department will support the program in year one. The position will increase by .50 FTE in year three. Starting in year three, a .75 FTE CT2 at the beginning of the pay scale will support the program

Learning Resources	Laboratory expenses are projected to total $12,000 per year starting in year three. Annual learning resources including library acquisitions are projected to total $2,200.
Instructional Equipment	Equipment will be acquired in year three to equip three laboratories to support the PNGE program: 1) Drilling Fluids (Mud) Laboratory at a cost of $200,000; 2) Reservoir Rock (Core) and Fluid Laboratory at a cost of $700,000; and 3) Natural Gas Measurement Laboratory at $350,000. Instructional equipment expenses totaling $1,250,000 are recognized in year three of the program. The program is expected to reimburse the New Program Reserve account for the cost of the equipment over a ten-year period. The program will be charged $125,000 per year for the next ten years in order to provide funding to support equipment renewal and replacement.
Facilities and/or modifications	It is anticipated the PNGE program will require facility modifications totaling $850,000. The program is expected to reimburse the New Program Reserve account for the cost of facilities renovations over a 20 year period.
Impact to additional non-major course sections (e.g. General Education	For all baccalaureate programs, a $4,000 expense is calculated for each new full-time student. For each new part-time student, a $2,000 expense is included in the calculations.
Administrative Expense	Administrative expense is calculated at 20% of tuition and instructional support fee revenue.
Other	Funds required to support ABET accreditation at $1,000 per year starting in year three. An accreditation visit in year three is funded at $12,800. Program marketing is budgeted at $10,000 per year. Faculty professional development is budgeted at $3,000 per faculty member increasing from $3,000 in year one to $9,000 in year three.

Slippery Rock University of Pennsylvania
Bachelor of Science in Petroleum and Natural Gas Engineering
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
In-state Full-Time Headcount Enrollment		20	16	20	32	25	48	35	61	40
Out-of-state Full-Time Headcount Enrollment				5	4	5	8	5	11	5
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	600		1230		1980		2880		3510	
Estimated Revenue										
Tuition Generated	$136,400		$296,670		$480,810		$699,050		$852,500	
Instructional Support Fee	$13,640		$27,962		$45,012		$65,472		$79,794	
STEM Fee	$5,400		$11,070		$15,120		$20,340		$24,570	
Program Fee	$4,800		$7,120		$29,520		$67,840		$84,720	
Other - New Program Reserves	$145,637		$145,294		$2,246,887		$132,687		$0	
Estimated Total Revenue	$305,877		$488,116		$2,817,349		$985,389		$1,041,584	

Estimated Expenses	Year 1 Existing	Year 1 New	Year 2 Existing	Year 2 New	Year 3 Existing	Year 3 New	Year 4 Existing	Year 4 New	Year 5 Existing	Year 5 New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		$166,332	$166,332	$124,320	$290,652	$124,320	$414,972		$414,972	
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		$14,338	$14,338		$14,338	$28,675	$43,013		$43,013	
Learning Resources		$2,200	$2,200		$2,200	$12,000	$14,200		$14,200	
Instructional Equipment						$1,250,000	$125,000.00		$125,000.00	
Impact to additional non-major course sections (e.g. General Education)		$80,000		$100,000		$120,000		$160,000		$180,000
New Facilities and/or Modifications to existing facilities						$850,000	$42,500		$42,500	
Administrative Expense	$30,008		$64,926		$105,164		$152,904		$186,459	
Other		$13,000	$13,000	$3,000	$16,000	$4,000	$20,000	$12,800	$20,000	
Estimated Total Expenses	$305,877		$488,116		$2,817,349		$985,389		$1,026,143	
Estimated Financial Impact of New Program	$0		$0		$0		$0		$15,441	

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Bachelor of Fine Arts in Dance Degree Program at Slippery Rock University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Slippery Rock University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Slippery Rock University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Bachelor of Fine Arts in Dance Degree Program at Slippery Rock University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Slippery Rock University Council of Trustees, June 5, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Fine Arts in Dance
Slippery Rock University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
The proposed Bachelor of Fine Arts (B.F.A.) in Dance is designed specifically for students seeking multilayered careers as dance professionals and will provide students with the advanced training needed to pursue performing, choreography, technology, and teaching careers in dance. This program will prepare Slippery Rock dance majors to transition through different phases of their professional and personal lives while sustaining employability and increasing financial stability as dance professionals.

The Bachelor of Fine Arts (B.F.A.) in Dance degree program will coexist with the current Bachelor of Arts and will be taught mostly on campus in attractive renovated facilities. A few courses in the business track might be offered online. Courses will be scheduled to accommodate full-time students. The Bachelor of Fine Arts will require 75 credit hours of major and cognate courses whereas the Bachelor of Arts requires 42 credits of major and cognate courses. The Bachelor of Fine Arts will enable students to achieve professional level mastery of dance while the Bachelor of Arts provides a broad-based curriculum in dance studies and an opportunity to earn a second major in other content areas, such as exercise science and education.

The proposed Bachelor of Fine Arts degree program aligns with Slippery Rock's mission statement, strategic plan, and goals. Slippery Rock's dance faculty members create multifaceted learning opportunities for students to apply what they are learning in the classroom to real world situations. Adding the Bachelor of Fine Arts degree will reflect the strategic trends that emphasize comprehensive learning experiences, global interdependence, cultural awareness, and understanding wellness. In addition, the Bachelor of Fine Arts program relates to the strategic goal to increase the enrollment of programs designed to meet the need of increasing workforce demands in instruction, performance, choreography, management, arts administration, digital performance, entertainment, and recreation industries, while providing access to nontraditional, international, and underrepresented minority students. The program also will attract returning professional dancers who are seeking to transition out of performance careers and into administrative positions, business ownership, or teaching careers in dance.

2) **Need**
According to the Pennsylvania Center for Workforce Information and Analysis job opportunities in the arts and the entertainment and recreation industries are projected to grow 10 percent to approximately 103,000 jobs in the Commonwealth between 2012 and 2022. According to the United States Bureau of Labor Statistics, there will be a 13 percent increase in the demand for dancers and choreographers through 2022. The addition of a professional undergraduate degree with two areas of specialization in Business Administration or Performance and Choreography not only will benefit students seeking the professional degree in dance, but also will result in measureable benefits for Slippery Rock and the Commonwealth of Pennsylvania through increasing enrollment, professional performances, and international exchange agreements. The rising popularity of dance nationally and within the state of Pennsylvania suggests that there is a demand for the Bachelor of Arts and B.F.A. dance specific degree programs within a State System institution.

Dance studio ownership is a profitable business for which our students must be prepared. Offering the programs leading to the Bachelor of Arts in Dance and the Bachelor of Fine Arts in Dance will allow for the quality, breadth, and depth of degree programs that support the System's mission and strategic goals by providing access to students of different skill sets and post-graduation goals.

Research supports the perception that the demand is strong enough to sustain both degree programs (Bachelor of Arts and the Bachelor of Fine Arts) at Slippery Rock University. It has been reported in the Journal of Dance Education that prospective students interested in continuing their education within Bachelor of Fine Arts programs nationally has increased by 30 percent over the past five years and that the demand for dance specific Bachelor of Fine Arts programs will continue to grow. Through the Bachelor of Fine Arts with Business Administration specialization, we would be responding to the need for dance professionals to develop field-related business skills.

3) **Academic Integrity**
The Bachelor of Fine Art in Dance will establish objectives based upon the following program goals:
- to be accredited by the National Association of Schools of Dance (NASD);
- to provide artistic and cultural performances and events specific to dance that meet or exceed standards set by NASD;
- to provide advanced training in dance technique and choreography that will meet or exceed the standards set by NASD and required of Bachelor of Fine Arts students;
- to provide more international and inter-cultural experiences for dance majors;
- to prepare dance majors to be entrepreneurial in their efforts to secure employment in dance professions and to successfully manage the full trajectory of their dance careers;
- to prepare dance majors to be excellent instructors in the field of dance;
- to prepare dance majors to be active researchers and writers in the field of dance. Dance program graduates will be able to relate their knowledge of dance to other fields;
- to prepare dance majors to be trained in digital technology and to use this knowledge to develop creative work, integrate technology into live performance, develop electronic portfolios and a web page, develop digital archival practices for their own creative work, and market their services as artists/dance professionals;
- to be a regional center for promoting cultural programming in dance, presenting innovations in digital technology (live performances and dance on film) and developing wellness activities for the university and surrounding community (teacher training and certification program in Yoga); and
- to prepare graduates to have leadership roles as independent artists, arts educators, managers, and arts planners at the community, state, and federal levels.

All Dance Students will:
- demonstrate achievement of professional level mastery of the core concepts in dance technique and must attain the advanced level (VI) in Modern Dance Technique and level IV in Ballet and Jazz prior to graduation;
- demonstrate the ability to organize the knowledge, skills, aesthetics, and art of dance into effective, ethical, and responsible teaching practices;

- create and organize movement into artistic and aesthetic choreography, either live or via dance on film, including the capability to develop a body of work that reflects one's artistic and intellectual goals, and to produce creative work independently.
- apply dance wellness and science principles in the areas of performance, teaching, and choreography;
- research, synthesize, and write about the social, political, and artistic role of dance in world cultures;
- demonstrate the ability to think critically and defend analyses and critiques of dance as related to the practices of the major field;
- apply business knowledge and skills toward entering the profession of dance.

Entrance requirements to the Bachelor of Fine Arts Degree in Dance Program are as follows: (1) performance in an on-site live audition at Slippery Rock University; (2) a written narrative addressing career goals to be submitted online; (3) a solo dance presentation; and (4) an interview with a dance faculty member. All applicants for the Bachelor of Fine Arts in Dance program must have prior dance training. Entrance into the Bachelor of Fine Arts in Dance program is determined upon the technical accomplishment and creative promise demonstrated during the audition class and solo performance.

4) **Coordination/Cooperation/Partnerships**
The College of Business will contribute the business courses required for the Bachelor of Fine Arts in Dance with a specialization in business administration.

In addition, the department plans to develop international exchange programs with university dance programs overseas. The Bachelor of Fine Arts in Dance degree program will be attractive to international students who are interested in attending Slippery Rock to study dance. International dance programs are more interested in developing exchange agreements with dance programs in the United States that offer Bachelor of Fine Arts dance programs.

5) **Assessment**
The Department of Dance will engage in regular assessment to ensure the continued excellence of the Bachelor of Fine Arts in Dance program. A curriculum and assessment committee for the Bachelor of Fine Arts program will be developed and charged with providing regular updates each month during the department meeting. This committee will review the assessment data to determine student learning, verify program relevance to accreditation standards, and determine strengths and weaknesses of the program. For example, in 2011 the curriculum and assessment committee revised the curriculum for the Bachelor of Arts degree program after reviewing student outcomes by revising course descriptions, course content, increasing credit hours for several courses, and restructuring workload hours.

6) **Resource Sufficiency**
Faculty for the Bachelor of Fine Arts program will be allocated between the existing Bachelor of Arts program, with the allocation to the Bachelor of Fine Arts increasing as the program rolls out according to the following schedule: Year 1 – nine percent, Year 2 – 19 percent, Year 3 – 30 percent, Year 4 – 43 percent and Year 5 – 53 percent. A new half position (Instructor Step 1) will be added in year one and will be prorated between the Bachelor of Fine Arts and Bachelor of Arts degree programs. In addition, existing faculty at Associate Step 10 will be prorated between the Bachelor of Fine Arts and Bachelor of Arts

programs, increasing from .5 full-time equivalent in year one, 1.5 full-time equivalent in year two, 2.5 full-time equivalent in year three, and 3.5 full-time equivalent in years four and five. All existing faculty will be allocated between the Bachelor of Fine Arts and Bachelor of Arts degree programs according to the allocation schedule noted above.

Capital project funding ($21 million) has been received from the Commonwealth for the renovation of dance spaces including Miller Auditorium and the East-West Gym complex.

Slippery Rock University's New Initiatives Funds will cover any deficits until the program begins to break even.

