

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

Meeting Minutes

223rd Meeting
Thursday, January 21, 2016
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

9:00 a.m.

ATTENDING

Board of Governors:

Representative Matthew E. Baker
Audrey F. Bronson
Marie Conley
Wil Del Pilar (Secretary of Education's designee) (via phone)
Sarah E. Galbally (Governor Wolf's designee)
Representative Michael K. Hanna (via phone)
Ronald G. Henry
Jonathan B. Mack
David M. Maser
Daniel P. Meuser
Guido M. Pichini (Chair)
Chad G. Reichard (Senator Alloway's designee) (via phone)
Harold C. Shields
Aaron A. Walton

Senator Richard L. Alloway, II, Leslie Anne Miller, Secretary of Education Pedro A. Rivera, Senator Judith L. Schwank, and Cynthia D. Shapira were absent.

Office of the Chancellor:

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

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

University Presidents in attendance: John M. Anderson, Michael A. Driscoll, Michael Fiorentino, Jr., George F. "Jody" Harpster, Kenneth S. Hawkinson, Francis L. Hendricks, Interim President

Geraldine M. Jones, Cheryl J. Norton, Interim President Frank G. Pogue, David L. Soltz, Greg R. Weisenstein, Marcia G. Welsh, Interim President David J. Werner, and Karen M. Whitney.

Chairman Pichini called the meeting to order at 9:03 a.m.

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

The Pledge of Allegiance was recited by those in attendance.

APPROVAL OF THE MINUTES OF THE MEETINGS

Chairman Pichini noted that the minutes of the meetings held on October 7, 2015, October 8, 2015, October 26, 2015, and December 9, 2015 were distributed prior to the meeting. Chairman Pichini moved **THAT THE MINUTES OF THE OCTOBER 7, 2015, OCTOBER 8, 2015, OCTOBER 26, 2015, AND DECEMBER 9, 2015 MEETINGS BE APPROVED.**

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

PUBLIC COMMENTS

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

THE CHAIR'S COMMENTS INCLUDED THE FOLLOWING.

- **Highlights of today's meeting**
 - Three new Board Members
 - Audrey F. Bronson
 - Leslie Anne Miller
 - Cynthia D. Shapira
 - Three Board members leaving the Board
 - Jane M. Earll
 - Christopher H. Franklin
 - Robert S. Taylor
 - Two Presidents leaving
 - Julie E. Wollman (left Edinboro University to be president at Widener University)
 - Greg R. Weisenstein (retiring as of March 31, 2016)
 - Budget
 - Budget for 2015-16 unresolved
 - Proposed budget for 2016-17
 - Eight New Academic Programs
 - Georgetown University
 - Workforce study
 - Student Spotlight
 - Nazeer Curry, Bloomsburg University
- **Highlights of recent activities of the Board and Chair**
 - Appoint David J. Werner as Interim President of Edinboro University
 - Workshops and Committee Meetings
 - Academic and Student Affairs Committee
 - Finance, Administration, and Facilities Committee

- Human Resources Committee
- Fall PACT Conference – November 8-9, 2015 at the State System Center City Philadelphia
- Dr. Wil Del Pilar's orientation
- Commencement Ceremonies – Chairman Pichini attended:
 - West Chester University
 - Kutztown University
 - Millersville University
- Board met in Executive Session on Wednesday, January 20, 2016, from 10:00 a.m. to 1:12 p.m. to discuss a variety of personnel and legal matters. No action was taken during that session.

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

THE CHANCELLOR'S COMMENTS INCLUDED THE FOLLOWING.

- Welcomed new Board members
 - Audrey F. Bronson
 - Leslie Anne Miller
 - Cynthia D. Shapira
- Welcomed back Interim President David J. Werner
- Acknowledge President Greg R. Weisenstein will be retiring
- 2015-16 Mid-Year Update
 - ADVOCATE for greater investment
 - Additional funding in 2015-16
 - Future investment in 2016-17 and beyond
 - Statewide advocacy with the General Assembly and the Governor
 - ENHANCE accountability, planning, and transparency
 - University action plans
 - Governance roadshow
 - Finance Risk Dashboard
 - Student Success Dashboard
 - Performance funding update
 - IMPROVE financial sustainability of our institutions
 - Shared services
 - Strategic sourcing
 - Data-driven budget planning
 - ALIGN programs to meet student needs
 - Programs/certificates/minors in the past five academic years:
 - 405 discontinued or placed in moratorium
 - 105 reorganized
 - 288 new
 - ADVANCE strategic initiatives
 - Supply/demand gap analysis
 - Online education
 - General education

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

BOARD ACTION

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION FOR JANE M. EARLL.** (Attachment #2)

The motion passed unanimously. VOTE: 13 YES; 0 NO

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION FOR CHRISTOPHER H. FRANKLIN.** (Attachment #3)

The motion passed unanimously. VOTE: 13 YES; 0 NO

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION FOR ROBERT S. TAYLOR.** (Attachment #4)

The motion passed unanimously. VOTE: 13 YES; 0 NO

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION FOR GREG R. WEISENSTEIN.** (Attachment #5)

The motion passed unanimously. VOTE: 13 YES; 0 NO

Chairman Pichini moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTION FOR JULIE E. WOLLMAN.** (Attachment #6)

The motion passed unanimously. VOTE: 13 YES; 0 NO

COMMITTEE REPORTS WITH RELATED ACTIONS

A. Academic and Student Affairs Committee

Governor Conley welcomed Dr. Audrey F. Bronson and President John M. Anderson (presidential liaison) to the Academic and Student Affairs Committee.

Governor Conley presented the report on behalf of the Academic and Student Affairs Committee. The Committee had one information item: Program Alignment: Summary of Academic Program Actions for June 16, 2015 through December 31, 2015 (Attachment #7); and two presentation items: Student Spotlight; Degrees of Value: College Majors and the State System's Contribution to the Workforce.

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION IN ENTREPRENEURSHIP DEGREE PROGRAM AT SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA.** (Attachment #8)

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF MUSIC IN MUSIC THERAPY DEGREE PROGRAM AT EDINBORO UNIVERSITY OF PENNSYLVANIA.** (Attachment #9)

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF MUSIC THERAPY IN MUSIC THERAPY DEGREE PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #10)

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN HEALTH INFORMATICS DEGREE PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #11)

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES DEGREE PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #12)

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN ATHLETIC TRAINING DEGREE PROGRAM AT LOCK HAVEN UNIVERSITY OF PENNSYLVANIA.** (Attachment #13)

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN ATHLETIC TRAINING DEGREE PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #14)

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

Governor Conley moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN ATHLETIC TRAINING DEGREE PROGRAM AT WEST CHESTER UNIVERSITY OF PENNSYLVANIA.** (Attachment #15)

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

B. Audit Committee

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

Governor Mack noted that the Committee had no action items to recommend to the Board for approval.

C. Finance, Administration, and Facilities Committee

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

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

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE ATTACHED EDUCATIONAL AND GENERAL OPERATING BUDGETS FOR STATE SYSTEM ENTITIES FOR FISCAL YEAR 2015/16, WITH THE UNDERSTANDING THAT UNIVERSITY PRESIDENTS WILL MANAGE WITHIN AVAILABLE RESOURCES.**
(Attachment #17)

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

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE ATTACHED UNDERGRADUATE OUT-OF-STATE TUITION PLANS FOR 2016/17.**
(Attachment #18)

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

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE LOCK HAVEN UNIVERSITY'S ACQUISITION OF FAIRVIEW SUITES STUDENT RESIDENCE HALL FROM THE LOCK HAVEN UNIVERSITY FOUNDATION, AND BOND FINANCE THE CURRENT DEBT.** (Attachment #19)

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

D. Human Resources Committee

Governor Walton welcomed Cynthia D. Shapira and Harold C. Shields to the Human Resources Committee.

Governor Walton presented the report on behalf of the Human Resources Committee. The Committee had three information items and two action items.

1. President Evaluations
2. Search Process
 - a. California and Edinboro Universities is underway
 - b. working on search process for Cheyney and West Chester Universities
3. Changes to health care coverage

Governor Walton moved **THAT THE BOARD APPROVE THE APPOINTMENT OF DR. CHRISTOPHER M. FIORENTINO AS INTERIM PRESIDENT OF WEST CHESTER UNIVERSITY OF PENNSYLVANIA, EFFECTIVE APRIL 1, 2016, AND AUTHORIZE THE CHAIRMAN AND THE CHANCELLOR TO EXECUTE THE NECESSARY DOCUMENTS.**

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

Governor Walton moved **THAT THE BOARD OF GOVERNORS APPROVE A MERIT POOL OF 2.5% EFFECTIVE JANUARY 1, 2016 FOR NON-REPRESENTED EMPLOYEES WHO HAVE COMPLETED EVALUATIONS PURSUANT TO BOARD OF GOVERNORS' POLICY.**

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

ADJOURNMENT

Chairman Pichini adjourned the meeting at 10:41 a.m.

ATTEST: _____
Randy Goin, Jr.
Chief of Staff

The webcast link for the January 21, 2016 Board meeting.

<http://ducmediasite.passhe.edu/Mediasite/Play/5060fea26b33459d89b78483c318bf801d>

Remarks of Dr. Kenneth M. Mash
before the Board of Governors
January 21, 2015

Chairman Pichini, Governors, Chancellor Brogan, University Presidents,

My name is Kenneth Mash, and I am the president of APSCUF, the Association of Pennsylvania State College and University Faculties.

On behalf of the all the faculty and coaches at Pennsylvania's state-owned universities, I would like to extend a welcome to the newest board members and to thank you for your service.

While there are many issues I would like to raise this morning, the one I will raise is one that we are all aware of. For now, the State System is once again flat funded for this year. That means that, following the 18 percent reduction in allocation in 2011 — 23 percent, if one counts federal funds — we are one of only a couple of states in the nation that has not seen any restoration in funding since the cuts of the Great Recession.

As a result, our universities have eliminated programs by the score, cut department budgets, delayed maintenance, cut athletic programs, reduced departmental resources, delayed hiring, decreased student internships, lessened money for scholarly activities, instituted faculty and staff layoffs, etc., etc. It has gotten to the point that it is almost laughable when someone from outside the System suggests that the way to deal with budget shortfalls in the tens of millions is to reduce fat and waste. It is only laughable because it is just not at all funny.

Even with these reductions that increasingly threaten our universities' abilities to provide the quality education that is mandated by law, our students and their families have had to endure ever-increasing tuition increases and fees. When the System was first established, the Commonwealth contributed 75 percent of the cost of a Pennsylvania student's education. Now, that number is less than 25 percent. Should those universities that were granted permission by this Board implement the per-credit tuition plans, most students at those universities will be paying 25 percent higher tuition.

All these years of underfunding are enough. This Board recognized this when you requested an allocation that exceeds the 2011 cut in state allocation.

With this in mind, APSCUF is helping to organize a rally in the Capitol Rotunda — United We Stand, Underfunded We Fail — at noon Feb. 8. Our students, alumni, faculty, staff, and friends of public higher education will be there to emphasize the impact of these cuts on their lives, but also how much more our universities and our students could do for the Commonwealth if they were properly funded.

I invite you all to participate in the rally and to encourage others to participate, so that we may supplement the good work that is done by the System's Advocacy Day. We would ask that our university administrations help encourage students (who don't have class or are excused), faculty (who are not teaching), and all others to participate. We have already received support from several student organizations, and we are working with more.

We are looking at the day not as an opportunity to point fingers or to assign blame, but rather to raise awareness to our needs and — with apologies to the Chancellor — to discuss infinite possibilities.

Thank you all in advance for your assistance. I certainly hope that this is an event for which we can all unite.



Resolution Honoring the Contributions Of Jane M. Earll to the Board of Governors

WHEREAS, Jane M. Earll provided distinguished service to the Board of Governors of Pennsylvania's State System of Higher Education during her tenure on the Board from October 2014 through December 2015; and

WHEREAS, Jane M. Earll served as an adviser to the chancellor and to the staff of the State System as academic, financial, administrative, and human resources policies were developed to guide the System within the mission and strategic direction identified by the Board of Governors; and

WHEREAS, during her tenure on the Board, Jane M. Earll contributed to Board discussions and deliberations as a member of the Academic and Student Affairs Committee; and

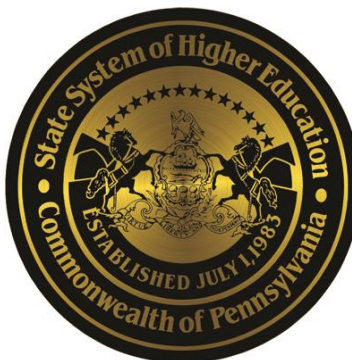
WHEREAS, Jane M. Earll was a longtime supporter of the State System of Higher Education, and a special friend of Edinboro University of Pennsylvania, as a member of the Pennsylvania State Senate

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education does acknowledge the many fine contributions of Jane M. Earll to the Board and to the entire State System; and

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

Unanimously adopted by the Board
January 21, 2016

Guido M. Pichini, Chairman



Resolution Honoring the Contributions Of Christopher H. Franklin to the Board of Governors

WHEREAS, Christopher H. Franklin provided distinguished service to the Board of Governors of Pennsylvania's State System of Higher Education during his tenure on the Board from June 2013 through December 2015; and

WHEREAS, Christopher H. Franklin served as an adviser to chancellors and to the staff of the State System as academic, financial, administrative, and human resources policies were developed to guide the System within the mission and strategic direction identified by the Board of Governors; and

WHEREAS, Christopher H. Franklin contributed significantly to Board discussions and deliberations as a member of both the Finance, Administration, and Facilities Committee and the Executive Committee; and

WHEREAS, Christopher H. Franklin, in his role as Chair of the Special Committee on Governance, led the effort to 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; and

WHEREAS, Christopher H. Franklin has further served the State System as a member of the Council of Trustees at West Chester University of Pennsylvania, his alma mater

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education does acknowledge the many fine contributions of Christopher H. Franklin to the Board and to the entire State System; and

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

Unanimously adopted by the Board
January 21, 2016

Guido M. Pichini, Chairman



Resolution Honoring the Contributions Of Robert S. Taylor to the Board of Governors

WHEREAS, Robert S. Taylor provided distinguished service to the Board of Governors of Pennsylvania's State System of Higher Education during his tenure on the Board from March 2011 through December 2015; and

WHEREAS, Robert S. Taylor served as an adviser to chancellors and to the staff of the State System as academic, financial, administrative, and human resources policies were developed to guide the System within the mission and strategic direction identified by the Board of Governors; and

WHEREAS, during his tenure on the Board, Robert S. Taylor contributed significantly to Board discussions and deliberations as a member of the External and Public Relations Committee; the Finance, Administration, and Facilities Committee; and the Human Resources Committee; and

WHEREAS, Robert S. Taylor has further served the State System of Higher Education as a member of the Council of Trustees at Slippery Rock University of Pennsylvania

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education does acknowledge the many fine contributions of Robert S. Taylor to the Board and to the entire State System; and

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

Unanimously adopted by the Board
January 21, 2016

Guido M. Pichini, Chairman



Resolution Honoring the Contributions of Dr. Greg R. Weisenstein

WHEREAS, Dr. Greg R. Weisenstein has served as president of West Chester University of Pennsylvania since March 2009; and

WHEREAS, during his tenure as president of West Chester University of Pennsylvania, Dr. Greg R. Weisenstein instituted a comprehensive planning process that enabled WCU to earn a reputation as one of the nation's top regional comprehensive public universities; and

WHEREAS, West Chester University has greatly expanded educational opportunities for students, establishing innovative STEM initiatives and introducing new academic programs, including the university's first doctoral degrees in nursing, public administration, and education; and

WHEREAS, under the leadership of Dr. Greg R. Weisenstein, West Chester University has enhanced students' living and learning experiences with improved or new campus facilities, including residence halls and athletic fields, as well as the Business and Public Affairs Center, which will open in 2017 as the university's largest academic building; and

WHEREAS, as president, Dr. Greg R. Weisenstein championed a culture of support for veterans, leading to WCU's designation as a veteran-friendly university and the site of the northeast center for the Department of Defense's Troops to Teachers program; and

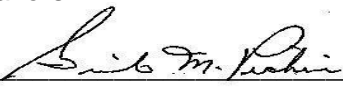
WHEREAS, Dr. Greg R. Weisenstein helped raise the regional, national, and international profile of West Chester University by securing numerous cooperative agreements with foreign universities and collaborative partnerships with more than 100 corporations, including Endo Pharmaceuticals, Campbell Soup, and State Farm Insurance; and

WHEREAS, Dr. Greg R. Weisenstein has announced his intention to retire as president of West Chester University of Pennsylvania in March;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education expresses its sincere appreciation for these and the many other contributions Dr. Greg R. Weisenstein has made to public higher education and to the students of West Chester University of Pennsylvania; and

BE IT FURTHER RESOLVED, that the Board of Governors extends best wishes to Greg R. Weisenstein and his wife, Sandra, in all of their future endeavors.

Unanimously adopted by the Board
January 21, 2016


Guido M. Pichini, Chairman



**Resolution Honoring the Contributions
of
Dr. Julie E. Wollman**

WHEREAS, Dr. Julie E. Wollman has served as president of Edinboro University of Pennsylvania since June 2012; and

WHEREAS, during her tenure as president of Edinboro University of Pennsylvania, Dr. Julie E. Wollman initiated a university-wide planning process that produced updated mission, values and vision statements and new long-range goals for the university, all centered on a renewed commitment to uncompromising excellence and student success; and

WHEREAS, under the leadership of Dr. Julie E. Wollman, Edinboro University of Pennsylvania introduced a number of new academic degree programs, including the nation's first fully online master's degree in art therapy and the university's first doctoral program, the Doctor of Nursing Practice, offered in consortium with Clarion University of Pennsylvania; and

WHEREAS, Dr. Julie E. Wollman advanced Edinboro University of Pennsylvania's mission and its regional reputation through the creation of Porreco College, a visionary and award-winning initiative to make affordable, workforce-ready higher education available in Erie County, Pennsylvania; and

WHEREAS, as president, Dr. Julie E. Wollman helped raise the stature of Edinboro University of Pennsylvania and Pennsylvania's State System of Higher Education through her service to various national and regional organizations; and

WHEREAS, Dr. Julie E. Wollman will leave Edinboro University of Pennsylvania in January to become president of Widener University in Chester, Pennsylvania;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education expresses its sincere appreciation for these and the many other contributions Dr. Julie E. Wollman has made to public higher education and to the students of Edinboro University of Pennsylvania; and

BE IT FURTHER RESOLVED, that the Board of Governors extends best wishes to Dr. Julie E. Wollman in all of her future endeavors.

