

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

Meeting Minutes

244th Meeting
Thursday, July 13, 2017
Boardroom, First Floor
Administration Building
2986 North Second Street
Harrisburg, PA 17110-1201

9:00 a.m.

ATTENDING

Board of Governors:

Carrie Amann (Alternate designee for Secretary Galbally)
Senator Ryan P. Aument
Audrey F. Bronson
Representative Michael K. Hanna (via phone)
Shania M. Hilsey
Donald E. Houser, Jr.
David M. Maser (Vice Chair)
Thomas S. Muller
Guido M. Pichini
Adam Schott (Secretary of Education's designee)
Senator Judith L. Schwank (via phone)
Cynthia D. Shapira (Chair)
Harold C. Shields
Barbara McIlvaine Smith
Brian H. Swatt

Representative Matthew E. Baker, Secretary Sarah E. Galbally (Governor Wolf's designee)
Jonathan B. Mack, Daniel P. Meuser, and Secretary of Education Pedro A. Rivera,
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: Alicia A. Brumbach, Ginger S. Coleman,
Steven R. Dupes, Audrey J. Guistwhite, Lois M. Johnson, Kenneth D. Marshall, Victoria L. Sanders,
Lisa A. Sanno, Dean A. Weber, and Eric J. Zeglen.

Also in attendance: Jennifer S. Hartman, Chief Executive Officer, Pennsylvania's State System of Higher Education Foundation Board

University Presidents in attendance: John M. Anderson, Christopher M. Fiorentino, Michael A. Driscoll, Bashar W. Hanna, Kenneth S. Hawkinson, Francis L. Hendricks, Geraldine M. Jones, Interim President Barbara G. Lyman, Cheryl J. Norton, H. Fred Walker (via phone), Interim President Aaron A. Walton, Marcia G. Welsh, and Karen M. Whitney

Provost Donna F. Wilson represented President Michael Fiorentino, Jr.

Chairwoman Shapira called the meeting to order at 9:02 a.m.

Attendance taken at the direction of Chairwoman Shapira 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

Chairwoman Shapira noted that the minutes of the meetings held on April 6, 2017, May 9, 2017, May 18, 2017, May 22, 2017, and May 31, 2017, were distributed prior to the meeting. Chairwoman Shapira moved **THAT THE MINUTES OF THE APRIL 6, 2017, MAY 9, 2017, MAY 18, 2017, MAY 22, 2017, AND MAY 31, 2017, MEETINGS BE APPROVED.**

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

PUBLIC COMMENTS

Public comments were provided by Dr. Ken Mash, President of APSCUF, and Sheleta J. Camarda-Webb, President of SCUPA.

To hear all comments, click on the link.

<http://ducmediasite.passhe.edu/Mediasite/Play/f4843622f69e4b159bcfd43d38d2842a1d>

THE CHAIRWOMAN'S COMMENTS INCLUDED THE FOLLOWING:

- Welcomed-
 - President Hanna, Bloomsburg University
 - Interim President Walton, Cheyney University
 - President Laurie Carter, Shippensburg University, will start August 7, 2017
 - Interim President Philip Way, Slippery Rock University, will start July 22, 2017
- Appreciation-
 - President Cheryl Norton, Slippery Rock University, retiring July 21, 2017
 - Interim President Barbara Lyman – Shippensburg University
- Legislature passed a new budget
- NCHEMS – Strategic System Review Report Update
- Recognized student athletes

Chairwoman Shapira noted that the Board met in Executive Session on Wednesday, July 12, 2017, from 11:05 a.m. to 12:15 p.m. No action was taken.

Chairwoman Shapira turned the meeting over to Chancellor Brogan for his remarks.

THE CHANCELLOR'S COMMENTS INCLUDED THE FOLLOWING:

- Welcomed President Hanna and Interim President Walton
- Acknowledged President Norton and Interim President Barbara Lyman
- Graduations at the State System
- University Action Plans
- NCHEMS - Strategic System Review Update
- Additional funding from the Commonwealth
- Mascot Madness Winner

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

Interim President Aaron Walton gave an update on Cheyney University. To hear his comments click on the link.

<http://ducmediasite.passhe.edu/Mediasite/Play/f4843622f69e4b159bcfd43d38d2842a1d>

COMMITTEE REPORTS WITH RELATED ACTIONS

A. Academic and Student Affairs Committee

Governor McIlvaine Smith presented the report on behalf of the Academic and Student Affairs Committee. The Committee had four Resolutions and three presentations-Academic Program Inventory: A Snapshot of Program Alignment (Attachment #1); Planning Tools: Program Review; and Program Sustainability Pilot Report (Attachment #2).

Governor McIlvaine Smith noted that the Committee had ten action items to recommend to the Board for approval. (Eight new academic programs)

Governor McIlvaine read into the record a resolution honoring the Shippensburg University of Pennsylvania NCAA Division II National Champions: Women's Field Hockey Team. (Attachment #3)

Governor McIlvaine read into the record a resolution honoring the West Chester University of Pennsylvania NCAA Division II National Champions; Men's Baseball Team. (Attachment #4)

Chairwoman Shapira moved **THAT THE BOARD OF GOVERNORS APPROVE THE RESOLUTIONS.**

The motion was done by Acclamation and passed unanimously.

Clarion University of Pennsylvania NCAA Division II National Champion Diver: Collin Vest (Attachment #5); and West Chester University of Pennsylvania NCAA Division II National Champion Freestyle Swimming: Georgia Wright (Attachment #6) were not present. (Resolutions are attached)

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISIONS TO THE BOARD OF GOVERNORS' POLICY 1989-01-A: UNIVERSITY DIPLOMAS.** (Attachment #7)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVES THE PROPOSED REVISIONS TO THE BOARD OF GOVERNORS' POLICY 1983-06-A: STUDENT HEALTH SERVICES.** (Attachment #8)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION IN INTERNATIONAL BUSINESS PROGRAM AT BLOOMSBURG UNIVERSITY OF PENNSYLVANIA.** (Attachment #9)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN ENVIRONMENTAL ENGINEERING PROGRAM AT INDIANA UNIVERSITY OF PENNSYLVANIA.** (Attachment #10)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE A DOCTOR OF PHILOSOPHY IN BUSINESS PROGRAM AT INDIANA UNIVERSITY OF PENNSYLVANIA.** (Attachment #11)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN SOCIAL MEDIA THEORY AND STRATEGY PROGRAM AT KUTZTOWN UNIVERSITY OF PENNSYLVANIA.** (Attachment #12)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING PROGRAM AT SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA.** (Attachment #13)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN SUSTAINABILITY PROGRAM AT SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA.** (Attachment #14)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN HEALTH INFORMATION MANAGEMENT PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #15)

The motion passed unanimously. Vote: Yes 14; No 0

Governor McIlvaine Smith moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN BIOMEDICAL ENGINEERING PROGRAM AT WEST CHESTER UNIVERSITY OF PENNSYLVANIA.** (Attachment #16)

The motion passed unanimously. Vote: Yes 14; No 0

B. Audit Committee

Governor Muller presented the report on behalf of the Audit Committee. The Committee reviewed one information item: Office of Internal Audit and Risk Assessment update. (Attachment #17)

Governor Muller noted there were no action items to recommend to the Board for approval.

C. Finance, Administration, and Facilities Committee

Governor Maser presented the report on behalf of the Finance, Administration, and Facilities Committee. The Committee had two information items – Fiscal Year 2017/18 Operating Budget Update (Attachment #18) and McKeever Environmental Learning Center Transfer, Slippery Rock University of Pennsylvania. (Attachment #19)

Governor Maser noted that the Committee had five action items to recommend to the Board for approval.

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE THE 2017/18 TUITION AND TECHNOLOGY TUITION FEE RATES, AS ATTACHED:** (Attachment #20)

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

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE THE FOLLOWING ALLOCATION OF FUNDS FROM THE STATE SYSTEM'S FISCAL YEAR 2017/18 E&G APPROPRIATION.** (Attachment #21)

Item	Amount
Performance Funding	\$39,061,000
Dixon University Center Academic Consortium	\$1,260,000
Office of Internal Audit and Risk Assessment	\$919,000
System Reserve	\$714,474
McKeever Environmental Learning Center	\$247,000

The motion passed unanimously. Vote: Yes - 14; No - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE BLOOMSBURG UNIVERSITY'S REQUEST TO DEMOLISH THE MITCHELL HOUSE AND THE ALUMNI HOUSE GARAGE.** (Attachment #22)

The motion passed unanimously. Vote: Yes - 14; No - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE CHEYNEY UNIVERSITY'S REQUEST TO DISPOSE OF PROPERTIES AT 2613, 2632, AND 2634 MANTON STREET, PHILADELPHIA, PENNSYLVANIA.** (Attachment #23)

The motion passed unanimously. Vote: Yes - 14; No - 0

Governor Maser moved **THAT THE BOARD OF GOVERNORS APPROVE CLARION UNIVERSITY'S REQUEST TO DISPOSE OF PROPERTIES AT 206 WILSON AVENUE; 915, 957, 959, 961, 962, 963, AND 964 CORBETT STREET; AND 177, 215, 221–221½ GREENVILLE AVENUE, CLARION, PENNSYLVANIA.** (Attachment #24)

The motion passed unanimously. Vote: Yes - 14; No - 0

D. Human Resources

Governor Shields presented the report on behalf of the Human Resources Committee. The Committee had one information item – Human Resources Committee Update.

Governor Shields noted there were no action items to recommend to the Board for approval.

BOARD ACTION

Chairwoman Shapira noted there were three action items and three resolutions to recommend to the Board for approval.

Chairwoman Shapira moved **THAT THE BOARD OF GOVERNORS APPROVE THE MEETING DATES IN THE BOARD OF GOVERNORS' MEETING CALENDAR 2017-2020 HANDED OUT AT THE BOARD MEETING.** (Attachment #25)

The motion passed unanimously. Vote: Yes - 14; No – 0

Chair Emeritus Guido Pichini **MOVED THAT THE BOARD APPROVE THE RESOLUTIONS HONORING LOGAN L. STEIGERWALT, FRANCIS L. HENDRICKS, AND CHERYL J. NORTON.** (Attachments 26, 27, and 28)

The motion was done by Acclamation and passed unanimously.

Chair Emeritus Guido Pichini read into the record a resolution honoring Francis L. Hendricks and Cheryl J. Norton.

Governor McIlvaine moved **THAT THE BOARD OF GOVERNORS APPROVE THE NOMINATING COMMITTEE'S RECOMMENDATION OF BOARD OFFICERS.**

- **CYNTHIA D. SHAPIRA, CHAIR**
- **DAVID M. MASER, VICE CHAIR**
- **HAROLD C. SHIELDS, VICE CHAIR**

The motion passed unanimously. Vote: Yes - 13; No - 0

Chairwoman Shapira moved **THAT THE BOARD APPROVE THE APPOINTMENT OF SCOTT W. H. BARTON AS INTERIM PRESIDENT OF MANSFIELD UNIVERSITY OF PENNSYLVANIA EFFECTIVE SATURDAY, AUGUST 19, 2017, AND AUTHORIZE THE CHAIRWOMAN AND THE CHANCELLOR TO EXECUTE THE NECESSARY DOCUMENTS.**

The motion passed unanimously. Vote: Yes - 14; No - 0

ADJOURNMENT

There being no further items of business to come before the Board, Chairwoman Shapira adjourned the meeting at 11:43 a.m.