Prepared by: Ms. Ursula Payne, Chair, Department of Dance
Implementation date: Fall 2016
Date approved by Council of Trustees: June 5, 2015

Slippery Rock University of Pennsylvania
Bachelor of Fine Arts in Dance
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	The Bachelor of Fine Arts (B.F.A.) in Dance program is projected to enroll 66 full-time students by year five. The program will reach breakeven in year two with the new program development fund providing $11,547 in additional funding to the program in year one and $12,444 in year four.
Headcount Enrollment	All program enrollments are projected to be full-time and include first and second majors. The B.F.A. in Dance program is estimated to enroll seven new full-time in-state and two full-time out-of-state students in year one. Program enrollment is projected to reach 66 students by year five with 25 new students and 41 continuing students. Standard university persistence rates are used to calculate yearly progression for continuing students: 82% to year two, 73% to year three and 67% to year four.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses approved tuition rates for each year of the 5-year budget projection.
Instructional Support Fee	The Slippery Rock University Academic Enhancement fee, approved by the Council of Trustees to move forward to the Board of Governors for approval, for undergraduate students is 10% of resident tuition up to a maximum of 12 credit hours.
Additional Program Generated Revenue	No additional program revenue is anticipated.
External Grants & Contracts	No external grants or contracts are anticipated.
Other	The new program investment account will provide funding until the program reaches breakeven ($11,537 in year one and $12,444 in year four).
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Faculty for the B.F.A. program will be allocated between the existing B.A. program, with the allocation to the B.F.A. increasing as the program rolls out according to the following schedule: Year 1 – 9 percent, Year 2 – 19 percent, Year 3 – 30 percent, Year 4 – 43 percent and Year 5 53 percent. A new 0.5 FTE (Instructor – Step 1) will be added in year one and will be prorated between the B.F.A. and B.A. degree programs. In addition, existing faculty at Associate Step 10 will be prorated between the B.F.A. and B.A. programs, increasing from .5 FTE in year one, 1.5 FTE in year two, 2.5 FTE in year three and 3.5 FTE in years four and five. All existing faculty will be allocated between the B.F.A. and .B.A. degree programs according to the allocation schedule noted above. In summary, total FTE

	faculty salary and benefit expenses allocated to the B.F.A. degree increases from .10 FTE in year one, to .38 FTE in year two, .89 FTE in year three, 1.73 FTE in year four and 2.11 FTE in year five.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	Twenty-five percent of the existing clerical position assigned to Dance and Theatre (Clerk Typist 2-Step 6) will support the program.
Learning Resources	Learning resources are calculated at one %of tuition.
Instructional Equipment	No additional instructional equipment is required.
Facilities and/or modifications	Capital project funding ($21 million) has been received from the Commonwealth for the renovation of dance spaces including Miller Auditorium and the East-West Gym complex.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a $4,000 expense is calculated for each new full-time student. For each new part-time student, a $2,000 expense is included in the calculations.
Administrative Expense	Administrative expenses are calculated at 20 %of tuition and academic support fee revenue.
Other	Resources provided to support program marketing.

Slippery Rock University of Pennsylvania
Bachelor of Fine Arts in Dance
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		7	6	10	13	14	23	18	32	20
Out-of-state Full-Time Headcount Enrollment		2	2	3	3	4	6	5	9	5
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	270		630		1020		1560		1980	

Estimated Revenue										
Tuition Generated	$68,200		$160,270		$255,750		$392,150		$497,860	
Instructional Support Fee	$6,138		$14,322		$23,188		$35,464		$45,012	
External Grants and Contracts										
Other - New Program Reserves		$11,547						$12,444		
Estimated Total Revenue	$85,885		$174,592		$278,938		$440,058		$542,872	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)	$6,476	$3,272	$41,212	$6,941	$106,373	$10,748	$218,273	$15,754	$265,957	$19,195
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)	$14,587		$14,587		$14,587		$14,587		$14,587	
Learning Resources	$682		$1,603		$2,558		$3,922		$4,979	
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		$36,000		$52,000		$72,000		$92,000		$100,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$14,868		$34,918		$55,788		$85,523		$108,574	
Other		$10,000	$10,000		$10,000		$10,000		$10,000	
Estimated Total Expenses	$85,885		$161,261		$272,053		$440,058		$523,292	

Estimated Financial Impact of New Program	$0		$13,331		$6,885		$0		$19,580	

Academic and Student Affairs Committee Meeting
July 8-, 2015

SUBJECT: Approval of a Master of Science in Data Analytics Degree Program at Slippery Rock University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Slippery Rock University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Slippery Rock University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Master of Science in Data Analytics Degree Program at Slippery Rock University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: Slippery Rock University Council of Trustees, March 20, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

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EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Master of Science in Data Analytics
Slippery Rock University of Pennsylvania
July 9, 2015

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1) **Brief Description of Program and Appropriateness to Mission**
This proposal is for a ten-month, full-time Master of Science in Data Analytics (MSDA) requiring 33 credits, with an optional part-time sequence to accommodate working professionals. Data analytics is a very broad interdisciplinary field that lies at the intersection of mathematics, computer science, statistics, and operations research. Thus, students will be expected to have completed previous course work in mathematics, statistics, and computer science in order to complete the entire Master of Science in Data Analytics. The goal of Slippery Rock University's proposed program is to prepare professionals to work in the rapidly growing field of data analytics and big data. One particularly distinguishing feature of the program is its validation by alignment with standards established by professional certification programs. In particular, students who complete the program will receive a joint certificate in statistical applications and data analytics from Slippery Rock and SAS Institute. SAS is one of the most widely used software platforms in the world for performing data analytics and statistical analysis.

The Master of Science degree program in Data Analytics will fit the university mission and strategic plan, as well as the strategic direction of Academic Affairs and the College of Health, Environment and Science.

Because the degree will promote both graduate education and access to lifelong learners who are returning for additional credentials, the graduate data analytics program will align with the mission "to provide high quality graduate academic instruction" and "to address the educationally related needs of the region served by the university." The content of the degree will also provide a needed skill set to the region.

2) **Need**
In a 2013 article, "Working with Big Data," the Bureau of Labor Statistics describes the skill set for data analysts and states that most data analysts working with big data should have at least a master's degree. The level of sophistication required in mathematics, statistics, and computer science requires advanced skills acquired primarily through course work at the graduate level.

The Education Advisory Board estimates that by 2018, there will be a shortage of 190,000 deep analytics personnel, which are those individuals with advanced statistical and technical skills, to make use of data. This shortage is in addition to a projected shortage of 1.5 million data-savvy managers and analysts needed to translate big data into useful information for decision-making.

Job posting data from Burning Glass echoes this regional demand for data scientists. In 2014, over 1,800 online job postings in the 150-mile region around Slippery Rock University targeted an applicant with SAS certification. In widening the scope to the entire Commonwealth of Pennsylvania, the number climbs to over 2,800 postings in 2014.

The demand for data scientists has, until recently, been filled by graduates in other areas, including experimental physics, molecular biology, bioinformatics, or computer science. The Master of Science in Data Analytics will provide specific curricula that address the unique technical, mathematical, and domain-specific needs of data scientists. Slippery Rock University's master's in data analytics will be aligned to the region's rising needs and will open opportunities for the workforce.

3) **Academic Integrity**
Master of Science in Data Analytics Program Goals:
- inform decisions by converting vast data repositories into actionable information;
- effectively employ current methodologies in data mining and data analysis including advanced visualization techniques, predictive modeling, and statistical analyses;
- implement predictive analytics under certainty and uncertainty conditions;
- optimize processes and systems;
- effectively communicate results of analyses to audiences with varying degrees of expertise;
- achieve SAS certificate in data analytics;
- prepare students for the Certified Analytics Professional exam; and
- utilize techniques to maintain data security and adhere to ethical guidelines for data acquisition and usage.

Student Learning Outcomes for the Program
Upon graduation a student should be able to:
- solve advanced business, engineering, finance, and health care problems by employing quantitative modeling techniques including probability, statistics, optimization, and simulation.
- successfully extract, scrub, integrate, format, visualize and analyze large data sets through the use of innovative methods, technologies, and software platforms;
- provide real world, real-time solutions by querying and analyzing complex databases;
- apply statistical methods to model systems or processes and to predict future states;
- use predictive analytics and forecasting to improve decision making in business, health care, finance, etc.;
- communicate results of analyses clearly and concisely to a variety of audiences to inform strategic decision making;
- provide a competitive edge to businesses by applying advanced analytics on the vast store of quantitative and text-based market data;
- provide predictive analytics that enhance agile management practices;
- implement techniques to ensure data security and anonymity; and
- adhere to strict ethical guidelines concerning data acquisition and usage.

4) **Coordination/Cooperation/Partnerships**
Exploration of possibility of collaboration with another System University: Slippery Rock University is committed to supporting the area's growing need for expertise in data analytics. We welcome collaboration with other institutions that can adequately meet this need, and the program is designed to accept graduate credit for equivalent coursework.

Specifically, the Master of Science in Data Analytics will work with other System institutions and their graduates to ensure that prepared students have the opportunity for

admission. Slippery Rock will ensure appropriate enrollment pathways for students who want a mathematics-based analytics program.

Coordination with other departments/units on campus: The Master of Science in Data Analytics is an interdisciplinary degree program requiring expertise in mathematics, statistics, operations research, and computer science. Slippery Rock's Computer Science faculty were consulted on program development to ensure graduates acquire the necessary skills to be successful data analysts, and Computer Science faculty will be teaching four courses in the Data Analytics program. In addition, application projects are a common thread that permeate the entire program and allow students to tailor their program to individual interests and career aspirations.

Coordination with outside agencies: Coordination with outside agencies will occur in and out of the classroom. Because most students in our program will be working professionals, we anticipate they will bring projects and datasets from their employers, which will create ties between Slippery Rock University and the corporate environment. We are also discussing practicums and internships with Fed Ex, UPMC, BNY Mellon, and First National Bank. Some of our data for projects will come from the Centers for Disease Control and the Surveillance, Epidemiology, and End Results (SEER) Program of the National Cancer Institute.

Many elements of the program involving statistical analysis and data mining will be coordinated with SAS to ensure the program aligns with the SAS certificate requirements, and our program will have access to SAS cloud data and to SAS's educational/professional development resources as part of our agreement. Further program support will come from the Pittsburgh Supercomputing Center (PSC), particularly using its storage capacity for analysis of large-scale problems and hosting internships. Slippery Rock has attended a webinar with PSC and has initiated such discussions.

Finally, we will establish an advisory board that includes local business leaders to ensure that the program is responsive to market needs.

5) **Assessment**
Assessment of the learning outcomes will be conducted on a per-course basis utilizing both direct and indirect methods. Specific instruments such as homework, quizzes, exams, projects, and presentations will be utilized by faculty to verify that students achieve learning outcomes at a sufficient level and to identify areas in need of improvement. Students will provide feedback via individual course evaluations and program exit interviews. Assessment data will be collected and analyzed after the first year of the program. Thereafter, it will be collected biennially and curricular changes made as appropriate. Alumni will be surveyed annually to ensure that necessary learning outcomes were successfully achieved and identify areas that need improvement or new learning outcomes that should be incorporated into the program.

6) **Resource Sufficiency**
The MSDA will require one new full-time faculty line and a half-time faculty position in computer science.

Although SAS will be providing a computer cloud accessible by students and faculty for all MSDA courses, new server components will be necessary to support a Hadoop Cluster for CpSc 685 Big Data Analytics. Computer Science already has one IT staff position dedicated

to providing the IT support that would be necessary to install and maintain the server. There is no need for additional staff to support the equipment.

Slippery Rock University has funds set aside for investment in new programming. The provost has committed this funding toward the startup costs of this new master's degree.

Prepared by: Dr. Richard Marchand, Department of Mathematics
Implementation date: Spring 2016
Date approved by Council of Trustees: March 20, 2015

Slippery Rock University of Pennsylvania
Master of Science in Data Analytics
Budget Narrative

	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The Master of Science in Data Analytics enrollment projections are based upon eight full-time in-state and four part-time in-state students in year one. At this point in time no out-of-state students are anticipated to enroll in the early years of the program. Full-time students will complete the program in one year. Three part-time students are projected to continue to year two. Part-time students will complete the program in two years. The University's retention rate of 80 percent is used to calculate persistence between the first and second year. Enrollment gradually increases from 10 full-time in-state students and eight part-time in-state students in year two to 14 full-time in-state students and nine part-time in-state students in year five. Tuition rates reflect the 2014-15 tuition schedules.
ESTIMATED REVENUE	
Tuition Generated	The tuition is based on the current in-state and out-of-state graduate tuition rates. Full-time students will enroll in 33 credit hours; 12 hours in the fall and spring semesters, three hours in the winter and six hours in the summer. Part-time students will complete the program across two years, averaging 15 to 18 credits per year.
Instructional Support Fee	The Slippery Rock University Academic Enhancement fee, approved by the Council of Trustees, for graduate students is 15 percent of tuition.
External Grants & Contracts	No grants or external contracts are anticipated at this time.
Other	The new program investment fund will be used to offset the start-up costs of the MS in Data Analytics program; $84,372 in year one and $19,118 in year two.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Faculty salary costs are based upon APSCUF collective bargaining agreement expiring June 20, 2015. The academic year course offerings will require a new 1.0 FTE faculty member teaching a mixed undergraduate and graduate load to support the program. Existing faculty from Computer Science will teach one course during the fall (.25 FTE) and spring semesters. In addition, Math will hire several new faculty members who will help support the MS in Data Analytics program. The new hires in Math will teach up to three courses (.75 FTE) in the program each semester. The .375 FTE from Computer Science is budgeted at Professor Step 13 with a 37 percent fringe benefit rate. The new positions are budgeted at Associate Professor Step 9 with a 40 percent fringe benefit rate. Faculty salaries and benefits include two summer courses and one winter course taught by associate professors at step nine of the pay scale. Winter and summer fringe benefits are calculated at 18 percent of salary.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, etc.)	Staff salaries are based upon the AFSCME collective bargaining agreement expiring June 30, 2015 and are projected to total $21,169 in each year. Included in staff personnel costs is the allocation of 20 percent of an existing information technology technician's salary and benefits to support the program ($14,377). In addition, ten percent of the department's clerk typist (CT 2) salary and benefits will be required to support the data analytics program ($6,792).
Instructional Equipment / Learning Resources	The MS in Data Analytics program will require the purchase of a server to house Hadoop file processing systems ($10,000). The server will be replaced in year five. In addition, annual expenses include $1,200 for SAS Enterprise Miner cloud licensing.
Instructional Expenses	Instructional expenses include faculty travel to SAS training is budgeted between $1,000 and $3,000 annually in addition to mileage to the Regional Learning Alliance (RLA) in Cranberry Township, PA ($2,800).
Facilities and/or modifications	Ten out of the 11 classes offered each year will meet eight times at the RLA. As such, facilities costs include rental of the computer lab at the RLA for $195 per session.
Administrative Expense	20% of tuition and instructional support fees.
Other	Marketing costs are budgeted at $10,000 per year.