Unanimously adopted by the Board
21, 2016

Guido M. Pichini, Chairman January

**PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION
ACADEMIC PROGRAM ACTIONS**

June 16, 2015 through December 31, 2015

ACADEMIC DEGREE PROGRAM ACTIONS

NEW ACADEMIC DEGREE PROGRAMS

University	Academic Program Name	Award	Delivery Method
Bloomsburg	Supply Chain Management	Bachelor of Science in Business Administration	Face-to-Face
California	Health Science and Exercise Leadership	Doctor of Health Science	Online
Clarion	Paralegal Studies	Bachelor of Science in Business Administration	Face-to-Face, Online, Blended, and ITV
Clarion	Sport Management	Bachelor of Science	Face-to-Face
Clarion	Applied Data Analytics	Master of Science	Online
Clarion	Accounting	Master of Science	Online
Kutztown	Applied Digital Arts	Bachelor of Fine Arts	Face-to-Face
Kutztown	Arts Administration	Master of Arts	Online
Kutztown	Music Education	Master of Education	Online
Kutztown	Art History	Bachelor of Arts	Face-to-Face
Lock Haven	Actuarial Science	Master of Science	Online
Millersville	Assessment, Curriculum, and Teaching	Master of Education	Online
Millersville	Interactive and Graphic Design	Bachelor of Design	Face-to-Face
Millersville	Automation and Intelligent Robotics Engineering Technology	Bachelor of Science	Face-to-Face
Millersville	Nursing Practice	Doctor of Nursing Practice	Blended/Hybrid
Slippery Rock	Data Analytics	Master of Science	Blended
Slippery Rock	Public Health	Master of Public Health	Blended
Slippery Rock	Corporate Security	Bachelor of Science	Blended/Hybrid
Slippery Rock	Homeland Security	Bachelor of Science	Blended/Hybrid
Slippery Rock	Petroleum and Natural Gas Engineering	Bachelor of Science	Face-to-Face

Slippery Rock	Dance	Bachelor of Fine Arts	Face-to-Face
West Chester	Clinical Mental Health Counseling	Master of Science	Face-to-Face
West Chester	Community Nutrition	Master of Science	Online
West Chester	Education Policy, Planning, and Administration	Doctor of Education	Face-to-Face

REORGANIZED ACADEMIC DEGREE PROGRAMS

University	Academic Program	Award	Change
California	Liberal Studies	Associate of Arts	Delivery method changed to also include online
California	Liberal Studies	Bachelor of Arts	Delivery method changed to also include online
California	Technical Studies	Associate of Science	Delivery method changed to also include online
California	Science and Technology Multidisciplinary Studies	Bachelor of Science	Delivery method changed to also include online
Clarion	Information and Library Science	Master of Science	Reorganized from the previous Master of Science in Library Science

ACADEMIC DEGREE PROGRAMS PLACED IN MORATORIUM

University	Academic Program Name	Award
California	Computer Science Technology	Associate of Science
California	Criminal Justice	Associate of Science
California	Business Management	Bachelor of Science
California	General Studies Science and Technology	Bachelor of Science
California	French	Bachelor of Science in Education
Edinboro	Elementary Education	Master of Education

DISCONTINUED ACADEMIC DEGREE PROGRAMS

University	Academic Program Name	Award
Edinboro	Dietetics	Bachelor of Science
Edinboro	Biomedical Equipment Technology	Associate in Engineering Technology
Mansfield	Medical Technology	Bachelor of Science

ACADEMIC NON-DEGREE PROGRAM ACTIONS

NEW ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program Name	Award	Delivery Method
Bloomsburg	Fraud Examination	Minor	Face-to-Face
Bloomsburg	Human Resource Management	Minor	Face-to-Face
Bloomsburg	Professional Selling	Minor	Face-to-Face
Bloomsburg	General Anthropology	Concentration – B.A. Anthropology	Face-to-Face
Bloomsburg	Applied Anthropology	Concentration – B.A. Anthropology	Face-to-Face
Bloomsburg	Anthropology Research	Concentration – B.A. Anthropology	Face-to-Face
Bloomsburg	Literature	Concentration – B.A. English	Face-to-Face
Bloomsburg	Professional Selling	Concentration – B.S.B.A Marketing	Face-to-Face
California	Nursing Administration	Concentration – MBA	Online
California	Sport Psychology and Wellness Coaching	Concentration – M.S. Exercise Science and Health Promotion	Online
California	Rehabilitation Science and Wellness Coaching	Concentration – M.S. Exercise Science and Health Promotion	Online
California	Performance Enhancement, Injury Prevention, and Rehabilitation Science	Concentration – M.S. Exercise Science and Health Promotion	Online
California	Performance Enhancement, Injury Prevention, and Sport Psychology	Concentration – M.S. Exercise Science and Health Promotion	Online
California	Performance Enhancement, Injury Prevention, and Wellness Coaching	Concentration – M.S. Exercise Science and Health Promotion	Online
California	Wellness & Fitness and Rehabilitation Science	Concentration – M.S. Exercise Science and Health Promotion	Online
California	Wellness & Fitness and Sport Psychology	Concentration – M.S. Exercise Science and Health Promotion	Online
California	Rehabilitation Science and Sport Psychology	Concentration – M.S. Exercise Science and Health Promotion	Online
California	Wellness & Fitness and Wellness Coaching	Concentration – M.S. Exercise Science and Health Promotion	Online
Clarion	International Business	Concentration – M.B.A.	Face-to-Face/Online
East Stroudsburg	Organizational Behavior	Concentration – M.S. Management and Leadership	Blended
Edinboro	Digital Media Production	Concentration – B.A. Journalism and Public Relations	Face-to-Face

Edinboro	Finance	Concentration – B.S. Business Administration	Face-to-Face
Edinboro	Arts Infusion	Certificate	Blended
Edinboro	Arts Infusion	Post-Baccalaureate Certificate	Blended
Edinboro	Digital Media Production	Minor	Face-to-Face
Edinboro	Public Relations Branding and Imaging	Minor	Face-to-Face
Edinboro	Forensic Studies	Minor	Face-to-Face
Edinboro	International Affairs	Concentration – B.A. Political Science	Face-to-Face
Kutztown	Visual Impairment Instructional Certification	Post-Baccalaureate Certificate	Online
Kutztown	Disability Studies	Minor	Face-to-Face
Kutztown	Secondary Education – Grades 7-12	Minor	Blended
Kutztown	Business	Minor	Face-to-Face
Kutztown	Leadership	Minor	Face-to-Face
Kutztown	Forensic Studies	Minor	Face-to-Face
Kutztown	Allied Health	Concentration – B.S. Biology	Face-to-Face
Lock Haven	Exercise Science	Concentration – B.S. Health Science	Face-to-Face
Mansfield	Literary and Cultural Analysis	Concentration – B.A. English	Face-to-Face
Mansfield	Professional Writing	Concentration – B.A. English	Face-to-Face
Mansfield	Medical Laboratory Science	Concentration – B.S. Biology	Face-to-Face
Millersville	Integrative STEM Education Methods	Minor	Face-to-Face
Millersville	Photography	Minor	Face-to-Face
Millersville	Educational Studies	Concentration – B.A. Multidisciplinary Studies	Blended
Millersville	Entertainment Technology	Concentration – B.A. Multidisciplinary Studies	Blended
Millersville	Sports Journalism	Concentration – B.A. Multidisciplinary Studies	Blended
Millersville	Integrative STEM Education Endorsements	Graduate Teacher Certification	Online
Millersville	Environmental Hazards and Emergency Management	Concentration – B.A. Multidisciplinary Studies	Blended
Millersville	Digital Journalism	Concentration – B.A. Multidisciplinary Studies	Blended
Millersville	Applied Disability Studies	Concentration – B.A. Multidisciplinary Studies	Blended

Millersville	7-12 Special Education Certification	Concentration – MEd Special Education	Blended
Millersville	PreK-8 Special Education Certification	Concentration – MEd Special Education	Blended
Slippery Rock	Applied Research, Statistics, and Measurement	Post-Baccalaureate Certificate	Online
Slippery Rock	Healthcare Administration and Management	Minor	Blended
Slippery Rock	Spanish, Professional	Minor	Face-to-Face
Slippery Rock	Special Education Programming	Minor	Blended
Slippery Rock	Neuroscience	Concentration – B.S. Psychology	Blended
Slippery Rock	Developmental	Concentration – B.S. Psychology	Face-to-Face
Slippery Rock	Sustainability	Sub-Baccalaureate Certificate	Face-to-Face
Slippery Rock	Security Studies	Post-Baccalaureate Certificate	Blended
Slippery Rock	Security Studies	Concentration – M.A. Criminal Justice	Blended
Slippery Rock	Living Well	Sub-Baccalaureate Certificate	Face-to-Face
West Chester	Civic and Professional Leadership	Minor	Face-to-Face
West Chester	Publishing	Post Master's Certificate	Online

REORGANIZED ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program	Award	Change
California	Management Information Systems	Concentration – B.S. Business Administration	Reorganized from the previous Information Technology Management
Clarion	Information Systems	Minor	Now offered Online as well as Face-to-Face
Clarion	History	Minor	Now offered Online as well as Face-to-Face
Clarion	School Library Media	Concentration – M.S. in Information and Library Science	Reorganized from the previous K-12 Library Science concentration
Slippery Rock	Instructional Strategies for Students with Disabilities	Minor	Reorganized from the previous Exceptionalities – Special Education
Slippery Rock	Philanthropy and Nonprofit Management	Minor	Reorganized from the previous Nonprofit Leadership

ACADEMIC NON-DEGREE PROGRAMS PLACED IN MORATORIUM

University	Academic Program Name	Award
Clarion	Sports Management	Concentration – B.S. Liberal Studies
Mansfield	Nursing: Simulation	Concentration – M.S.N. Nursing
Mansfield	Medical Technology	Concentration – B.S. Biology

DISCONTINUED ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program Name	Award
Slippery Rock	Environmental Education	Concentration – B.S. Park and Resource Management
Slippery Rock	Outdoor Leadership	Concentration – B.S. Park and Resource Management
Slippery Rock	Resort, Recreation, and Hospitality Management	Concentration – B.S. Park and Resource Management

GLOSSARY OF TERMS:

Non-Degree Program: A program of study that does not culminate in an awarded degree (associate, bachelor's, master's or doctoral). Non-degree programs comprise concentrations, minors, and certificates.

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).

Post-baccalaureate (graduate) certificate: An award that requires completion of an organized program of study 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 beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.

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.

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

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

Executive Summary of Degree Proposal
Bachelor of Science in Business Administration in Entrepreneurship
Shippensburg University of Pennsylvania
January 20-21, 2016

1) Brief Description of Program and Appropriateness to Mission

Shippensburg University is seeking to offer a Bachelor of Science in Business Administration (B.S.B.A.) degree in entrepreneurship (120 semester credit hours) focusing on innovation and built upon the curricular strengths of the existing management concentration in entrepreneurship. This foundational curriculum, developed in 2005 by modeling the top entrepreneurship programs in the country and by consulting with entrepreneurs throughout the region, will be enhanced by adding an innovation course in new product development and design, thus differentiating it from programs that emphasize small business development. The entrepreneurship major is an integral part of Shippensburg University's strategy to continue to provide high-quality, high-value business programs consistent with the missions of the Grove College of Business, Shippensburg University, and Pennsylvania's State System of Higher Education. The proposed program is designed to prepare students with the skills, experience, and content knowledge necessary to creatively pursue new opportunities and innovations for market, non-profit, and corporate venture start-ups. The goal is to help today's students become tomorrow's entrepreneurs by combining a small, supportive incubator environment and linking that to a high-quality liberal arts education. The intended outcome is a well-rounded independent entrepreneur who will create value for the Commonwealth.

The proposed program aligns with the Association to Advance Collegiate Schools of Business themes of innovation, impact, and engagement. All B.S.B.A. degree programs, including the current concentration in entrepreneurship, are accredited by the Association to Advance Collegiate Schools of Business International. This proposed major has been designed to meet all of the association's accreditation standards.

The B.S.B.A. in entrepreneurship is consistent with several goals and objectives of the Shippensburg University Academic Master Plan such as the goal to *"provide a curriculum and other learning experiences that creatively address the changing needs of a diverse, technology-based, global society."* The entrepreneurship program supports the Academic Master Plan objective *"to develop students' ability to navigate the interconnectedness of knowledge,"* because the program relies heavily on knowledge drawn from different disciplines within business. The proposed program also supports the Shippensburg University Academic Master Plan goal to *"cultivate a learning-centered environment to facilitate students' intellectual growth and success,"* because the program will be embedded in an entrepreneurial-ecosystem consisting of the Charles H. Diller Center for Entrepreneurial Leadership and Innovation, Small Business Development Center, and Brad E. Hollinger Stock Trading Room, all of which are hosted in the College of Business. These resources are unique in Pennsylvania's State System of Higher Education. In particular, the Charles H. Diller Center for Entrepreneurial Leadership and Innovation will help provide signature experiences for students in the major. The Charles H. Diller Jr. Center for Entrepreneurial Leadership and Innovation is the hub of entrepreneurial activity at Shippensburg University's John L. Grove College of Business. The Center supports overall student academic and professional experiences by providing resources for co-curricular activities designed to enhance student understanding of entrepreneurship, student organizations and academic competitions, mentorship, workshops, lectures by

entrepreneurs and innovators, business plan competitions such as Ship Tank (SU version of the Shark Tank where innovators pitch their ideas to a panel of reviewers), pitching, entrepreneurship specific joint student/faculty research, and support of regional high school entrepreneurship programs and projects.

In addition, the proposed program will provide non-business students the opportunity to pursue a minor in entrepreneurship, assisting them in obtaining additional credentials that prepare them for career, life, and responsible citizenship.

The program itself will fill a strategic niche in the State System as the only free-standing, AACSB-accredited, entrepreneurship major.

2) Need

This proposed degree will provide graduates with the content knowledge and essential skills to successfully launch small businesses or non-profits that will bring new products and services to the marketplace. By preparing students to pursue an entrepreneurial career, the program will serve the vital function for Pennsylvania's economy of providing individuals who can help to drive growth and prosperity. Graduates not only will be ready to fill current workforce needs, but also will be among those who will shape the economic future of Pennsylvania. According to the U.S. Bureau of the Census, more than 89.8 percent of 5.68 million business firms in the U.S. have fewer than 20 employees. The Bureau of Labor Statistics shows that an average of 175,000 businesses open on a quarterly basis. In the Commonwealth of Pennsylvania, more than 12,000 new businesses open every year, creating over 100,000 jobs. There are over 100,000 small employers in the ten counties from which the majority of Shippensburg University students come. The data are consistent with significant growth in the current Shippensburg University concentration in entrepreneurship, which rose from 27 students in fall 2011 to 68 students in fall 2015.

The proposed B.S.B.A. in entrepreneurship will enhance enrollment growth in the Grove College of Business and the university's competitive advantage in the market place. In addition, the major will increase the opportunities for all university students to minor in entrepreneurship. Forty-seven students have already graduated from the current concentration in entrepreneurship. Graduates of the entrepreneurship concentration have a 100 percent employment placement rate. The proposed major is expected to produce 20 to 25 new graduates per year.

3) Academic Integrity

The 120 credit-hour curriculum contains 57 credits of major or major-related courses, general education requirements of 48 credits, and 15 credits of free electives. The 57-credit major requirement includes 21 hours of foundation courses, 18 hours of upper-division business core courses, and 18 hours of entrepreneurship courses.

The proposed major will have the same entrance requirements as for regular admission to the university and students will be expected to adhere to all university and college policies.

4) Coordination/Cooperation/Partnerships

The existence of the B.S.B.A. in entrepreneurship will further raise the profile of Shippensburg as an institution possessing faculty and students with entrepreneurial expertise. Consequently, the Department of Community and Economic Development and other government agencies as well as corporations will more likely see Shippensburg as a potential source of advice and entrepreneurial talents. The John L. Grove College of Business has a strong Advisory Board and several partnerships with industries in the area including JLG Industries and Volvo Construction Equipment. The university's Small

Business Development Center as well as the Charles H. Diller Entrepreneurial Leadership and Innovation Center have strong ties to the community and economic development agencies. The interrelated activities within this entrepreneurial ecosystem will enhance not only the students at Shippensburg University, but also will help young entrepreneurial-minded high school students to develop their entrepreneurship skills. The program will also benefit the region in improving economic growth through collaboration with the Small Business Development Center.

5) Assessment

The proposed program-level and student-level student learning outcomes of the B.S.B.A. in entrepreneurship will be evaluated using the existing comprehensive assessment processes for assurance of learning in accordance with Association to Advance Collegiate Schools of Business International standards. The core business curriculum as well as individual majors are assessed using multiple methodologies that are qualitative and quantitative such as projects, papers, exams, and presentations.

The proposed program is focused on the identification, enhancement, and realization of opportunities to create value for all stakeholders and its objective is to enhance the probability of successfully launching and growing a business or non-profit. The achievement of this goal will continue to be measured in the capstone course, MGT 433 Small Business Management. In this course, students develop a theoretical and conceptual understanding of small business management, a knowledge framework of small business management that will contribute to their development as management professionals, and their oral and written communication skills.

6) Resource Sufficiency

The B.S.B.A. degree in entrepreneurship will initially utilize existing resources of the John L. Grove College of Business because the proposed program will primarily use courses already offered for the concentration in entrepreneurship. The administration has devoted one additional tenure track faculty position effective fall 2016 to the entrepreneurship major and minor programs. The new faculty member will teach the new course of ENT 336 *New Product Design and Development*. The existing Small Business Development Center as well as the Charles H. Diller Entrepreneurial Leadership and Innovation Center will be used by students for experiential learning opportunities.

Prepared by: Dr. Bill Oberman, Chair, Department of Management & Marketing

John Kooti, Dean and Professor of Finance

Submitted by: Dr. Barbara Lyman, Provost and Vice President for Academic Affairs

Implementation date: Fall 2016

Date approved by Council of Trustees: November 13, 2015

Shippensburg University of Pennsylvania
Bachelor of Science in Business Administration in Entrepreneurship
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS					
ESTIMATED STUDENT IMPACT OF NEW PROGRAM						
Headcount Enrollment	The enrollment projections are based on 68 existing students for Fall 2015 and the pattern of growth exhibited by the current Management, Entrepreneurship concentration B.S.B.A. Based on the past three years of data, approximately 22 students change their major or add a second major in the Entrepreneurship concentration and this trend is expected to continue. The College of Business’s average persistence rates were used: 0.80 2 nd year, 0.70 3 rd year and 0.65 4 th year and are applied to the FTIC students and current continuing students.					
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	FTIC	15	15	17	17	20
	Transfer (TR)	4	5	5	5	5
	Internal TR	22	22	22	22	22
	Continuing	35	41	44	47	48
	Total	76	83	88	91	95
ESTIMATED REVENUE						
Tuition Generated	For simplicity, in-state full-time tuition is used for all enrollments. Shippensburg has negligible part-time and out-of-state undergraduate students; 94 percent of students are in-state and 95 percent are full-time.					

Instructional Support Fee	The Instructional Support Fee is \$374/semester and is the same for both in-state and out-of-state students.
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Includes the addition of a tenure track faculty line (Associate Professor Step 13) to the existing 1.25 FTEF (Associate Professor Step 13 and Instructor 4) designated for Entrepreneurship courses. No other additional cost is anticipated.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistances, etc.)	N/A Program does not require additional complement in these categories than that calculated in the Administrative Expense line item below.
Learning Resources	No additional cost is anticipated.
Instructional Equipment	N/A
Facilities and/or modifications	Space for the Charles H. Diller Center for Entrepreneurial Leadership and Innovation will be allocated.
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. The potential growth in total enrollment to the university is 25 students and the resources as calculated in this budget model will be able to meet demand for general education.
Administrative Expense	The Administrative Expense is calculated at 20 percent of total revenue.
Other	N/A

Shippensburg University of Pennsylvania
Bachelor of Science in Business Administration in Entrepreneurship
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	57	19	62	20	66	22	69	22	70	25
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	2280		2460		2640		2730		2850	
Estimated Revenue										
Tuition Generated	\$536,560		\$578,920		\$621,280		\$642,460		\$670,700	
Instructional Support Fee	\$56,848		\$61,336		\$65,824		\$68,068		\$71,060	
External Grants and Contracts										
Other (New Academic Program Start-up Fund)		\$0		\$0						
Estimated Total Revenue	\$593,408		\$640,256		\$687,104		\$710,528		\$741,760	
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)	\$160,155	\$ 130,198.00	\$ 290,353.00		\$ 290,353.00		\$ 290,353.00		\$ 290,353.00	
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)	\$0		\$0		\$0		\$0		\$0	
Learning Resources										
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$76,000		\$80,000		\$88,000		\$88,000		\$100,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$118,682		\$128,051		\$137,421		\$142,106		\$148,352	
Other										
Estimated Total Expenses	\$485,035		\$498,404		\$515,774		\$520,459		\$538,705	
Estimated Financial Impact of New Program	\$108,373		\$141,852		\$171,330		\$190,069		\$203,055	

Executive Summary of Degree Proposal
Bachelor of Music in Music Therapy
Edinboro University of Pennsylvania
January 20-21, 2016

1) Brief Description of Program and Appropriateness to Mission

The Bachelor of Music in Music Therapy will prepare students to prescribe therapeutic musical activities as a form of physical and mental healthcare. The musical interventions will help patients accomplish individualized goals and offer a therapeutic relationship. Completion of this degree will prepare the student to take standardized tests to gain certification in their field to practice music therapy. Music therapists address emotional, cognitive, social, and physical needs of their clients.