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

The webcast link for July 13, 2017, Board Meeting

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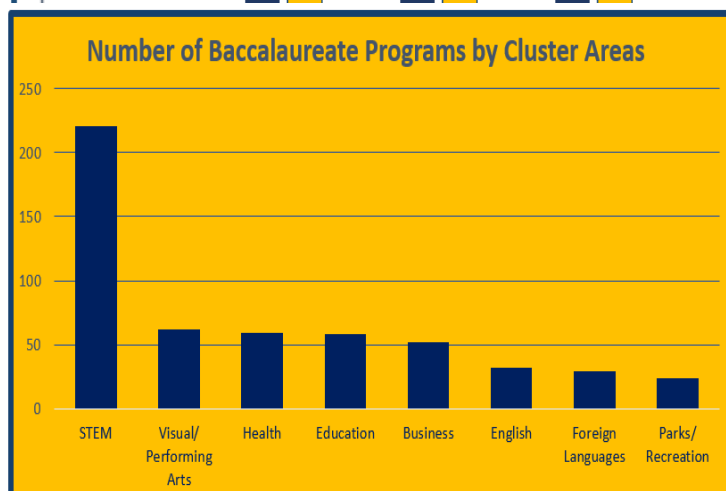
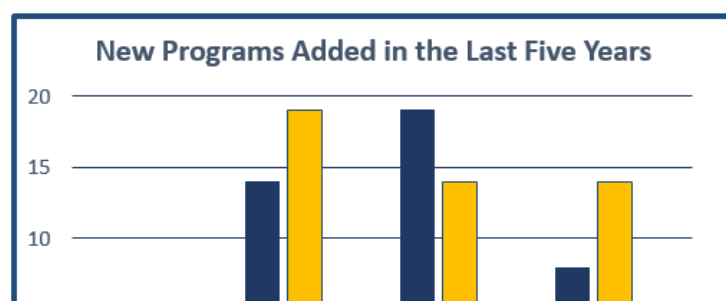


Academic Program Inventory: A Snapshot of Program Alignment

The State System universities continually review their academic programs to ensure they line up with the 21st century educational and career-readiness of students and their future employers. As employers' needs change, universities must adapt their program offerings. The State System has been actively involved in this process for some time, a fact confirmed by the Georgetown Center study.

This snapshot serves to illustrate the status of program alignment to date of the 1,085 degree programs in 300+ academic areas.

STEM-H programs represent 48% of new programs added in the last five years.



Total Degree Programs

Associates	
47 (4%)	25 STEM-H
Baccalaureates	
739 (68%)	280 STEM-H
Masters	
265 (25%)	78 STEM-H
Doctorates	
34 (3%)	11 STEM-H
TOTALS	
1,085*	395 STEM-H

* 1,250 total degree programs five (5) years ago.

One of the System's Gap Analysis Project revealed that STEM-H was a significant driving force of job growth, demand, and gaps, including jobs in healthcare practitioner roles, business and finance, computing and mathematics.

- Projections indicate that occupations related to healthcare, business, trade and transportation, education, and professional/technical services are among the fastest growing, or will have high replacement demand due to retirement, out-migration or workforce leavers.
- 9.5% new job growth statewide to 2024 – 15.6% STEM-H alone.

Key Takeaway: Students' choice of majors and degrees earned (at the baccalaureate level) has changed significantly over the past ten years and *generally* aligns with the areas of job growth, demand, and gaps. Continued efforts are underway to ensure programmatic alignment with regional and commonwealth needs, student interest, and academic programs.

(Fall) Bachelor's Degree Seeking Student			
Disciplinary Field (CIP)	2006	2016	Change
STEM-H	16,990	23,304	37%
Business Management	12,702	14,810	17%
Education	11,692	6,795	-42%
Social Sciences	6,265	4,796	-23%
Psychology	4,382	4,692	7%
Parks/Recreation	4,468	4,403	-1%
Visual/ Performing Arts	5,593	3,936	-30%
Protective Services	2,663	3,673	38%
Communications	3,605	3,733	4%

Bachelor's Degrees Awarded			
Disciplinary Field (CIP)	2011/12	2015/16	Change
STEM-H	4,205	5,099	21%
Business Management	3,130	3,860	23%
Education	3,140	1,771	-44%
Social Science	1,809	1,464	-19%
Psychology	1,196	1,283	7%
Parks/Recreation	1,210	1,167	-4%
Communications	918	1,034	13%
Visual/Performing Arts	1,092	945	-13%
Protective Services	759	794	5%

A Snapshot of Policy Alignment: The universities and the Board have taken policy alignment very seriously over the past several years. This intentional review was to ensure relevance and flexibility, thereby enabling students to earn meaningful credentials in a timely manner. A few such revisions or new policies are listed below:

[Policy 1993-01-A: General Education at State System of Higher Education Universities](#)

[Policy 1999-01-A: The Student Transfer Policy](#)

[Procedure/Standard 2016-25 Guidelines for Accelerated Bachelor to Master's Degree Programs and Early/Dual Admissions to First Professional Master's Degree Programs](#)

[Procedure/Standard 2016-24 Graduation Residency Requirements](#)

[Policy 2002-04-A: Academic Calendar](#)

[Policy 1986-04-A: Program Review](#)

State System universities awarded approximately 25,000 degrees (associates and higher), contributing 15% of all degrees awarded in Pennsylvania. State System universities produced 20% of baccalaureate degrees in a competitive field of 150 institutions that offer bachelor's degrees.

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

June 14, 2016 through June 14, 2017

ACADEMIC DEGREE PROGRAM ACTIONS

NEW ACADEMIC DEGREE PROGRAMS

University	Academic Program Name	Award	Delivery Method
California	Criminal Justice	Doctor of Criminal Justice	Online
Indiana	Athletic Training	Master of Science	Face-to-Face
Indiana	Public Health	Bachelor of Science	Face-to-Face, Online, and ITV
Indiana	Counselor of Education and Supervision	Doctor of Philosophy	Face-to-Face
Kutztown	Information Technology	Bachelor of Science	Blended
Lock Haven	Professional Studies	Bachelor of Applied Science	Face-to-Face and Online
Shippensburg	Business Administration	Doctor Business Administration	Face-to-Face
Shippensburg	Counselor Education and Supervision	Doctor of Education	Blended
Slippery Rock	Occupational Therapy	Doctor of Occupational Therapy	Face-to-Face
West Chester	Transformative Education and Social Change	Master of Science	Face-to-Face, Online, and ITV
West Chester	Urban and Regional Planning	Master of Urban and Regional Planning	Face-to-Face and Blended
West Chester	Urban and Environmental Planning	Bachelor of Science	Face-to-Face and Blended
West Chester	Human Resource Management	Master of Science	Online

REORGANIZED ACADEMIC DEGREE PROGRAMS

University	Academic Program	Award	Change
Clarion	Clinical Mental Health Counseling	Master of Science	M.S. in Rehabilitative Sciences was reorganized into the M.S. in Clinical Mental Health
Indiana	Speech Language Pathology and Audiology	Bachelor of Science in Education	The award changed from a B.S.Ed. to a B.S.

Indiana	Journalism and Public Relations	Bachelor of Arts	B.A. in Journalism was reorganized into the B.A. in Journalism and Public Relations
Indiana	Public History	Master of Arts in Public History	M.A. in History was reorganized into the M.A. in Public History
Indiana	General Studies	Bachelor of Arts	The award changed from a B.S. to a B.A.
Mansfield	Professional Studies in Secondary Education	Bachelor of Science in Education	Several standalone B.S.Ed. programs in specific areas were reorganized into a single B.S.Ed. in Professional Studies in Secondary Education with multiple concentrations
Shippensburg	School Administration	Master of Education	The M.Ed. in Educational Leadership was reorganized into the M.Ed. in School Administration
Slippery Rock	Modern Languages and Cultures	Bachelor of Arts	Several standalone foreign language programs were reorganized into a single B.A. in Modern Languages and Cultures with multiple concentrations.
West Chester	Higher Education Policy and Student Affairs	Master of Arts	The M.S. in Counseling and Student Affairs was reorganized into the M.S. in Higher Education Policy and Student Affairs

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

ACADEMIC DEGREE PROGRAMS PLACED IN MORATORIUM

University	Academic Program Name	Award
Cheyney	Special Education	Master of Education
Mansfield	Computer Information Systems	Associate of Science
Slippery Rock	Athletic Training	Bachelor of Science
West Chester	Athletic Training	Bachelor of Science

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

DISCONTINUED ACADEMIC DEGREE PROGRAMS

University	Academic Program Name	Award
Edinboro	Humanities-English	Bachelor of Arts
Edinboro	Humanities-Philosophy	Bachelor of Arts
Edinboro	Natural Science and Mathematics	Bachelor of Arts
Edinboro	Spanish	Bachelor of Arts
Edinboro	Industrial and Trade Leadership	Bachelor of Science
Edinboro	German	Bachelor of Science in Education
Edinboro	Spanish	Bachelor of Science in Education
Edinboro	Information Technology	Master of Science
Edinboro	Theatre Arts	Bachelor of Arts
Kutztown	Spanish	Master of Arts
Kutztown	Biology	Master of Science
Kutztown	French	Bachelor of Arts
Kutztown	Theatre	Bachelor of Arts
Kutztown	Medical Technology	Bachelor of Science
Kutztown	International Business	Bachelor of Science in Business Administration
Kutztown	Nursing	Bachelor of Science in Nursing
Kutztown	Nursing	Master of Science in Nursing
Lock Haven	Computer Information Science	Bachelor of Science
Lock Haven	Early Childhood Education	Bachelor of Science in Education
Lock Haven	Computer Science	Bachelor of Science

ACADEMIC NON-DEGREE PROGRAM ACTIONS

NEW ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program Name	Award	Delivery Method
Bloomsburg	Supply Chain Management	Minor	Blended
Bloomsburg	Pre-Medical Sciences Studies	Sub-Baccalaureate Certificate	Face-to-Face
Bloomsburg	Rehabilitative Justice	Sub-Baccalaureate Certificate	Face-to-Face
Bloomsburg	Medical Genomics and Counseling	Sub-Baccalaureate Certificate	Face-to-Face
California	Forensic Accounting	Minor	Face-to-Face
California	Education Multidisciplinary	Minor	Blended
California	Event Planning and Management	Minor	Blended

California	Arts Administration	Minor	Face-to-Face
California	Online Teaching	Post Baccalaureate Certificate	Online
California	Gifted Endorsement Certificate	Post Baccalaureate Certificate	Online
California	Innovation and Entrepreneurship	Sub-Baccalaureate Certificate	Online
California	AMS DataStreme Certificate	Post Baccalaureate Certificate	Face-to-Face
California	Nursing Administration and Leadership	Post Master Certificate	Online
California	Nurse Education	Post Master Certificate	Online
California	Forensic Accounting	Sub-Baccalaureate Certificate	Online
California	Violence and Incidence Collaborative Evaluation in Schools	Sub-Baccalaureate Certificate	Online
California	Data Science	Sub-Baccalaureate Certificate	Online
California	Nurse Certification (Washington Health System School of Nursing)	Sub-Baccalaureate Certificate	Online
California	Pre-Nurse Certification (Washington Health System School of Nursing)	Sub-Baccalaureate Certificate	Online
California	Healthcare Management	Concentration-M.B.A. Business Administration	Online
California	Nurse Education	Concentration-M.S.N. Nursing	Online
California	Unmanned Aerial Systems/Drone Technology	Concentration-A.S. Technical Studies	Face-to-Face
California	Applied Policing and Technology	Concentration-A.S. Technical Studies	Face-to-Face and Online
California	Integrated Global Business	Concentration-B.S. Business Administration	Online
California	Arabic: Society and Linguistics	Concentration-M.A. Social Science	Online
California	Spanish	Concentration-M.A.T. Secondary Education	Face-to-Face and Online
Cheyney	Trauma Informed Educational Studies (TIES)	Post Baccalaureate Certificate	Face-to-Face
Clarion	Sports Media	Minor	Blended
Clarion	Applied Data Analytics	Minor	Face-to-Face and Online
Clarion	Nutrition and Fitness	Minor	Face-to-Face
Clarion	Skills for Teacher Leaders	Post Baccalaureate Certificate	Online
Clarion	Opioid Treatment Specialist	Sub-Baccalaureate Certificate	Face-to-Face and Online
Clarion	Mathematics	Concentration-M.Ed. Education	Face-to-Face