Slippery Rock University of Pennsylvania
Master of Science in Data Analytics
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment		8		10		12		14		14
Out-of-State Full-Time Headcount Enrollment										
In-State Part-Time Headcount Enrollment		4	3	5	4	5	4	5	4	5
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	330		462		545		611		611	

Estimated Revenue	Year 1		Year 2		Year 3		Year 4		Year 5	
Tuition Generated	$149,820		$209,748		$247,203		$277,167		$277,167	
Instructional Support Fee	$22,473		$31,462		$37,080		$41,575		$41,575	
External Grants and Contracts										
Other - Program Investment Reserves		$84,372		$19,118						
Estimated Total Revenue	$256,665		$260,328		$284,283		$318,742		$318,742	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	$57,663	$100,775	$158,438	$1,880	$160,317	$0	$160,317	$0	$160,317	$0
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	$21,169		$21,169		$21,169		$21,169		$21,169	
Instructional Equipment/Learning Resources		$11,200	$1,200		$1,200		$1,200		$11,200	
Instruction Expenses		$5,800	$3,800		$3,800		$3,800		$3,800	
New Facilities and/or Modifications to existing facilities		$15,600	$15,600		$15,600		$15,600		$15,600	
Administrative Expense	$34,459		$48,242		$56,857		$63,748		$63,748	
Other - Marketing		$10,000	$10,000		$10,000		$10,000		$10,000	
Estimated Total Expenses	$256,665		$260,328		$268,943		$275,835		$285,835	
Estimated Financial Impact of New Program	$0		$0		$15,341		$42,907		$32,907	

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Master of Science in Clinical Mental Health Counseling Degree Program at West Chester University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: West Chester University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at West Chester University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: That the Board of Governors approves a Master of Science in Clinical Mental Health Counseling Degree Program at West Chester University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: West Chester University Council of Trustees, May 14, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Master of Science in Clinical Mental Health Counseling
West Chester University of Pennsylvania
July 9, 2015

1) **Brief Description of Program and Appropriateness to Mission**
The proposed program is a 60-credit Master of Science in Clinical Mental Health Counseling degree program, specifically designed to meet all of the current standards for accreditation by the Council for the Accreditation of Counseling and Related Educational Programs, as well as the educational requirements for counselor licensure in all 50 states. The program will be housed in the Department of Counselor Education, which currently offers accredited master's degrees in school counseling and higher education counseling/student affairs. The program will effectively prepare students for a broad range of career possibilities, including working in community settings, hospitals, educational institutions, Veteran's Administration treatment centers, private practice, and will make available vital services to the citizens of the Commonwealth of Pennsylvania. Graduates of the program will be able to obtain the National Certified Counselor credential, which soon will be available only to accredited programs, as well as the Licensed Professional Counselor credential, placing graduates in a favorable career position with long-term opportunities.

The proposed program aligns with the department's conceptual framework and mission statement, emphasizing the development of professional identity as a counselor and encouraging students to become reflective and ethical practitioners. The program is also consistent with Pennsylvania's State System of Higher Education's strategic goals to offer additional graduate programs that align with the needs of the Commonwealth and to prepare students for life, career, and the responsibilities of citizenship. The addition of the program aligns well with the university's strategic plan, supporting the vision of increasing graduate enrollment, expanding access to West Chester University's graduate programs, meeting an identified regional need, attracting non-traditional, adult learners, valuing diversity, and increasing institutional visibility. Some of the most well-known and highly regarded counselor education departments are those with clinical mental health programs; the addition of such a program will increase the university's visibility and strengthen its national recognition.

2) **Need**
The proposed program will help meet the increasing demand for mental health counselors in the Philadelphia area. The field has grown exponentially and that growth is expected to continue. Various sources report that mental health counseling occupations in the region and the Commonwealth are expected to grow significantly; the U.S. Bureau of Labor Statistics reports similar expectations nationwide. Most significantly, the Center for Workforce Information and Analysis identified mental health counseling and substance abuse counseling as "high priority" occupations for Philadelphia County, the greater Philadelphia region, and statewide.

The recent implementation of the Affordable Care Act will provide greater access to mental health services, and the Veteran's Administration's decision to credential clinical mental health counselors from accredited programs will further increase demand.

The proposed program offers a low cost (compared to the non-System universities in the same geographic area) program, the face-to-face delivery that students' desire, and national accreditation that will make graduates of the program highly competitive and in demand. We

believe these needs are not being met by the State System for the greater Philadelphia region and the approval of this program would effectively meet these needs.

3) **Academic Integrity**
The Department of Counselor Education has long had a strong commitment to the academic and professional success of its students. We anticipate continuing and expanding on that success with the implementation of the proposed program. Assessment of student learning outcomes for the proposed program is grounded in the standards and outcomes required for national accreditation. Each standard and outcome has been assigned to a specific course in the curriculum, with course assessments designed to measure outcomes. In addition, each student will be required to pass a comprehensive exam that asks students to take the knowledge gained through coursework and apply it to a real world case scenario.

The proposed program consists of a common core that has been mapped to the accreditation standards, specialty courses, nine elective credits, and nine credits of fieldwork. The program will be housed in the Department of Counselor Education, with the department chair and graduate coordinator providing administrative leadership for the program. Given the duration of the program (60 credits), a cohort model will be used and students will be encouraged to complete the program full-time. Each cohort of students will be assigned to the same advisor in order to provide consistent advising and mentoring opportunities to ensure student success.

4) **Coordination/Cooperation/Partnerships**
While we would welcome the opportunity to collaborate with other State System institutions, there are several obstacles to doing so with regard to accreditation. Sharing curricular resources would create significant challenges in the accreditation process for both of West Chester's programs and those at other State System institutions. Collaboration would also complicate the assessment of standards and student learning outcomes, because these are met in different ways at different institutions. Each program must develop a comprehensive evaluation program, which is implemented differently, at different times and using different measures, at the various universities. Cooperation among institutions would require collaboration on issues that could jeopardize the accreditation of the various accredited programs.

Alternatively, we suggest a different means of collaboration across State System institutions. Because the proposed program meets a need in the Philadelphia region, and there is no competitor in this region that can provide the same low-cost, high-quality program, there is no intent to compete with our fellow System institutions. Rather, collaboration in student recruitment and admission can benefit all of us. Graduate coordinators can work in concert with colleagues at other accredited State System institutions to ensure recruiting efforts are not competing and to maximize recruitment.

The proposed program will also actively coordinate and collaborate with other departments on campus; in fact, it is designed for such collaboration.

Two core courses will be taught by the Department of Professional and Secondary Education, and two specialty courses will be taught by the Psychology Department in the College of Arts and Sciences. In addition, the Department of Counselor Education has long been a partner with organizations in the Greater Philadelphia area, such as K-12 schools, institutions of higher education, and community agencies. Many of these agencies have already expressed interest in attending a clinical mental health career fair and in collaborating with WCU to provide field placements for students of the proposed program.

5) Assessment

The use of assessment data is a critical element in the successful design and implementation of an accredited counselor education program. The Department of Counselor Education already works diligently to meet accreditation standards for its existing programs, and will pursue national accreditation for the proposed program as soon as possible following implementation. A comprehensive assessment plan will be put in place in accordance with the department's mission statement and goals, which have already been tied to curricular standards and student learning outcomes. The proposed program would follow the assessment process in place for the department's existing programs, including multiple choice assessments in common core courses and common assignments in specialty and field courses, with student learning outcomes and competencies tracked for each, a Program Advisory and Assessment Committee to review curricula and applicants, and alumni and employer surveys every two to three years.

6) Resource Sufficiency

At the present time, the department anticipates no need for additional facilities in order to implement the proposed program. The program would require only a modest increase in funding for learning resources such as journals, books, videos, and technological resources. We do believe the addition of graduate assistantship positions would provide outstanding educational opportunities for these students and would be a strong recruiting tool. We do not anticipate a need for any new full-time, tenure track faculty positions in the first year of implementation. However, during the second year of the program, as a second cohort of students enrolls in coursework and the first-year cohort enters into elective and field coursework, an additional faculty member will be necessary.

Prepared by: Eric Owens, Ph.D.; Lynn Zubernis, Ph.D.; Matthew Snyder, Ph.D.; Tina Alessandria, Ph.D.; and Cheryl Neale-McFall, Ph.D.
Implementation date: Summer 2016
Date approved by Council of Trustees: May 14, 2015

West Chester University of Pennsylvania
Master of Science in Clinical Mental Health Counseling
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	Because this program leverages existing courses that are not enrolled to full capacity, the program will break even year 1. By Year 5 we expect that the program will serve 24 students per year (12 new and 12 existing).
Headcount Enrollment	Headcount enrollments are based on course offerings using current actuals for both in-state and out-of-state students. This program will run on a full-time two year cohort model, which is in keeping with programs at other universities. All courses are three credits. Cohorts begin annually each summer. We expect demand to exceed capacity for this program and for this reason have not included an attrition impact.
ESTIMATED REVENUE	
Tuition Generated	Tuition rate is 110% of current graduate tuition as reflected in a separate differential tuition proposal submitted to Office of the Chancellor (all other programs in the program have been previously approved at a 10% differential). Tuition is held flat across all five years. Proposed tuition is $499.40 per credit for in-state students and $749.10 per credit for out-of-state students.
Instructional Support Fee	This reflects the currently approved instructional support fee for both in state and out of state graduate credits and excludes technology tuition fee revenue.
Additional Program Generated Revenue	We do not anticipate additional revenue.
External Grants & Contracts	Not applicable
Other	Not applicable
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	In Year 1, two faculty will split the teaching load for this program, which will be 0.5 FTE since most of the required courses and the electives are housed in other programs in the department. By Year 2 enrollments will support additional sections of courses and teaching load will max out at 1.25 FTE for the remaining years. A new tenure track hire will be made in Year 2 to support enrollment growth. The actual salaries and benefits have been averaged and held constant across all 5 years (Q03 step 10 and Q02 step 7 in Year 1, Q03 step 10, Q02 step 7, and Q02 step 5 (new hire) in Years 2 through 5). Please note that in Year 1 the total reflects .5 FTE of the composite of Q03 step 10 and Q02 step 7 and in Year 2 the total reflects 1.0 FTE of the new hire (Q02 Step 5) plus .25 FTE of the composite of Q03 step 10 and Q02 step 7. For Years 3 through 5, the composite of all three faculty levels are averaged for the 1.25 FTE since the teaching will likely be shared across all three ranks as the program

	moves forward. This accounts for the higher cost of 1.25 FTE in Years 3 through 5. These faculty are on a 3/3 teaching load (this is a graduate only department).
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistances, etc.)	36 credits of graduate assistantships will be funded through the program in Year 1, 48 credits will be funded in Years 2, 3, 4, and 5. This reflects current actual costs which total $18,243 per student for 12 credits of tuition (based on a composite charge for resident/ out-of-state student tuition) and the requisite stipend.
Learning Resources	Funding for resources for learning materials such as specialized journals, books or computer software for students in the program.
Instructional Equipment	Not applicable
Facilities and/or modifications	The department recently created a high-tech video lab and updated their library holdings and is housed in a relatively new academic graduate-only facility with customized classrooms.
Administrative Expense	This is calculated at 20%.
Other	Funds for inviting potential partners to campus for field placement sites

West Chester University of Pennsylvania
Master of Science in Clinical Mental Health Counseling
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	0	10	10	10	10	10	10	10	10	10
Out-of-state Full-Time Headcount Enrollment	0	2	2	2	2	2	2	2	2	2
In-state Part-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Out-of-state Part-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Projected Annual Credits Generated	360		720		720		720		720	
Estimated Revenue										
Tuition Generated	$194,766		$389,532		$389,532		$389,532		$389,532	
Instructional Support Fee	$17,748		$35,496		$35,496		$35,496		$35,496	
External Grants and Contracts	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
University Investment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Estimated Total Revenue	$212,514		$425,028		$425,028		$425,028		$425,028	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	$0	$59,353	$29,677	$96,660	$139,197	$0	$139,197	$0	$139,197	$0
Salaries and/or benefits Other (staff, grad assistanGAs	$0	$54,729	$72,972	$0	$72,972	$0	$72,972	$0	$72,972	$0
Learning Resources	$0	$3,000	$3,500	$0	$4,000	$0	$4,500	$0	$5,000	$0
Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
New Facilities and/or Modifications to existing facilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Administrative Expense	$42,503		$85,006		$85,006		$85,006		$85,006	
Other	$0	$5,000	$5,000	$0	$5,500	$0	$6,000	$0	$6,500	$0
Estimated Total Expenses	$207,088		$377,820		$391,680		$392,680		$393,680	
Estimated Financial Impact of New Program	$5,426		$47,208		$33,348		$32,348		$31,348	

Academic and Student Affairs Committee Meeting
July 9, 2015

SUBJECT: Approval of a Doctor of Education in Education Policy, Planning, and Administration Degree Program at West Chester University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: West Chester University of Pennsylvania

BACKGROUND: In accordance with Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at West Chester University to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of Chancellor Frank T. Brogan, the following motion is put forth.