This new degree will complement the university's robust cognate programs in art therapy, speech pathology, counseling, social work, and nursing. The ability to offer a Bachelor of Music in Music Therapy will allow the university to serve the region, with graduates working at clinical settings in three regional hospitals in Erie, Pennsylvania; the largest medical school in the country (Lake Erie College of Osteopathic Medicine); multiple clinics for stroke rehabilitation; senior citizen centers and residential settings; and special education placements including at the Barber National Institute.

2) Need

After review of a market research study performed by Education Advisory Board (a professional market research firm specializing in higher education), it was determined that the university is well positioned to offer a music therapy degree and meet the needs of the region consistent with the university's mission. The study indicates that "[e]mployer demand for trained music therapists in the United States is not fulfilled by the number of accredited music therapy programs." The program is expected to serve 10-15 students in years 1 through 3 and 20-30 students thereafter; this level of demand will still allow the department to maintain a high-quality program at little marginal cost, and meet the needs of the broader region for music therapy professionals.

In addition, this study demonstrates that the addition of a music therapy program will contribute to the university's alignment of academic programs with real workforce and personal growth needs consistent with the State System's Strategic Plan 2020.

3) Academic Integrity

The Bachelor of Music in Music Therapy will afford students with a unique opportunity to study music therapy at Edinboro University; an opportunity that is not available from a public institution in Erie County nor in any contiguous county. The program was designed to be consistent with the goals of the Music and Theatre Department, requirements of the National Association of Schools of Music, and American Music Therapy Association. Programs in the Department of Music and Theatre are accredited by the National Association of Schools of Music, and the faculty has been in close communication with both the National Association of Schools of Music as well as the American Music Therapy Association to be sure that these organizations are supportive of the efforts of the university. The faculty have engaged a consultant to assist with both the development of the program and to ensure the program is consistent with and prepared for accreditation through both the National Association of Schools of Music and the American Music

Therapy Association. The new program will be housed and administered in the Department of Music and Theatre and will complement an existing music degree, which includes a concentration option in music education. There is significant course/program overlap between the proposed degree and the requirements of the first two years of the current music programs, which will allow for efficiencies in program delivery.

4) Coordination/Cooperation/Partnerships

In offering the Bachelor of Music in Music Therapy, the Music and Theatre Department will work directly with other departments offering some of the institution's core subjects such as Special Education, Social Work, Counselling, Psychology, and Biology, and will work closely with the Office for Students with Disabilities. The faculty members in these departments are eager to work together and create new opportunities for these students.

Students and faculty will coordinate with clinical healthcare providers such as hospitals, stroke rehabilitation outpatient centers, senior centers, senior living institutions, and K-12 special education classrooms. The department already has been approached by several outside agencies and corporations who were interested in working with a music therapy program.

This new degree will build upon existing partnerships and clinical sites such as the three regional hospitals in Erie, Pennsylvania; the largest medical school in the country (Lake Erie College of Osteopathic Medicine); multiple clinics for stroke rehabilitation; senior citizen centers and residential settings; and special education placements including at the Barber National Institute. In addition to these existing partnerships, Edinboro and Slippery Rock universities are planning an articulation agreement between Slippery Rock's proposed Masters of Music Therapy program and this proposed program.

5) Assessment

The Bachelor of Music in Music Therapy includes the learning objectives of the Bachelor of Arts in Music as well as learning objectives designed to be consistent with the American Music Therapy Association standards. These outcomes are assessed through a robust assessment cycle developed by the department through its National Association of Schools of Music accreditation requirements. During the assessment cycle direct and indirect assessment materials will be collected. The direct assessment will consist of Jury assessments given to all majors during the final week of each semester (December and May) at Edinboro University. The sophomore exam assessments are administered to sophomore majors in the fall and spring semesters. The indirect assessments consist of collecting test results for all majors in music content and concepts and a senior exit survey conducted each semester. Data from the above assessments are evaluated on a continuous basis to determine appropriate action to improve program quality and meet the needs of students, employers, and other stakeholders at the highest levels.

6) Resource Sufficiency

The Department of Music and Theatre has state-of-the-art facilities to accommodate students in music therapy. The department has the need for faculty to cover general music and music theory courses and, with this new program, will need to hire a full-time faculty member to teach music therapy courses, as dictated through the national accreditation offices of National Association of Schools of Music and American Music Therapy Association. This faculty member also will teach part of his/her workload in the areas of general music theory, which will allow the department to reduce its reliance on temporary faculty in this area.

Prepared by: Dr. Scott E. Miller, Interim Dean, College of Arts, Humanities, and Social Sciences
Implementation Date: Fall 2016
Date approved by Council of Trustees: April 28, 2015

**Edinboro University of Pennsylvania
Bachelor of Music in Music Therapy
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Headcount for “existing” students assumes a 75 percent retention rate each year of new and existing students.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses the approved tuition rate for each year of the 5-year budget projection (as provided in the template by the State System). It does not anticipate tuition rate increases in the projected budget.
Instructional Support Fee	Current Instructional support fee of \$374.80 per semester per full-time in-state student and \$403.85 per semester per full-time out-of-state student.
Additional Program Generated Revenue	The music program imposes a \$100 per credit fee on all applied lesson courses taken by students. Additionally, the future vision of the department is to develop a clinic at Edinboro University (and/or the Porreco College) to provide music therapy services to the community. Such a clinic would be expected to produce positive net-revenue if such a plan were to be implemented.
External Grants & Contracts	None assumed for purposes of this projection.
Other	The Department of Music and Theatre has a Friends of Music Account that includes monies designated by donors to benefit music programming, which could be used to supplement and promote this program, if needed. The current balances are \$19,500.97 in the Friends of Music Endowment, which provides approximately \$780 per year in annual discretionary funds; and \$22,894.21 in the Friends of Music Discretionary Account, which can be used for any purpose.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	It is assumed that faculty are hired at Assistant Professor (Q02), Step 1. NOTE: Given that the faculty hired for this position will dedicate only a portion of his/her time to the music therapy program, the salary is prorated as follows: Year 1: 4/24, Year 2: 6/24; Year 3: 12/24; Year 4, 22/24; and Year 5: 22/24. The remainder of the salary is an ordinary and necessary expense that will be incurred by the department for the provision of the BA in Music and Music Education Programs.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistances, etc.)	No additional positions are required for this program; therefore, no provision for staff, graduate assistants, teaching assistance, or the like are necessary.

Learning Resources	Learning resources are added to allow for funding supplies and travel costs related to clinical placements and field experiences.
Instructional Equipment	No additional equipment or musical instruments are necessary, beyond what is currently budgeted for existing programs.
Facilities and/or modifications	The Department of Music and Theatre has a state-of-the-art facility with the Dr. William P. Alexander Music Center, opened in 2008. Additional facilities are not necessary to meet the needs of this program.
Impact to additional non-major course sections (e.g. General Education)	A \$4,000 expense is calculated for each <u>new</u> full-time student. For each <u>new</u> part-time student, a \$2,000 expense is included in the calculations.
Administrative Expense	The 'Administrative Expense' includes 20 percent of tuition, instructional support fee, and additional program generated revenue as instructed by the State System template. The administrative expense is charged annually for existing and new students.
Other	N/A

**Edinboro University of Pennsylvania
Bachelor of Music in Music Therapy
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	0	5	4	5	7	6	10	6	12	7
Out-of-state Full-Time Headcount Enrollment	0	1	1	1	2	2	3	2	4	3
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	180		330		510		630		780	
Estimated Revenue										
Tuition Generated	\$42,714.00		\$78,368.00		\$121,436.00		\$150,030.00		\$186,038.00	
Instructional Support Fee	\$4,555.70		\$8,361.80		\$12,975.60		\$16,032.10		\$19,896.30	
External Grants and Contracts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 1,200.00	\$ 1,000.00	\$ 1,200.00	\$ 1,800.00	\$ 1,600.00	\$ 2,225.00	\$ 1,600.00	\$ 2,825.00	\$ 2,000.00
Estimated Total Revenue	\$48,470		\$88,930		\$137,812		\$169,887		\$210,759	
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)	\$ -	\$14,712.77	\$22,069.16	\$ -	\$44,138.32	\$ -	\$ 80,920.24	\$ -	\$ 80,920.24	\$ -
Salaries and/or benefits (grad assistant stipend/waiver)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Learning Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 2,000.00	\$ 1,000.00
Instructional Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Impact to additional non-major course sections (e.g. General Education)		\$24,000.00		\$24,000.00		\$32,000.00		\$32,000.00		\$40,000.00
New Facilities and/or Modifications to existing facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Expense	\$9,453.94		\$17,345.96		\$26,882.32		\$33,212.42		\$41,186.86	
Other										
Estimated Total Expenses	\$48,167		\$63,415		\$104,021		\$148,133		\$165,107	
Estimated Financial Impact of New Program	\$302.99		\$25,514.68		\$33,790.96		\$21,754.44		\$45,652.20	

Executive Summary of Degree Proposal
Master of Music Therapy in Music Therapy
Slippery Rock University of Pennsylvania
January 20-21, 2016

1) Brief Description of Program and Appropriateness to Mission

This proposal is for a Master of Music Therapy in Music Therapy requiring 36 credits, which allows students to attend full-time or part-time to accommodate students' needs and demands. Students will be expected either to have completed a bachelor's degree in music therapy or to complete the equivalency requirements in music therapy (this will add an extra full-time year to this Master's program). Students will have core requirements and will have opportunities to take further electives in music therapy or to take electives in counseling, special education, or gerontology, depending on their preferred area of specialty. Students will be trained to be responsive to the complex challenges and needs of an increasingly diverse population. The program will provide students with the skills to address client needs through a comprehensive synthesis of theories, research, treatment knowledge, musicianship, clinical skills, and personal awareness. The final project/thesis will provide an opportunity for students to acquire relevant experience and demonstrate competence in an applied field of interest.

Building upon Slippery Rock's successful baccalaureate degree program in music therapy, the proposed program will complement other related university programs focused on health and wellness, such as physical therapy, counseling, adapted physical activity, physician's assistant, and nursing. Because the degree will promote both graduate education and access to lifelong learners who are returning for additional credentials, the program aligns 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 also will provide a needed skill set to the region.

2) Need

The management of health in the United States is in the process of shifting away from simply reacting to physical problems once they manifest themselves toward pursuing proactive, preventive care and toward better managing a patient's chronic issues to maximize their quality of life. Moreover, it is no longer the sole responsibility of the physician to treat the patient. These movements in the healthcare industry are now bringing together teams of individuals – nurses, therapists, specialists, pharmacists, and health educators – who work in tandem to ensure a steady, safe, and holistic management of a patient's health.

These changes are being driven, in part, by an aging population, scientific advances that show the connections between mental and physical health, and the Affordable Care Act (ACA), which expands mental healthcare coverage for 62 million Americans and prioritizes developing a diverse workforce of allied-health professionals with advanced training in mental, physical, and public health.

Economic Modeling Specialists International data projects increased demand for therapeutic and mental health services that is in line with these major shifts in the healthcare industry. Over 78,000 new jobs for recreational therapists (which include music therapists) and master's-required counselors are projected to be added to the national economy between

2015 and 2025, a 19 percent growth rate that is considerably higher than the approximate average of 12 percent for all other occupations.

This is in addition to the estimated 18,000 annual job openings in these fields that come from turnover in the industry.

The driving forces behind these shifts are certainly seen here in Pennsylvania, and the data suggest that the 150-mile region around Slippery Rock will see disproportionately higher demand for therapeutic and mental health services. The 2012-2016 Pennsylvania State Plan on Aging projects that, by 2030, almost 30 percent of the Commonwealth's population will be age 60 or older. This trajectory will place us well ahead of most of the United States: the state currently ranks fourth in the nation for the percentage of its population age 65 or over, and it ranks third for the percentage age 85 and over. A higher concentration of older Pennsylvanians will correspond with higher incidence of age-related health problems, including Alzheimer's disease and related dementias. The Pennsylvania Department of Health estimates that approximately 400,000 Pennsylvanians are living with these mental diseases, and the proposed program will assist the Commonwealth in addressing these age-related problems.

This represents a significant opportunity for Slippery Rock. Meeting the needs and composition of the healthcare workforce, both regionally and nationally, has been a mission that has propelled the careful, data-driven construction of a portfolio of healthcare programs at the university, and adding the Master of Music Therapy in Music Therapy to that portfolio is no different. The proposed program (1) addresses a market need that is growing much faster than average, (2) positions the university at the front of an industry trend, and (3) represents a fusion of the university's academic strengths of health and wellness, counseling, and service to special populations.

3) Academic Integrity

The proposed Master of Music Therapy in Music Therapy degree program will be the first music therapy program in the country with emphases on multicultural, social justice, insight-oriented, and resource-oriented approaches. This program is the first of its kind with a transformative, emancipatory focus. While other programs might include a course on multicultural music therapy, this program infuses multiculturalism and issues of social justice into the entire curriculum, encompassing music therapy clinical practice (assessment, treatment, and evaluation), ethics, supervision, and research. Furthermore, the definition of culture (and hence multiculturalism) is expanded to include not only race and ethnicity, but also gender, age, sexuality, and disability, and their intersection. Given that a person's identity construction is a result of these intersecting factors, clients will receive better care from therapists who understand them in a holistic manner, which includes an understanding of the influences and interactions of the multiple socio-demographic factors that make up the individual. Furthermore, therapists who have greater awareness of their own culture, beliefs, values, and biases, and the ways that these shape their own worldviews and their understanding of the worldviews of others, are much less likely to unintentionally marginalize those with whom they work, and are thus able to build a stronger and more effective therapeutic relationship. In our increasingly diverse society, this emphasis will attract students to our program.

The overall goal of the program is to prepare advanced-level professional music therapists in a nationally accredited program to work in the rapidly expanding field of music therapy by providing students with the opportunity to expand the breadth and depth of their knowledge

and skills in music therapy. Program goals align with the advanced competencies of the American Music Therapy Association. The program will prepare graduates to have:

1. Advanced knowledge of, and skills in, music therapy theory (Advanced Competencies I.A.);
2. Advanced knowledge of, and skills in, music therapy clinical practice (Advanced Competencies I.B.);
3. Advanced knowledge of, and skills in, music therapy research (Advanced Competencies I.D.);
4. Advanced musical and artistic skills for music therapy (Advanced Competencies II.A.); and
5. Awareness of personal, cultural, and social factors that impact the therapeutic relationship and an in-depth understanding of their professional role (Advanced Competencies II.B.).

4) Coordination/Cooperation/Partnerships

Coordination with the Slippery Rock University counseling and development program, special education program, and gerontology program will be pursued to provide options for students who wish to take electives in those areas.

Graduates of State System music programs (such as those at Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, and West Chester) satisfying the necessary prerequisites will be given preference for admission to the program. In addition to related music programs across the System, Edinboro and Slippery Rock Universities are planning an articulation agreement between Edinboro's proposed B.M. in Music Therapy and this proposed program.

The program director will coordinate with a variety of outside agencies as necessary to establish agreements such that the students can complete the required advanced clinical practicum and advanced clinical internship requirements.

5) Assessment

Master of Music Therapy programs must be approved by the American Music Therapy Association and accredited by the National Association of Schools of Music. The goal is that the proposed program will receive approval from the American Music Therapy Association and gain accreditation from the National Association of Schools of Music within the first year. Students will have mastered the required accreditation competencies by graduation. The core competencies related to the degree include music therapy theory, clinical practice, research, musical and artistic skills, and awareness of personal, cultural, and social factors that impact the therapeutic relationship. Mastery of these competencies will be evaluated through the final project, which will include both an oral and written report.

Data collected through graduate and alumni surveys will be used to understand student preparedness for the field and job placement rates. Analysis of this information will help the faculty ensure that expected outcomes are being met.

Faculty will develop an instructional matrix to monitor attainment of competencies, with the goal of achieving accreditation. There will be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for the program and area of specialization.

6) Resource Sufficiency

The program will require one full-time faculty line as described previously in the faculty qualifications portion of the Academic Integrity section of this proposal.

The program will use 0.1 full-time equivalent of the music department clerical load. 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. Susan Hadley, faculty

Implementation date: Fall 2016

Date approved by Council of Trustees: December 4, 2015

**Slippery Rock University of Pennsylvania
Master of Music Therapy in Music Therapy
Budget Narrative**

NARRATIVE/ASSUMPTIONS	
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	<p>The Master of Music Therapy (MMT) in Music Therapy can be completed in 24 months for full-time students and 36 months for part-time students and will use a cohort model.</p> <p>An initial enrollment of seven full-time in-state and six part-time in-state students is projected. The university's graduate retention rate of 85 percent is used to calculate persistence between year one and year two and 80 percent to year three. Full-time students will enroll in 18 credit hours their first year and 18 credit hours in their second year. Part-time students will enroll for 12 credit hours each year for three years. Enrollment gradually increases from seven full-time in-state students and six part-time students in year one to 11 full-time and 21 part-time students in year five.</p>
ESTIMATED REVENUE	
Tuition Generated	The tuition is based on the approved 2015-16 graduate tuition rates. If out-of-state students enroll in the program, the tuition will be 102 percent of the resident tuition rate because the program is 100 percent online.
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 MMT program of \$36,975 in year one and \$17,655 in year two.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Faculty salary costs are based upon the APSCUF collective bargaining agreement that expired June 30, 2015. An existing faculty member (Professor – Step 13) will teach a graduate load of three courses each semester in the MMT program; however, the existing faculty member is on sabbatical the first year of the program. As such, an existing faculty member at Asst. Step 6 will teach one course during the fall and spring semesters. A replacement faculty member will be hired to teach the undergraduate courses previously taught by MMT faculty. Faculty salaries and benefits includes distance education payments ranging from \$2,200 in year one to \$3,893 in year five.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, etc.)	Ten percent of the exiting Clerk Typist's (CT 2 – Step 20) salary and benefit expenses are allocated to the program. Staff salaries are based upon the AFSCME collective bargaining agreement that expired June 30, 2015

Instructional Equipment / Learning Resources	Library resources are budgeted at \$3,000 per year.
Instructional Expenses	Includes American Musical Therapy Association program fee of \$1,112.
Facilities and/or modifications	Rental of the Regional Learning Alliance (RLA) is budgeted at \$3,600 per year.
Administrative Expense	20 percent of tuition and instructional support fees.
Marketing	Marketing expenses are budgeted at \$10,000 per year.