Clarion	Financial Mathematics & Actuarial Science	Concentration-B.S. Mathematics	Face-to-Face
Clarion	Non-Profit Business	Concentration-M.B.A. Business Administration	Online
Clarion	Literature	Concentration-B.A. English	Face-to-Face and Online
Clarion	Creative Writing	Concentration-B.A. English	Face-to-Face and Online
Clarion	Finance	Concentration-M.B.A. Business Administration	Online
Clarion	Health Care	Concentration-M.B.A. Business Administration	Blended
Clarion	Innovation and Entrepreneurship	Concentration-M.B.A. Business Administration	Online
Clarion	CPA	Concentration-B.S.B.A. Accounting	Blended
Clarion	Industry	Concentration-B.S.B.A. Accounting	Blended
East Stroudsburg	Adapted Physical Education	Concentration-M.Ed. Professional and Secondary Education	Blended
East Stroudsburg	Advanced Physical Education	Concentration-M.Ed. Professional and Secondary Education	Blended
Edinboro	Leadership Studies	Minor	Face-to-Face
Indiana	Lesbian, Gay, Bisexual, Transgender, and Queer (LGBT&Q)	Minor	Face-to-Face
Indiana	Effective Teamwork and Communications	Minor	Face-to-Face
Indiana	Global Health	Minor	Face-to-Face
Indiana	Military Leadership	Minor	Face-to-Face
Indiana	Dietetic Internship	Post Baccalaureate Certificate	Face-to-Face
Indiana	Audio Production	Post Baccalaureate Certificate	Face-to-Face
Indiana	Reading Specialist	Post Baccalaureate Certificate	Face-to-Face
Indiana	Audio Production	Sub-Baccalaureate Certificate	Face-to-Face
Indiana	Child and Adult Advocacy Studies	Sub-Baccalaureate Certificate	Face-to-Face
Indiana	Chinese	Sub-Baccalaureate Certificate	Face-to-Face
Indiana	French	Sub-Baccalaureate Certificate	Face-to-Face
Indiana	German	Sub-Baccalaureate Certificate	Face-to-Face
Indiana	Japanese	Sub-Baccalaureate Certificate	Face-to-Face
Indiana	Spanish	Sub-Baccalaureate Certificate	Face-to-Face
Indiana	Instructional Design and Technology	Concentration-M.A. in Adult and Community Education	Blended

Indiana	Literature and Culture	Concentration-B.A. English	Face-to-Face
Indiana	Musical Theater	Concentration-B.A. Theater	Face-to-Face
Indiana	Media Marketing	Concentration-B.S. Communications Media	Face-to-Face
Indiana	Cybersecurity	Concentration-B.S. Computer Science	Face-to-Face
Indiana	Information Systems	Concentration-B.S. Management Information Systems	Face-to-Face
Indiana	Information Technology	Concentration- B.S. Management Information Systems	Face-to-Face
Indiana	Interdisciplinary Chemistry	Concentration-B.S. Chemistry	Face-to-Face
Indiana	Food and Nutrition Education	Concentration-M.S. Food and Nutrition	Face-to-Face
Indiana	Food and Nutrition Administration	Concentration- M.S. Food and Nutrition	Face-to-Face
Kutztown	Fitness Administration	Minor	Face-to-Face
Mansfield	Applied History	Concentration-B.A. History	Face-to-Face
Mansfield	Professional Writing	Minor	Face-to-Face
Mansfield	French	Minor	Face-to-Face
Mansfield	German	Minor	Face-to-Face
Mansfield	Spanish	Minor	Face-to-Face
Millersville	Fine Arts Metal	Minor	Face-to-Face
Millersville	Emergency and Disaster Management (EDM)	Post Baccalaureate Certificate	Online
Millersville	Marketing	Sub-Baccalaureate Certificate	Online
Millersville	Innovation and Entrepreneurship	Post Baccalaureate Certificate	Blended
Millersville	Sport Business	Concentration-B.A. Multidisciplinary Studies	Blended
Millersville	Science Writing	Concentration- B.A. Multidisciplinary Studies	Blended
Millersville	Reading Specialist	Concentration-M.Ed. Language & Literacy Education	Blended
Shippensburg	Agile Software Engineering Certificate	Post Baccalaureate Certificate	Face-to-Face
Shippensburg	IT Leadership	Post Baccalaureate Certificate	Face-to-Face
Shippensburg	Power, Agility, and Group Exercise (PAGE)	Sub-Baccalaureate Certificate	Face-to-Face
Shippensburg	Victimology and Victim Services	Sub-Baccalaureate Certificate	Face-to-Face
Shippensburg	Health Care Management	Post-Baccalaureate Certificate	Online

Shippensburg	Leadership in Society	Concentration-M.S. Organizational Development and Leadership	Face-to-Face
Shippensburg	Computational Physics	Concentration-B.S. Applied Physics	Face-to-Face
Shippensburg	Data Science	Concentration-B.S. Economics	Face-to-Face
Shippensburg	Computational Physics	Concentration-B.S. Physics	Face-to-Face
Shippensburg	Health Care Management	Concentration-M.B.A. Business Administration	Blended
Slippery Rock	Economics (for non-business majors)	Minor	Face-to-Face
Slippery Rock	Secondary School Mathematics	Minor	Face-to-Face
Slippery Rock	Human Resource Management	Minor	Face-to-Face and Blended
Slippery Rock	Social Work	Minor	Face-to-Face
Slippery Rock	Communicative Language Teaching	Post-Baccalaureate Certificate	Blended
Slippery Rock	TESOL	Post-Baccalaureate Certificate	Blended
Slippery Rock	Fraud	Sub-Baccalaureate Certificate	Blended
Slippery Rock	Homeland Security	Sub-Baccalaureate Certificate	Blended
Slippery Rock	Japanese Studies	Sub-Baccalaureate Certificate	Face-to-Face
Slippery Rock	Middle Eastern Studies	Sub-Baccalaureate Certificate	Face-to-Face
Slippery Rock	K-12 Art Teacher	Concentration-B.F.A. Art	Face-to-Face
Slippery Rock	Criminal Justice—General	Concentration-M.A. Criminology and Criminal Justice	Online
Slippery Rock	Healthcare Administration and Management - Leadership	Concentration-B.S. Healthcare Administration and Management	Face-to-Face
Slippery Rock	Biomedical Sciences	Concentration-B.S. Biology	Blended
West Chester	Music Production	Minor	Face-to-Face
West Chester	Digital Humanities and New Media	Minor	Face-to-Face
West Chester	White Collar Crime	Minor	Face-to-Face
West Chester	Registered Dietitian Nutritionist	Post Master Certificate	Online
West Chester	Sports Medicine Studies	Concentration-B.S. Health Science	Blended

REORGANIZED ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program	Award	Change
Mansfield	Public History	Bachelor of Arts	Concentration-B.A. History
Millersville	Applied Engineering and Technology Management	Bachelor of Science	The concentration was reorganized, not the degree program. It went from

			Construction Technology to Construction Management
Slippery Rock	Social Justice and Non-Profit Organizations	Concentration/Bachelor of Science	The concentration was reorganized from Applied Philosophy to Social Justice and Non-Profit Organizations
Slippery Rock	Applied Philosophy	Concentration/Bachelor of Arts Philosophy	

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

ACADEMIC NON-DEGREE PROGRAMS PLACED IN MORATORIUM

University	Academic Program Name	Award
Cheyney	Voice	Minor
Clarion	Management of Information Agencies	Concentration-M.S.L.S. Information and Library Science
Clarion	Information Access	Concentration-M.S.L.S. Information and Library Science
Indiana	Operations Management	Concentration-B.S. Management
Indiana	Communication Technology	Concentration-M.A. in Adult and Community Education
Kutztown	Applied Geography	Concentration-B.A. Geography
Mansfield	R.N. to B.S.N.	Concentration-B.S.N. Nursing
Shippensburg	Communications	Concentration-M.S. Organizational Development and Leadership
Shippensburg	Individual and Organizational Development	Concentration-M.S. Organizational Development and Leadership
Shippensburg	Social Structures & Organization	Concentration-M.S. Organizational Development and Leadership
Shippensburg	Environmental Management	Concentration-M.S. Organizational Development and Leadership
West Chester	Leadership and Civic Engagement	Certificate
West Chester	Career Preparation	Concentration-B.A. Liberal Studies

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

DISCONTINUED ACADEMIC NON-DEGREE PROGRAMS

University	Academic Program Name	Award
Clarion	Reading	Concentration-M.S. Special Education PreK-8 & 7-12
Edinboro	Palliative and End of Life Care	Post Baccalaureate Certificate
Edinboro	Public Accounting	Post Baccalaureate Certificate
Edinboro	Applied Computer Technology	Minor
Edinboro	Student Affairs	Concentration-M.A. Counseling
Edinboro	Community Counseling	Concentration-M.A. Counseling
Indiana	Film	Concentration-B.A. English
Kutztown	Theatre	Minor
Lock Haven	Communication Media	Minor
Lock Haven	Communication Studies	Minor
Lock Haven	Reading Education	Minor
Mansfield	General Business	Concentration-B.S. Business Administration
Mansfield	International Business	Concentration-B.S. Business Administration
Mansfield	Broadcasting	Concentration-B.S. Mass Communications
Slippery Rock	Pre-M.Ed. - Education	Concentration-B.S. Chemistry
West Chester	Environmental Health	Concentration-B.S. Environmental Health

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

GLOSSARY OF TERMS:

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

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

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

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

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

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



Attachment #2

Program Sustainability Pilot Report

Background

The academic program sustainability report provides a snapshot of how an academic program is performing in terms of student completions. This annual process provides an opportunity to highlight trends as well as identify potential issues. It is one of many planning tools such as the Workforce Intelligence Toolkit and the Functional Cost Tool used by System universities to strategically review their academic program portfolio.

Process and Timeline

The process is initiated by the Office of the Chancellor on an annual basis. All active academic degree programs will be included in the process based on the program initiation date, or, if applicable, the program's reorganization date, in accordance with the following timelines:





- a. Associate degree programs – 5 years after first enrollment
- b. Baccalaureate degree programs – 7 years after first enrollment
- c. Master's degree programs
 - Fewer than 36 credits – 5 years after first enrollment
 - Greater than 36 credits – 6 years after first enrollment
- d. Doctoral degree programs—9 years after first enrollment

Quantitative Metrics

Programs operating for at least the minimum number of years are categorized based on a minimum number of completions.

- a. Associate degree programs – 30 over the most recent five-year period
- b. Baccalaureate degree programs – 30 over the most recent five-year period
- c. Master's degree programs – 20 over the most recent five-year period
- d. Doctoral degree programs – 10 over the most recent five-year period

Outcomes Metrics

- a. Any academic degree program meeting or exceeding the minimum number of completions, with the exception of programs exceeding the minimum number of completions by only five completions and demonstrating a five-year downward trend, will be indicated using green markings. 
- b. Any academic degree program not meeting the minimum number of completions, with the exception of programs needing five or fewer completions to reach the goal and demonstrating a five-year upward trend, will be indicated using red markings. 
- c. Any academic degree program meeting or exceeding the minimum number of completions by only five completions and demonstrating a five-year downward trend will be indicated using yellow markings. 
- d. Any academic degree program not meeting the minimum number of completions, but needing five or fewer completions to reach the goal and demonstrating a five-year upward trend will be indicated using yellow markings. 