MOTION: That the Board of Governors approves a Doctor of Education in Education Policy, Planning, and Administration Degree Program at West Chester University of Pennsylvania.

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors' Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Approved to move forward by: West Chester University Council of Trustees, May 14, 2015

Prepared by: Kathleen M. Howley   **Telephone**: (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Doctor of Education in Policy, Planning, and Administration
West Chester University of Pennsylvania
July 9, 2015

1) Brief Description of Program and Appropriateness to Mission

The College of Education at West Chester University of Pennsylvania is seeking approval to offer a Doctor of Education (Ed.D.) in Education Policy, Planning, and Administration. The professional doctorate is a relevant, practical, research-based, and clinically oriented terminal degree for education practitioners within a variety of professional occupations. The Ed.D. is intended to prepare regional professionals in proposing evidence-based solutions that will improve the practice of education and the lives of students in the Commonwealth of Pennsylvania. As a major Pre K-16 plus partner with surrounding school districts, we have developed a practice doctorate that provides educators in a variety of educational settings the skills necessary to identify site-specific problems/questions and develop site-specific action research agendas to gain data and direction that inform solutions.

The addition of the Ed.D. to the curriculum aligns well with the university's strategic plan, *Building on Excellence*. The education offerings at West Chester University remain among of its most highly regarded programs. As the producer of the largest number of educators in the Commonwealth, the university is obligated to respond to the preparation and professional development needs of the education workforce. The proposed Ed.D. is a response to that relevant need and is consistent with the mission and strategic direction of the State System and College. More directly, the Ed.D. supports the university's strategic plan's goals of expanding academic opportunities to provide greater access to West Chester's academic programs and increasing institutional visibility and reputation. The mission of the college is to prepare exemplary professional educators who have the knowledge, skills, and dispositions to transform student's lives. As part of that mission, there are five overarching goals that guide the university's operations and efforts and are supported by the Ed.D. Those include: promoting innovative and effective teaching and authentic assessments to transform faculty, candidate, and PK-20 student learning, creating innovative models for P-20 collaboration, and cultivating inclusive educational experiences.

2) Need

The ability to analyze data, conduct practical research, and develop and interpret high stakes assessments has become an essential skill for education practitioners at all levels of the profession, particularly those working with students who have special needs. Area school districts are looking to West Chester University to prepare teachers, staff, and administrators who are able to provide the knowledge and skills needed to respond to the quickly emerging analytical and research demands. They also desire programs of study that are in part offered within the district schools so they are connected to the real world in which preparation is needed.

The June 2014 Hanover Ed.D. study found that the demand for somewhat similar Ed.D.'s in the region has remained stable over the past five years with a slight increase of 3.9 percent. However, an independent, informal survey of superintendents of southeastern Pennsylvania regional school districts revealed a large percentage of these districts were not responding well to the theoretical and detached nature of many existing offerings.

There was a significantly positive response to having West Chester University as a System institution offer a professional doctorate consistent with the focus on the partnerships that

already exist and one in which they could collaborate in assuring the program remains relevant, responsive, rigorous, and practical. The college is poised both with the intellectual resources and the partnership networks to make the professional doctorate a sustainable, dynamic, analytical, and practice research-based terminal degree for regional professions for years to come.

3) **Academic Integrity**

The Ed.D. program consists of five main components (54 credits): the professional core (18 credits), research methods (12 credits), area of concentration (12 credits), comprehensive exam, and the capstone research project (12 credits). The professional core addresses applied research within the context of all eight program goals. The program prepares candidates to identify challenges in the educational setting, and review existing research regarding those challenges. The research methods component of the program prepares candidates in both quantitative and qualitative research methodologies and provides candidates opportunities to develop research methods appropriate to providing educational site specific data to inform possible solutions to the challenges. The area of concentration affords candidates the opportunity for in-depth study in their area of interest and associated educational settings. This component sets the degree program apart as it allows candidates working in a wide range of educational settings the opportunity to develop research skills that allow them to function as a research practitioner, i.e., conduct applied research in their educational setting. The educational research component ties the Ed.D. program together in a culminating action research experience. The curriculum is aligned with related State System Board of Governors policies.

4) **Coordination/Cooperation/Partnerships**

West Chester University as a State System institution has a deep-rooted commitment to addressing the educational needs of the citizens, schools, and other educational entities in the southeastern region of the Commonwealth. The College of Education has developed a professional doctorate in coordination with the superintendents of these districts and its focus in this sense is different from the other State System offerings that focus more on educational leadership with targeted areas of investigation such as the newly approved Ed.D. from a sister State System university that focuses on poverty.

While there are not formal relationships being proposed with other System institutions with Ed.D.'s, the Ed.D. program at West Chester University will provide qualified System master's graduates with preferential admissions in those instances where program capacity limits enrollments. Moreover, West Chester graduate policy and the Ed.D. curriculum provides enough flexibility to allow those same graduates to transfer in up to 12 credits of graduate coursework from those institutions to the area of concentration with approval of the doctoral advisors toward the 54-credit requirement. Moreover, candidates completing the superintendent certificate courses through the established Millersville and Shippensburg partnership are able to transfer those courses to the West Chester Ed.D. program's area of concentration.

Coordination with outside agencies and constituents is key to the mission and success of the Ed.D. program. As a practice doctorate, the program is designed to provide educators in a variety of educational settings the skills necessary to identify site-specific problems and questions and develop site-specific action research agendas to gain data and direction that inform solutions. Each Ed.D. candidate will conduct an action research experience at an outside agency/constituent such as a partner school district, preschool partner, rehabilitation center, or academic tutoring center.

5) Assessment

The Ed.D. is an interdisciplinary program provided by five disciplinary partners from the College of Education currently offering advanced programs at West Chester. The assessment plan for the Ed.D. mirrors the robust assessment plan for each of the advanced degree programs already in place in the college. Performance measurement will be continuous throughout the program. Assessment artifacts have been identified for each course and linked to course level student learning outcomes, which in turn are linked to program level outcomes.

Data depicting candidate performance will be used in a number of ways to ensure continuous improvement of the Ed.D. program. They will be examined and analyzed by the program faculty in the College of Education and by the Program Advisory Committee, a program-based faculty group whose members represent all of the disciplines with courses in the professional education portions of a program. All data is collected electronically through the college's assessment platform (currently Tk20). Assessment artifacts will be reviewed on a four-point scale (exemplary, superior, satisfactory, needs improvement), which is defined for each artifice via a detailed rubric. This data will be linked to each program outcome to report on candidate performance in the program.

The Assessment Office of the College of Education will regularly provide disaggregated program assessment data to program faculty. In some cases, these data will be examined and analyzed in supporting department committees; in others they will be discussed with the council. The intent of the council is to give voice to all whose disciplines are represented in the program in order to ensure, at minimum, strong curriculum development, ongoing program assessment, a strong sense of continuous improvement, and quality candidate advising. The Ed.D. program faculty have vast experience and long-term success with this assessment feedback structure within their discipline-specific advanced programs and anticipate this process of review will ensure an Ed.D. program that is informed by candidate performance.

The Program Advisory Council will meet at least once a semester to discuss program goals, review collected data, and make suggestions for each component of the Ed.D. Because of this the council will include program faculty, alumni, school district faculty and staff, and other interested parties in order to provide the Ed.D. program with a broad sense of how continuous improvement can occur.

6) Resource Sufficiency

West Chester is committed to providing adequate faculty positions to support the growth expected in the department as a result of offering the Ed.D. In addition, current physical resources and facilities are adequate. Space for offering courses, conducting clinical work, and pursuing research will be provided in part by the school districts in which the candidates work or have established partnerships. The faculty members of the college are qualified to offer teaching, mentoring, and advising to students involved in doctoral level programs. All full-time tenured and tenure track faculty members maintain active research agendas. These individual teacher scholars are fully equipped to conduct doctoral studies. Following an initial university investment of $15,063 in the first year, the program should reach break-even status by Year 2. By Year 5 we expect that the program will serve 37 students per year (15 new and 22 existing). University administration is firmly committed to providing startup funding for this program.

Prepared by: Drs. Corinne M. Murphy, BCBA-D, Jeffery L. Osgood, Jr., R. Lorraine Bernostsky, and Kenneth D. Witmer, Jr.
Implementation date: May, 2016
Date approved by Council of Trustees: May 14, 2015

West Chester University of Pennsylvania
Doctor of Education in Education Policy, Planning and Administration
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	Following an initial university investment of $15,063 in the first year, the program should reach breakeven status by Year 2. By Year 5 we expect that the program will serve 37 students per year (15 new and 22 existing).
Headcount Enrollment	Headcount enrollments are based on a detailed matrix of course offerings using current actuals for part-time/full-time students. All courses are three credits. Cohorts begin annually. We expect demand to exceed capacity for this program, as it does for our DNP, and for this reason have not included an attrition impact.
ESTIMATED REVENUE	
Tuition Generated	Tuition rate is calculated at 125% of current graduate tuition as reflected in a separate differential tuition proposal submitted to Office of the Chancellor. Tuition is held flat across all five years. Proposed tuition is $567.50 per credit for in-state students and $851.25 per credit for out-of-state students. Tuition revenue shown assumes 100% at in-state and 0% at out-of-state students rates based on the rationale provided above in the proposal (see page 15).
Instructional Support Fee	This reflects the currently approved instructional support fee for both in-state and out-of-state graduate credits and excludes technology tuition fee revenue.
External Grants & Contracts	N/A
Other	The Provost will provide start-up dollars in the first year (totaling $15,063) until the program reaches the breakeven point in Year 2.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	The teaching load is grad only (3/3) and will be 1.0 FTE in Year 1, 1.67 FTE in Year 2, 2.0 FTE in Year 3, and will max out at full capacity at 2.33 in Years 4 and 5. Actual faculty salaries and benefits have been averaged and held constant across the five years of the budget projection. A tenure track hire will be made prior to Year 4 to backfill existing master's level courses as the program ramps up to full capacity. Actual faculty salaries and benefits have been averaged and held constant across the five years of the budget projection. This includes faculty at Q03 steps H, J, and K and Q04 steps F and G (average salary plus benefits per FTE totals $130,489).

Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	36 credits of graduate assistantship awards will be funded by the program in Years 3, 4, and 5. This reflects current actual costs which total $18,243 per student for 12 credits of tuition (based on a composite charge for resident/ out of state student tuition) and the requisite stipend.
Learning Resources	Funding for specialized journals and other learning resources based on student need beginning in Year 2.
Instructional Equipment	No special instructional equipment is needed.
Facilities and/or modifications	N/A
Administrative Expense	We are using 20% as suggested by the OOC.
Other	Funds for inviting school district partners to campus for program evaluation and collaboration.

West Chester University of Pennsylvania
Doctor of Education in Education Policy, Planning and Administration
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment	0	5	5	5	5	8	8	8	8	8
Out-of-State Full-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
In-State Part-Time Headcount Enrollment	0	5	5	5	10	7	12	7	14	7
Out-of-State Part-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Projected Annual Credits Generated	240		480		663		786		810	

Estimated Revenue										
Tuition Generated	$136,200		$272,400		$376,253		$446,055		$459,675	
Instructional Support Fee	$11,832		$23,664		$32,686		$38,750		$39,933	
External Grants and Contracts	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
University Investment	$15,063	$0	$0	$0	$0	$0	$0	$0	$0	$0
Estimated Total Revenue	$163,095		$296,064		$408,938		$484,805		$499,608	

Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	$0	$130,489	$217,917	$0	$260,978	$0	$304,039	$0	$304,039	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	$0	$0	$0	$0		$54,729	$54,729		$54,729	
Learning Resources	$0	$0	$0	$2,000	$2,500	$0	$3,000	$0	$3,500	$0
Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
New Facilities and/or Modifications to existing facilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Administrative Expense	$29,606		$59,213		$81,788		$96,961		$99,922	
Other	$0	$3,000	$3,500	$0	$4,000	$0	$4,500	$0	$5,000	$0
Estimated Total Expenses	$163,095		$282,630		$403,995		$463,229		$467,190	

| Estimated Financial Impact of New Program | $0 | | $13,434 | | $4,944 | | $21,576 | | $32,418 | |

Audit Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

July 9, 2015

Agenda

<u>Item</u>

Committee Members: Jonathan B. Mack (Chair), Marie Conley, Daniel P. Meuser, Senator Judith L. Schwank, Guido M. Pichini (*ex officio*), Francis L. Hendricks (*nonvoting president liaison)*

For further information, contact James S. Dillon at (717) 720-4100.