**Slippery Rock University of Pennsylvania
Master of Music Therapy in Music Therapy
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	7	6	6	5	6	5	6
Out-of-State Full-Time Headcount Enrollment										
In-State Part-Time Headcount Enrollment		6	5	7	11	7	12	8	13	8
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	198		378		432		438		450	
Estimated Revenue										
Tuition Generated	\$93,060		\$177,660		\$203,040		\$205,860		\$211,500	
Instructional Support Fee	\$13,959		\$26,649		\$30,456		\$30,879		\$31,725	
External Grants and Contracts										
Other - Program Investment Reserves		\$36,975		\$17,655						
Estimated Total Revenue	\$143,994		\$221,964		\$233,496		\$236,739		\$243,225	
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	\$97,107		\$154,957	\$662	\$155,619	\$679	\$156,297	\$236	\$156,533	\$118
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$7,771		\$7,771		\$7,771		\$7,771		\$7,771	
Instructional Equipment/Learning Resources		\$3,000	\$3,000		\$3,000		\$3,000		\$3,000	
Instruction Expenses		\$1,112	\$1,112		\$1,112		\$1,112		\$1,112	
New Facilities and/or Modifications to existing facilities		\$3,600	\$3,600		\$3,600		\$3,600		\$3,600	
Administrative Expense	\$21,404		\$40,862		\$46,699		\$47,348		\$48,645	
Other - Marketing		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
Estimated Total Expenses	\$143,994		\$221,964		\$228,479		\$229,364		\$230,779	
Estimated Financial Impact of New Program	\$0		\$0		\$5,017		\$7,375		\$12,446	

Executive Summary of Degree Proposal
Master of Science in Health Informatics
Slippery Rock University of Pennsylvania
January 20-21, 2016

1) Brief Description of Program and Appropriateness to Mission

The proposed program is a 10-month cohort based Master of Science in Health Informatics degree requiring 33 credits, with options for both full-time and part-time students. Health informatics is a very broad interdisciplinary field that lies at the intersection of computer science, mathematics, and public health. Thus, students will be expected to have completed previous course work in computer science or a closely related field. Health informatics includes positions involved with the collection, handling, and processing of healthcare information for a variety of purposes, including billing and medical quality assurance. Accurate coding of patient records is fundamental to the entire healthcare system, both to providing treatment and ensuring providers get paid by insurance companies. Making better use of medical information has huge potential for lowering costs and improving quality.

Because the degree will promote both graduate education and access to lifelong learners who are returning for additional credentials, the graduate health informatics 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 also will provide a needed skill set to the region. As health informatics is of growing importance in understanding regional, national, and global trends, the proposed program dovetails well with two emphases in the university's strategic plan: to provide leadership in science and health areas to solve challenging crises, and to provide educational opportunities to new and emerging learning communities.

2) Need

A national network of health information technology systems, historically compartmentalized and disparate, is now experiencing a renaissance of standardization and intercommunication. According to the Office of the National Coordinator for Health Information Technology, only 15 percent of hospitals in 2008 electronically shared patient data (e.g., laboratory results, clinical care summaries, or medication lists) with hospitals that were outside of their own organization. In 2014, that percentage was over 60 percent, an increase of 20 percentage points between 2013 and 2014 alone. This suggests not only that the intercommunication of the national health information technology network is increasing, but also that the pace is quickening.

The Education Advisory Board estimates that across all industries by 2018 there will be a shortage of 190,000 deep analytics personnel, which are those individuals with the programming, modeling, and analysis skills needed to make use of big data. The board goes on to predict that the healthcare industry will be one of the industries with the greatest demand for data talent, which supports the analysis performed by McKinsey and suggests that a master's degree in health informatics at Slippery Rock University can help to meet these regional and national needs.

Data from Economic Modeling Specialists International projects that in 2025 almost one in five workers in the 150-mile region around Slippery Rock will work in the healthcare and

social assistance industry, accounting for more than 17 percent of regional employment. The national trend is very similar: the industry is expected to make up 14 percent of the national economy in 2025. This industry is very large and its workforce needs are comparably large.

3) Academic Integrity

The proposed degree program will prepare students for technical, clinical, and administrative leadership by educating them in healthcare issues, knowledge discovery, visualization and management, ethics, privacy and law governing healthcare data, cyber security, and software development. For those already working in nursing, hospitals, insurance companies, pharmaceuticals, public health and healthcare, healthcare information systems, and management, their skills will be enhanced with consequent benefits for the communities they serve. Students embarking on a career in health informatics will be prepared to take positions that will fill the gap between the supply of, and demand for, health informatics specialists. The program will primarily be practitioner-oriented rather than research-oriented.

This program will be taught online with course notes/lectures being delivered via our learning management system (currently D2L). The course sequence has been designed to facilitate the cohort approach with both full-time and part-time options. Students may choose to intern with an approved enterprising agency in lieu of the capstone course. Upon graduation a student should be able to:

- Develop skills necessary to utilize health information technology for knowledge management;
- Identify issues related to the implementation of the electronic health record.
- Describe key legal, regulatory, and ethical issues related to the utilization of health information technology;
- Acquire the skills necessary to contribute to strategic and tactical planning in utilizing health information systems and improving healthcare quality;
- Articulate the organizational needs and readiness for adoption of health information technology solutions;
- Recognize the language, terminology, ontology, acronyms, coding, and classification systems of healthcare and health informatics;
- Articulate the strategic direction for public health informatics and proper informatics management tools within an organization;
- Describe the information system development, procurement and implementation needs that meet the public health program needs within the organization; and
- Implement solutions that assure confidentiality, security, integrity, and assurance of data while maximizing the availability of information for public health use.

4) Coordination/Cooperation/Partnerships

The program is designed to accept graduate credit for equivalent coursework, and the program director will work with other State 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 health informatics program. Since the health informatics field is in its early stages, specific collaborative relationships are still being developed and will mature as the program is implemented. As such, Slippery Rock is pursuing partnerships with other schools.

On campus, public health, mathematics, and computer science expertise will be targeted since this is an interdisciplinary program. Slippery Rock's public health and mathematics faculty were consulted on program development to ensure graduates acquire the necessary skills to be successful health informaticists. Public health faculty will teach two graduate courses and mathematics faculty will teach one graduate course. In addition, application projects are a common thread that permeates the entire program and students will be allowed to tailor their program to individual interests and career aspirations. For example, coordination with the Department of Mathematics is being pursued to provide options for students interested in data analytics and big data. Informatics also will work with other departments such as public health, mathematics, business, and education to gather data sets for analysis.

Coordination with outside agencies will occur in and out of the classroom. Because most students in the program will be working professionals, they will likely bring projects and datasets from their employers, which will create ties between Slippery Rock and the corporate environment. Practicums and internships also will be sought with University of Pittsburgh Medical Center, Highmark, Aetna/Coventry, Bayer, and Butler Health System. Some data for projects will come from the Centers for Disease Control and the Surveillance, Epidemiology, End Results Program of the National Cancer Institute, and the University of California-Irvine Machine Learning repository. Further program support will come from the Pittsburgh Supercomputing Center, particularly using its storage capacity for analysis of large-scale problems and hosting internships.

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 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 with curricular changes made as appropriate. Alumni will be surveyed annually to ensure that necessary learning outcomes were successfully achieved and to identify areas that need improvement or new learning outcomes that should be incorporated into the program.

The university will not be pursuing accreditation initially. Nevertheless, the coursework and requirements for the program have been designed based on expectations of the Commission on Accreditation for Health Informatics and Information Management Education, which include robust assessment.

6) Resource Sufficiency

The program will require one new full-time faculty line. Because of the fast pace with which technology and health informatics change, it will be necessary for faculty to stay abreast of current methodologies and technologies. In order to maintain a modern program that optimizes student performance, faculty will be expected to regularly attend conferences related to health informatics. Provisions for advanced training that will inevitably be necessary are included in the budget.

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. Sam Thangiah, faculty

Implementation date: Fall 2016

Date approved by Council of Trustees: December 4, 2015

**Slippery Rock University of Pennsylvania
Master of Science in Health Informatics
Budget Narrative**

	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	<p>The Master of Science in Health Informatics program anticipates enrolling in-state students in years one through five.</p> <p>Seven full-time in-state students and eight part-time in-state students are projected to enroll in year one. The university's graduate cohort retention rate of 85 percent is used to calculate persistence between the first and second year. Enrollment gradually increases from seven full-time in-state students and eight part-time in-state students in year one to six full-time and 14 part-time continuing students in year five.</p>
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 over twelve months. A part-time student will enroll in 18 credits in year one followed by 15 credits in year two. The university's graduate cohort based retention rate of 85 percent is applied. Tuition is calculated using the approved 2015-16 tuition rates.
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 Master of Science in Health Informatics program at a total of \$28,332 in year one.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	<p>Faculty salary costs are based upon the APSCUF collective bargaining agreement. An existing faculty member (Professor – Step 13) will teach two graduate courses each semester. A new faculty member (Associate – Step 7) will be hired to teach one course in the program and to provide support at the undergraduate level.</p> <p>Existing faculty members from Mathematics (Assistant - Step 12) and Public Health (Associate – Step 10) will each teach one course each academic year. An external .25 FTE faculty member will be hired to teach a three-credit hour course each year during the winter session. Six credit hours of summer classwork will be taught by existing faculty (Professor – Step 13). Distance education payments reflected in the five-year budget plan range from \$2,550 in year one to \$4,248 in year five.</p>

Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, etc.)	Existing clerical support in the Department of Computer Science is sufficient to support the Master of Science in Health Informatics program. Ten percent of the clerk typist's salary and benefit costs (CT 2 – Step 10) are allocated to the program.
Instructional Equipment / Learning Resources	Existing learning resources are adequate to support the Master of Science in Health Informatics program. Funds are requested for the purchase of a server in year three and to provide base professional development funds and a computer for the new faculty member.
Marketing	Marketing expenses are budgeted at \$10,000 per year.
Facilities and/or modifications	No facilities renovations are required.
Administrative Expense	20 percent of tuition and instructional support fees.
Other	

**Slippery Rock University of Pennsylvania
Master of Science in Health Informatics
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		6		6		6
Out-of-State Full-Time Headcount Enrollment										
In-State Part-Time Headcount Enrollment		8	7	9	8	10	9	11	9	12
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	375		465		498		531		549	
Estimated Revenue										
Tuition Generated	\$176,250		\$218,550		\$234,060		\$249,570		\$258,030	
Instructional Support Fee	\$26,438		\$32,783		\$35,109		\$37,436		\$38,705	
External Grants and Contracts										
Other - Program Investment Reserves		\$28,332								
Estimated Total Revenue	\$231,020		\$251,333		\$269,169		\$287,006		\$296,735	
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	\$116,442	\$55,208	\$171,650	\$1,108	\$172,758	\$236	\$172,994	\$236	\$173,230	\$118
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$6,432		\$6,432		\$6,432		\$6,432		\$6,432	
Instructional Equipment/Learning Resources		\$2,400	\$400		\$400	\$12,000	\$400		\$400	
Marketing		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$40,538		\$50,267		\$53,834		\$57,401		\$59,347	
Other			\$0		\$0				\$0	
Estimated Total Expenses	\$231,019		\$239,856		\$255,660		\$247,463		\$249,527	
Estimated Financial Impact of New Program	\$0		\$11,476		\$13,509		\$39,543		\$47,208	

Executive Summary of Degree Proposal
Master of Arts in Teaching English to Speakers of Other Languages
Slippery Rock University of Pennsylvania
January 20-21, 2016

1) Brief Description of Program and Appropriateness to Mission

The proposed Master of Arts in Teaching English to Speakers of Other Languages degree program is a product of analyses of lifelong learning and global trends. The globalization of English as the world's lingua franca and a national and regional increase in non-native English speaking populations creates a need for highly trained practitioners who can address the widely variant and specialized pedagogical needs of adult English language learners. The program offers a flexible, compact yet complete curriculum that follows Teaching English to Speakers of Other Languages International Association standards for best practice. The program will provide a terminal degree for career teaching positions in English as a second, foreign, or additional language. Employment opportunities for graduates include teaching in a university-level intensive English program, teaching abroad in an English as a foreign language context, or teaching at a community college or urban literacy program in the United States or other Anglophone countries such as Canada, New Zealand, and the United Kingdom. Beyond the traditional pathway of the profession, consultant or salaried coaching positions within multi-national companies also serve as potential job tracks. Students also will have the option of pursuing electives in digital materials development, opening up further opportunities for employment in publishing digital and print instructional resources for institutional settings or non-profit agencies.

The program requires 30 to 33 credits and will provide graduates with advanced skills in adult language learner productive and receptive skills instruction. The blended pedagogy will involve face-to-face teaching and online learning, and students may graduate in 16 to 24 months. This program will attract traditional graduate students, resident working professionals, and international students.

Aligning with the university's mission to provide superior graduate instruction, promote professional performance, and address educationally related cultural needs, the program provides a terminal degree for serving the needs of a growing English language learner population regionally, across the United States, and abroad. The program also encourages scholarly faculty-student collaboration in research and thesis projects and develops graduates' skills and respect for their future students' backgrounds.

The program diversifies the student body by attracting a wide variety of students, including non-traditional and international students. Interdisciplinary online and face-to-face courses create an innovative, quality, and agile curriculum stressing high-impact practices such as practicums, internships, and multi-dimensional capstone projects.

2) Need

The number of immigrant Pennsylvanians is increasing. The American Immigration Council notes that the percentage of foreign-born Pennsylvanians doubled from 3.1 percent in 1990 to 6.2 percent in 2013. This represented almost 800,000 people in 2013. While immigrant populations may be concentrated in certain locations, this trend is seen throughout the region:

- Ohio: increase from 2.4 percent in 1990 to 4.1 percent in 2013;
- New York: increase from 15.9 percent in 1990 to 22.3 percent in 2013; and
- West Virginia increase from 0.9 percent in 1990 to 1.5 percent in 2013.

While the number of immigrants is increasing, evidence suggests that the barrier of language is becoming more and more common.

According to a report from the Pew Research Center, the proportion of United States immigrants who speak English “less than very well” (i.e. they are not proficient in English) increased from 43 percent in 1980 to 50 percent in 2013.

Instruction to speakers of other languages happens in a variety of venues, including independent language schools. Economic Modeling Specialists International projects that the language school industry in Pennsylvania is set to grow by 22 percent between 2015 and 2025, much faster than the average growth of 7.4 percent for the Pennsylvania economy. Moreover, for the 150-mile radius around Slippery Rock, this industry will grow by 64 percent in the next ten years (ten times the average regional growth rate of 6.5 percent).

The evidence shows that Pennsylvania and the region are seeing an influx of immigrants who are increasingly less proficient in English and that this lack of proficiency will be an economic and social barrier. Accordingly, the region is seeing an exploding need for language school services and, by extension, for a well-trained language educator workforce. This program will help the region meet this important, urgent need.

3) **Academic Integrity**

The linguistically based program focuses on second language acquisition studies and the teaching of adult English language learners. The curriculum includes core theories, methods, and practicum, and 15 credits in linguistics, English language studies, sociolinguistics, and intercultural communication. Thesis and non-thesis options and electives in assessment, instructional materials development, computer-assisted language learning, literacy, and multiculturalism are offered. The proposed program follows a practitioner-based approach and the internship, capstone, or thesis experience provides an opportunity for students to develop relevant instructional, industry, or research experience in an applied setting. Students will be prepared for the ever-increasing demands of the profession, and will be able to fill the gap between the supply of, and demand for, qualified workers. Besides classroom jobs, graduates also will be able to work for multi-national companies in need of English training and in community literacy settings.

The following program student learning outcomes specify how our students will demonstrate success at the programmatic level. The outcomes align with the eight Domain competencies specified in the Teaching English to Speakers of Other Languages International Association’s 2008 *Standards for ESL/EFL Teachers of Adults*. Graduates will be able to exhibit the following competencies:

1. **Theoretical Knowledge:** Comprehend foundational concepts in theoretical and applied linguistics;
2. **Application:** Apply this knowledge to planning, instructing, assessing, understanding of learner identity and context, content delivery, and support of adult second language learning processes;

3. **Teaching:** Employ methods of English as a second, additional, foreign, other, and new language assessment and teaching in simulated and real-time English language learner instructional contexts;
4. **Critical Thinking:** Synthesize knowledge of current theories and deduce implications for practice;
5. **Creativity:** Design, present, and implement lesson plans orally, in writing, and through technology;
6. **Professional Commitment and Cultural Awareness:** Expand their commitment to and deepen their understanding of second language teaching and its relationship to the community of English language teaching professionals, as well as to the broader set of teaching, university, regional, state, national, and global communities; and
7. **Communicative Proficiency:** Demonstrate proficiency in social, workplace, and academic English.

4) **Coordination/Cooperation/Partnerships**

The program is interdisciplinary, requiring academic expertise in theoretical linguistics, applied linguistics, English linguistics, intercultural communication, and pedagogical theories and practices. In addition, to extend the context of how teaching English to speakers of other languages can be applied to the public and private sectors, the program will pursue collaboration with other academic areas, including the philanthropy and non-profit management, sociology, and cultural studies programs in the Department of Interdisciplinary Studies; international affairs and comparative politics and international relations programs in the Department of Political Science; the Department of Psychology; Department of Public Health; and the Department of Social Work.

Multiple partnerships are being pursued with outside institutions, agencies, and global corporations whose employees or services include non-native English speaking populations, all organizations that share our mission for serving the needs of English language learners. Relationships have been established with MSA Safety, the Cranberry Area Diversity Network, the Chatham University English Language Program, and the Regional Learning Alliance. Other affiliations are being developed with Butler County Community College's Lifelong Learning Program, the La Roche College program, Westinghouse Electric, Highmark, and the University of Pittsburgh Library System's Office of Scholarly Communication and Publication as external partners to provide internships, mentoring, and career networking for our students.

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 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 with curricular changes made as appropriate. Alumni will be surveyed annually to ensure that necessary learning outcomes were successfully achieved and to identify areas that need improvement or new learning outcomes that should be incorporated into the program.

Although no accreditation or certification is available for this program, coursework and related assessment have been modeled after best practices of the Teaching English to Speakers of Other Languages International Association standards.

6) Resource Sufficiency

The program's home department, Modern Languages and Cultures, will require one new tenure-track faculty member with expertise and graduate-level teaching experience in applied, theoretical, and English linguistics to teach six of the required eight courses, electives, and to serve as graduate director of the program.

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 degree.