Actions

Each program is assessed by the university annually to ensure current and projected enrollments are meeting the program's goals. If programs are not meeting or have the potential of not meeting the established thresholds, universities shall include the analysis, goals, and recommendations in the next program review.

Either in the program review or as a separate program action, the university will provide a recommendation to the Office of the Chancellor for each academic program identified.

- a. The university may determine the program is meeting the mission and goals of the university and System as currently offered and recommend no changes occur.
- b. The university may recommend a reorganization or other modification with the intent of increasing the program's long-term sustainability. This could include curricular modifications and/or changes in the promotion and recruitment for the program. The university will determine if a program will be placed into moratorium during this process.
- c. The university may recommend a program be placed into moratorium and initiate the moratorium using established curriculum processes and subsequently discontinue the program.
- d. In consultation with other universities, a collaborative approach may be recommended for similar programs across multiple universities.

Results

Program Sustainability System Summary		
Fall 2016 Data		
All Degree Levels		
Total Degree Programs	920	
Programs not meeting criteria	123	13%
Programs of concern	23	3%
Programs meeting criteria	774	84%
Associate		
Total Associate Programs	44	
Programs not meeting criteria	20	45%
Programs of concern	1	2%
Programs meeting criteria	23	52%
Baccalaureate		
Total Programs	651	
Programs not meeting criteria	84	13%
Programs of concern	15	2%
Programs meeting criteria	552	85%
Masters		
Total Programs	216	
Programs not meeting criteria	19	9%
Programs of concern	7	3%
Programs meeting criteria	190	88%
Doctoral		
Total Programs	9	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	9	100%

Bloomsburg		
Baccalaureate		
Total Programs	53	
Programs not meeting criteria	4	8%
Programs of concern	1	2%
Programs meeting criteria	48	91%
Masters		
Total Programs	19	
Programs not meeting criteria	5	26%
Programs of concern	0	0%
Programs meeting criteria	14	74%
Doctoral		
Total Programs	1	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	1	100%

California		
Associate		
Total Associate Programs	10	
Programs not meeting criteria	8	80%
Programs of concern	0	0%
Programs meeting criteria	2	20%
Baccalaureate		
Total Programs	54	
Programs not meeting criteria	5	9%
Programs of concern	0	0%
Programs meeting criteria	49	91%
Masters		
Total Programs	20	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	20	100%

Cheyney		
Baccalaureate		
Total Programs	16	
Programs not meeting criteria	8	50%
Programs of concern	0	0%
Programs meeting criteria	8	50%
Masters		
Total Programs	2	
Programs not meeting criteria	1	50%
Programs of concern	0	0%
Programs meeting criteria	1	50%

Clarion		
Associate		
Total Associate Programs	11	
Programs not meeting criteria	3	27%
Programs of concern	0	0%
Programs meeting criteria	8	73%
Baccalaureate		
Total Programs	53	
Programs not meeting criteria	8	15%
Programs of concern	2	4%
Programs meeting criteria	43	81%
Masters		
Total Programs	6	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	6	100%

East Stroudsburg		
Associate		
Total Associate Programs	1	
Programs not meeting criteria	1	100%
Programs of concern	0	0%
Programs meeting criteria	0	0%
Baccalaureate		
Total Programs	51	
Programs not meeting criteria	13	25%
Programs of concern	1	2%
Programs meeting criteria	37	73%
Masters		
Total Programs	20	
Programs not meeting criteria	4	20%
Programs of concern	2	10%
Programs meeting criteria	14	70%

Edinboro		
Associate		
Total Associate Programs	10	
Programs not meeting criteria	5	50%
Programs of concern	0	0%
Programs meeting criteria	5	50%
Baccalaureate		
Total Programs	43	
Programs not meeting criteria	6	14%
Programs of concern	0	0%
Programs meeting criteria	37	86%
Masters		
Total Programs	14	
Programs not meeting criteria	2	14%
Programs of concern	0	0%
Programs meeting criteria	12	86%

Indiana		
Associate		
Total Associate Programs	2	
Programs not meeting criteria	1	50%
Programs of concern	0	0%
Programs meeting criteria	1	50%
Baccalaureate		
Total Programs	71	
Programs not meeting criteria	7	10%
Programs of concern	2	3%
Programs meeting criteria	62	87%
Masters		
Total Programs	34	
Programs not meeting criteria	3	9%
Programs of concern	3	9%
Programs meeting criteria	28	82%
Doctoral		
Total Programs	9	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	9	100%

Kutztown		
Baccalaureate		
Total Programs	43	
Programs not meeting criteria	4	9%
Programs of concern	0	0%
Programs meeting criteria	39	91%
Masters		
Total Programs	13	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	13	100%

Lock Haven		
Associate		
Total Associate Programs	5	
Programs not meeting criteria	1	20%
Programs of concern	0	0%
Programs meeting criteria	4	80%
Baccalaureate		
Total Programs	38	
Programs not meeting criteria	4	11%
Programs of concern	3	8%
Programs meeting criteria	31	82%
Masters		
Total Programs	3	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	3	100%

Mansfield		
Associate		
Total Associate Programs	4	
Programs not meeting criteria	0	0%
Programs of concern	1	25%
Programs meeting criteria	3	75%
Baccalaureate		
Total Programs	26	
Programs not meeting criteria	5	19%
Programs of concern	1	4%
Programs meeting criteria	20	77%
Masters		
Total Programs	3	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	3	100%

Millersville		
Associate		
Total Associate Programs	1	
Programs not meeting criteria	1	100%
Programs of concern	0	0%
Programs meeting criteria	0	0%
Baccalaureate		
Total Programs	52	
Programs not meeting criteria	8	15%
Programs of concern	4	8%
Programs meeting criteria	40	77%
Masters		
Total Programs	18	
Programs not meeting criteria	3	17%
Programs of concern	0	0%
Programs meeting criteria	15	83%

Shippensburg		
Baccalaureate		
Total Programs	44	
Programs not meeting criteria	4	9%
Programs of concern	1	2%
Programs meeting criteria	39	89%
Masters		
Total Programs	16	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	16	100%

Slippery Rock		
Baccalaureate		
Total Programs	56	
Programs not meeting criteria	7	13%
Programs of concern	0	0%
Programs meeting criteria	49	88%
Masters		
Total Programs	17	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	17	100%
Doctoral		
Total Programs	1	
Programs not meeting criteria	0	0%
Programs of concern	0	0%
Programs meeting criteria	1	100%

West Chester		
Baccalaureate		
Total Programs	51	
Programs not meeting criteria	1	2%
Programs of concern	0	0%
Programs meeting criteria	50	98%
Masters		
Total Programs	31	
Programs not meeting criteria	1	3%
Programs of concern	2	6%
Programs meeting criteria	28	90%



Resolution Honoring the Accomplishments of the Shippensburg University of Pennsylvania Field Hockey Team

WHEREAS, the Shippensburg University of Pennsylvania field hockey team posted an overall record of 20-3 during the 2016 season, leading the National Collegiate Athletic Association's Division II in four major statistical categories, including winning percentage (.870), goals-against average (0.46), save percentage (.900), and shutouts (14); and

WHEREAS, the Shippensburg University of Pennsylvania field hockey team, under the leadership of 2016 Front Rush/National Field Hockey Coaches Association Division II Coach of the Year Bertie Landes, completed its season with a 2-1 victory over LIU Post to win the school's second NCAA Division II national championship; and

WHEREAS, four members of the team—senior defender Taylor Fisher, junior forward Emily Barnard, junior midfielder Brooke Sheibley, and sophomore goalkeeper Ally Mooney—were named to the All-Tournament Team for their outstanding play during the championship weekend; and

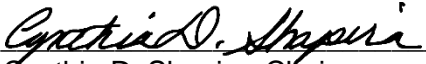
WHEREAS, Taylor Fisher, Brooke Sheibley, and Ally Mooney were named to the 2016 NFHCA Division II All-America teams; and, all three, along with Emily Barnard, senior defender Suzanne Muller, senior forward Katelyn Grazan, and junior midfielder Kylie Huffman, were named to the All-Pennsylvania State Athletic Conference squads; and

WHEREAS, junior Maddie Scarr received the "Elite 90" award as the top academic performer who participated in the NCAA Division II field hockey championships, with a 4.0 GPA in accounting; and

WHEREAS, the team's achievements showcased the overall quality of athletics in Pennsylvania's State System of Higher Education and are a source of pride, not only for Shippensburg University of Pennsylvania, but also for the State System as a whole;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education honors this team and its coaches for their remarkable achievements and for their demonstration of ability, dedication, and athletic sportsmanship.

Unanimously adopted by the Board
July 13, 2017


Cynthia D. Shapira, Chairwoman



Resolution Honoring the Accomplishments of the West Chester University of Pennsylvania Baseball Team

WHEREAS, the West Chester University of Pennsylvania Golden Rams baseball team posted a 2017 overall record of 44-11, qualifying for the National Collegiate Athletic Association Division II national championship tournament for the fourth time as winners of the Atlantic Super-Regional championship; and

WHEREAS, the Golden Rams completed their season by going a perfect 4-0 in the NCAA tournament, defeating the University of California-San Diego 5-2 in AirHogs Stadium in Grand Prairie, Texas, in their final game to win the second national championship in the school's history; and

WHEREAS, pitcher Josh McClain was named the Most Outstanding Player of the tournament and also was named to the All-Tournament Team along with teammates first baseman Jared Malone and shortstop Nick Ward; and

WHEREAS, the West Chester University baseball team is the only team from the northeastern United States to win the NCAA Division II national title, and the only team from any school in Pennsylvania to win the national championship at any level; and

WHEREAS, junior designated hitter Shane Dressler was named a second team All-American by the American Baseball Coaches Association; while Dressler, McClain, and senior third baseman Anthony Salomone all were named to the Eastern Collegiate Athletic Conference's All-Conference Team; and

WHEREAS, sixth-year head coach Jad Prachniak, who remains perfect in the national finals round of the tournament (8-0) in his college career, with his teams having never lost in the double-elimination tournament, was named ECAC Coach of the Year; and

WHEREAS, the team's achievements have showcased the overall quality of athletics in the State System and are a source of pride, not only for West Chester University of Pennsylvania, but also for the State System as a whole;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education honors the West Chester Golden Rams baseball team and its coaches for their remarkable achievements and their demonstration of ability, dedication, and athletic sportsmanship.

Unanimously adopted by the Board
July 13, 2017


Cynthia D. Shapira, Chairwoman



Resolution Honoring the Accomplishments of Clarion University of Pennsylvania's Collin Vest

WHEREAS, Collin Vest of Clarion University of Pennsylvania qualified for the fourth time to compete in both the one- and three-meter dives at the 2017 National Collegiate Athletic Association (NCAA) Division II Swimming & Diving Championships held in Birmingham, Alabama; and

WHEREAS, Collin Vest finished first in the one-meter dive to claim his third national championship in the event in his four years of collegiate competition; and

WHEREAS, Collin Vest also finished fourth in the three-meter dive, after having won the event last year; and

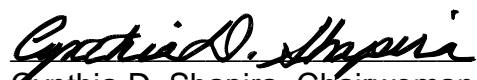
WHEREAS, Collin Vest concluded his collegiate career as a four-time national champion and eight-time All-American; and

WHEREAS, Collin Vest was voted by his fellow Clarion student athletes to have had the best single-event performance of the year; and

WHEREAS, through his individual accomplishments over four years, Collin Vest showcased the overall quality of student-athletes in Pennsylvania's State System of Higher Education and is a source of pride, not only for Clarion University of Pennsylvania, but also for the State System as a whole;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education honors Collin Vest for his remarkable accomplishments and wishes him continued success as an outstanding representative of Clarion University and the State System.