Audit Committee Meeting
July 9, 2015

SUBJECT: Office of Internal Audit and Risk Assessment Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors' Policy 1991-06-A, *State System Audit Policy*, requires the Audit Committee to annually report to the full Board of Governors on the Audit Committee's activities. The included *Fiscal Year 2014/15 Annual Report of Activities of the Office of Internal Audit and Risk Assessment* brochure affords information and highlights regarding period activities supportive of the State System's internal audit function.

Separately, *State System Audit Policy* requires the Audit Committee to review and approve the scope of the Office of Internal Audit and Risk Assessment's annual work plan. They included *Office of Internal Audit and Risk Assessment Fiscal Year 2015/16 Work Plan* has been approved by the Audit Committee and defines value-added projects developed through consultation with State System leadership, an evaluation of institutional risk, an awareness of the System's current operating environment, as well as risks facing the higher education industry.

Supporting Documents Included: (1) *Fiscal Year 2014/15 Annual Report of Activities of the Office of Internal Audit and Risk Assessment* and (2) *Office of Internal Audit and Risk Assessment Fiscal Year 2015/16 Work Plan*

Other Supporting Documents Available: Board of Governors' Policy 1991-06-A: *State System Audit Policy*

Reviewed by: Jonathan B. Mack, Audit Committee Chairman and Committee Members

Prepared by: Dean A. Weber   **Telephone**: (717) 720-4243

Fiscal Year 2014/15
Annual Report of Activities of the
Office of Internal Audit and
Risk Assessment

CONTENTS

Published June 30, 2015

MESSAGE FROM THE DIRECTOR

O n behalf of the Office of Internal Audit and Risk Assessment (OIARA), I am pleased to present the *Fiscal Year 2014/15 Annual Report of Activities of the Office of Internal Audit and Risk Assessment*. The purpose of this report is to demonstrate accountability to the Board of Governors that the internal audit function is operating as intended.

The report highlights accomplishments of the System's internal audit and risk assessment function and use of resources consistent with our approved FY2014/15 operating budget and work plan. The OIARA is governed by Board of Governors' Policy 1991-06-A: *State System Audit Policy*. The OIARA performs its work in accordance with professional practices of internal auditing.

With support of the Board of Governors' Audit Committee, the System's chancellor, and presidential and executive leadership, the OIARA has concluded a productive year. I would also like to acknowledge the dedication of departmental staff and their commitment to sustaining the mission of the OIARA.

The OIARA carried out project assignments at all 14 State System universities during the 2014/15 fiscal year. In addition to engagement clients, Audit Committee members are provided with final reports as they occur. Additionally, local council of trustee chairpersons are notified of OIARA completed projects relative to their respective institution.

In summary, this year's work plan defined 31 projects. Twelve engagements ongoing as of June 30, 2014, carried forward providing a total of 43 proposed projects for completion in the current fiscal year. Efforts resulted in the issuance of 29 reports reflective of work plan engagements, providing 106 recommendations for the consideration of leadership to strengthen operations and enhance internal controls. Eight projects contained in the work plan were not fulfilled due to inadequate available staff hours or other extenuating circumstances. As of June 30, 2015, work remains underway on six work plan engagements anticipated to conclude early in the first quarter of fiscal year 2015/16.

In addition to defined work plan responsibilities, the OIARA assumed eleven special project assignments. Special projects supplement OIARA workload and arise from requests to address current needs, evaluate and assess specific matters, and perform investigations of credible accusations. As of June 30, 2015, work concluded on nine of the eleven special projects with the remaining two anticipated to conclude early in the first quarter of fiscal year 2015/16.

Looking ahead, work of the OIARA will continue to contribute to the efficient and effective operation of Pennsylvania's State System of Higher Education. I look forward to further enhancing internal audit services as we move forward in accomplishing initiatives defined within our FY2015/16 work plan. My goal is to promote internal audit projects based on recognized levels of risk and advance implementation of appropriate internal controls necessary to support the System's mission.

Respectfully,

Dean A. Weber, CIA, CRMA
Director, Office of Internal Audit and Risk Assessment

SERVICE TO THE SYSTEM

The Office of Internal Audit and Risk Assessment is charged with enhancing State System operations by providing risk-based, objective and reliable assurance, advice, and insight. The OIARA accomplishes this by:

- Internal audit services in which planned compliance, operational, financial, and information technology engagements are completed.
- Follow-up assessments where prior audit findings are reviewed to determine if effective corrective measures have been implemented supportive of management responses to identified improvement opportunities.
- Special project engagements where System leadership requests consultative services to aid in evaluating risk and the adequacy of internal controls.
- Investigations addressing allegations of fraud, waste, conflict of interest, ethics violations, abuse of System resources, and other matters potentially in violation of governing policy, regulations, and requirements.

THE OFFICE OF INTERNAL AUDIT AND RISK ASSESSMENT WAS FORMALLY RESTRUCTURED IN JULY 2009 AS A CENTRALIZED FUNCTION REPORTING TO THE AUDIT COMMITTEE OF THE STATE SYSTEM'S BOARD OF GOVERNORS.

SINCE THAT TIME, THE OIARA HAS COMPLETED A TOTAL OF 130 WORK PLAN ENGAGEMENTS AND 64 SPECIAL PROJECT REQUESTS, THROUGH FISCAL YEAR 2014/15.

MISSION STATEMENT

The mission of the Office of Internal Audit and Risk Assessment is to provide an independent, objective assurance function and consulting services designed to add value and improve operations of the 14 State System universities and the Office of the Chancellor. The OIARA helps the universities and the Office of the Chancellor accomplish their objectives in bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, internal control structures, and governance processes.

The Office of Internal Audit and Risk Assessment is responsible for the establishment of an ongoing, collaborative risk assessment process including each of the System universities and the Office of the Chancellor.

The Office of Internal Audit and Risk Assessment reports functionally to the Audit Committee of the Pennsylvania's State System of Higher Education Board of Governors and administratively to the System's chancellor.
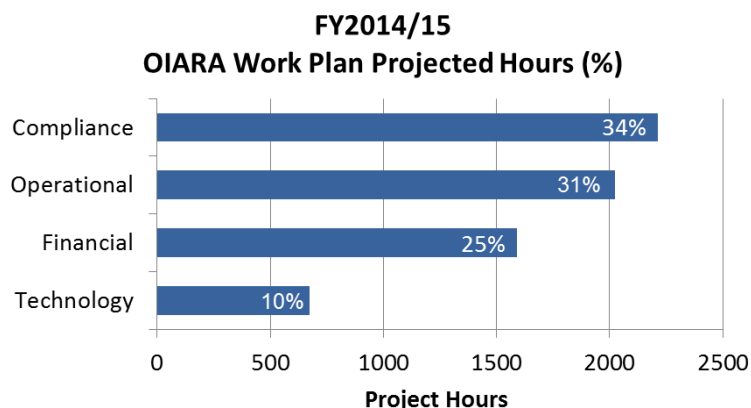
OVERVIEW/ACHIEVEMENT OF FY2014/15 PROJECTS

The Office of Internal Audit and Risk Assessment works to reduce the State System's exposure to adverse risk, ensure the adequacy of internal controls, assess compliance, and evaluate economies and efficiencies of operations. To that end, an annual work plan is developed each fiscal year through collaborative consultation with State System leadership, evaluation of risk assessment outcomes, and an awareness of the System's current operating environment.

The work plan includes both broad departmental reviews as well as assessments of specific processes or controls. The Board of Governors' Audit Committee evaluates proposed engagements and approves the final version of the plan.

The following chart illustrates the number of projects concluded, underway, and not initiated, along with resulting achievement percentages.

The State System's internal audit work plan encompasses projects defined within the following four strategic risk-based categories: Operational, Compliance, Financial, and Information Technology. OIARA's work plan project hour distribution by engagement category is shown in the chart below:

FY2014/15
OIARA Work Plan Projected Hours (%)

Category	Percent
Compliance	34%
Operational	31%
Financial	25%
Technology	10%

Project Hours

Results

The department achieved initiation of 74% of proposed FY2014/15 engagements as well as 100% completion of prior year carry-over projects. Additionally, 100% of special project requests have concluded or are underway.

Project Source	Total Engagements	Number Concluded	Number Underway	Number Not Initiated	Percent Concluded/Underway
FY2014/15 Work Plan	31	17	6	8	74%
Prior Year Carry-over	12	12	--	--	100%
Work Plan Totals:	43	29	6	8	81%
Special Projects	11	9	2	--	100%
Cumulative Total:	54	38	8	8	85%

FISCAL YEAR 2014/15 WORK PLAN - PROJECT DETAIL

Supporting individualized project initiatives unique to the needs of each institution, prioritized risk-based planning identified 31 engagements comprising the OIARA fiscal year 2014/15 work plan.

The chart below identifies project initiatives by university, the status of field work, issuance of final reports, and those projects not completed due to insufficient OIARA staff hours available to complete the engagement or other extenuating circumstances.

State System University	Project	Project Not Completed	Field Work in Process or Concluded	Final Report Issued	Carryover to 2015/16 Work Plan
Bloomsburg	Expenditures of Public Funds		✓	03/19/2015	N/A
	IT User Access	✓			No
California	NCAA Agreed-upon Procedures		✓	12/15/2014	N/A
	Distance Education		✓	03/09/2015	N/A
Cheyney	NCAA Agreed-upon Procedures		✓	01/13/2015	N/A
	Expenditures of Public Funds	✓			No
Clarion	NCAA Agreed-upon Procedures	✓			No
	Distance Education		✓	06/26/2015	N/A
East Stroudsburg	NCAA Agreed-upon Procedures		✓	12/12/2014	N/A
	Expenditures of Public Funds		✓	06/04/2015	N/A
Edinboro	Student Financial Aid	✓			No
	Camp/Training Programs		✓		Yes
Indiana	NCAA Agreed-upon Procedures		✓	12/18/2014	N/A
	IT General Controls Review		✓	03/02/2015	N/A
Kutztown	International Education		✓	06/11/2015	N/A
	IT Disaster Recovery	✓			No
Lock Haven	NCAA Agreed-upon Procedures		✓	12/09/2014	N/A
	Camp/Training Programs		✓		Yes
Mansfield	Student Financial Aid	✓			No
	Expenditures of Public Funds		✓		Yes
Millersville	NCAA Agreed-upon Procedures		✓	12/11/2014	N/A
	International Education		✓		Yes
Shippensburg	Student Financial Aid		✓		Yes
	International Education		✓	10/22/2014	N/A
Slippery Rock	NCAA Agreed-upon Procedures		✓	12/17/2014	N/A
	IT User Access		✓		Yes
West Chester	NCAA Agreed-upon Procedures		✓	12/18/2014	N/A
	Camp/Training Programs		✓	06/22/2015	N/A
Office of the Chancellor	IT Disaster Recovery		✓	05/27/2015	N/A
	Academic Program Actions	✓			No
	Performance Funding	✓			No

CARRY-OVER PROJECTS FROM FY2013/14 WORK PLAN

As of June 30, 2014, there were 12 projects ongoing that carried forward into FY2014/15 for completion. The projects comprised nine prior-year work plan initiatives and three special project engagements. The following chart identifies the 12 carry-over projects concluded during the period.

State System University	Project	Final Report Issued
Bloomsburg	IT General Controls Review	09/16/2014
Cheyney	IT General Controls Review	09/10/2014
East Stroudsburg	Clery Act Compliance Review	07/14/2014
	Campus Cash Collections Special Project	08/28/2014
Edinboro	Campus Cash Collections	08/06/2014
	IT General Controls Review	09/25/2014
Indiana	NCAA Compliance Audit	10/06/2014
Kutztown	Presidential Transition Special Project	09/29/2014
Slippery Rock	IT General Controls Review	09/15/2014
West Chester	Accounts Payable Audit	11/05/2014
	EthicsPoint Case Special Project	09/05/2014
Office of the Chancellor	Flexible Spending Program Audit	08/08/2014

SPECIAL PROJECT REQUESTS FY2014/15

In addition to specifically identified annual work plan engagements, the Office of Internal Audit and Risk Assessment completes special project requests presented by the chancellor, university presidents, chief legal counsel, and Board of Governors' members. Furthermore, special projects may result from information received through the State System's Incident Reporting System deemed to be most appropriately addressed by the OIARA. Special project requests supplement project efforts of those identified within the formally approved departmental work plan.