Prepared by: Dr. Marnie Petra-Covey

Implementation date: Fall 2016

Date approved by Council of Trustees: December 4, 2015

Slippery Rock University of Pennsylvania
Master of Arts in Teaching English to Speakers of Other Languages
Budget Narrative

	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	<p>The Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) is a sixteen month program using a cohort based enrollment model. The MA TESOL program anticipates enrolling in-state students in years one through four with out-of-state students entering the program in year five.</p> <p>An initial cohort of 10 students is projected. The university's graduate cohort retention rate of 85 percent is used to calculate persistence between the first and second year. Students complete 24 credit hours their first year and six credit hours in their second year. Enrollment gradually increases from 10 full-time in-state students in year one to 14 full-time and 11 part-time continuing students in year five.</p>
ESTIMATED REVENUE	
Tuition Generated	<p>The tuition is based on the current in-state and out-of-state graduate tuition rates. Full-time students will enroll in 30 credit hours across two years. Full-time students will enroll in 24 credit hours in year one and 6 credit hours in year two. The university's graduate cohort based retention rate of 85 percent is applied. Tuition is calculated using the approved 2015-16 tuition rates.</p>
Instructional Support Fee	<p>The Slippery Rock University Academic Enhancement fee, approved by the Council of Trustees, for graduate students is 15 percent of tuition.</p>
External Grants & Contracts	<p>No grants or external contracts are anticipated at this time.</p>
Other	<p>The new program investment fund will be used to offset the start-up costs of the MA TESOL program; \$4,976 in year one and \$5,354 in year two.</p>
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	<p>Faculty salary costs are based upon the APSCUF collective bargaining agreement. The academic year course offerings will require a new 1.0 FTE faculty program director at Assistant - Step 4 with a graduate teaching load.</p> <p>An Associate - Step 11 will teach six credits in the MA TESOL program to second year MA TESOL students. Students will enroll in two courses taught by existing faculty from Communication and English (Associate – Steps 11 and 13) during the summer session for a total of six hours. Starting in year four an additional three-credit course will be offered during winter session. The winter session course will be taught by an existing faculty member (Assistant – Step 6).</p>

Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, etc.)	Existing clerical support in the Department of Modern Languages and Cultures is sufficient to support the MA TESOL program. Ten percent of the clerk typist's ten-month salary and benefit costs (CT 2 – Step 10) are allocated to the program.
Instructional Equipment / Learning Resources	Existing learning resources are adequate to support the MA TESOL program. Funds are requested for computer and baseline professional development expenses associated with hiring a new faculty member.
Marketing	Marketing expenses are budgeted at \$10,000 per year.
Facilities and/or modifications	No facilities renovations are required.
Administrative Expense	20 percent of tuition and instructional support fees.
Other	

Slippery Rock University of Pennsylvania
Master of Arts in Teaching English to Speakers of Other Languages
Five-Year Budget Projection

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment		10		11		12		13		10
Out-of-State Full-Time Headcount Enrollment										4
In-State Part-Time Headcount Enrollment			9		9		10		11	
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	240		318		342		372		402	
Estimated Revenue										
Tuition Generated	\$112,800		\$149,460		\$160,740		\$174,840		\$211,500	
Instructional Support Fee	\$16,920		\$22,419		\$24,111		\$26,226		\$31,725	
External Grants and Contracts										
Other - Program Investment Reserves		\$4,976		\$5,354						
Estimated Total Revenue	\$134,696		\$177,233		\$184,851		\$201,066		\$243,225	
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	\$10,876	\$79,744	\$126,225	\$0	\$126,225	\$0	\$134,657	\$0	\$134,657	\$0
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$6,233		\$6,233		\$6,233		\$6,233		\$6,233	
Instructional Equipment/Learning Resources		\$1,900	\$400		\$400		\$400		\$400	\$1,500
Marketing		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
New Facilities and/or Modifications to existing facilities			\$0		\$0		\$0		\$0	
Administrative Expense	\$25,944		\$34,376		\$36,970		\$40,213		\$48,645	
Other										
Estimated Total Expenses	\$134,696		\$177,233		\$179,828		\$191,503		\$201,435	
Estimated Financial Impact of New Program	\$0		\$0		\$5,023		\$9,563		\$41,790	

Executive Summary of Degree Proposal
Master of Science in Athletic Training
Lock Haven University of Pennsylvania
January 20-21, 2016

1) Brief Description of Program and Appropriateness to Mission

The Master of Science in Athletic Training is a professional graduate degree with a curriculum guided by the Commission on Accreditation of Athletic Training Education and the National Athletic Trainers' Association Educational Competencies. The proposed program is in response to a commission and professional association decision to change the first professional degree from bachelor's to master's; it will replace the current Bachelor of Science in Athletic Training. Graduates of the program will utilize their knowledge to gain employment in a variety of healthcare settings with the majority entering employment in hospitals, sports medicine clinics, universities, interscholastic settings, and professional sports. Additional employment opportunities also exist in the performing arts, industry, and the military. All of these areas are predicted to experience significant job growth within the Commonwealth and the country.

The proposed Master of Science in Athletic Training emphasizes comprehensive medical education and high-quality, compassionate care of each patient. Our curriculum is distinguished by courses such as pharmacology, psychology of injury and illness, and cadaver human anatomy, taught by an interdisciplinary array of faculty who have extensive experience in the field. Graduates of the program will demonstrate the knowledge, skills, and abilities to provide advanced clinical practice, evaluate current research and scholarship, enhance the quality of patient care, optimize patient outcomes, and improve patients' health-related quality of life. Program graduates will be prepared to make measurable and meaningful contributions to the health of individuals, communities, and organizations through the application of knowledge gained in the areas of sports medicine, healthcare delivery, research, and leadership.

The proposed Master of Science in Athletic Training is closely aligned with the mission and strategic plans of Lock Haven University and the State System. This specialized Master of Science degree builds on years of success in baccalaureate-level preparation of athletic training students and complements our successful Master of Health Science in Physician Assistant Studies program. The program capitalizes on Lock Haven University's sterling reputation in health sciences, which the university has identified as a Program of Distinction in its 2015 Action Plan. The Master of Science in Athletic Training is designed to admit bachelor's-prepared students who have obtained the required prerequisites and are motivated to become credentialed athletic trainers. The Master of Science in Athletic Training also is designed to provide students with the didactic knowledge and clinical competency required to pass the national certification examination and gain employment in clinical, management, research and/or teaching positions.

2) Need

The strategic alliance for athletic training, consisting of the Board of Certification, the Commission on Accreditation of Athletic Training Education, the National Athletic Trainers' Association, and the NATA Research and Education Foundation announced in May 2015 that the appropriate professional degree in athletic training is at the master's level. The transition of Lock Haven University's undergraduate athletic training major to a master's

degree is necessary in order to maintain compliance with accreditation standards.

The national job outlook for athletic trainers, as reported by the Bureau of Labor Statistics, is strong, with a reported new position increase of 19 percent (4,900 new positions from 2012 to 2022), faster than the average for all occupations.

The job outlook in Pennsylvania is equally strong, with a projected 24 percent increase during the same time period. According to the Bureau of Labor Statistics, Pennsylvania ranks fourth-highest in the total number of athletic trainers employed (1,290). Additionally, the Pennsylvania Department of Labor and Industry estimates a 2.1 percent growth rate through 2022, faster than the average growth rate for other occupations in the state.

3) Academic Integrity

The overarching goal of the proposed 60 credit Master of Science in Athletic Training program is to prepare students to be eligible to sit for the Board of Certification exam. Graduates of the program will be highly educated healthcare professionals who are able to enter the workforce directly upon graduation. The program educates students through the combination of didactic courses and clinical experiences. Lock Haven Athletic Training graduate students will have the opportunity to learn from high-quality faculty and clinical preceptors in state-of-the-art classrooms and clinical settings. In addition to completing one and a half years of intensive course work, graduates will have the flexibility to choose a final-semester internship that aligns with their professional and career goals.

The Master of Science in Athletic Training program plans to admit its first graduate class in fall 2016, at which time the existing Bachelor of Science in Athletic Training will be placed in moratorium. The master's program will run concurrently with the bachelor's program until 2019, in order to teach out current undergraduate students. In 2019, the Bachelor of Science in Athletic Training will be closed permanently.

The proposed Master of Science in Athletic Training contains a total of 60 semester hours in didactic and clinical coursework. The total number of credits, while large for a graduate program, is consistent with other professional graduate healthcare education programs. The content is dictated by accreditation standards and mandated educational competencies.

Lock Haven University's Master of Science in Athletic Training will be unique within the State System for many reasons. Evidence-based practice is introduced during the first semester of the program and is infused throughout the remaining coursework and clinical experiences. Full-time clinical experiences are an emerging trend in athletic training education, and the proposed master's program culminates in a semester-long internship during the final semester. Lock Haven University is able to offer unique opportunities for interprofessional education through its physician assistant studies and nursing programs, and also through a faculty complement with expertise in a variety of healthcare fields such as pharmacy, physical therapy, nursing, and physician assistant.

The curricular design of the Master of Science in Athletic Training program is unique in that students will enroll in a two-semester professional block sequence that focuses on the evaluation and management of musculoskeletal conditions. Embedded in the block sequence are two semesters of advanced human anatomy study with cadaver dissection. The professional block sequence also contains musculoskeletal evaluation and therapeutic

intervention courses. Students will learn advanced anatomy of everybody region, followed immediately by evaluation and management of injuries in that region. The second year of the program emphasizes courses in administration and organization, exercise prescription and nutrition, and pharmacology.

Clinical experiences occur each semester and build upon classroom knowledge. During the first three semesters, clinical education occurs under the preceptorship of on-campus and community-based licensed athletic trainers. The clinical experiences associated with the program culminate into a final semester full-time clinical experience.

Students graduating from the program will receive specific training and have the opportunity to earn additional credentials in one of the following areas:

- Pennsylvania Intercollegiate Athletic Association (PIAA) Weight Assessor;
- ImPACT Training for the Athletic Trainer; and
- National Strength and Conditioning Association Certified Strength and Conditioning Specialist.

4) Coordination/Cooperation/Partnerships

The athletic training program directors across the State System have had numerous discussions regarding the transition to graduate education. While the transition to a graduate degree is a concerted effort across the State System, collaboration across universities for an intense skills-based healthcare profession is not feasible. Instruction and development of clinical skills, clinical reasoning abilities, and professional mentoring is more easily accomplished with an on-campus program.

The proposed Master of Science in Athletic Training will be housed in the Department of Health Science in the College of Natural, Behavioral, and Health Sciences. Program courses will be taught primarily by athletic training faculty in the Health Science Department. The athletic training faculty and physician assistant studies faculty have informally collaborated in course delivery in the past. The transition to a graduate program provides opportunities for more formal interprofessional collaboration, including classroom instruction, clinical skill development, and interprofessional communication.

The existing undergraduate athletic training major utilizes several local high schools, universities, and medical facilities as clinical education sites. Affiliation agreements already exist for those clinical education sites and are independent of the degree offered. The Master of Science in Athletic Training will continue to use those sites and their employees for delivery of the clinical component of the program. The clinical sites for the final semester internship change depending on each student's professional goals. Therefore, affiliation agreements for these sites are developed on an as-needed basis.

5) Assessment

Program assessment is required for continual accreditation and to be consistent with State System and institutional policy. Assessment of both program outcomes and student learning outcomes is required annually. Additionally, the State System requires a five-year program review that examines areas such as retention, quality of student experience, placement of students in career paths, and results of yearly assessment measures. The Commission on Accreditation of Athletic Training Education provides relative institutional autonomy in regards to specific program and student learning outcomes; however, it does set a minimal threshold of 70 percent first-time pass rate on the national board of certification examination.

6) Resource Sufficiency

The proposed budget includes \$20,000 in instructional equipment distributed over the first three years. The instructional equipment provides opportunities for graduate-level education and research. The proposal includes one new course. This new course will not have an impact on the current course offerings as it will be offered during the summer. The instruction of all courses will be handled by the current faculty in the Department of Health Science. The proposed program results in no change in faculty teaching load.

Prepared by: Eric Lippincott

Implementation date: Fall 2016

Date approved by Council of Trustees: November 19, 2015

**Lock Haven University of Pennsylvania
Master of Science in Athletic Training
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Projected new student enrollment is listed as 5, 10, and 20 for the first three years of the program respectively. A 96 percent retention rate (modeled from existing undergraduate athletic training major) was utilized for this proposal. Headcounts were rounded up to the nearest whole integer. A ratio of 93 percent in-state and 7 percent out-of-state was used for the first 3 years of the proposal as the marketing strategy and program grows. A ratio of 85 percent in-state and 15 percent out-of-state was used for year 4 and year 5.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses approved tuition rates for each year of the 5-year budget projection.
Instructional Support Fee	The budget spreadsheet uses the currently approved instructional support fee for each year of the 5-year budget projection.
External Grants & Contracts	N/A
Other	The proposed program breaks even during year 2. The Provost's Office will make up the deficit of \$17,774 in year one.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Salaries and benefits are for existing faculty. Drouin – Associate 11 Widmann – Professor 13 Russell – Associate 7 Haile – Associate 5 Ingram – Professor 8 Lippincott – Associate 13 Porter – Associate 13 Streator – Assistant 11 The average rank for the athletic training faculty is slightly lower than an Associate 12 (\$89,461.34). Average salary was used for all salary expense calculations.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistances, etc.)	The current undergraduate athletic training major receives administrative support from one-quarter FTE (AFSCME 3 Step 1). Student employment funding is also included for basic administrative support. The budget spreadsheet includes the addition of a graduate assistant position starting with year 3 (2018-2019). The graduate assistant will provide additional administrative support.

Learning Resources	
Instructional Equipment	Year 1: Advanced rehabilitation supplies and equipment for measuring effectiveness of rehabilitation. Years 2 & 3: Diagnostic equipment and supplies
Facilities and/or modifications	None
Administrative Expense	Assumes 20 percent of the tuition and instructional support fee is added for Administrative expenses.
Other	Includes operating budget to provide instructional supplies and equipment, office supplies, and travel to clinical sites (pro-rated based on percentage of graduate students for Years 1-3). Annual marketing cost of \$2,500. Year 1 includes a one-time accreditation (CAATE) substantive change fee of \$3,000. Years 1-5 include annual accreditation (CAATE) fees.

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

Estimated Student Impact of New Program	Year 1 (16/17)		Year 2 (17/18)		Year 3 (18/19)		Year 4 (19/20)		Year 5 (20/21)	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment		5	5	9	9	19	18	17	16	17
Out-of-State Full-Time Headcount Enrollment		0	0	1	1	1	1	3	3	3
In-State Part-Time Headcount Enrollment		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
Projected Annual Credits Generated	150		450		900		1170		1170	
Estimated Revenue										
Tuition Generated	\$70,500		\$218,550		\$437,100		\$578,100		\$592,200	
Instructional Support Fee	\$10,575		\$32,783		\$65,565		\$86,715		\$88,830	
External Grants and Contracts										
Other	\$17,774									
Estimated Total Revenue	\$98,849		\$251,333		\$502,665		\$664,815		\$681,030	
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	\$46,731		\$90,506		\$212,737		\$345,279		\$345,279	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$14,996		\$14,996		\$28,650		\$28,650		\$28,650	
Learning Resources										
Instructional Equipment		\$10,000		\$5,000		\$5,000				
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$16,215		\$50,267		\$100,533		\$132,963		\$136,206	
Other		\$10,907	\$11,536		\$17,591		\$19,812		\$20,130	
Estimated Total Expenses	\$98,849		\$172,305		\$364,511		\$526,704		\$530,265	
Estimated Financial Impact of New Program	\$0		\$79,028		\$138,154		\$138,111		\$150,765	

Executive Summary of Degree Proposal
Master of Science in Athletic Training
Slippery Rock University of Pennsylvania
January 20-21, 2016

1) Brief Description of Program and Appropriateness to Mission

This proposed program is a first-professional Master of Science in Athletic Training that will transition the current undergraduate program in athletic training to a graduate offering, in keeping with the recent joint statement (May 2015) from the Strategic Alliance of the Board of Certification, Commission on Accreditation of Athletic Training Education, National Athletic Trainers' Association, and National Athletic Trainer's Association Foundation. A seamless transition from the current undergraduate athletic training program to a graduate-level professional degree will build upon the success that the program has achieved over the last 41 years, and align with the future direction of the profession and healthcare. To maintain the university's service to its undergraduates, there will be a 3+2 track that will allow accomplished students to enter Slippery Rock as freshmen and earn both a bachelor's and a master's degree in five years.

The program will require 63 credits of blended online and classroom courses with clinical experiences over two consecutive years (with summer). Students will matriculate full-time in a cohort. The current bachelor's program will be phased out and take no new enrollments during the transition. In this way, accreditation can remain active during the transition.

The Master of Science in Athletic Training will enable Slippery Rock to pursue its vision of excelling as a caring community of lifelong learning connecting to the world through proficient delivery of evidence-based athletic training healthcare to a diverse population of patients. The program mission is to develop competent, contributing entry-level healthcare professionals through rigorous and creative learner-centered teaching. This is consistent with the university's mission. In particular, the transition to the master's degree will ensure that Slippery Rock students continue to receive an appropriate and accredited education.

2) Need

According to the Bureau of Labor Statistics, the job outlook for individuals in allied health professions such as athletic training, physical therapy, occupational therapy, and physician assistant is expected to grow at a rate between 29 and 38 percent this year, which is characterized as much faster than average.

The regional market demand is very strong. In June 2015, there were 115 athletic training positions within National Athletic Trainer's Association District 2 (Pennsylvania, New York, New Jersey, and Delaware) listed with the National Athletic Trainer's Association Career Center, with 47 in Pennsylvania alone. Another 43 positions were posted for Ohio. The Pennsylvania Department of Labor & Industry's long-term employment projections show above-average growth for athletic trainers for 2012-2022 at 2.1 percent compared to 0.8 percent for other professions.

The national market demand is also strong. In 2014, athletic trainers held approximately 22,400 jobs, according to the United States Department of Labor. Athletic trainer employment is projected to grow 21 percent from 2012-2022.

3) Academic Integrity

The master's degree courses will be facilitated in a traditional classroom model. Because of the significant number of clinical skills required in the profession, most courses will include a strong practical education component. Classroom time will be spent on the facilitation of knowledge and the application of the content to the clinical setting, which will be tied to the clinical education component. The course sequence has been designed to facilitate the cohort approach.

The proposed program is also unique. Slippery Rock University has built a recognized reputation, not only in western Pennsylvania but throughout the United States, in health, wellness, and clinical sciences, and has gained recognition for the quality of faculty and program content. Indeed, the program has developed relationships for successful inter-professional education/practice with physical therapy, physician assistant and nursing.

The undergraduate athletic training program has a 41-year history of excellence in the profession of athletic training with alumni across the state, country, and world. From 2012 to 2014, the first-time pass rate for the Board of Certification exam was 91 percent, compared to 81 percent nationally. All six Slippery Rock seniors who sat for the Board of Certification exam in October 2015 passed it the first time.

The graduate program will draw students from already strong undergraduate programs, including exercise science and teacher education.

The athletic training program at Slippery Rock will facilitate quality didactic and clinical experiences, integrating evidence-based practice and inter-professional collaboration, and modeling ethical, inclusive, and professional behaviors. Students will:

- a) Prepare academically, clinically, and professionally to deliver quality, patient-centered healthcare within the scope of practice of an athletic trainer in both traditional and emerging settings;
- b) Develop critical thinking skills to utilize in the clinical decision-making and problem solving processes necessary for quality healthcare delivery;
- c) Learn to apply best evidence and clinical experience into the clinical decision-making process to achieve desired patient outcomes;
- d) Experience authentic and varied clinical settings to prepare for immediate and sound transition into practice;
- e) Engage in inter-professional education and practice in order to promote continuous and reliable patient-centered care;
- f) Gain an understanding of the culturally diverse patient population to prepare them to demonstrate respect and dignity for all patients; and
- g) Appreciate the principles of legal, ethical, and professional behavior within the athletic trainer's scope of practice.

4) Coordination/Cooperation/Partnerships

Slippery Rock has been working with the program coordinators at California, Indiana, Lock Haven, and West Chester Universities of Pennsylvania in order to transition the respective programs from undergraduate to the newly mandated graduate degrees. The goal is to ensure persistence of all historic athletic training programs within the State System, while promoting our collective competitive excellence within the athletic training field.

The current program has the expertise and resources needed to support a graduate program. Collaboration with the exercise science, therapeutic recreation, physical education, adapted physical activity, safety management, biology, healthcare administration and management, and public health majors, and the Schools of Physical Therapy and Physician Assistant, the Athletic Department and McLachlan Student Health Center will continue. The program also has ties with several agencies throughout Pennsylvania and surrounding states that regularly provide clinical sites and hire Slippery Rock graduates.

5) Assessment

An assessment plan similar to that used in the bachelor's program will be used to measure and evaluate the quality and progress of the master's degree. Data collected each year will be formally reviewed by the faculty. Action plans will be developed for the upcoming year that advance the successful outcomes and improve the less-effective outcomes. In addition to classroom assessments, clinical evaluations, student course evaluations, exit and alumni interviews, Board of Certification examination pass rates, and internal practical and written examinations will be reviewed.