Unanimously adopted by the Board
July 13, 2017


Cynthia D. Shapira, Chairwoman



Resolution Honoring the Accomplishments of West Chester University of Pennsylvania's Georgia Wright

WHEREAS, Georgia Wright, competing as a freshman for West Chester University of Pennsylvania in the National Collegiate Athletic Association (NCAA) Division II Swimming & Diving Championships held in Birmingham, Alabama, captured two national championships; and

WHEREAS, Georgia Wright, swimming on the first night of the competition, broke the NCAA Division II record in the 1,000-yard freestyle with a time of 9:48.87 to claim her first title; and

WHEREAS, Georgia Wright also finished first in the 1,650-yard freestyle and seventh in the 500-yard freestyle, earning a total of three All-America citations; and

WHEREAS, Georgia Wright won several weekly honors during the season before being named the Pennsylvania State Athletic Conference's Freshman of the Year; and

WHEREAS, Georgia Wright won four individual events—setting two conference records in the process—and was a member of the winning 400-yard medley relay team at the PSAC Championships, where she was named Swimmer of the Meet for her outstanding performances; and

WHEREAS, through her individual and team accomplishments, Georgia Wright showcased the overall quality of student-athletes in Pennsylvania's State System of Higher Education and is a source of pride, not only for West Chester University of Pennsylvania, but also for the State System as a whole;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of Pennsylvania's State System of Higher Education honors Georgia Wright for her remarkable accomplishments and wishes her continued success throughout her collegiate career.

Unanimously adopted by the Board
July 13, 2017


Cynthia D. Shapira, Chairwoman



PA State System of Higher Education Board of Governors

Effective: December 1, 1989

Page 1 of 2

Policy 1989-01-A: *University Diplomas*

See Also: Adopted: April 20, 1989

Amended: April 9, 2015;
July XX, 2017

A. Purpose

To specify the respective State System and university information to be included on student diplomas, in order to properly represent the respective degree granting authorities.

B. Definitions

University Diploma

The diploma is the ceremonial document that reflects the appropriate degree designation(s) earned by the student.

Academic Transcript

The transcript generally is considered to be the official and legal academic history of coursework and, if applicable, degree(s) earned.

Legal Name

The legal name is the name that identifies a person for legal, administrative, and other official purposes. A person's legal first name generally is the name that was given to the person for the purpose of registration of his/her birth and which then appears on a birth certificate, but may change subsequently.

Preferred Name

A preferred name is a name a person commonly uses that is different from the person's legal name. Examples: a transgendered student has the legal first name "Susan," but prefers to be called "Steve"; a student has always used his/her middle name and prefers that name to his/her first name.

C. Policy

The president and council of trustees of each university shall present a diploma design for approval. The university may use a single design for all university diplomas, or have various designs for different degree levels, schools, programs, degree designations, or certifications. The chancellor, on behalf of the Board of Governors, shall approve such designs, in accord with the established standards.

D. Standards

1. ~~The diploma shall bear the full legal name of the graduate.~~ Each university shall develop its own policy as to whether the diploma bears either the full legal name or preferred name of the graduate. Any preferred name policy and associated procedures must be consistent within the university.
 - a. University academic transcripts are legal documents and, as such, must bear the full legal name of the graduate.
2. The diploma shall identify the appropriate degree designation(s) approved for the major program(s) completed by the student.

These include: Associate in Arts; Associate in Science; Associate in Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Applied Science; Master of Arts; Master of Science; Master of Education; Doctor of Philosophy; Doctor of Education; and other such special or professional degree designations as may be approved by the Board.

3. The diploma shall not identify the major field of study completed by the student, except when it is part of the degree designation (e.g., M.B.A.).
4. The diploma shall bear Latin Honors, as appropriate (i.e., Cum Laude; Magna Cum Laude; Summa Cum Laude) at the baccalaureate level.
5. The diploma size is generally 8½ inches by 11 inches for undergraduate diplomas and either 8½ inches by 11 inches or 11 inches by 14 inches for graduate diplomas.
6. The diploma shall appropriately reflect the full statutory title of the university and of the State System of Higher Education.
7. The diploma shall bear the name, title, and signature of the following, and of no others:
 - a. Chair, Board of Governors
 - b. Chancellor
 - c. Chair, Council of Trustees
 - d. University president

E. Implementation Date

~~Effective no later than June 30, 2016.~~ Effective July 18, 2017

Effective: December 1, 1989

Page 1 of 2

Policy 1989-01-A: *University Diplomas*

See Also: Adopted: April 20, 1989
Amended: April 9, 2015;
Amended July 13, 2017

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 - a. University academic transcripts are legal documents and, as such, must bear the full legal name of the graduate.
2. The diploma shall identify the appropriate degree designation(s) approved for the major program(s) completed by the student.

These include: Associate in Arts; Associate in Science; Associate in Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Applied Science; Master of Arts; Master of Science; Master of Education; Doctor of Philosophy; Doctor of Education; and other such special or professional degree designations as may be approved by the Board.

3. The diploma shall not identify the major field of study completed by the student, except when it is part of the degree designation (e.g., M.B.A.).
4. The diploma shall bear Latin Honors, as appropriate (i.e., Cum Laude; Magna Cum Laude; Summa Cum Laude) at the baccalaureate level.
5. The diploma size is generally 8½ inches by 11 inches for undergraduate diplomas and either 8½ inches by 11 inches or 11 inches by 14 inches for graduate diplomas.
6. The diploma shall appropriately reflect the full statutory title of the university and of the State System of Higher Education.
7. The diploma shall bear the name, title, and signature of the following, and of no others:
 - a. Chair, Board of Governors
 - b. Chancellor
 - c. Chair, Council of Trustees
 - d. University president

E. Implementation Date

Effective July 18, 2017

PA State System of Higher Education Board of Governors

Effective: June 20, 1983

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Policy 1983-06-A: *Student Health Services*

See Also: Applicable collective bargaining agreements

Adopted: June 20, 1983

Amended: July 9, 1998

Amended: July XX, 2017

~~A. Background~~

~~In Act 188 of 1982, § 20-2003-A states that "Each institution shall provide appropriate educational facilities, student living facilities, and such other facilities as deemed necessary by the Board."~~

A. Purpose and Scope

The overall health of the student body and of the university community as a whole must remain a priority at all State System universities. Each System university understands that addressing student health and wellness is a foundation to student retention and optimal educational attainment for students.

B. Definition:

Continuity of Care

The coordination of services and related communication among healthcare providers at unaffiliated practices or organizations intended to insure informed and ongoing patient/client care.

C. Policy

~~Each university shall provide health service personnel and facilities to serve the emergency health needs of all students, including the emergency transportation of students to the nearest facility that can serve their major medical needs, and to offer health counseling.~~

Each State System university shall develop and maintain the strategies that enable the university to address the wellness, public health, mental health, education, ambulatory care, and continuity of care needs of its student body.

The university's strategies may include university-operated services, memoranda of agreement with community partners, contracted services, or other solutions to foster the objective of maintaining the health and wellness of the student body.

Effective: June 20, 1983

Page 1 of 1

Policy 1983-06-A: *Student Health Services*

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Adopted: June 20, 1983

Amended: July 9, 1998

Amended: July 13, 2017

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The university's strategies may include university-operated services, memoranda of agreement with community partners, contracted services, or other solutions to foster the objective of maintaining the health and wellness of the student body.

Executive Summary of Degree Proposal
Bachelor of Science in Business Administration in International Business
Bloomsburg University of Pennsylvania
 July 12-13, 2017

1) Brief Description of Program and Appropriateness to Mission

Bloomsburg University proposes an interdisciplinary international business major that leverages the diversity of curricula in the Zeigler College of Business as well as the College of Liberal Arts. This new major is designed to produce graduates with wider skill sets and a global mindset. Such preparation will help students pursue successful careers in profit, nonprofit, and government organizations in an increasingly global, interconnected world.

The proposed program combines liberal arts learning with the functional business disciplines, experiential learning, and leadership training that will attract many new students. Within the State System, four other institutions—Indiana University of Pennsylvania (IUP), West Chester University (WCU), Clarion University, and Edinboro University—offer undergraduate majors in international business. Bloomsburg University’s proposed program differs from these programs based on a broader “International Business Core,” required functional specializations, and collaborations with the College of Liberal Arts, which allow students to pursue specializations in economics and policy and globalization. As such, this innovative program will complement the other programs in the System. The functional specialization is designed to provide job skills for students to increase their marketability immediately upon graduation. One of the key and unique student learning outcomes of the proposed program is that graduates will be able to develop technical expertise and integrate functional areas in multi-national organizations.

Within the 120-credit graduation requirement, this proposed major provides a broad and in-depth program of study:

- Up to sixty (60) non-business credits. These include foreign language, political science, culture, and civilization courses.
- Twenty-four (24) credits of the interdisciplinary “business core.”
- Twenty-one (21) credits of the interdisciplinary “International Business core.” This core includes courses in international business, area studies courses, and study abroad.
- Fifteen (15) credits of “Functional Specialization” in a functional area of business, economics, and policy & globalization. Functional specializations include accounting, finance, information technology, human resource management, marketing, economics, and policy and globalization.

Most of students served by Bloomsburg University come from rural communities and many are first-generation students. Thus, international education and cultural awareness are central to the university and the Zeigler College of Business’ mission of preparing students to assume leadership positions in diverse environments and in companies that conduct business around the world.

2) Need

The need analysis at the national, regional, and state levels showed a strong positive prospect for international business major students. According to the United States Department of Commerce’s Bureau of Economic Analysis, American and foreign multinational corporations have experienced significant growth in employment and sales

over the past several years. For example, in 2013, these multinational corporations employed 18.56 million people, an increase of 2.9 percent from the previous year. American multinational corporations have a strong contribution to Gross Domestic Product, which reached \$869.1 billion in 2014, an increase of \$26.9 billion or 3.2 percent year-over-year, according to the Bureau of Economic Analysis. These companies hired 6.4 million employees in 2014, which was 190,000 more than in 2013. In Pennsylvania, multinational corporations employed almost 300,000 employees in 2014, an increase of 12,100 employees or 4.04 percent from 2013. A longer-term trend suggests that the state experienced the highest employment increase among all Mideast states. The average annual rate of growth between 2010 and 2014 was approximately 3.5 percent compared to an average 2.0 percent in the region. If this trend continues, multinational corporations located in Pennsylvania will need 68,000 additional workers by the year 2020. The United States' Bureau of Labor Statistics' *2016-2017 Occupational Outlook Handbook* indicates that both salaries and job growth for those with international experience will continue to be high through 2024.

In addition, the need at the college level was analyzed. During the fall 2015 semester, 114 freshmen, sophomores, and juniors in the Zeigler College of Business were surveyed. Of those surveyed, 105 (92 percent) rated their level of interest in the proposed major as *"interested"* or *"very interested."* These results, combined with the large potential pool of students majoring in either management or marketing (1,122 students) who might enroll in international business, suggest there is strong demand to meet a conservative enrollment goal of 30 students in the first year.

Despite a great prospect for international business experts and graduates, there is an issue of supply of qualified employees to participate in global business. The Association of American Colleges and Universities conducted a survey on career preparation in 2015 and found that many employers did not think that recent college graduates were well prepared, particularly in the areas of experience with diverse cultures, language proficiency, and global awareness. With its uniquely designed structure, this proposed major will fill this gap and create an effective program capable of providing a stronger international business core and functional specializations in seven distinct areas. Such a combination will allow students to gain valuable skills to be able to step into leadership positions in multinational businesses and improve their job marketability.