During fiscal year 2014/15, the OIARA assumed responsibility for the completion of eleven special project requests. Of this total, six projects were matters presented through the Incident Reporting System and five were university requested.

FY2014/15 Special Project Requests Comprised Projects Occurring at:

Bloomsburg University of Pennsylvania

Cheyney University of Pennsylvania

Clarion University of Pennsylvania

Mansfield University of Pennsylvania

NEW DEPARTMENT INITIATIVES

The OIARA launched two new initiatives in FY2014/15 to include **OIARA INFORMATION BRIEFS** and **CLIENT SATISFACTION SURVEYS**. Both initiatives are intended to enhance departmental service to the System.

OIARA INFORMATION BRIEFS

What are they…

During FY2014/15, the OIARA produced three electronic distributions detailing common-themed findings/recommendations identified through the course of completed engagements at multiple site locations.

Value in Sharing Information...

- Support from State System's leadership to provide increased identification and recognition of internal control improvement opportunities.
- Enhanced communication initiative of the Office of Internal Audit and Risk Assessment to promote the value of internal auditing.
- Audit Committee's commitment to expand the sharing of information derived through the internal audit process.

Information Brief Topics Addressed in FY2014/15

- Miscellaneous Campus Cash Collections

- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)

- Information Technology General Controls Review

CLIENT SATISFACTION SURVEYS

What are they…

For engagements completed as part of the FY2014/15 work plan, satisfaction surveys were sent to engagement clients. Completed surveys provide a method of continuous quality monitoring of the internal audit process. Surveys evaluate and rate:

- Scope of the Internal Audit Work
- Internal Audit Process
- Engagement Satisfaction
- Option for Comment

Satisfaction Survey Outcomes

90% Strongly Agree or Agree the engagement provided useful outcomes.

86% Strongly Agree or Agree the engagement provided overall value to the organization.
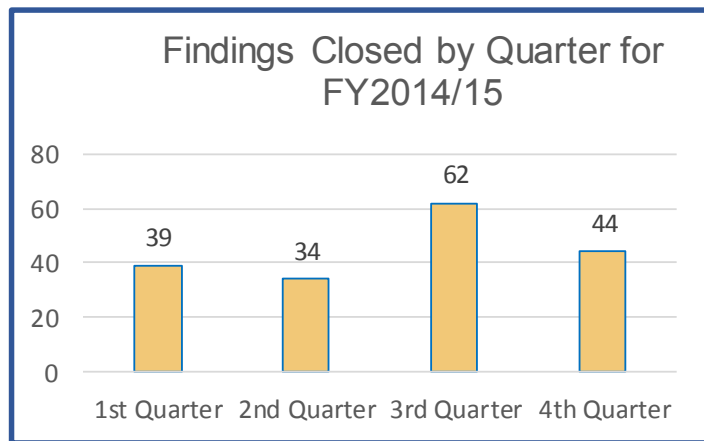
MANAGEMENT CORRECTIVE ACTIONS

Beginning in fiscal year 2013/14, the Office of Internal Audit and Risk Assessment instituted a formalized process to follow up on prior internal audit report recommendations and actions addressing the implementation of management responses. Each State System entity is now provided a quarterly statement defining open internal audit items as well as those closed during the period. This provides a management tool for each entity to use in managing the status of internal audit issues.

Under this newly implemented process, OIARA staff work collaboratively with university personnel through discussion and review concerning actions taken to improve internal controls, enhance operations, and provide for effective utilization of resources.

Since the OIARA's restructuring in FY2009/10, 553 recommendations have been provided through OIARA engagements to enhance internal controls, provide compliance with governing policies/procedures, and strengthen operations.

Results

Cumulatively, through the end of FY2014/15, 418 (76%) of the 553 prior-years' total audit recommendations to date have been documented as resolved. With a formalized process in place, future efforts will continue focusing on the evaluation of preceding report recommendations to determine if corrective actions have been successfully implemented to achieve issue resolution.

STATE SYSTEM SUCCESS……

THE FOLLOW-UP ASSESSMENT PROCESS HAS IDENTIFIED UNIVERSITIES ACTIVELY EMPLOYING CORRECTIVE MEASURES TO ADDRESS INTERNAL AUDIT REPORT RECOMMENDATIONS.

Findings Closed by Quarter for FY2014/15

Quarter	Findings Closed
1st Quarter	39
2nd Quarter	34
3rd Quarter	62
4th Quarter	44

Summary of Corrective Action Activity FY2014/15	
Total Recommendations Unverified as of July 1, 2014	208
New Recommendations Added FY2014/15	106
Prior Recommendations Verified as Resolved during FY2014/15	179
Total Recommendations Unverified as of June 30, 2015	135

STATE SYSTEM'S INCIDENT REPORTING SYSTEM

State System's Commitment…

Pennsylvania's State System of Higher Education is committed to high ethical standards and the enforcement of policies, procedures, and legal requirements. The concerns of employees, students, and others within the university communities regarding matters of wrongdoing are important; therefore, an Incident Reporting System exists as a means to confidentially identify situations believed to be inappropriate. Individuals can make an anonymous report electronically through the website of each State System entity or may speak with an independent representative by calling the toll-free number, 855-298-5316.

Case Management FY2014/15:

- University   75%
- Legal Counsel   16%
- OIARA   9%

Pennsylvania's State System of Higher Education Board of Governors' Audit Committee approved creation of an automated Incident Reporting System to receive, record, and track alleged instances of fraud, waste, and abuse of resources perceived as occurring within State System operations. A contract for services was executed with *NAVEX Global/EthicsPoint* providing an automated solution for this process.
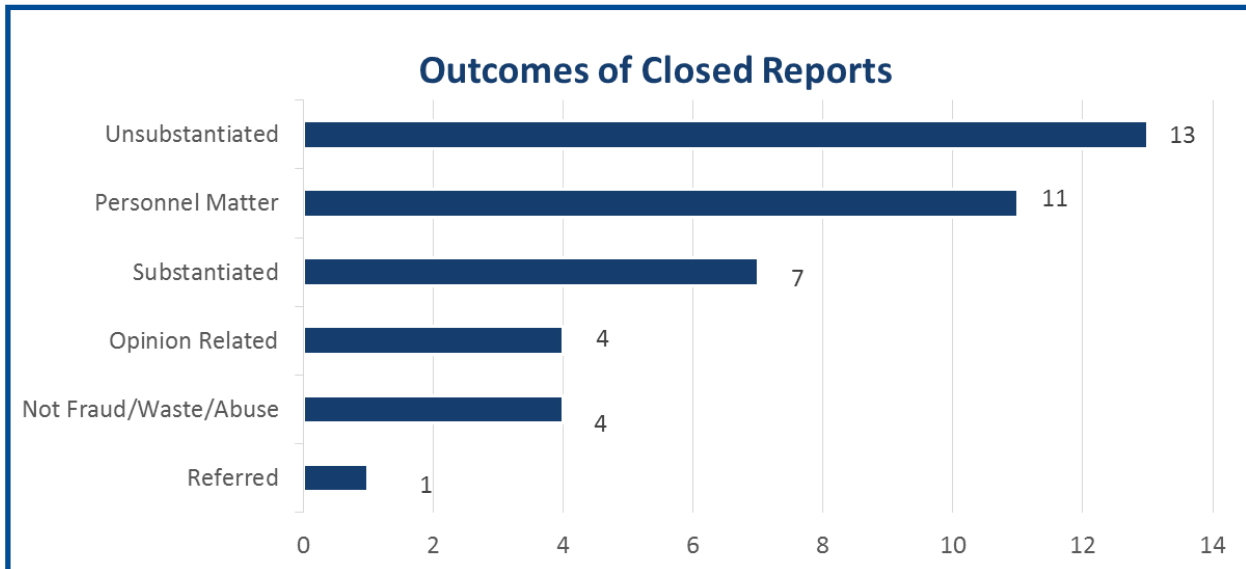
The Office of Internal Audit and Risk Assessment, with joint support of the State System Office of Chief Legal Counsel, is responsible for administration of the Incident Reporting System. Each university and the Office of the Chancellor has appointed a liaison to manage case reports at the respective locations. The Incident Reporting System and information on how to report allegations can be accessed from the website home page of each System university, as well as from the State System's website.

In support of uniform protocol addressing investigation of reports received through the Incident Reporting System, the creation of PASSHE Procedure/Standard Number 2013-17: *Conducting Investigations Received through PASSHE's Incident Reporting System*, was approved August 7, 2013.

Cumulatively for FY2014/15, 63 user reports were filed through the Incident Reporting System concerning various matters of System operations. As of June 30, 2015, 40 reports have been investigated and closed while 23 remain in process of review.

Outcomes of Closed Reports

Outcome	Count
Unsubstantiated	13
Personnel Matter	11
Substantiated	7
Opinion Related	4
Not Fraud/Waste/Abuse	4
Referred	1

BOARD OF GOVERNORS' AUDIT COMMITTEE

The primary mission of the Audit Committee is to assist the Board of Governors in exercising its due care and diligence in discharging System-wide oversight and monitoring responsibilities. An important objective of the Audit Committee is to support and oversee the activities of the Office of Internal Audit and Risk Assessment, maximizing the functions' operations and value across the State System.

Current Board of Governors' Audit Committee Composition as of June 30, 2015

Jonathan B. Mack, *Chair*

Marie Conley

Daniel P. Meuser

Senator Judith L. Schwank

Guido M. Pichini (*ex officio*)

Francis L. Hendricks (*nonvoting president liaison*)

Former Board of Governors' Audit Committee Members who Served During FY2014/15

Joseph F. McGinn, *Chair*

Todd M. Garrett

Christopher H. Franklin

Senator John T. Yudichak

OIARA STAFF

Dean Weber, CIA, CRMA
Director
Dean has been with the State System for 22 years. He is a Certified Internal Auditor and Certified in Risk Management Assurance. Dean is a graduate of Saint Francis University.

Marianne Pollack
Administrative Assistant
Marianne has been with the State System since April 2014. She is a skilled professional assisting departmental staff. Marianne is a graduate of Central Pennsylvania Business College.

Kimberly Greco, CPA
Audit Senior
Kim has been with the State System for 10 years. She is a Certified Public Accountant. Kim earned her undergraduate and graduate degrees at Slippery Rock University of Pennsylvania.

David Shissler, CPA, CISA, CISSP
Audit Senior
David has been with the State System for 6 years. He is a Certified Public Accountant, Certified Information Systems Auditor, and Certified Information System Security Professional. David earned his undergraduate degree at Oral Roberts University and his graduate degree at Shippensburg University of Pennsylvania.

Shannon Keith, CPA, CFE
Audit Senior
Shannon has been with the State System for 9 years. She is a Certified Public Accountant and Certified Fraud Examiner. Shannon is a graduate of Wilmington University and a veteran of the U.S. Air Force.

Sylvia Thompson, MBA, CIA, CRMA
Audit Senior
Sylvia has been with the State System for 6 years. She is a Certified Internal Auditor and Certified in Risk Management Assurance. Sylvia earned her undergraduate degree at Shippensburg University of Pennsylvania and her graduate degree at Temple University.

Laurie Malatesta, CPA, CIA, CRMA
Audit Senior
Laurie has been with the State System for 11 years. She is a Certified Public Accountant, Certified Internal Auditor, and Certified in Risk Management Assurance. Laurie is a graduate of Pennsylvania State University.

Office of Internal Audit and Risk Assessment Fiscal Year 2015/16 Work Plan

University	Compliance	Operational	Financial	Information Technology
Bloomsburg	(1) Minors on Campus (2) NCAA Agreed-upon Procedures			
California	Minors on Campus	Recruitment/Admissions		
Cheyney	NCAA Agreed-upon Procedures		University Scholarships	
Clarion		University Police Dept.	Institutional Grants	
East Stroudsburg		Registrar Functions		IT User Access
Edinboro	Tuition Differential	Campus Safety/Security		
Indiana	(1) Minors on Campus (2) Jeanne Clery Act Review			
Kutztown	NCAA Compliance	Recruitment/Admissions		
Lock Haven	Jeanne Clery Act Review	Campus Safety/Security		
Mansfield	NCAA Agreed-upon Procedures		External Financial Support	
Millersville	Tuition Differential	Campus Safety/Security		Disaster Recovery
Shippensburg	Jeanne Clery Act Review Minors on Campus			
Slippery Rock	Minors on Campus		Institutional Grants	
West Chester	(1) Minors on Campus (2) Jeanne Clery Act Review			Disaster Recovery
Office of the Chancellor			Purchasing Card (System-wide)	SAP Access Controls

Carry-over FY2014/15 Engagements

Edinboro – Camp/Training Programs
Lock Haven - Camp/Training Programs
Mansfield – Expenditures of Public Funds

Millersville – International Education
Shippensburg – Financial Aid
Slippery Rock – IT User Access

Carry-over Special Projects

Clarion – EthicsPoint #151
Mansfield – Work Study

Pennsylvania's
STATE SYSTEM
of Higher Education

Finance, Administration, and Facilities Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

July 9, 2015

Agenda

Committee Members: Ronald G. Henry (Chair), Representative Matthew E. Baker, Christopher H. Franklin, Sarah E. Galbally, David M. Maser, Aaron A. Walton, Guido M. Pichini (ex officio), and Dr. David L. Soltz (nonvoting presidential liaison)

For further information, contact James S. Dillon at (717) 720-4100.