Finally, the undergraduate program is accredited by the Commission on Accreditation of Athletic Training Education. Because the athletic training program is in mid-accreditation cycle and is in good standing, the substantive change application for change of degree level will be submitted. A notification of intent to change the degree level will be submitted by May of the year in which the program intends to submit the substantive change application, with the application due by the following August. This accreditation process promotes ongoing assessment.

6) Resource Sufficiency

Facilities and Equipment: The facilities that currently house the athletic training program are sufficient to support the proposed graduate program. The addition of cadaver anatomy and applied kinesiology courses will require increased facility sharing with the physical therapy and/or physician assistant programs. A full complement of instructional equipment and supplies already exists in support of the athletic training and exercise science programs. Replacement and maintenance cycles will remain consistent with past practice. It is not anticipated that transition to the master's level will require any new resources.

Faculty and Staff: The current faculty complement is sufficient to teach courses in the new program. Full-time, tenure-track faculty will pursue continuing education to raise the rigor of content instruction and graduate-level student learning. The program will utilize the undergraduate degree's current secretarial allocations (1.5 positions) from the Department of Exercise and Rehabilitative Sciences to assist with clerical duties.

Additional Resources: The proposed program will need to expand the approved affiliate sites for clinical experience and residency to include emerging settings, many of which are not local to Slippery Rock. This will increase travel costs to evaluate distant sites. The program anticipates a gradual increase in costs for approved preceptors in those affiliate sites to cover compensation, training, and learning resources.

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. Jackie Williams

Implementation date: Summer 2018

Date approved by Council of Trustees: December 4, 2015

**Slippery Rock University of Pennsylvania
Master of Science in Athletic Training
Budget Narrative**

	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	<p>The Master of Science in Athletic Training (MS AT) is a two-year program using a cohort based enrollment model. The MS Athletic Training program anticipates enrolling primarily in-state students with one out-of-state student entering the program in year two.</p> <p>An initial cohort of 14 in-state students is projected. Enrollment gradually increases from 14 full-time in-state students in year one to 20 full-time students entering and 16 full-time students continuing in year five.</p>
ESTIMATED REVENUE	
Tuition Generated	The tuition is based on the 2015-16 in-state and out-of-state graduate tuition rates. Full-time students will enroll in 63 credit hours across two years. Full-time students will enroll in 36 credit hours in year one and 27 credit hours in year two. The university's graduate cohort based retention rate of 85 percent is applied. Tuition is calculated using the approved 2015-16 tuition rates.
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	Program investment reserves will provide \$12,557 in year one and \$12,113 in funding in years two and three.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Faculty salary costs are based upon the APSCUF collective bargaining agreement. Existing athletic training faculty will transition from the undergraduate athletic training program to the graduate program. Year one will have 1.38 FTE assigned to the graduate program, with 3.13 FTE in year two and increasing to 3.63 FTE in year three. Starting in year three, alternate workload assignments for program direction (.25 FTE) and clinical coordination (.25 FTE) transition to the graduate program. Two full-time faculty at associate professor (Steps 12 and 13) and one full-time faculty at assistant professor (Step 10) will support the program starting in year three. One

	<p>additional faculty member (Assistant – Step 6) will have 14 hours of graduate teaching load starting in year three.</p> <p>The faculty personnel budget includes six credit hours of summer school in year one and nine credit hours in years two through five.</p>
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, etc.)	Existing clerical support in the Department of Exercise and Rehabilitative Sciences is sufficient to support the M.S. in Athletic Training program. Fifteen percent of the clerk typist's salary and benefit costs (CT 3 – Step 20) are allocated to the program.
Instructional Equipment / Learning Resources	Existing learning resources are adequate to support the MS Athletic Training program. Funds are requested for annual professional development and accreditation related travel.
Marketing	Marketing expenses are budgeted at \$10,000 per year.
Facilities and/or modifications	No facilities renovations are required.
Administrative Expense	20 percent of tuition and instructional support fees.
Other	Commission on Accreditation of Athletic Training Education (CAATE) annual fees increasing from \$3,500 in year one, \$3,770 in year two and \$4,000 in year three are represented, in addition to the substantive change fee of \$3,000.

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

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment		14	12	15	13	17	14	18	15	19
Out-of-State Full-Time Headcount Enrollment				1	1	1	1	1	1	1
In-State Part-Time Headcount Enrollment										
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	504		1008		1152		1224		1296	
Estimated Revenue										
Tuition Generated	\$236,880		\$431,460		\$497,025		\$526,635		\$556,245	
Instructional Support Fee	\$35,532		\$72,333		\$83,754		\$88,830		\$93,906	
External Grants and Contracts										
Other - Program Investment Reserves				\$12,557		\$12,113				
Estimated Total Revenue	\$272,412		\$516,350		\$592,892		\$615,465		\$650,151	
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	\$156,778		\$375,495		\$436,390		\$436,390		\$436,390	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$13,147		\$13,147		\$13,147		\$13,147		\$13,147	
Instructional Equipment/Learning Resources		\$13,200	\$13,200		\$13,200		\$6,000		\$6,000	
Marketing		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$54,482		\$100,759		\$116,156		\$123,093		\$130,030	
Other - Accreditation	\$3,500	\$3,000	\$3,500	\$250	\$3,750	\$250	\$4,000		\$4,000	
Estimated Total Expenses	\$254,107		\$516,350		\$592,892		\$592,630		\$599,567	
Estimated Financial Impact of New Program	\$18,305		\$0		\$0		\$22,835		\$50,584	

Executive Summary of Degree Proposal
Master of Science in Athletic Training
West Chester University of Pennsylvania
January 20-21, 2016

1) Brief Description of Program and Appropriateness to Mission

The Department of Sports Medicine at West Chester University is seeking approval to offer a Master of Science (M.S.) in Athletic Training. In June 2015 a mandate was finalized requiring all professional athletic training programs at the baccalaureate level to transition into a master's degree per the Commission on Accreditation of Athletic Training Education. It is important to note that the current bachelor's degree is currently functioning at the level of the 41 other master's degree programs in the discipline across the United States. All of the programs at the master's level are using the same competencies that we utilize for the bachelor's degree. This is often the case with degree transitions in healthcare fields. The Commission on Accreditation of Athletic Training Education currently defines professional programs as: programs that lead to eligibility to sit for the Board of Certification examination and to enter the profession of athletic training. Currently professional programs are available at both the baccalaureate and post-baccalaureate degree levels. However, as previously stated, all professional programs are now required to transition to a master's degree to meet certification eligibility.

West Chester University has a long history of athletic training education. West Chester was the first university in Pennsylvania and one of the first five in the nation (there are now over 300 programs) to offer an accredited athletic training program beginning in 1971. Currently it has the second largest program in the country. As a producer of the largest number of athletic trainers in the Commonwealth, the university is obligated to respond to the preparation and professional development needs of the athletic training profession. The addition of the Master of Science to the curriculum aligns well with the university's strategic plan, *Building on Excellence*, by expanding academic opportunities to provide greater access to West Chester's academic programs, increasing institutional visibility and reputation, and the growth of graduate education. Approval of this request will allow the Department of Sports Medicine to transition from offering the current Bachelor of Science to the creation of a 63-credit Master of Science program to meet the recent accreditation mandate.

2) Need

The decision to change the professional degree has been prompted by a multitude of factors. The Commission on Accreditation for Athletic Training Education along with its strategic partners (National Athletic Trainers' Association, Board of Certification, and the National Athletic Trainers Association Research and Education Foundation) have communicated this rationale to the profession's constituents. Several reasons for this change were outlined in a white paper (one relevant point is summarized below) and provide support for the need of our program's move to the master's level.

Graduate-level professional education will better align athletic trainers as peers to other healthcare professions and should enhance our status and influence in the larger healthcare arena. Athletic trainers have rightly chosen to compete for their place as legitimate healthcare providers. Additionally, the expansion of athletic training practice beyond its traditional roots has broadened the athletic trainer's role in the healthcare community. Given

these realities, benchmarking the profession's status against similar health professions is an important and valid decision-making strategy.

For example, the degree landscape of similar health professions represents a normative set of goals - at least as perceived by the public - regarding the level of education required of a healthcare professional and most are at the master's level and above.

The State System report produced by economics specialists, EMSI, in the summer of 2015 reports a projected 7.4 percent growth in regional athletic training jobs and a 9.4 percent growth in national jobs through 2020. The data from this report indicate the counties surrounding the West Chester area (Philadelphia, Montgomery, Lehigh, and Delaware) will have the highest number of jobs. The Bureau of Labor Statistics estimates a "21 percent (4,900 new positions) increase in the demand for athletic trainers from 2012 to 2022, faster than the average for all occupations." Finally, according to the website careeronestop.com whose data source is the Pennsylvania Center for Workforce Information and Analysis, a 24 percent (210 new positions) increase in athletic trainers is predicted from 2012 to 2022 within the Commonwealth of Pennsylvania; while the national average is 21 percent.

3) Academic Integrity

The Master of Science program consists of 63 credits (57 required / 6 electives) of didactic, laboratory, and practicum coursework that align with the current competencies and proficiencies as well as the future goals of the Commission on Accreditation of Athletic Training Education. The future goals are to be included when the commission's standards are revised this year and will include expectations for all healthcare professions such as ensuring cost-effective and appropriate care, emphasizing prevention, using technology in information management, racial and cultural competence, the Institute of Medicine core competencies for health professionals, delivering patient-centered care, working as part of interdisciplinary team and practicing evidence-based medicine. This program also will require students to participate in practicums during each semester where they will be mentored by a professional and apply their skills to patients on a daily basis. One goal for this program is for students to become consumers of research and evidence-based practice so that their clinical decision making can be guided not by anecdotal claims but clear evidence to support their rationale for optimal patient care.

4) Coordination/Cooperation/Partnerships

While there are no formal relationships being proposed with other State System institutions, the program directors of California, Indiana, Lock Haven, Slippery Rock and West Chester Universities of Pennsylvania have had regular communication regarding the transition from the bachelor's to the master's degree in athletic training. The potential for sharing clinical sites was discussed. Cheyney and Millersville Universities are currently used as clinical sites for West Chester University athletic training students. The potential for online courses to be used to meet the elective course requirement might also be pursued in the future. The dual-degree that currently exists with Millersville University in which students obtain a Bachelor of Science in biology from Millersville University and a Bachelor of Science in athletic training from West Chester University will be phased out. However, initial talks with Millersville about an articulation agreement upon the completion of their third year at Millersville into the M.S. program at West Chester have begun and appear to be promising.

For students to be successful, they must be provided with clinical experiences each semester to practice their skillset. West Chester currently has signed affiliation agreements with about 25 off-campus sites. The university will continue to pursue sites that provide good

learning opportunities for students. The M.S. program will allow for more flexibility and for periods of full-time clinical engagement that cannot currently occur at the bachelor's level. Having the opportunity for periods of full-time engagement will allow West Chester to utilize sites that are outside the immediate geographic region. For example, the university recently signed an agreement with Stanford University.

5) Assessment

The M.S. program has four program level learning outcomes that inform the curriculum and student learning. These outcomes are:

- Identify, describe, and explain concepts associated with the 6 domains of athletic training education: injury/illness/prevention, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being;
- Demonstrate the ability to communicate effectively in oral and written form, using evidence-based practice principles as they relate to athletic training content;
- Demonstrate the skills to locate, evaluate, and use information related to evidence-based practice in the discipline to document information; and
- Develop and defend clinical reasoning skills in the clinical education setting when working with patients or simulated patients.

Each of the outcomes has two assessment measures that provide data to determine whether the learning outcomes are achieved on an annual basis. The ability of the program to select several course-embedded assessment measures allows for the data to be collected more effectively. The criterion (i.e., benchmark) for each of the outcome measures has been set using, when applicable, the Middle States Commission on Higher Education's level of student success. This indicates that more than 75 percent of the students are expected to achieve satisfactory results (3.0 or 4.0 on a 4-point scale) on a rubric designed for the outcome measure. This 75 percent figure is supported by Middle States, which employs the Goal Inventory developed by the Pew Charitable Trust and the Ford Foundation in which an "Essential Goal" is defined as "a goal you always/nearly always try to achieve 76 percent to 100 percent of the time." The Assessment Committee (made up of program full-time faculty and chaired by the assessment coordinator) evaluates results during the summer semester. The results are compiled by the assessment coordinator and shared with all program faculty during department meetings and retreats throughout the year in order to implement changes in courses related to assessment outcomes and effectively close the loop and document continuous improvement.

The Commission on Accreditation of Athletic Training Education also requires the program to evaluate programmatic outcomes. These outcomes include passing rates on the Board of Certification exam. West Chester University had the highest three-year average from 2012-2014 in comparison to other System institutions. Other program outcomes that must be reported include: teaching effectiveness, retention, graduation, and employment rates. As a result of the program's success with previous cycles of specialized accreditation related to the assessment, the university anticipates continuing to obtain and evaluate evidence that will best inform the program.

6) Resource Sufficiency

Because this proposed program is currently offered at the bachelor's level, physical resources and facilities are adequate. The courses for the proposed program will be taught

primarily by the Department of Sports Medicine's nine tenure-track or tenured faculty members. All faculty members are qualified to offer teaching, mentoring, and advising of students in the master's program. All full-time tenured and tenure-track faculty members maintain active research agendas. The program expects to serve 24 students in the first year and should be financially stable. University administration is committed to providing start-up funding for this program.

Prepared by: Scott Heinerichs EdD.

Implementation date: Summer 2017

Date approved by Council of Trustees: November 12, 2015

**West Chester University of Pennsylvania
Master of Science in Athletic Training
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	<p>The entry-level master's in athletic training degree is designed to be a year-round, 24-month program and as such full-time students will take approximately 30 credits per year. Year 1 credits = 33 with Summer year 1 = 12 credits; Fall year 1 = 11 credits and Spring year 1 = 10 credits. Year 2 credits = 30 with Summer year 2 = 8 credits; Fall year 2 = 12 credits and Spring year 2 = 10 credits. When calculating existing headcount a 3-year department average of 81 percent was used as this is the historical retention rate at the undergraduate level. It is anticipated that 25 percent of students will be out-of-state. This is based upon a 4-year average of out-of-state students at the undergraduate level of the program</p>
ESTIMATED REVENUE	
Tuition Generated	The 2015/16 tuition rate and fees have been used to calculate revenue. Tuition calculations are based upon 33 credits taken in year 1.
Instructional Support Fee	The per-credit educational services fee is used to calculate revenue. Students pay this fee in lieu of specific department charges. These funds are used to purchase instructional equipment and supplies for professors, for maintenance of library circulation materials, and to support academic computing services. The proposed budget uses the approved instruction support fee of \$50.63 per credit.
Additional Program Generated Revenue	NA
External Grants & Contracts	No current grants
Other	NA
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	<p>Year 1 salaries/benefits are based on each permanent faculty member's current step and rank X the number of credits taught. In year 1 33 credits will be offered. The calculations take into account the need for multiple sections in the hands-on intensive courses starting in year 1. The totals during these years reflect those additions. Years 2-5 are based on each faculty member's current step/rank X the number of credits taught. Budget calculations take into account the fact that faculty will be teaching during the summer. In these cases the faculty salary/benefits have been calculated using APSCUF approved</p>

	summer school salaries. For courses taught during the regular academic year the salaries/benefits are calculated based upon the CBA faculty pay schedule for 2014. Below are the steps and ranks used in the calculations for salaries and benefits:
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistants, etc.)	A ½ time department secretary will support the program. There is an anticipated need of 3 credits of AWA per semester for a clinical coordinator. Costs for these AWA are calculated based upon Instructor level, Step 1 salary plus benefits. Below is the step and rank of a Clerk typist 3: 04/K and the rank of the faculty for the clinical coordinator is 03/M
Learning Resources	Anatomical model replacement fund.
Instructional Equipment	NA
Facilities and/or modifications	It is anticipated there will be a need to expand the existing cadaver lab. The current lab space can accommodate 12 students. There will be a need to increase space to accommodate 32 students by year 5. This additional expense is included in year 2.
Administrative Expense	As calculated in spreadsheet
Other	CAATE Accreditation Annual Fee (\$1,500) & Marketing (\$10,000): includes digital and print media

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

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	0	18	15	19	15	21	17	22	18	26
Out-of-state Full-Time Headcount Enrollment	0	6	5	7	6	7	6	8	6	6
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	792		1458		1554		1680		1776	
Estimated Revenue										
Tuition Generated	\$418,770		\$774,795		\$826,965		\$893,940		\$923,550	
Instructional Support Fee	\$40,099		\$73,819		\$78,679		\$85,058		\$89,919	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$458,869		\$848,614		\$905,644		\$978,998		\$1,013,469	
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	\$213,766		\$319,314		\$319,314		\$319,314		\$319,314	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$62,607		\$62,607		\$62,607		\$62,607		\$62,607	
Learning Resources		1000	\$1,000		\$1,000		\$1,000		\$1,000	
Instructional Equipment		\$0		\$0	\$0		\$0		\$0	
New Facilities and/or Modifications to existing facilities		\$0	\$200,000	\$0	\$0		\$0		\$0	
Administrative Expense	\$91,774		\$169,723		\$181,129		\$195,800		\$202,694	
Other: CAATE Accreditation Annual Fee (\$1,500) & Marketing (\$10,000)		\$11,500	\$11,500		\$11,500		\$11,500		\$11,500	
Estimated Total Expenses	\$380,647		\$764,144		\$575,550		\$590,221		\$597,115	
Estimated Financial Impact of New Program	\$78,222		\$84,470		\$330,094		\$388,777		\$416,354	

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

Summary

The Office of Internal Audit and Risk Assessment's (OIARA) fiscal year 2015/16 work plan defines 32 individual projects. Additionally, eight engagements ongoing as of June 30, 2015, carried forward providing forty initiatives for completion in the current fiscal year.

During the second quarter, eight projects concluded with the issuance of final reports while efforts continue on nine projects that are currently underway. Separately, during the quarter eleven new case reports were received through the State System's Incident Reporting System.

Cumulatively at the mid-point of the 2015/16 fiscal year, all eight of the prior year's carry-over engagements are concluded. Of the 32 newly defined projects four have concluded, one is continuous, and nine are underway. Additionally, during the second quarter one special project was assumed, and is underway, supplementing defined work plan engagements.

Projects Completed Second Quarter FY2015/16

The OIARA accomplished favorable progress in meeting defined initiatives supporting the department's fiscal year work plan. The following eight engagements concluded providing management with 35 recommendations to enhance operations and/or increase internal controls.

University	Project	Report Issued
Millersville	International Education	10/01/15
Slippery Rock	Information Technology User Access	10/14/15
Mansfield	Work Study Financial Aid Program	10/30/15
Bloomsburg	NCAA Agreed-Upon Procedures	12/04/15
Indiana	Minors on Campus	12/14/15
Edinboro	Campus Safety/Security	12/15/15
Cheyney	NCAA Agreed-Upon Procedures	12/17/15
Office of the Chancellor	PCard Continuous Auditing 1 st Quarter	12/18/15

Projects Underway at Close of Second Quarter FY2015/16

At the close of the second quarter, project work remained underway on the following ten engagements.