3) Coordination/Cooperation/Partnerships

The proposed major in international business is an interdisciplinary program that involves cooperation with many Bloomsburg University units such as intra-departments within the Zeigler College of Business, College of Liberal Arts, Department of Languages and Cultures, Department of Economics, Department of Political Science, and Global and Multicultural Education. It also involves cooperation with external partners, including the Consortium for Undergraduate International Business Education and regional business leaders such as Crayola and Covanta Corporation. Letters of support are included in the full proposal. The proposed major also emphasizes collaboration with other State System universities in various forms, including:

- Student transfers: students within the System can have credits transferred that will count toward this major.
- Collaboration through distance education platforms: the other State System institutions offering similar programs are geographically located at a distance from Bloomsburg University (IUP: 186 miles; WCU: 145 miles; Clarion: 199 miles; Edinboro: 269 miles) so Bloomsburg University's Zeigler College of Business is in the process of drafting distance education strategies for review by other State System universities. Most of the current courses in the proposed

international business program already have been approved for distance education offering.

- Collaboration via Consortium: Once the international business major program is approved, the Global Business Institute will seek to form an alliance (a State System consortium) to share instructional and curriculum resources among sister institutions. It also will seek to collaborate with sister institutions with short-term study abroad programs and curricular innovations.

4) Resource Sufficiency

The recently renovated Zeigler College of Business in Sutliff Hall provides outstanding facilities to support educational delivery and experiential learning. These include classrooms with computer technology, computers labs, and the Benner-Hudock Center for Financial Analysis. Most classrooms in Sutliff Hall accommodate about 30 students, which supports high-quality instruction and student involvement. With a conservatively projected enrollment of 30 students in the first year and new classes beginning each academic year, we anticipate this program will be a success. The new major will be funded within the Zeigler College of Business's existing operating budget, which includes the cost of specialized networking applications. Significant investments already have been made in technology in existing computer labs and the Benner-Hudock Center for Financial Analysis. The existing operating budget will cover future needs for developing new courses, collaborating with industry partners, and offering student experiential learning opportunities.

Overall, the university is strategically, structurally, and culturally positioned to develop the best international business major program in the State System to meet the growing needs of students and other constituencies through the program's innovative, responsive curriculum and culturally diverse group of faculty who are championing this proposal. The internationally focused faculty will deliver a superior experience for the students and will serve as a primary driver of future enrollment. In addition, the university's geographic proximity to major metropolitan areas that serve hundreds of multinational corporations; a new Global Business Institute and a Global Business Association; strong alumni support for study abroad; a wide range of collaborations with liberal arts, language, economics, political science, and global and multicultural education departments; as well as international partnerships in France, Russia, China, and Vietnam (and potentially in Germany, Oman, Brazil, and India); and membership in the Consortium for Undergraduate International Business Education all serve to prepare the university to deliver a superior international business major for students.

Prepared by: International Business Committee (Dr. John Okpara, Dr. Ruhul Amin, Dr. Lam Nguyen, Dr. Victoria Geyfman, Dr. Jonathan Ohn, and Dr. Dina Clark)

Implementation date: Fall 2017

Date approved by Council of Trustees: June 14, 2017

**Bloomsburg University of Pennsylvania
Bachelor of Science in Business Administration
in International Business
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	For the estimated in-state/out-of-state student ratio, data from the BU Office of Institutional Research was used (about 88 percent are PA residents). In the future, the number of out-of-state students might actually increase, considering the international appeal of the major. Freshman to Sophomore retention rate is projected at 85 percent and Sophomore to Junior rates, 77 percent, which are consistent with student retention data for the Zeigler College of Business. Close oversight of the program and careful dedicated advisement could result in retention rates of about 90 percent.
ESTIMATED REVENUE	
Tuition Generated	Data from the BU Finance/Budget/Business Services.
Instructional Support Fee	The rate was based on information provided by the BU Finance.
External Grants & Contracts	None claimed.
Other	None claimed.
ESTIMATED EXPENSES	
Salaries and Benefits – Faculty	Salaries are consistent with 2015-2018 APSCUF CBA, Fall 2017 schedules. Part-time benefits are calculated as 60 percent of salary; full-time benefits are calculated as 40 percent of salary, per information provided by BU Payroll & Benefits. Rank and steps are reflective of typical assignments: Instructor Step 2 for part-time and Assistant Step 10 for full-time. Costs are based on incremental flows and include the impact on COB core courses (all four years) and IB required courses (Junior- and Senior-level courses). Faculty costs are calculated at replacement rate except for new full-time hire in year 3.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistances, etc.)	One-quarter complement at Clerk Typist 2, Step 11 (AFSCME-reported salary and benefits of \$17,922) for years 2 and 3 and one-half complement for years 4 and 5.
Learning Resources	No additional resources claimed.
Instructional Equipment	No additional resources claimed.
Facilities and/or modifications	No additional resources/modifications claimed.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 expense is calculated for each <u>new</u> full-time student. No impact in year 1, enrollment consists of existing students. Projection includes \$2,000/Existing Year 2 student (Sophomores). Existing Year 2 student enrollment detail is available on the second tab of the Five Year Budget Projection worksheet.

Administrative Expense	The expense is calculated at 20 percent of estimated total revenue.
Other	Program Director ¼ Reassigned Time per semester at replacement rate as indicated above.

Bloomsburg University of Pennsylvania
Bachelor of Science in Business Administration
in International Business
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	26		38	4	32	29	57	48	83	58
Out-of-state Full-Time Headcount Enrollment	4		7	1	7	4	10	7	14	9
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	900		1500		2160		3660		4920	
Estimated Revenue										
Tuition Generated	\$260,572		\$448,764		\$640,574		\$1,067,622		\$1,436,766	
Instructional Support Fee	\$23,070		\$38,450		\$55,368		\$93,818		\$126,116	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$283,642		\$487,214		\$695,942		\$1,161,440		\$1,562,882	
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	\$ 190,306		\$ 326,239		\$ 205,168	\$ 108,746	\$ 469,857		\$ 544,747	
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)			\$17,922		\$17,922		\$35,844		\$35,844	
Learning Resources										
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$0		\$20,000		\$140,000		\$276,000		\$362,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$56,728		\$97,443		\$139,188		\$232,288		\$312,576	
Other (TRA Program Director)	\$21,973		\$21,973		\$21,973		\$21,973		\$21,973	
Estimated Total Expenses	\$269,008		\$483,577		\$632,998		\$1,035,962		\$1,277,140	
Estimated Financial Impact of New Program	\$14,634		\$3,637		\$62,944		\$125,478		\$285,742	

**Executive Summary of Degree Proposal
Bachelor of Science in Environmental Engineering
Indiana University of Pennsylvania**

July 12-13, 2017

1) Brief Description of Program and Appropriateness to Mission

Indiana University of Pennsylvania (IUP) proposes a Bachelor of Science in Environmental Engineering that draws on existing strengths and expertise within IUP's departments of Chemistry, Geoscience, and Physics in the College of Natural Sciences and Mathematics. The curriculum is aligned with Engineering Accreditation Commission (ABET) requirements and the program's student learning outcomes are consistent with ABET criteria outcomes required by the accrediting body. This will prepare the program for an anticipated accreditation by ABET during the 2022-2023 Comprehensive Review.

As environmental engineers work to minimize the impact of human development and technology on the natural world, the proposed degree program combines a solid grounding in college level basic sciences and mathematics with environmental engineering and technical courses. The degree program will prepare students to apply scientific and mathematical principles to the design, development, and operational evaluation of systems controlling living environments, and to monitor controlling factors in the natural environment. These systems include pollution control, waste and hazardous material disposal, health and safety protection, conservation, life support, and requirements for protection of special materials and related work environments.

This interdisciplinary program brings together faculty members from eight departments across two colleges at IUP: biology, chemistry, computer science, geoscience, mathematics, physics, safety sciences, and geography and regional planning.

2) Need

According to the U.S. Bureau of Labor, May 2015, employment of environmental engineers is concentrated in five states, with California leading the way followed by Pennsylvania, New York, Florida, and Texas. The 2022 employment projections from the Pennsylvania Center for Workforce Information and Analysis indicate the labor market for environmental engineers is growing and that demand is greater than supply. Industries hiring individuals with environmental engineering training will grow over 20 percent during this same period. Data drawn from the Workforce Characteristics Technical Report indicate considerable growth opportunities in environmental engineering throughout the Commonwealth. From 2014-2024, above average growth is expected for environmental engineers within the Indiana Workforce Region (22.3 percent), Southwest Workforce Region (23.2 percent), and the Commonwealth (20.7 percent). Given the State System does not currently have a B.S. in Environmental Engineering and there are only 11 programs throughout the Commonwealth, the proposed program will help meet the increasing demand and provide an economical alternative for Pennsylvanians.

3) Coordination/Cooperation/Partnerships

IUP has worked with other System universities that have existing engineering programs (Shippensburg and Slippery Rock universities) as well as others who are considering engineering programs. These discussions included joint research projects, sharing of instrumentation, collaborative grant proposals for external funding, and cooperation for students to transfer from one program to another.

The establishment of the External Advisory Board in summer 2016 with members from environmental engineering companies sets the standard of continued collaboration with industry. This Board, currently with seven members representing various aspects of the environmental engineering industry, will continue to expand. The Board members provide feedback and guidance and will identify internship and employment opportunities. Finally, research collaborations are underway with faculty at Pennsylvania State University and the University of Wisconsin at Milwaukee.

4) Resource Sufficiency

The program will draw on existing faculty, instrumentation, space, and curriculum resources available in the contributing departments (chemistry, geoscience, and physics) and the College of Natural Sciences and Mathematics. This will minimize the need for new resources and create new synergies across the departments. Financial resources for the start-up of the program will be provided by the College of Natural Sciences and Mathematics. The program will receive an annual budget to support classroom and instructional expenses. Beginning the 2020-21 academic year, the enrollment in the program is projected to reach over 120 students at which time a Department of Environmental Engineering will be established within the College of Natural Sciences and Mathematics.

New tenure-track faculty members were hired into the Chemistry and Physics departments in fall 2016, bringing broad skills, including engineering. A third faculty member will be hired into the Department of Geosciences. Additionally, a half-time administrative assistant will provide clerical support. Facilities and equipment required for each science or mathematics course will be contributed by the department offering that course. Of the nine new environmental engineering courses, two are laboratory courses requiring laboratory equipment and supplies. The funds for the initial set-up of these laboratory courses have been identified within the College of Natural Sciences and Mathematics budget and the laboratories will be taught in instructional lab space currently used by chemistry and physics.