Finance, Administration, and Facilities Committee Meeting
July 9, 2015

SUBJECT: Fiscal Year 2015/16 Operating Budget Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Although the Commonwealth's fiscal year 2015/16 general fund budget is not yet finalized, it is anticipated that it will at least provide for continuation of the State System's Educational and General (E&G) appropriation at $412.8 million, the same as received in fiscal year 2014/15. However, it is unclear whether there will be an increase in funding to the State System and, if so, how much will be appropriated.

The attached overview summarizes the State System's estimated fiscal year 2015/16 E&G budget requirements. Presentations on the System's budget were provided during the Finance, Administration, and Facilities Committee meetings on April 8 and June 30, 2015.

This information is necessary to support recommendations of the Committee concerning:

- Fiscal Year 2015/16 Tuition and Technology Tuition Fee Rates.
- Fiscal Year 2015/16 Educational and General Appropriation Allocation, including establishment of the performance funding pool.

Supporting Documents Included: Fiscal Year 2015/16 Educational and General Budget Overview

Other Supporting Documents Available: Fiscal Year 2015/16 Appropriations Request; Governor's Recommended Budget; presentations and materials from Board of Governors' meetings of October 8–9, 2014, April 8–9, 2015, and June 30, 2015; Commonwealth's Fiscal Year 2015/16 Budget, when enacted

Reviewed by: Finance, Administration, and Facilities Committee of the Board of Governors, June 30, 2015

Prepared by: James S. Dillon   **Telephone**: (717) 720-4100

Pennsylvania's State System of Higher Education
Fiscal Year 2015/16 Educational and General Budget Overview

At its meeting on October 9, 2014, the Board of Governors approved a fiscal year (FY) 2015/16 Educational and General (E&G) appropriations request of $462.7 million, reflecting a $49.9 million, or 12.1 percent, increase to fully fund a $1.6 billion E&G budget.

At the time of completion of these materials, the Commonwealth's FY 2015/16 budget has not yet been enacted; therefore, FY 2015/16 appropriations for the State System are unknown.

The State System's FY 2015/16 E&G budget of $1.6 billion, as presented last October, was built within a cost control climate, addressing shifting enrollment trends and providing solely for limited mandatory increases in basic operating costs. The FY 2015/16 budget requirements presented last fall included the following:

- $16.4 million in health care rate increases.
- $13.8 million in retirement cost increases, $13.6 million of which is associated with statutory pension rate changes.
- $3.2 million reduction in tuition and fee revenue due to an enrollment estimate of 101,687 full-time equivalent (FTE) students—a decline of 0.8 percent, or approximately 860 FTE.

Each spring, the State System's budget estimates for the upcoming year are revised to reflect the most current information. At the Board of Governors' meeting of April 8–9, 2015, the Board reviewed the following adjustments to the System's FY 2015/16 requirements.

- Final contribution rates for the System's health care plans (in which 62 percent of System employees are enrolled) reflect an increase in this program's cost of approximately 9 percent, increasing health care cost estimates by $2.3 million.
- The enactment of Act 153 requires all employees and volunteers to have background clearance screenings by December 31, 2015, at a revised FY 2015/16 cost of $2.4 million.
- Settlement of the collective bargaining agreement with Security, Police, and Fire Professionals of America (SPFPA) increased compensation requirements by $0.7 million.

The following additional adjustments have been made to the System's FY 2015/16 budget requirements based on information available since the Board's April meeting.

- A tentative agreement has been reached with the American Federation of State, County, and Municipal Employees (AFSCME) bargaining unit. The agreement includes a step increment for employees, or an equivalent one-time cash payment for those at the top of the payscale, beginning with the first full pay period in January 2016. The impact on the System's FY 2015/16 budget is an additional $2.4 million in salaries and related benefits.

- The Commonwealth's tentative AFSCME agreement also establishes the employer contribution rate to the Pennsylvania Employee Benefits Trust Fund (PEBTF) (in which 38 percent of System employees are enrolled) at the same level as in FY 2014/15. This final rate provides a cost avoidance of approximately $2.7 million when compared to the rate as originally budgeted. However, its associated retirees' health care rates have been finalized with a 25 percent rate increase, adding $2.3 million in costs. These final adjustments to health care rates result in a total FY 2015/16 health care cost increase of $18.4 million, or approximately 10 percent.

- It is anticipated that the State System will serve 100,722 FTE students in FY 2015/16, which is approximately 900 less than originally projected, resulting in an estimated decrease of 1.7 percent from the previous year. Enrollment projections vary significantly by

university, but in general result in reduced tuition and fee revenue. Similarly, postponement in implementation of some pricing flexibility pilots has resulted in a corresponding reduction in tuition and fee revenue estimates. These combined factors contribute to a $12.5 million reduction in anticipated tuition and fee revenue.

- Universities continue cost savings efforts that result in other minor adjustments to the System's budget requirements.

The revised FY 2015/16 budget estimates, below, reflect a funding gap of $66.8 million, assuming no change in appropriations or tuition rates.

Estimated FY 2015/16 Educational and General Budget
With No Change in Tuition Rates or State Appopriation
As of June 26, 2015

(Dollars in Millions)

	As of April 2015 FY 2015/16	As of June 2015 FY 2015/16	$ Change
Revenues/Sources			
Tuition	$853.1	$842.8	$(10.3)
Fees	191.6	189.4	(2.2)
State Appropriation	412.8	412.8	0.0
All Other Revenue	71.2	70.7	(0.5)
Use of Carryforward	41.8	41.8	0.0
Total Revenue/Sources	**$1,570.5**	**$1,557.6**	**$(12.9)**
Expenditures and Transfers			
Compensation Summary:			
Salaries & Wages	$814.2	$816.1	$1.9
Benefits	409.2	408.3	(0.9)
Subtotal, Compensation	$1,223.4	$1,224.3	$0.9
Services & Supplies	322.6	322.4	(0.2)
Capital Expenditures & Transfers	80.0	77.6	(2.4)
Total Expenditures and Transfers	**$1,626.0**	**$1,624.4**	**$(1.6)**
Funding Gap	**$55.5**	**$66.8**	**$11.3**

Annualized FTE Enrollment	FY 2015/16	FY 2015/16	$ Change
Undergraduate In-State	80,069.61	79,352.15	(717.46)
Undergraduate Out-of-State	10,395.60	10,288.75	(106.85)
Graduate In-State	8,807.75	8,769.13	(38.62)
Graduate Out-of-State	2,332.42	2,311.54	(20.88)
Total Annualized FTE Enrollment	**101,605.38**	**100,721.57**	**(883.81)**

Note: Numbers may not add due to rounding.

Finance, Administration, and Facilities Committee Meeting
July 9, 2015

SUBJECT: Fiscal Year 2015/16 Tuition and Technology Tuition Fee Rates (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In compliance with Board of Governors' Policy 1999-02-A: *Tuition*, it is recommended that the Board approve the proposed Fiscal Year 2015/16 Tuition Schedule (Attachment 1) and the Fiscal Year 2015/16 Technology Tuition Fee Schedule (Attachment 2).

MOTION: That the Board of Governors approves the fiscal year 2015/16 tuition and technology tuition fee rates, as attached.

Supporting Documents Included: Fiscal Year 2015/16 Tuition Schedule (Attachment 1); Fiscal Year 2015/16 Technology Tuition Fee Schedule (Attachment 2)

Other Supporting Documents Available: Fiscal Year 2015/16 Appropriations Request; Board of Governors' Policy 1999-02-A: *Tuition*; University Out-of-State Tuition Plans, as approved by the Board of Governors on January 22, 2015; Pricing Flexibility Pilot Programs, as approved by the Board of Governors on January 23, April 10, July 8, and October 9, 2014, and January 22, 2015

Reviewed by: N/A

Prepared by: James S. Dillon   **Telephone**: (717) 720-4100

Pennsylvania's State System of Higher Education
Fiscal Year 2015/16 Tuition Schedule
Excludes Rates for Board-Approved Tuition Flexibility Pilots

Student Classification	2014/15	2015/16	Change Amount	Percent
Full-Time Academic Year				
In-State Undergraduate	$6,820	$7,060	$240	3.5%
Out-of-State Undergraduate:				
150% (Minimum) (CA*, CL, EA*, ED*, KU*, SH*, SL*, CBFS*)	$10,230	$10,590	$360	3.5%
165% (CH, MA*)	$11,253	$11,650	$397	3.5%
170% (ED*, IN*)	$11,594	$12,002	$408	3.5%
175% (EA*, MI*, SH*)	$11,935	$12,356	$421	3.5%
195% (CA*)	$13,299	$13,768	$469	3.5%
200% (KU*, LO*, MI*, SL*)	$13,640	$14,120	$480	3.5%
$2,000 less than 250% rate (LO*)	$15,050	$15,650	$600	4.0%
225% (SH*)	$15,345	$15,886	$541	3.5%
250% (BL, EA*, IN*, KU*, LO*, MA*, MI*, WE, CBFS*)	$17,050	$17,650	$600	3.5%
Full-Time Semester				
In-State Undergraduate	$3,410	$3,530	$120	3.5%
Out-of-State Undergraduate:				
150% (Minimum) (CA*, CL, EA*, ED*, KU*, SH*, SL*, CBFS*)	$5,115	$5,295	$180	3.5%
165% (CH, MA*)	$5,627	$5,825	$198	3.5%
170% (ED*, IN*)	$5,797	$6,001	$204	3.5%
175% (EA*, MI*, SH*)	$5,968	$6,178	$210	3.5%
195% (CA*)	$6,650	$6,884	$234	3.5%
200% (KU*, LO*, MI*, SL*)	$6,820	$7,060	$240	3.5%
$2,000 less than 250% rate (LO*)	$7,525	$7,825	$300	4.0%
225% (SH*)	$7,673	$7,943	$270	3.5%
250% (BL, EA*, IN*, KU*, LO*, MA*, MI*, WE, CBFS*)	$8,525	$8,825	$300	3.5%
Per Student Credit Hour*				
In-State Undergraduate	$284	$294	$10	3.5%
In-State Graduate	$454	$470	$16	3.5%
Out-of-State Undergraduate:				
150% (Minimum) (CA*, CL, EA*, ED*, KU*, SH*, SL*, CBFS*)	$426	$441	$15	3.5%
165% (CH, MA*)	$469	$485	$16	3.4%
170% (ED*, IN*)	$483	$500	$17	3.5%
175% (EA*, MI*, SH*)	$497	$515	$18	3.6%
195% (CA*)	$554	$574	$20	3.6%
200% (KU*, LO*, MI*, SL*)	$568	$588	$20	3.5%
$2,000 less than 250% rate (LO*)	$627	$652	$25	4.0%
225% (SH*)	$639	$662	$23	3.6%
250% (BL, EA*, IN*, KU*, LO*, MA*, MI*, WE, CBFS*)	$710	$735	$25	3.5%
Out-of-State Graduate	$681	$705	$24	3.5%
Out-of-State Undergraduate Distance Education, Minimum	$290	$300	$10	3.4%
Out-of-State Graduate Distance Education, Minimum	$463	$479	$16	3.5%

CBFS = Chincoteague Bay Field Station

Applies to certain out-of-state students based upon geographic location, academic program or term, or academic standing.

**For graduate student charges; and for undergraduate part-time, summer, and interim session student charges.*

Pennsylvania's State System of Higher Education
Fiscal Year 2015/16 Technology Tuition Fee Schedule

Student Classification	2014/15	2015/16	Change	
			Amount	Percent
Full-Time Academic Year				
In-State Undergraduate	$422	$436	$14	3.3%
Out-of-State Undergraduate	$642	$664	$22	3.4%
Full-Time Semester				
In-State Undergraduate	$211	$218	$7	3.3%
Out-of-State Undergraduate	$321	$332	$11	3.4%
Per Student Credit Hour				
*(For part-time and graduate students)**				
In-State Undergraduate (less than 12 credits)	$18	$19	$1	5.6%
Out-of-State Undergraduate (less than 12 credits)	$27	$28	$1	3.7%
In-State Graduate	$24	$25	$1	4.2%
Out-of-State Graduate	$36	$37	$1	2.8%

For graduate student charges; and for undergraduate part-time, summer, and interim session student charges.