University	Project	Project Status
California	Minors on Campus	Draft Report Issued
Cheyney	University Scholarships	Fieldwork Completed
East Stroudsburg	Registrar Functions	Fieldwork Completed
Edinboro	Presidential Transition Review*	Fieldwork Underway
Kutztown	NCAA Compliance	Fieldwork Planning
Lock Haven	Campus Safety/Security	Fieldwork Completed
Mansfield	NCAA Agreed-Upon Procedures	Fieldwork Completed
Millersville	Campus Safety/Security	Fieldwork Underway
Shippensburg	Minors on Campus	Draft Report Issued
Slippery Rock	Institutional Grants	Fieldwork Completed

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

Other Second Quarter Activities

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

During the second quarter of fiscal year (FY) 2015/16, 14 prior period audit report recommendations were reviewed with university and/or Office of the Chancellor leadership verifying implementation of appropriate corrective actions in response to recommendations supportive of previously concluded audit engagements. This formalized process of prior audit report recommendation follow-up brings closure to the internal audit engagement cycle.

- **Incident Reporting System**

Concerns of employees, students, and others within the university communities regarding matters of wrongdoing are important; therefore, the State System maintains an active Incident Reporting System as a means to confidentially identify situations believed to be inappropriate. During the second quarter of FY 2015/16, 11 new case reports were received through the Incident Reporting System.

- **OIARA Training Presentations**

Provided presentations at the State System's bi-annual Budget and Accounting Directors' meeting on the topics of (1) Board of Governors' Policy 2014-01-A: *Protection of Minors* compliance and (2) the OIARA System-wide continuous auditing initiative of purchasing card transactional activity.

Board of Governors' FY 2015/16 Budget Summary
 Bloomsburg University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$79,734,333	\$81,433,177	\$81,433,177	2.1%
Fees	16,092,119	17,144,629	17,144,629	6.5%
State Appropriation	32,968,555	33,962,915	32,790,285	-0.5%
All Other Revenue	5,628,648	4,808,452	4,808,452	-14.6%
Planned Use of Carryforward	5,553,430	9,526,007	9,526,007	71.5%
Total Revenue/Sources	\$139,977,085	\$146,875,180	\$145,702,550	4.1%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$70,856,409	\$70,920,211	\$70,920,211	0.1%
Benefits	32,866,402	37,339,691	37,339,691	13.6%
Subtotal, Compensation	\$103,722,811	\$108,259,902	\$108,259,902	4.4%
Student Financial Aid	2,591,957	3,019,286	3,019,286	16.5%
Utilities	2,420,569	2,529,333	2,529,333	4.5%
Other Services and Supplies	19,676,042	25,786,298	25,786,298	31.1%
Subtotal, All Services and Supplies	\$24,688,568	\$31,334,917	\$31,334,917	
Capital Expenditures and Transfers	6,817,646	7,280,361	7,280,361	6.8%
Total Expenditures and Transfers	\$135,229,025	\$146,875,180	\$146,875,180	8.6%
Revenue/Sources Less Expenditures/Transfers	\$4,748,060	\$0	(\$1,172,630)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	7,923.93	7,830.98	7,830.98	-1.2%
Out-of-State Undergraduate	988.40	970.03	970.03	-1.9%
In-State Graduate	482.50	477.72	477.72	-1.0%
Out-of-State Graduate	76.50	81.79	81.79	6.9%
Total FTE Enrollment	9,471.33	9,360.52	9,360.52	-1.2%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	502.50	477.75	477.75	0.00
AFSCME	322.64	321.14	321.14	0.00
Nonrepresented	98.12	101.12	101.12	0.00
SCUPA	57.63	59.63	59.63	0.00
All Other	54.77	54.77	54.77	0.00
Total FTE of Budgeted Positions	1,035.66	1,014.41	1,014.41	0.00

**Updated only to reflect appropriations based upon the Commonwealth budget enacted on December 29, 2015, and final performance funding awards. Revenue, expenses, enrollment, and positions to date may differ based upon actual activity that has occurred throughout the first six months of the fiscal year. Universities will submit revised budget projections in the spring within their Action Plans.*

Board of Governors' FY 2015/16 Budget Summary
California University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$66,045,637	\$66,956,171	\$66,956,171	1.4%
Fees	11,696,027	11,646,601	11,646,601	-0.4%
State Appropriation	29,780,178	30,055,783	29,301,646	-1.6%
All Other Revenue	4,951,669	9,449,400	9,449,400	90.8%
Planned Use of Carryforward	0	819,963	819,963	N/A
Total Revenue/Sources	\$112,473,511	\$118,927,918	\$118,173,781	5.1%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$58,070,168	\$58,144,191	\$58,144,191	0.1%
Benefits	25,532,764	27,652,255	27,652,255	8.3%
Subtotal, Compensation	\$83,602,932	\$85,796,446	\$85,796,446	2.6%
Student Financial Aid	4,794,561	4,900,000	4,900,000	2.2%
Utilities	2,135,413	2,178,121	2,178,121	2.0%
Other Services and Supplies	18,438,206	19,221,946	19,221,946	4.3%
Subtotal, All Services and Supplies	\$25,368,180	\$26,300,067	\$26,300,067	
Capital Expenditures and Transfers	6,967,877	6,831,405	6,831,405	-2.0%
Total Expenditures and Transfers	\$115,938,989	\$118,927,918	\$118,927,918	2.6%
Revenue/Sources Less Expenditures/Transfers	(\$3,465,478)	\$0	(\$754,137)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	5,225.00	4,933.00	4,933.00	-5.6%
Out-of-State Undergraduate	563.00	546.00	546.00	-3.0%
In-State Graduate	1,188.00	1,278.00	1,278.00	7.6%
Out-of-State Graduate	700.00	716.00	716.00	2.3%
Total FTE Enrollment	7,676.00	7,473.00	7,473.00	-2.6%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	326.00	319.00	319.00	0.00
AFSCME	217.00	217.00	217.00	0.00
Nonrepresented	86.00	86.50	86.50	0.00
SCUPA	54.00	54.00	54.00	0.00
All Other	60.00	58.00	58.00	0.00
Total FTE of Budgeted Positions	743.00	734.50	734.50	0.00

**Updated only to reflect appropriations based upon the Commonwealth budget enacted on December 29, 2015, and final performance funding awards. Revenue, expenses, enrollment, and positions to date may differ based upon actual activity that has occurred throughout the first six months of the fiscal year. Universities will submit revised budget projections in the spring within their Action Plans.*

Board of Governors' FY 2015/16 Budget Summary
Cheyney University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$7,861,610	\$5,959,274	\$5,959,274	-24.2%
Fees	1,950,911	1,361,762	1,361,762	-30.2%
State Appropriation	12,991,646	12,960,918	12,763,971	-1.8%
All Other Revenue	384,113	142,000	142,000	-63.0%
Planned Use of Carryforward	0	0	0	N/A
Total Revenue/Sources	\$23,188,280	\$20,423,954	\$20,227,007	-12.8%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$12,760,161	\$11,673,327	\$11,673,327	-8.5%
Benefits	5,661,065	5,703,476	5,703,476	0.7%
Subtotal, Compensation	\$18,421,226	\$17,376,803	\$17,376,803	-5.7%
Student Financial Aid	1,199,657	892,363	892,363	-25.6%
Utilities	1,113,798	1,136,074	1,136,074	2.0%
Other Services and Supplies	4,659,762	3,897,125	3,897,125	-16.4%
Subtotal, All Services and Supplies	\$6,973,217	\$5,925,562	\$5,925,562	
Capital Expenditures and Transfers	1,845,925	1,769,474	1,769,474	-4.1%
Total Expenditures and Transfers	\$27,240,368	\$25,071,839	\$25,071,839	-8.0%
Revenue/Sources Less Expenditures/Transfers	(\$4,052,088)	(\$4,647,885)	(\$4,844,832)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	707.97	462.37	462.37	-34.7%
Out-of-State Undergraduate	259.30	197.45	197.45	-23.9%
In-State Graduate	10.00	19.51	19.51	95.1%
Out-of-State Graduate	4.75	1.00	1.00	-78.9%
Total FTE Enrollment	982.02	680.33	680.33	-30.7%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16**	FY 2015/16	Change
Faculty	84.25	84.25	84.25	0.00
AFSCME	57.50	57.50	57.50	0.00
Nonrepresented	38.70	38.70	38.70	0.00
SCUPA	11.00	11.00	11.00	0.00
All Other	27.65	27.65	27.65	0.00
Total FTE of Budgeted Positions	219.10	219.10	219.10	0.00

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**It is anticipated that 20 FTE positions (administrative, noninstructional, and instructional) will be eliminated in FY 2015/16, and an additional 30 FTE positions (administrative, noninstructional, and instructional) will be eliminated in FY 2016/17.

Board of Governors' FY 2015/16 Budget Summary
Clarion University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$37,676,176	\$36,744,567	\$36,744,567	-2.5%
Fees	12,170,377	11,316,556	11,316,556	-7.0%
State Appropriation	23,235,384	24,247,937	23,013,893	-1.0%
All Other Revenue	4,227,462	3,347,407	3,347,407	-20.8%
Planned Use of Carryforward	0	6,930,621	6,930,621	N/A
Total Revenue/Sources	\$77,309,399	\$82,587,088	\$81,353,044	5.2%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$42,781,848	\$41,364,568	\$41,364,568	-3.3%
Benefits	19,253,712	20,881,072	20,881,072	8.5%
Subtotal, Compensation	\$62,035,560	\$62,245,640	\$62,245,640	0.3%
Student Financial Aid	1,182,082	1,722,928	1,722,928	45.8%
Utilities	1,699,675	1,692,799	1,692,799	-0.4%
Other Services and Supplies	15,312,112	15,154,236	15,154,236	-1.0%
Subtotal, All Services and Supplies	\$18,193,869	\$18,569,963	\$18,569,963	
Capital Expenditures and Transfers	4,226,883	1,771,485	1,771,485	-58.1%
Total Expenditures and Transfers	\$84,456,312	\$82,587,088	\$82,587,088	-2.2%
Revenue/Sources Less				
Expenditures/Transfers	(\$7,146,913)	\$0	(\$1,234,044)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	4,129.50	3,861.08	3,861.08	-6.5%
Out-of-State Undergraduate	304.57	293.59	293.59	-3.6%
In-State Graduate	357.50	391.67	391.67	9.6%
Out-of-State Graduate	125.75	125.75	125.75	0.0%
Total FTE Enrollment	4,917.32	4,672.09	4,672.09	-5.0%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	266.92	261.07	261.07	0.00
AFSCME	187.39	174.65	174.65	0.00
Nonrepresented	79.18	81.82	81.82	0.00
SCUPA	27.69	29.43	29.43	0.00
All Other	39.90	38.95	38.95	0.00
Total FTE of Budgeted Positions	601.08	585.92	585.92	0.00

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Board of Governors' FY 2015/16 Budget Summary
East Stroudsburg University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$60,488,426	\$62,788,466	\$62,788,466	3.8%
Fees	11,496,092	11,928,517	11,928,517	3.8%
State Appropriation	22,114,652	23,656,475	23,130,023	4.6%
All Other Revenue	3,699,923	3,483,598	3,483,598	-5.8%
Planned Use of Carryforward	0	0	0	N/A
Total Revenue/Sources	\$97,799,093	\$101,857,056	\$101,330,604	3.6%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$47,336,440	\$49,293,842	\$49,293,842	4.1%
Benefits	20,369,710	23,842,166	23,842,166	17.0%
Subtotal, Compensation	\$67,706,150	\$73,136,008	\$73,136,008	8.0%
Student Financial Aid	2,486,708	2,540,176	2,540,176	2.2%
Utilities	1,545,358	1,580,663	1,580,663	2.3%
Other Services and Supplies	13,513,584	16,008,489	16,008,489	18.5%
Subtotal, All Services and Supplies	\$17,545,650	\$20,129,328	\$20,129,328	
Capital Expenditures and Transfers	11,787,236	8,591,720	8,591,720	-27.1%
Total Expenditures and Transfers	\$97,039,036	\$101,857,056	\$101,857,056	5.0%
Revenue/Sources Less Expenditures/Transfers	\$760,057	\$0	(\$526,452)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	4,448.00	4,501.00	4,501.00	1.2%
Out-of-State Undergraduate	1,372.00	1,361.00	1,361.00	-0.8%
In-State Graduate	357.00	385.00	385.00	7.8%
Out-of-State Graduate	151.00	138.00	138.00	-8.6%
Total FTE Enrollment	6,328.00	6,385.00	6,385.00	0.9%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	296.13	295.02	295.02	0.00
AFSCME	189.49	190.08	190.08	0.00
Nonrepresented	99.27	96.75	96.75	0.00
SCUPA	35.01	37.98	37.98	0.00
All Other	50.65	48.57	48.57	0.00
Total FTE of Budgeted Positions	670.55	668.40	668.40	0.00

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Board of Governors' FY 2015/16 Budget Summary
Edinboro University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$49,476,168	\$50,959,206	\$50,959,206	3.0%
Fees	12,389,796	12,428,934	12,428,934	0.3%
State Appropriation	25,681,805	26,008,325	25,352,719	-1.3%
All Other Revenue	3,357,621	2,676,332	2,676,332	-20.3%
Planned Use of Carryforward	0	2,530,263	2,530,263	N/A
Total Revenue/Sources	\$90,905,390	\$94,603,060	\$93,947,454	3.3%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$48,483,533	\$47,606,973	\$47,606,973	-1.8%
Benefits	23,591,147	25,629,547	25,629,547	8.6%
Subtotal, Compensation	\$72,074,680	\$73,236,520	\$73,236,520	1.6%
Student Financial Aid	2,342,219	4,034,105	4,034,105	72.2%
Utilities	2,201,133	2,381,899	2,381,899	8.2%
Other Services and Supplies	12,334,768	13,473,185	13,473,185	9.2%
Subtotal, All Services and Supplies	\$16,878,120	\$19,889,189	\$19,889,189	
Capital Expenditures and Transfers	188,665	1,477,351	1,477,351	683.1%
Total Expenditures and Transfers	\$89,141,465	\$94,603,060	\$94,603,060	6.1%
Revenue/Sources Less Expenditures/Transfers	\$1,763,925	\$0	(\$655,606)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	4,355.00	4,370.00	4,370.00	0.3%
Out-of-State Undergraduate	742.00	745.00	745.00	0.4%
In-State Graduate	712.00	825.00	825.00	15.9%
Out-of-State Graduate	239.00	198.00	198.00	-17.2%
Total FTE Enrollment	6,048.00	6,138.00	6,138.00	1.5%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	330.14	332.37	332.37	0.00
AFSCME	173.63	174.64	174.64	0.00
Nonrepresented	72.83	75.07	75.07	0.00
SCUPA	24.60	25.50	25.50	0.00
All Other	36.52	38.82	38.82	0.00
Total FTE of Budgeted Positions	637.72	646.40	646.40	0.00

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Board of Governors' FY 2015/16 Budget Summary
Indiana University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$109,116,328	\$107,624,690	\$107,624,690	-1.4%
Fees	35,054,964	34,406,600	34,406,600	-1.8%
State Appropriation	51,511,427	52,152,552	51,443,870	-0.1%
All Other Revenue	18,210,706	16,101,368	16,101,368	-11.6%
Planned Use of Carryforward	0	8,949,597	8,949,597	N/A
Total Revenue/Sources	\$213,893,425	\$219,234,807	\$218,526,125	2.2%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$108,135,432	\$108,220,063	\$108,220,063	0.1%
Benefits	50,035,690	54,225,904	54,225,904	8.4%
Subtotal, Compensation	\$158,171,122	\$162,445,967	\$162,445,967	2.7%
Student Financial Aid	8,579,986	9,460,000	9,460,000	10.3%
Utilities	4,551,642	6,216,952	6,216,952	36.6%
Other Services and Supplies	30,842,453	31,800,340	31,800,340	3.1%
Subtotal, All Services and Supplies	\$43,974,081	\$47,477,292	\$47,477,292	
Capital Expenditures and Transfers	10,394,649	9,311,548	9,311,548	-10.4%
Total Expenditures and Transfers	\$212,539,852	\$219,234,807	\$219,234,807	3.1%
Revenue/Sources Less Expenditures/Transfers	\$1,353,573	\$0	(\$708,682)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	10,693.20	10,308.24	10,308.24	-3.6%
Out-of-State Undergraduate	1,126.45	1,052.52	1,052.52	-6.6%
In-State Graduate	1,030.21	1,037.21	1,037.21	0.7%
Out-of-State Graduate	482.67	476.18	476.18	-1.3%
Total FTE Enrollment	13,332.53	12,874.15	12,874.15	-3.4%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	693.83	696.83	696.83	0.00
AFSCME	379.98	379.98	379.98	0.00
Nonrepresented	181.11	181.11	181.11	0.00
SCUPA	50.51	50.51	50.51	0.00
All Other	116.85	116.85	116.85	0.00
Total FTE of Budgeted Positions	1,422.28	1,425.28	1,425.28	0.00

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Board of Governors' FY 2015/16 Budget Summary
Kutztown University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$71,473,343	\$72,372,425	\$72,372,425	1.3%
Fees	12,904,951	13,192,175	13,192,175	2.2%
State Appropriation	32,933,334	33,551,745	32,549,562	-1.2%
All Other Revenue	4,009,591	3,490,854	3,490,854	-12.9%
Planned Use of Carryforward	0	4,472,190	4,472,190	N/A
Total Revenue/Sources	\$121,321,219	\$127,079,389	\$126,077,206	3.9%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$62,395,159	\$63,292,141	\$63,292,141	1.4%
Benefits	28,919,495	32,771,172	32,771,172	13.3%
Subtotal, Compensation	\$91,314,654	\$96,063,313	\$96,063,313	5.2%
Student Financial Aid	2,859,193	2,890,588	2,890,588	1.1%
Utilities	2,764,857	2,794,250	2,794,250	1.1%
Other Services and Supplies	18,844,255	19,114,682	19,114,682	1.4%
Subtotal, All Services and Supplies	\$24,468,305	\$24,799,520	\$24,799,520	
Capital Expenditures and Transfers	4,431,080	6,216,556	6,216,556	40.3%
Total Expenditures and Transfers	\$120,214,039	\$127,079,389	\$127,079,389	5.7%
Revenue/Sources Less Expenditures/Transfers	\$1,107,180	\$0	(\$1,002,183)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	7,167.33	6,945.67	6,945.67	-3.1%
Out-of-State Undergraduate	982.40	939.81	939.81	-4.3%
In-State Graduate	343.33	416.29	416.29	21.3%
Out-of-State Graduate	24.20	19.13	19.13	-21.0%
Total FTE Enrollment	8,517.26	8,320.90	8,320.90	-2.3%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	454.00	453.00	453.00	0.00
AFSCME	228.99	218.86	218.86	0.00
Nonrepresented	111.31	112.41	112.41	0.00
SCUPA	38.66	38.66	38.66	0.00
All Other	43.01	41.57	41.57	0.00
Total FTE of Budgeted Positions	875.96	864.49	864.49	0.00