Prepared by: Dr. Sajad Hamidi, Dr. Hao Tang, Dr. Steve Hovan, Dr. George Long, Dr. Muhammad Numan, and Dr. Deanne Snively

Implementation date: Spring 2018

Date approved by Council of Trustees: May 11, 2017

**Indiana University of Pennsylvania
Bachelor of Science in Environmental Engineering
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Projected enrollments based on analyses of current State System programs, current and projected interest in environmental engineering at IUP, and anticipated needs and capacities. An IUP retention rate of 76 percent (first to second year) has been used with progression rates of 90 percent and 100 percent for second year to third year and third year to fourth year, respectively.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses approved tuition rate for each year of the 5-year budget projection. No anticipated increases in the projected budget are incorporated
Instructional Support Fee	Annual fees used for this calculation included: \$770.00 (full-time in-state), \$1,879.20 (full-time out-of-state), \$385.20 (part-time in-state) and \$939.60 (part-time out-of-state).
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits – Faculty	Both existing faculty are assistant professors (one is Step 2 and the second is Step 3) with a 0.25 load for Year 1, 0.50 load for Year 2, 0.50 load for Year 3, and full load for year 4 and thereafter. Actual salaries and benefits are shown for both existing faculty. A third assistant professor (Step 3) will begin Year 2 at 0.50 load and continue with full load beginning Year 3 and thereafter.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistances, etc.)	One existing half-time clerical support person (CT2) will support the degree program; her actual salary and benefits are shown here.
Learning Resources	New and ongoing library subscriptions to online databases will probably cost \$10,000. Year 1 will begin with \$5,000. Year 2 will add an additional \$5,000. Year 3 and subsequent years will require \$10,000.
Instructional Equipment	A flume laboratory apparatus will need to be purchased and installed before the end of Year 4.
Facilities and/or modifications	It is not anticipated that any modifications to current facilities or new facilities will be necessary.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 annual expense is applied for each new full-time student. For each new part-time student, \$2,000 is applied.
Administrative Expense	20 percent
Other	

**Indiana University of Pennsylvania
Bachelor of Science in Environmental Engineering
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	5	25	23	30	44	33	62	36	70	38
Out-of-state Full-Time Headcount Enrollment				1	1	1	2	1	3	1
In-state Part-Time Headcount Enrollment		1	1	2	2	2	3	2	3	2
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	912		1656		2418		3090		3420	
Estimated Revenue										
Tuition Generated	\$256,272		\$475,002		\$698,790		\$897,288		\$999,684	
Instructional Support Fee	\$23,497		\$43,866		\$64,620		\$83,063		\$92,646	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$279,769		\$518,868		\$763,410		\$980,351		\$1,092,330	
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	\$44,405		\$44,405	\$91,164	\$135,569	\$46,759	\$182,328	\$88,810	\$182,328	\$88,810
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)	\$27,526		\$27,526		\$27,526		\$27,526		\$27,526	
Learning Resources		\$5,000	\$5,000	\$5,000	\$10,000		\$10,000		\$10,000	
Instructional Equipment						\$50,000		\$75,000		
Impact to additional non-major course sections (e.g. General Education)		\$102,000		\$128,000		\$140,000		\$152,000		\$160,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$55,954		\$103,774		\$152,682		\$196,070		\$218,466	
Other - Operating Budget								\$7,000	\$7,000	
Estimated Total Expenses	\$234,885		\$404,869		\$562,536		\$738,734		\$694,130	
Estimated Financial Impact of New Program	\$44,884		\$113,999		\$200,874		\$241,617		\$398,200	

**Executive Summary of Degree Proposal
Doctor of Philosophy in Business
Indiana University of Pennsylvania
July 12-13, 2017**

1) Brief Description of Program and Appropriateness to Mission

Indiana University of Pennsylvania (IUP) seeks to offer a Ph.D. in Business to be delivered to a target market of experienced business professionals in Western Pennsylvania. This program will be offered in a weekend, cohort-based format for working professionals in the Pittsburgh region. The program is designed to be offered on part-time basis, consisting of two years of coursework, a comprehensive examination, and a dissertation. The target enrollment is 25 and the budget has been built on the expectation that 20 will complete the program. A new cohort is projected to start every third year.

By providing a weekend, non-traditional program for working professionals in the Pittsburgh area, the program will provide time and place convenience. Beyond those institutions that offer online programming, the University of Pittsburgh and Carnegie Mellon University are the only two universities that offer traditional face-to-face Ph.D. programs in business in the Pittsburgh region. Both of these programs are full-time and do not cater to the working, non-traditional student.

The IUP Ph.D. in Business will be the first in the region to enable working professionals to complete their doctorate in a convenient and cost-effective format, thus enabling them to transition into academic positions in universities for which there is a growing demand. Or, if they wish to continue corporate careers, the knowledge and skills obtained via completion of the Ph.D. will enhance their abilities and credentials related to modern business data analytics and strategic analysis, thus supporting enhanced career objectives, research, and opportunities.

IUP is proposing a Ph.D. in Business degree rather than a D.B.A. (Doctor of Business Administration). The theory and research tools acquired from both types of degrees are similar. However, the primary reason for choosing the Ph.D. over the D.B.A. is that the Ph.D. will prepare graduates for careers in academia. The D.B.A. is focused on preparing practitioners for advancement while continuing to work in the field. As such, this proposed program will complement the recently approved D.B.A. to be offered by Shippensburg University.

The proposed Ph.D. in Business is a cross-disciplinary program involving delivery of instruction by all five of the departments housed in the Eberly College of Business and Information Technology and the Department of Economics, which is housed in the College of Humanities and Social Sciences.

2) Need

No program designed to be flexible for working professionals is available in the Western Pennsylvania region. A preliminary demand assessment has indicated substantial interest in such a program from alumni of IUP's on-campus M.B.A., alumni of the off-campus M.B.A. Executive Track, and from instructors of business-related courses in area community colleges. In April 2017, the Board of Governors approved a Doctor of Business (D.B.A.) program for Shippensburg University. The Shippensburg/Harrisburg market is

roughly 200 miles (3 hours) away from the Pittsburgh market, making duplication of the target markets highly unlikely.

The Workforce Characteristics Technical Report prepared for IUP by the Office of the Chancellor, provided a 10-year projection for IUP's regional placement area related to new and replacement demand for those occupations in IUP's workforce region. The 10-year projection for business teachers post-secondary is 17 percent (336 new and replacement positions). This demand for faculty is highlighted by the number of business degree programs at the undergraduate and master's level offered by a large number of colleges and universities located in the western half of Pennsylvania. In addition to IUP, California, Slippery Rock, Clarion, and Edinboro universities offer undergraduate and/or master's level business programs. Private colleges and universities in Western PA that offer undergraduate and/or graduate business programs include Duquesne, Robert Morris, and Waynesburg universities, and a host of smaller schools. Additionally, there are five community colleges within 40 miles of Pittsburgh that offer business programs. Business faculty members that currently teach at community colleges and currently hold master's degrees are among the target audience for the proposed Ph.D. in Business. Included are Community College of Allegheny County, Community College of Beaver County, Westmoreland County Community College, Butler County Community College, and Eastern Gateway Community College.

In addition to full-time faculty, many two- and four-year schools employ professionally qualified adjuncts who do not hold a terminal degree. A significant numbers of these adjunct faculty are working professionals who already hold the M.B.A. degree and might wish to pursue a doctorate to enhance their comparative employability for these faculty positions.

A recent publication by the Association to Advance Collegiate Schools of Business indicated that there are 71 vacant/unfilled full-time business doctoral positions in Pennsylvania, a net planned growth of 47 positions, and 104 anticipated retirements over the next five-year period.

3) Coordination/Cooperation/Partnerships

The Eberly College of Business has partnerships across the region, state, nation, and internationally. These partnerships are an integral part of the academic process and experience for bachelor's and master's programs, and will extend to the proposed doctoral program. These partnerships are evidenced within the makeup of the Business Advisory Council, which includes key executives from industry from across the region and state. These council partners include individuals from US Steel, PNC Financial Services Group, and PepsiCo America. Additionally, IUP leverages its contacts to provide real-world experiences when executives partner with faculty to present in courses and host visiting faculty from other academic institutions from across the world.

The proposed program will be, to date, the State System's only Ph.D. program in business. Shippensburg University was recently approved to offer a D.B.A degree, which will be delivered in the Harrisburg area and serve working professionals that intend on staying in the profession. The two institutions, both of which are accredited by the Association to Advance Collegiate Schools of Business International (AACSB), have communicated about the design, scope, and audience of their respective programs. Doctoral level programs in any discipline necessarily have some common aspects, and in this case differences in design, scope, and geography/service area of the two programs ensure that competition and overlap are not concerns.

Both Indiana and Shippensburg are open to collaboration and coordination should circumstances and events change regarding the respective doctoral business programs.

4) Resource Sufficiency

The Ph.D. program in business, as proposed, is a part-time cohort-based program involving the delivery of two courses in each of the fall, spring, and summer terms for the first two years. The dissertation phase will begin in year three, with the goal of completion within two years. A new cohort is projected to start every third year when the preceding cohort has begun the dissertation phase.

Expenditures include funding for faculty instruction, part-time clerical support, teaching assistants, dissertation supervision, marketing, operating, and travel funding for faculty.

The Ph.D. in Business will have a positive financial impact on the university. Net projected revenue over the first five-year period is over \$250,000 in new revenue. Existing high-tech facilities already rented by IUP in the Pittsburgh area will be utilized. Existing professors will be used to teach in the program; therefore, lower cost replacement faculty and teaching assistants will be the new cost to the institution.

Prepared by: Dr. Prashanth N. Bharadwaj, Dr. Cynthia Strittmatter, and Dr. Robert Camp

Implementation date: Spring 2018

Date approved by Council of Trustees: May 11, 2017

**Indiana University of Pennsylvania
Doctor of Philosophy in Business
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	<p>The budget proposal assumes a cohort model that runs over a four-year period.</p> <p>Year One Coursework – 18 credits (projected 23 in-state, 2 out-of-state) Fall 6 credits, Spring 6 credits, Summer 6 credits</p> <p>Year Two Coursework – 18 credits (projected 20 in-state, 2 out-of-state) Fall 6 credits, Spring 6 credits, Summer 6 credits</p> <p>Year Three Dissertation – 6 credits (projected 18 in-state, 2 out-of-state) Summer 6 credits</p> <p>Year Four Dissertation – 6 credits (projected 18 in-state, 2 out-of-state) Summer 6 credits</p> <p>A new cohort will begin in the 3rd year when the previous cohort starts dissertation phase.</p>
ESTIMATED REVENUE	
Tuition Generated	<p>The budget assumes a 30 percent tuition differential:</p> <p>$\\$483.00 * 1.30 = \\628 rounded for in-state per credit $\\$725.00 * 1.30 = \\943.00 rounded for out-of-state per credit</p>
Instructional Support Fee	<p>Increased tuition + technology fee * 20 percent (tech fee is \$26.00 in-state and \$38.00 out-of-state)</p> <p>\$130.80 in-state per credit \$196.20 out-of-state per credit</p>
Additional Program Generated Revenue	NA
External Grants & Contracts	NA
Other	NA
ESTIMATED EXPENSES	
Salaries and Benefits – Faculty	The budget uses the following for each Cohort at Full Professor Step 7

	<p>(\$12,694.25 plus 36.56 percent benefits = \$4641.02 benefits) Four Classes during the 1st Academic Year – 2 Per Term Four Classes during the 2nd Academic Year – 2 Per Term</p> <p>The budget uses the following for each Cohort at Full Professor Step 7 (\$6,981.87 summer contract plus 17.72 percent benefits or \$1237.19) Two Classes during the 1st Summer Two Classes during the 2nd Summer</p> <p>Doctoral Coordinator for the program Three Credits Fall and Spring both at Full Professor Step 7 \$12,694.25 plus 36.56 percent benefits Three Credits for Summer Full Step 7 - \$6,981.87 plus 17.72 percent benefits</p> <p>Dissertation Supervision – Faculty will receive one workload hour for each dissertation supervised. Budgeted at Full Professor Step 7 plus 17.72 percent benefits. Assume that 20 students complete after two years (recognizing that some may finish earlier and others will be later)</p>
Salaries and Benefits (Staff, Grad I Stipend/ Waiver, Teaching Assistants, etc.)	<p>Half-time Clerk Typist II has been budgeted \$14,721 plus \$18,695.67 benefits \$5,000 budget for student support.</p> <p>Teaching Assistants built in for course replacements at Instructor Step 1 - \$6,106.15 plus \$4,139.97 benefits (67.8 percent)</p>
Learning Resources	N/A
Instructional Equipment	N/A
Facilities and/or modifications	N/A
Administrative Expenses	When calculating the 'Administrative Expenses', ONLY 'Tuition Generated' and 'Instructional Support Fee' are included, i.e., only 20 percent of the tuition, instructional support fee, and additional program generated revenue is added to the expenses. The administrative expense is charged annually for existing and new students.
	<p>Travel has been built into this budget to cover costs associated with faculty instruction at an off-campus location and recruitment.</p> <p>Marketing has been built into the budget to initially promote the program and cover ongoing costs of continuous promotion.</p>
Other	Operating has been built into the budget to allow for supplies, phones, student materials.