Finance, Administration, and Facilities Committee Meeting
July 9, 2015

SUBJECT: Fiscal Year 2015/16 Educational and General Appropriation Allocation (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors' Policy 1984-06-A: *Allocation Formula*, specifies the method by which the Educational and General (E&G) appropriation is allocated annually to the universities for their basic funding requirements. To determine the amount of the fiscal year 2015/16 E&G appropriation that is to be distributed to the universities through the allocation formula, certain items of System-wide significance must first be funded. These items and their recommended fiscal year 2015/16 funding levels are described in Attachment 1.

The performance funding pool is proposed to be allocated based upon an Educational and General revenue estimate of $1.604 billion, which includes an estimated $12.4 million increase in state appropriations and $33.6 million increase in tuition and fee revenue.

MOTION: That the Board of Governors approve the following allocation of funds from the State System's fiscal year 2015/16 E&G appropriation subject to revision by the Executive Committee on the basis of development of the Commonwealth's fiscal year 2015/16 general fund budget.

Item	Amount
Performance Funding	$38,486,000
Dixon University Center Academic Consortium	$1,148,000
Office of Internal Audit and Risk Assessment	$866,000
System Reserve	$1,065,900
McKeever Environmental Learning Center	$302,032

Supporting Documents Included: Funding of System-Wide Initiatives from the Fiscal Year 2015/16 E&G Appropriation (Attachment 1); Report of Expenditures from the System Reserve (Attachment 2)

Other Supporting Documents Available: Fiscal Year 2015/16 Appropriations Request; Commonwealth's Fiscal Year 2015/16 Budget (when enacted); Board of Governors' Policy 1984-06-A: *Allocation Formula*

Reviewed by: N/A

Prepared by: James S. Dillon   **Telephone**: (717) 720-4100

**Pennsylvania's State System of Higher Education
Funding of System-Wide Initiatives from the Fiscal Year 2015/16 E&G Appropriation**

Performance Funding...*$38,486,000*
Consistent with the performance funding program revisions adopted by the Board of Governors at its January 2011 meeting, the performance funding pool is established at 2.4 percent of the System's 2015/16 E&G budget. The actual dollar amount will be established once the Commonwealth's fiscal year 2015/16 budget is known and 2015/16 tuition rates have been approved by the Board of Governors.

Dixon University Center Academic Consortium...*$1,148,000*
The academic programming performed at Dixon University Center has been partially funded through the E&G appropriation for many years. The appropriation provided for continuation of these academic services, and associated maintenance of the Dixon University Center site for 2014/15 was $1,148,000. It is recommended that the allocation for Dixon University Center be continued at the same level.

Office of Internal Audit and Risk Assessment...*$866,000*
The Office of Internal Audit and Risk Assessment is responsible for facilitating risk assessment activities and, in turn, structuring and executing an internal audit plan based on high-risk areas. The office's fiscal year 2015/16 budget of $916,069 was approved by the Audit Committee at its meeting on March 27, 2015. It is recommended that the Office of Internal Audit and Risk Assessment's budget be funded at $866,000, as $50,069 remains from the previous year's allocation.

Replenishment of the System Reserve..*$1,065,900*
The total recommended allocation to the System Reserve for fiscal year 2015/16 is $1,065,900, which will replenish the System Reserve to the $1,500,000 level required by Board of Governors' Policy 1984-07-A: *System Reserve Allocation and Expenditure Criteria*. Attachment 2 is a detailed list of expenditures for fiscal year 2014/15 and a list of projected expenditures for fiscal year 2015/16. The amount to be replenished differs from total expenditures due to interest earnings.

McKeever Environmental Learning Center...*$302,032*
The Commonwealth created the McKeever Environmental Learning Center in 1974 to assist citizens of all ages in becoming better stewards of the earth's resources. The environmental education programs offered by the McKeever Center meet the needs of students from preschool through, and beyond, college and provide student interns with valuable teaching experience while working in an outdoor setting. The McKeever Center is administered by Slippery Rock University of Pennsylvania and is funded through a portion of the State System's E&G appropriation and user fees. The appropriation provided for the Center in 2014/15 was $302,032. It is recommended that the allocation for the McKeever Environmental Learning Center be continued at the same level.

Pennsylvania's State System of Higher Education
Report of Expenditures from the System Reserve

Actual 2014/15 Expenditures

Official Residences (California, Shippensburg)	$848,649
Presidential Search (Cheyney, Kutztown, Shippensburg)	167,126
System Financial Audit (Fiscal Year 2013/14)	65,500
Total Actual Fiscal Year 2014/15 Expenditures	**$1,081,275**

Anticipated 2015/16 Expenditures

Official Residences (Shippensburg)	$451,351
Presidential Searches (California)	85,000
System Financial Audit (Fiscal Year 2014/15)	65,500
Total Anticipated Fiscal Year 2015/16 Expenditures	**$601,851**

Human Resources Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

July 9, 2015

Agenda

Committee Members: Aaron A Walton (*Chair*), Senator Richard L. Alloway II, Ronald G. Henry, David M. Maser, Robert S. Taylor, Guido M. Pichini (*ex officio*), and Karen M.Whitney (*nonvoting presidential liaison*).

For further information, contact Peter H. Garland at (717) 720-4010.

Human Resources Committee Meeting
July 9, 2015

SUBJECT: Human Resources Committee Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: A report of Committee work will be provided at the Board meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Peter H. Garland   **Telephone**: (717) 720-4010

Board of Governors

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

July 9, 2015

Agenda

Board Members: Guido M. Pichini (*Chair*), Senator Richard L. Alloway II, Representative Matthew E. Baker, Marie Conley*,* Jane M. Earll, Christopher H. Franklin, Representative Michael K. Hanna, Ronald G. Henry (*Vice Chair*), Jonathan B. Mack, David M. Maser *(Vice Chair)*, Daniel P. Meuser, Secretary of Education Pedro A. Rivera, Senator Judith L. Schwank, Harold C. Shields, Robert S. Taylor, Aaron A. Walton, Governor Thomas W. Wolf.

For further information, contact Randy A. Goin, Jr. at (717) 720-4010.

Board of Governors' Meeting
July 9, 2015

SUBJECT: Approval of Meeting Dates (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors' meeting calendar through 2018. Please note that this calendar includes a number of "hold dates" that could be used for committee meetings or Board workshops in between regularly called meetings. These "hold dates" are provided as a courtesy at this time and are intended to be used if and when the need arises throughout the year.

MOTION: That the Board of Governors approve the meeting dates in the attached Board of Governors' Meeting Calendar 2015-2018.

Supporting Documents Included: Board of Governors' Meeting Calendar 2015-2018

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Randy A. Goin, Jr.   **Telephone**: (717) 720-4010

2015-2018 Board of Governors' Meeting Calendar

YEAR	DATE	DAY	BOARD MEETING / HOLD DATE	TIME
2015	July 8	Wednesday	Board Meeting	1:30 p.m.
	July 9	Thursday	Board Meeting	9:00 a.m.
	August 20	Thursday	Hold Date	TBD
	September 9-10	Wednesday and Thursday	Board Retreat	TBD
	October 7	Wednesday	Board Meeting	1:30 p.m.
	October 8	Thursday	Board Meeting	9:00 a.m.
	November 19	Thursday	Hold Date	TBD
	December 10	Thursday	Hold Date	TBD

YEAR	DATE	DAY	BOARD MEETING / HOLD DATE	TIME
2016	January 20	Wednesday	Board Meeting	1:30 p.m.
	January 21	Thursday	Board Meeting	9:00 a.m.
	February 18	Thursday	Hold Date	TBD
	March 17	Thursday	Hold Date	TBD
	April 6	Wednesday	Board Meeting	1:30 p.m.
	April 7	Thursday	Board Meeting	9:00 a.m.
	~~May 12~~	~~Thursday~~	~~Hold Date~~	~~TBD~~
	May 19	Thursday	Hold Date	TBD
	June 16	Thursday	Hold Date	TBD
	~~July 6~~	~~Wednesday~~	~~Board Meeting~~	~~1:30 p.m.~~
	~~July 7~~	~~Thursday~~	~~Board Meeting~~	~~9:00 a.m.~~
	July 13	Wednesday	Board Meeting	1:30 p.m.
	July 14	Thursday	Board Meeting	9:00 a.m.
	August 18	Thursday	Hold Date	TBD
	September 7-8	Wednesday and Thursday	Board Retreat	TBD
	October 5	Wednesday	Board Meeting	1:30 p.m.
	October 6	Thursday	Board Meeting	9:00 a.m.
	November 10	Thursday	Hold Date	TBD
	December 15	Thursday	Hold Date	TBD

YEAR	DATE	DAY	BOARD MEETING / HOLD DATE	TIME
2017	January 18	Wednesday	Board Meeting	1:30 p.m.
	January 19	Thursday	Board Meeting	9:00 a.m.
	February 16	Thursday	Hold Date	TBD
	March 16	Thursday	Hold Date	TBD
	April 5	Wednesday	Board Meeting	1:30 p.m.
	April 6	Thursday	Board Meeting	9:00 a.m.
	May 18	Thursday	Hold Date	TBD
	June 22	Thursday	Hold Date	TBD
	~~July 5~~	~~Wednesday~~	~~Board Meeting~~	~~1:30 p.m.~~
	~~July 6~~	~~Thursday~~	~~Board Meeting~~	~~9:00 a.m.~~
	July 12	Wednesday	Board Meeting	1:30 p.m.
	July 13	Thursday	Board Meeting	9:00 a.m.
	August 17	Thursday	Hold Date	TBD
	~~September 20 - 21~~	~~Wednesday and Thursday~~	~~Board Retreat~~	~~TBD~~
	September 13-14	Wednesday and Thursday	Board Retreat	TBD
	~~October 11~~	~~Wednesday~~	~~Board Meeting~~	~~1:30 p.m.~~
	~~October 12~~	~~Thursday~~	~~Board Meeting~~	~~9:00 a.m.~~
	October 18	Wednesday	Board Meeting	1:30 p.m.
	October 19	Thursday	Board Meeting	9:00 a.m.
	November 16	Thursday	Hold Date	TBD
	~~December 14~~	~~Thursday~~	~~Hold Date~~	~~TBD~~
	December 7	Thursday	Hold Date	TBD

YEAR	DATE	DAY	BOARD MEETING / HOLD DATE	TIME
2018	January 17	Wednesday	Board Meeting	1:30 p.m.
	January 18	Thursday	Board Meeting	9:00 a.m.
	February 15	Thursday	Hold Date	TBD
	March 15	Thursday	Hold Date	TBD
	April 4	Wednesday	Board Meeting	1:30 p.m.
	April 5	Thursday	Board Meeting	9:00 a.m.
	May 17	Thursday	Hold Date	TBD
	June 21	Thursday	Hold Date	TBD
	July 11	Wednesday	Board Meeting	1:30 p.m.
	July 12	Thursday	Board Meeting	9:00 a.m.
	August 16	Thursday	Hold Date	TBD
	September 12 - 13	Wednesday and Thursday	Board Retreat	TBD
	October 10	Wednesday	Board Meeting	1:30 p.m.
	October 11	Thursday	Board Meeting	9:00 a.m.
	November 15	Thursday	Hold Date	TBD
	December 13	Thursday	Hold Date	TBD

Please reserve the "Hold Dates" on your calendar for potential Board Meetings or conference calls. We will confirm or cancel those dates as needed.

Revised: July 9, 2015

Board of Governors' Meeting
July 9, 2015

SUBJECT: Report of the Special Committee on System Governance (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: During fall 2014, the Board of Governors established the ad hoc Special Committee on System Governance, chaired by Governor Christopher Franklin, with the following goals:

1. Raise awareness and understanding of the roles and responsibilities of the Board of Governors, chancellor, councils of trustees, and presidents as set forth in Act 188 as they relate to System policy, practice, and procedures (e.g., contract approval/legal review, purchasing).

2. Provide input for and oversight of the development of materials regarding roles and responsibilities of System leaders and a communications strategy by which this information will be presented at each State System university as a means to foster consistent understanding of the legal and policy requirements regarding System governance.

3. Report to the Board on feedback received from training events, as reflected in 2 above.

The Committee has completed its first two goals through creation of governance orientation materials that provide an overview of statutory roles and responsibilities for each governance body within the System. Development of these documents included input and review by the presidents, the Pennsylvania Association of Councils of Trustees (PACT) leadership, other members of university senior leadership teams, and legal counsel. To date, the governance orientation has been provided to the presidents and is in the process of being presented to each council of trustees throughout the remainder of the calendar year. Feedback has been positive and constructive, ensuring that the content is comprehensive and clear.

The Board will receive its governance orientation this fall. It is anticipated that these materials will be continually updated through feedback received from various audiences and will be used in the future for new governance member orientation.

The provision of this update to the Board concludes the work of the ad hoc Committee.

Supporting Documents Included: N/A

Other Supporting Documents Available: Act 188 of 1982; Overview of Statutory Governance Roles and Responsibilities; Governance Roles and Responsibilities presentation

Reviewed by: N/A

Prepared by: Randy A. Goin, Jr.   **Telephone**: (717) 720-4010