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Board of Governors' FY 2015/16 Budget Summary
Lock Haven University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$38,208,252	\$37,114,199	\$37,114,199	-2.9%
Fees	7,979,039	8,166,691	8,166,691	2.4%
State Appropriation	21,224,569	22,898,403	22,512,146	6.1%
All Other Revenue	1,467,135	1,577,951	1,577,951	7.6%
Planned Use of Carryforward	0	0	0	N/A
Total Revenue/Sources	\$68,878,995	\$69,757,244	\$69,370,987	0.7%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$35,471,554	\$36,091,253	\$36,091,253	1.7%
Benefits	16,371,411	18,876,853	18,876,853	15.3%
Subtotal, Compensation	\$51,842,965	\$54,968,106	\$54,968,106	6.0%
Student Financial Aid	1,315,091	1,375,000	1,375,000	4.6%
Utilities	1,420,415	1,404,870	1,404,870	-1.1%
Other Services and Supplies	8,106,375	8,568,460	8,568,460	5.7%
Subtotal, All Services and Supplies	\$10,841,881	\$11,348,330	\$11,348,330	
Capital Expenditures and Transfers	6,194,149	3,440,808	3,440,808	-44.5%
Total Expenditures and Transfers	\$68,878,995	\$69,757,244	\$69,757,244	1.3%
Revenue/Sources Less Expenditures/Transfers	\$0	\$0	(\$386,257)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	4,038.40	3,750.55	3,750.55	-7.1%
Out-of-State Undergraduate	276.10	256.42	256.42	-7.1%
In-State Graduate	366.06	366.06	366.06	0.0%
Out-of-State Graduate	76.15	76.15	76.15	0.0%
Total FTE Enrollment	4,756.71	4,449.18	4,449.18	-6.5%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	241.00	240.37	240.37	0.00
AFSCME	152.29	153.54	153.54	0.00
Nonrepresented	48.03	50.25	50.25	0.00
SCUPA	14.67	18.07	18.07	0.00
All Other	36.59	38.57	38.57	0.00
Total FTE of Budgeted Positions	492.57	500.80	500.80	0.00

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Board of Governors' FY 2015/16 Budget Summary
Mansfield University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$19,726,702	\$17,172,596	\$17,172,596	-12.9%
Fees	3,658,449	3,619,419	3,619,419	-1.1%
State Appropriation	16,574,374	16,559,064	16,235,554	-2.0%
All Other Revenue	2,013,733	1,996,085	1,996,085	-0.9%
Planned Use of Carryforward	0	3,500,000	3,500,000	N/A
Total Revenue/Sources	\$41,973,258	\$42,847,164	\$42,523,654	1.3%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$24,634,751	\$24,401,156	\$24,401,156	-0.9%
Benefits	11,168,761	12,615,805	12,615,805	13.0%
Subtotal, Compensation	\$35,803,512	\$37,016,961	\$37,016,961	3.4%
Student Financial Aid	1,061,386	1,120,000	1,120,000	5.5%
Utilities	1,058,770	1,075,000	1,075,000	1.5%
Other Services and Supplies	5,425,629	6,142,500	6,142,500	13.2%
Subtotal, All Services and Supplies	\$7,545,785	\$8,337,500	\$8,337,500	
Capital Expenditures and Transfers	1,728,622	1,761,480	1,761,480	1.9%
Total Expenditures and Transfers	\$45,077,919	\$47,115,941	\$47,115,941	4.5%
Revenue/Sources Less Expenditures/Transfers	(\$3,104,661)	(\$4,268,777)	(\$4,592,287)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	1,986.00	1,688.10	1,688.10	-15.0%
Out-of-State Undergraduate	426.40	362.89	362.89	-14.9%
In-State Graduate	53.71	40.82	40.82	-24.0%
Out-of-State Graduate	20.38	17.49	17.49	-14.2%
Total FTE Enrollment	2,486.49	2,109.30	2,109.30	-15.2%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	154.11	152.91	152.91	0.00
AFSCME	112.87	112.92	112.92	0.00
Nonrepresented	53.05	55.42	55.42	0.00
SCUPA	13.86	13.43	13.43	0.00
All Other	25.62	26.96	26.96	0.00
Total FTE of Budgeted Positions	359.51	361.64	361.64	0.00

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Board of Governors' FY 2015/16 Budget Summary
 Millersville University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$63,060,546	\$67,307,103	\$67,307,103	6.7%
Fees	13,969,043	14,591,151	14,591,151	4.5%
State Appropriation	30,180,311	31,083,527	30,567,310	1.3%
All Other Revenue	4,909,129	4,612,473	4,612,473	-6.0%
Planned Use of Carryforward	0	3,325,139	3,325,139	N/A
Total Revenue/Sources	\$112,119,029	\$120,919,393	\$120,403,176	7.4%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$58,543,540	\$60,683,538	\$60,683,538	3.7%
Benefits	26,408,464	30,097,162	30,097,162	14.0%
Subtotal, Compensation	\$84,952,004	\$90,780,700	\$90,780,700	6.9%
Student Financial Aid	2,351,525	2,763,336	2,763,336	17.5%
Utilities	2,407,883	2,749,990	2,749,990	14.2%
Other Services and Supplies	16,257,255	17,134,987	17,134,987	5.4%
Subtotal, All Services and Supplies	\$21,016,663	\$22,648,313	\$22,648,313	
Capital Expenditures and Transfers	7,480,282	7,490,380	7,490,380	0.1%
Total Expenditures and Transfers	\$113,448,949	\$120,919,393	\$120,919,393	6.6%
Revenue/Sources Less Expenditures/Transfers	(\$1,329,920)	\$0	(\$516,217)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	6,350.24	6,304.00	6,304.00	-0.7%
Out-of-State Undergraduate	353.67	382.50	382.50	8.2%
In-State Graduate	593.06	608.50	608.50	2.6%
Out-of-State Graduate	39.16	35.00	35.00	-10.6%
Total FTE Enrollment	7,336.13	7,330.00	7,330.00	-0.1%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	346.46	348.46	348.46	0.00
AFSCME	263.91	263.63	263.63	0.00
Nonrepresented	70.50	73.25	73.25	0.00
SCUPA	37.75	39.75	39.75	0.00
All Other	48.75	46.75	46.75	0.00
Total FTE of Budgeted Positions	767.37	771.84	771.84	0.00

**Updated only to reflect appropriations based upon the Commonwealth budget enacted on December 29, 2015, and final performance funding awards. Revenue, expenses, enrollment, and positions to date may differ based upon actual activity that has occurred throughout the first six months of the fiscal year. Universities will submit revised budget projections in the spring within their Action Plans.*

Board of Governors' FY 2015/16 Budget Summary
Shippensburg University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$53,593,219	\$53,228,029	\$53,228,029	-0.7%
Fees	11,766,298	11,494,569	11,494,569	-2.3%
State Appropriation	28,354,334	28,941,828	26,982,809	-4.8%
All Other Revenue	4,803,068	4,803,068	4,803,068	0.0%
Planned Use of Carryforward	2,476,173	2,267,352	2,267,352	-8.4%
Total Revenue/Sources	\$100,993,092	\$100,734,846	\$98,775,827	-2.2%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$56,701,624	\$55,138,413	\$55,138,413	-2.8%
Benefits	25,945,762	28,296,519	28,296,519	9.1%
Subtotal, Compensation	\$82,647,386	\$83,434,932	\$83,434,932	1.0%
Student Financial Aid	1,366,774	1,414,611	1,414,611	3.5%
Utilities	1,411,867	1,261,867	1,261,867	-10.6%
Other Services and Supplies	13,360,781	12,638,177	12,638,177	-5.4%
Subtotal, All Services and Supplies	\$16,139,422	\$15,314,655	\$15,314,655	
Capital Expenditures and Transfers	2,206,284	1,985,259	1,985,259	-10.0%
Total Expenditures and Transfers	\$100,993,092	\$100,734,846	\$100,734,846	-0.3%
Revenue/Sources Less Expenditures/Transfers	\$0	\$0	(\$1,959,019)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	5,503.50	5,351.10	5,351.10	-2.8%
Out-of-State Undergraduate	471.60	464.55	464.55	-1.5%
In-State Graduate	579.54	577.63	577.63	-0.3%
Out-of-State Graduate	90.50	93.17	93.17	3.0%
Total FTE Enrollment	6,645.14	6,486.45	6,486.45	-2.4%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	310.00	302.00	302.00	0.00
AFSCME	193.50	174.50	174.50	0.00
Nonrepresented	87.50	83.50	83.50	0.00
SCUPA	28.04	23.04	23.04	0.00
All Other	37.70	31.70	31.70	0.00
Total FTE of Budgeted Positions	656.74	614.74	614.74	0.00

**Updated only to reflect appropriations based upon the Commonwealth budget enacted on December 29, 2015, and final performance funding awards. Revenue, expenses, enrollment, and positions to date may differ based upon actual activity that has occurred throughout the first six months of the fiscal year. Universities will submit revised budget projections in the spring within their Action Plans.*

Board of Governors' FY 2015/16 Budget Summary
Slippery Rock University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$67,732,028	\$71,158,331	\$71,158,331	5.1%
Fees	15,030,201	16,072,085	16,072,085	6.9%
State Appropriation	32,623,254	34,428,961	32,820,845	0.6%
All Other Revenue	4,237,951	4,220,111	4,220,111	-0.4%
Planned Use of Carryforward	0	0	0	N/A
Total Revenue/Sources	\$119,623,434	\$125,879,488	\$124,271,372	3.9%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$61,892,702	\$65,112,743	\$65,112,743	5.2%
Benefits	28,494,952	32,872,248	32,872,248	15.4%
Subtotal, Compensation	\$90,387,654	\$97,984,991	\$97,984,991	8.4%
Student Financial Aid	2,922,457	3,442,000	3,442,000	17.8%
Utilities	2,664,663	2,816,725	2,816,725	5.7%
Other Services and Supplies	16,198,604	16,723,946	16,723,946	3.2%
Subtotal, All Services and Supplies	\$21,785,724	\$22,982,671	\$22,982,671	
Capital Expenditures and Transfers	7,157,376	4,911,826	4,911,826	-31.4%
Total Expenditures and Transfers	\$119,330,754	\$125,879,488	\$125,879,488	5.5%
Revenue/Sources Less Expenditures/Transfers	\$292,680	\$0	(\$1,608,116)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	6,858.38	6,864.06	6,864.06	0.1%
Out-of-State Undergraduate	897.03	913.16	913.16	1.8%
In-State Graduate	813.63	888.28	888.28	9.2%
Out-of-State Graduate	134.96	146.50	146.50	8.6%
Total FTE Enrollment	8,704.00	8,812.00	8,812.00	1.2%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	397.28	414.52	414.52	0.00
AFSCME	276.97	278.45	278.45	0.00
Nonrepresented	95.65	94.33	94.33	0.00
SCUPA	34.27	33.00	33.00	0.00
All Other	53.74	52.49	52.49	0.00
Total FTE of Budgeted Positions	857.91	872.79	872.79	0.00

**Updated only to reflect appropriations based upon the Commonwealth budget enacted on December 29, 2015, and final performance funding awards. Revenue, expenses, enrollment, and positions to date may differ based upon actual activity that has occurred throughout the first six months of the fiscal year. Universities will submit revised budget projections in the spring within their Action Plans.*

Board of Governors' FY 2015/16 Budget Summary
West Chester University of Pennsylvania

Educational and General Budget		<i>As Presented October 2015</i>	<i>With Updated Appropriations January 2016*</i>	Percent Change from 2014/15
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	
Tuition	\$131,585,618	\$137,891,620	\$137,891,620	4.8%
Fees	26,355,624	28,074,007	28,074,007	6.5%
State Appropriation	47,957,345	49,424,328	47,845,010	-0.2%
All Other Revenue	9,935,495	8,414,888	8,414,888	-15.3%
Planned Use of Carryforward	0	521,756	521,756	N/A
Total Revenue/Sources	\$215,834,082	\$224,326,599	\$222,747,281	3.2%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$112,618,449	\$115,039,436	\$115,039,436	2.1%
Benefits	48,417,363	55,677,251	55,677,251	15.0%
Subtotal, Compensation	\$161,035,812	\$170,716,687	\$170,716,687	6.0%
Student Financial Aid	3,107,400	3,504,840	3,504,840	12.8%
Utilities	2,845,047	2,921,592	2,921,592	2.7%
Other Services and Supplies	25,559,414	32,828,834	32,828,834	28.4%
Subtotal, All Services and Supplies	\$31,511,861	\$39,255,266	\$39,255,266	
Capital Expenditures and Transfers	21,250,279	14,354,646	14,354,646	-32.4%
Total Expenditures and Transfers	\$213,797,952	\$224,326,599	\$224,326,599	4.9%
Revenue/Sources Less Expenditures/Transfers	\$2,036,130	\$0	(\$1,579,318)	

Annualized FTE Enrollment	FY 2014/15	FY 2015/16	FY 2015/16	Percent Change
In-State Undergraduate	11,784.10	12,051.64	12,051.64	2.3%
Out-of-State Undergraduate	1,761.15	1,762.19	1,762.19	0.1%
In-State Graduate	1,376.02	1,409.51	1,409.51	2.4%
Out-of-State Graduate	200.50	206.49	206.49	3.0%
Total FTE Enrollment	15,121.77	15,429.83	15,429.83	2.0%

E&G FTE of Budgeted Positions	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	804.12	826.62	826.62	0.00
AFSCME	354.20	355.18	355.18	0.00
Nonrepresented	180.27	188.84	188.84	0.00
SCUPA	63.36	70.12	70.12	0.00
All Other	58.47	59.58	59.58	0.00
Total FTE of Budgeted Positions	1,460.42	1,500.34	1,500.34	0.00

**Updated only to reflect appropriations based upon the Commonwealth budget enacted on December 29, 2015, and final performance funding awards. Revenue, expenses, enrollment, and positions to date may differ based upon actual activity that has occurred throughout the first six months of the fiscal year. Universities will submit revised budget projections in the spring within their Action Plans.*

Board of Governors' FY 2015/16 Budget Summary
Office of the Chancellor (1/2 of 1%)

Educational & General Budget		<i>As Presented</i>	<i>With Updated</i>	Percent
		<i>October 2015</i>	<i>Appropriations</i>	Change
Revenue/Sources	FY 2014/15	FY 2015/16	FY 2015/16	from 2014/15
Tuition	\$0	\$0	\$0	N/A
Fees	0	0	0	N/A
State Appropriation	2,059,596	2,121,340	2,059,425	0.0%
Transition Funds	0	0	0	N/A
All Other Revenue	6,399,254	6,192,904	6,192,904	-3.2%
Planned Use of Carryforward	N/A	1,785,951	1,785,951	N/A
Total Revenue/Sources	\$8,458,850	\$10,100,195	\$10,038,280	18.7%
Expenditures and Transfers				
Compensation Summary:				
Salaries and Wages	\$4,123,857	\$4,432,585	\$4,432,585	7.5%
Benefits	1,517,735	1,925,497	1,925,497	26.9%
Subtotal, Compensation	\$5,641,592	\$6,358,082	\$6,358,082	12.7%
Utilities	5,644	\$5,720	5,720	1.3%
Services and Supplies	2,244,602	\$3,286,393	3,286,393	46.4%
Subtotal, All Services and Supplies	\$2,250,246	\$3,292,113	\$3,292,113	46.3%
Capital Expenditures and Transfers	1,125,253	\$450,000	450,000	-60.0%
Total Expenditures and Transfers	\$9,017,091	\$10,100,195	\$10,100,195	12.0%
Revenue/Sources Less Expenditures/Transfers				
	(\$558,241)	\$0	(\$61,915)	

E&G FTE of Budgeted Positions				
	FY 2014/15	FY 2015/16	FY 2015/16	Change
Faculty	0.00	0.00	0.00	0.00
AFSCME	4.64	4.74	4.74	0.00
Nonrepresented	34.67	37.60	37.60	0.00
SCUPA	1.00	1.00	1.00	0.00
All Other	0.00	0.00	0.00	0.00
Total FTE of Budgeted Positions	40.31	43.34	43.34	0.00

**Updated only to reflect appropriations based upon the Commonwealth budget enacted on December 29, 2015, and final performance funding awards. Revenue, expenses, and positions to date may differ based upon actual activity that has occurred throughout the first six months of the fiscal year.*

**Pennsylvania's State System of Higher Education
2016/17 Undergraduate Out-of-State Tuition Plans**

*For Consideration by the Board of Governors, January 20–21, 2016
Excludes Rates for Board-Approved Tuition Flexibility Pilots*

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

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

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

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

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

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

**Pennsylvania's State System of Higher Education
2015/16 Undergraduate Out-of-State Tuition Plans**

*As Approved by the Board of Governors, January 22, 2015
Excludes Rates for Board-Approved Tuition Flexibility Pilots*

Rate as Percent of In-State Tuition*	Criteria
Bloomsburg University of Pennsylvania**	
250%	All out-of-state students.
California University of Pennsylvania	
150%	All domestic out-of-state students.
195%	All international students.
Cheyney University of Pennsylvania	
165%	All out-of-state students.
Clarion University of Pennsylvania	
150%	All out-of-state students.
East Stroudsburg University of Pennsylvania	
150%	Domestic out-of-state students with high school GPA of at least 3.2 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,100 or a score of at least 24 on the ACT. A minimum GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year.
	Transferring students with a minimum of 30 transferrable credits and a cumulative GPA of at least 3.2 from higher education institutions attended. A minimum GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year.
175%	International students in cohort programs from Global Partner Universities.
250%	All other out-of-state students.
Edinboro University of Pennsylvania**	
150%	All domestic out-of-state and international students.
170%	All new international students, effective fall 2014.
Indiana University of Pennsylvania	
140%	Students in the Southwestern University of Finance and Economics (China) partnership. Rate increase of 5% per year until 150% is reached.
170%	First-time freshmen and transfer students admitted to main campus from Indiana, Maryland, Michigan, New Jersey, New York, Ohio, Virginia, and West Virginia. Current undergraduate students will be charged rate in place when they entered.
	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	International students admitted fall 2013 or later, entering under the terms of an established academic agreement.
250%	All other domestic out-of-state and international students.

Kutztown University of Pennsylvania	
150%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,100. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year. Reduced rate remains in effect for four years for first-time freshmen.
200%	Domestic out-of-state students with a high school GPA of at least 3.0 out of 4.0 and a combined Math and Critical Reading score on the SAT of at least 1,000. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year. Reduced rate remains in effect for four years for first-time freshmen.
	Transferring students with at least 48 transferrable credits and a cumulative GPA of 3.0 out of 4.0 from higher education institutions attended. A minimum cumulative GPA must be maintained, and a minimum of 24 credits must be successfully completed each academic year. Reduced rate is prorated based on the number of transferrable credits (but not longer than three years).
250%	All other out-of-state students, and all out-of-state students during summer and winter sessions.
Lock Haven University of Pennsylvania	
200%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0.
N/A	All other domestic out-of-state students are charged \$2,000 less than 250% of the in-state rate.
250%	All international students.
Mansfield University of Pennsylvania**	
165%	All out-of-state students from New York and New Jersey.
250%	All other out-of-state students.
Millersville University of Pennsylvania	
175%	Domestic out-of-state students with a combined Math and Critical Reading score of at least 1,200 on the SAT or a score of at least 26 on the ACT. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Domestic out-of-state students who achieve a GPA of at least 3.85 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Domestic out-of-state students in the top 10% of their high school class with a combined Math and Critical Reading score of at least 1,000 on the SAT or a score of at least 21 on the ACT. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
200%	Domestic out-of-state students entering within a STEM major (Science, Math, Nursing, Computer Science, Applied Engineering, and BSE programs in those areas) and a combined Math and Critical Reading score on the SAT of at least 1,000 or a score of at least 21 on the ACT. Students must maintain good academic standing and maintain enrollment in a STEM program. Reduced rate remains in effect for eight semesters.
	Incoming transfer students with at least 12 transferrable credits. Students must enter university with an overall GPA of at least 3.5 out of 4.0 from their most recently attended institution. Students must maintain good academic standing. Reduced rate remains in effect for six semesters (prorated for the first semester for students transferring in the spring semester).
250%	All other out-of-state students.
Shippensburg University of Pennsylvania	
150%	Transfer students from five neighboring Maryland community colleges with dual admission agreements.

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

**Rate is expressed as a percentage of the undergraduate in-state tuition rate. Actual rates were set in accordance with Board action, July 2015.*

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

Lock Haven University of Pennsylvania



Fairview Suites