**Indiana University of Pennsylvania
Doctor of Philosophy in Business
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		0	0			0	0			0
Out-of-state Full-Time Headcount Enrollment		0	0			0	0			0
In-state Part-Time Headcount Enrollment		23	20		18	23	38		18	23
Out-of-state Part-Time Headcount Enrollment		2	2		2	2	4		2	2
Projected Annual Credits Generated	450		396		570		516		570	
Estimated Revenue										
Tuition Generated	\$293,940		\$260,028		\$373,080		\$339,168		\$373,080	
Instructional Support Fee	\$61,214		\$54,151		\$77,695		\$70,632		\$77,695	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$355,154		\$314,179		\$450,775		\$409,800		\$450,775	
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		\$128,669	\$128,669		\$128,669	\$0	\$128,669	\$67,745	\$128,669	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$79,401	\$79,401	\$20,492	\$99,893		\$99,893		\$99,893	
Learning Resources										
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$71,031		\$62,836		\$90,155		\$81,960		\$90,155	
Other		\$38,000	\$22,000		\$26,000		\$26,000		\$26,000	
Estimated Total Expenses	\$317,101		\$313,398		\$344,717		\$404,267		\$344,717	
Estimated Financial Impact of New Program	\$38,054		\$781		\$106,058		\$5,533		\$106,058	

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science in Social Media Theory and Strategy
Kutztown University of Pennsylvania
July 12-13, 2017

1) Brief Description of Program and Appropriateness to Mission

Kutztown University is proposing to create a Bachelor of Science in Social Media Theory and Strategy to prepare graduates with the skills needed for success, longevity, and leadership in careers rooted in social media content development, management, administration, marketing, and analysis. Students will be able to apply social media knowledge to endeavors such as lead generation, public advocacy, digital marketing management, concept promotion, e-commerce, digital content marketing, pay per click (PPC) ad construction and evaluation, and content marketing. Because this is a unique and specialized degree designed to serve a burgeoning field, the B.S. in Social Media Theory and Strategy will provide Kutztown University graduates a competitive advantage.

The proposed major is in accordance with the State System's Strategic Plan 2020: Rising to the Challenge, offering quality instruction that aligns an academic course of study with workforce needs in the state and region, earning a credential that is "connected to career and community." The quantity, variety, and geographic locations of positions available in this field, ranging from entry level to directorial, will enable graduates to enter the field and advance throughout their careers. The proposed program aligns with Kutztown University's mission by providing a high-quality education in social media, which is an increasingly imperative part of social, civic, and economic 21st century lives. Building the intellectual and ethical capabilities of students in social media will help them become stronger citizens and workers in a digitally connected world, and, ultimately, lead more fulfilling lives.

2) Need

There is significant need for a B.S. in Social Media Theory and Strategy, and the ubiquity of social media and the application of social media within corporate and nonprofit outlets makes it an ideal object of study and career choice. This program will be one of the first of its kind. There are certificate programs in social media (e.g., University of Colorado-Boulder and New York University), marketing and digital media programs with a social media focus (e.g., University of Southern California and Lewis University), and a few dedicated social media degrees (e.g., Fashion Institute of Design and Merchandising and Southern New Hampshire University). While no State System university currently offers a bachelor's degree focused exclusively on social media, two programs are tangentially related: Multidisciplinary Studies in Digital Journalism at Millersville University, and Digital Media Technologies with Interactive and Social Media track at East Stroudsburg University. While both programs offer some coursework related to social media, they do not contain the breadth and depth of coursework of the B.S. in Social Media Theory and Strategy. Furthermore, promotional materials indicate different career outcomes: journalist/reporter (Millersville University) and broadcast engineer/television editor (East Stroudsburg University).

The proposed major will equip students with skills in an array of areas that will provide them with an extremely competitive advantage in the job market. According to an Economic Modeling Specialists International Q4 January 2017 data set, occupations aligning with the proposed degree are expected to grow 7.2 percent from 2016-2025, paying an average of \$28.39 per hour in the Kutztown University workforce region (Berks, Bucks, Chester, Lehigh, Montgomery, Northampton, and Schuylkill counties). In addition, there were 13,350 jobs in the region in these occupations during 2016, which is 29 percent higher than the national average. Moreover, only 50 percent of the posted positions were filled during the previous calendar year, suggesting that companies are not finding employees with the desired skills.

These occupations also are projected to grow in both the Kutztown University workforce region and in selected urban localities across the state from 2016 to 2025.

3) **Coordination/Cooperation/Partnerships**

While the B.S. in Social Media Theory and Strategy is designed for completion entirely at Kutztown University, program electives are available at State System universities, either on-site or online.

University	Degree	Possible Transfer Courses
Bloomsburg University	B.A. Mass Communication	MASSCOMM 310 Media Law and Ethics; MASSCOMM 420 Media Intensive Workshop
California University	B.A. Communication Studies, B.A. English	Several electives possible
Cheyney University	B.A. Communication Arts, B.A. English	Several electives possible
Clarion University	B.S. Communication	COM 345 Newswriting for Internet Media
East Stroudsburg University	B.A. Communication, B.A. English	CMST 367 Advertising and Propaganda; ENGL 306 Professional Writing: Advertising; ENGL Multimedia Journalism
Edinboro University	B.A. Communication Studies, B.A. English	Several electives possible
Indiana University	B.S. Communications Media	COMM 460 Emerging Trends in Communication Technology
Lock Haven University	B.A. Communication	Social Media for Business
Mansfield University	B.A. Organizational Communication	Some electives possible from Comm Technology track
Millersville University	B.S. Speech Communication	COMM 380 Digital Media Writing
Shippensburg University	B.A. Communication/Journalism	Adobe Creative Suite with Dreamweaver and InDesign
Slippery Rock University	B.A. Communication	COMM 307 Social Media; COMM 347 New Media Journalism; COMM 359 Interactive Multimedia 3; COMM 459 Issues in Communication Technology
West Chester University	B.A. Communication Studies	COM 201 Fundamentals of Comm Technology; WRH 325 Information Literacy, Technology, and Media

Additionally, the program will expand outside the university through a required internship, and a capstone course incorporating pre-professional mentoring and a public presentation. Several local companies (e.g., East Penn Manufacturing, Liquid Interactive, Platformers LLC, Penn National Gaming, SearchworxX, and Weidenhammer) have expressed interest in hiring program interns and graduates.

4) **Resource Sufficiency**

The B.S. in Social Media Theory and Strategy will leverage coursework, faculty, and infrastructure of the departments of Communication Studies, English, and Marketing, which span the Colleges of Visual and Performing Arts, Liberal Arts and Sciences, and Business. A proposed \$100,000 facilities modification to transform an existing classroom into a social media analytics lab in year two is a strategic initiative budgeting request at Kutztown University. In year one, one quarter-time of an existing faculty load would be used to teach the foundation level courses for the first two semesters.

One half-time temporary faculty would be hired in year two, replaced by a tenure-track assistant professor in year three, and funded through reallocation within the university. An annual expense of \$25,000 for instructional equipment, software license fees, and learning resources would be allocated through Instructional Support or Instructional Technology Funding. Revenue generated through enrollment of new students will partially offset operational costs.

Prepared by: Dr. Anne Zayaitz, Provost and Vice President for Academic Affairs

Implementation date: August 2017

Date approved by Council of Trustees: June 15, 2017

Kutztown University of Pennsylvania
Bachelor of Science in Social Media Theory and Strategy
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The initial year anticipates 20 full-time in-state students and 4 out-of-state full-time students. By year 5, 40 new in-state and 4 new out-of-state students would begin the program; 70 continuing in-state and 9 continuing out-of-state students would be in the program. Budget projections assume a retention/persistence rate of 85 percent, 75 percent, and 72 percent for the second through fourth years of study, respectively. This aligns with the average retention/persistence rates in the College of Visual and Performing Arts.
ESTIMATED REVENUE	
Tuition Generated	The budget uses the in-state full-time tuition rate of \$7,238 and out-of-state full-time tuition rate of \$10,858.
Instructional Support Fee	The budget uses the in-state instructional support fee of \$723.80 and out-of-state instructional support fee of \$723.80.
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	In Year 1, one-quarter time of a faculty load would be used to teach the foundation level courses the first two semesters. In year 2, one half-time temporary faculty (Assistant Professor, Step 1) would be hired. This would be replaced in Year 3, with one tenure-track full-time faculty (Assistant Professor, Step 1) would be hired. (The half-time temporary faculty position would not continue.) Funding would be reallocated within the university.
Salaries and Benefits (Staff, Grad Asst. Stipend/ Waiver, Teaching Assistances, etc.)	N/A
Learning Resources	Learning resources are allocated at \$5,000 annually for the purchase of specialized software, library materials, etc.
Instructional Equipment	Instructional equipment is allocated at \$20,000 annually for an annual license fee for social media analytics software.
Facilities and/or modifications	In year 2, one room will be converted into a social media analytics lab and active digital learning classroom that can be used as the university's social media hub. The expense budgeted (\$100,000) would be for technology and necessary renovations to the space.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 expense is calculated for each <u>new</u> full-time student.
Administrative Expense	The administrative expense is calculated at 20 percent of total revenue.
Other	\$5,000 is allocated in Year 1 for marketing and advertising costs.

Kutztown University of Pennsylvania
Bachelor of Science in Social Media Theory and Strategy
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		20	17	25	36	30	59	35	70	40
Out-of-state Full-Time Headcount Enrollment		4	3	4	6	4	9	4	9	4
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	720		1482		2300		3208		3706	
Estimated Revenue										
Tuition Generated	\$188,192		\$384,345		\$592,441		\$822,033		\$942,184	
Instructional Support Fee	\$17,371		\$35,756		\$55,479		\$77,396		\$89,411	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$205,563		\$420,101		\$647,920		\$899,429		\$1,031,595	
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	\$16,344.59		\$16,344.59	\$42,278.00	\$58,622.59	\$42,278.00	\$100,900.59		\$100,900.59	
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)										
Learning Resources		\$5,000	\$5,000		\$5,000		\$5,000		\$5,000	
Instructional Equipment		\$20,000	\$20,000		\$20,000		\$20,000		\$20,000	
Impact to additional non-major course sections (e.g. General Education)		\$96,000		\$116,000		\$136,000		\$156,000		\$176,000
New Facilities and/or Modifications to existing facilities				\$100,000						
Administrative Expense	\$41,113		\$84,020		\$129,584		\$179,886		\$206,319	
Other		\$5,000								
Estimated Total Expenses	\$183,457		\$383,643		\$391,485		\$461,786		\$508,220	
Estimated Financial Impact of New Program	\$22,106		\$36,458		\$256,435		\$437,643		\$523,375	

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science in Mechanical Engineering
Shippensburg University of Pennsylvania
July 12-13, 2017

1) Brief Description of Program and Appropriateness to Mission

Shippensburg University is proposing a Bachelor of Science in Mechanical Engineering program that will prepare students for a wide variety of careers, including the design and manufacturing of mechanical and, increasingly, electromechanical components and systems. Advances in technology continue to transform mechanical engineering that necessitate specialized programming for the modern workforce. The curriculum includes a focus on professional engineering practice and access to the latest Computer Assisted Design (CAD) and Computer Assisted Manufacturing (CAM) tools, with an emphasis on design for manufacturability, modeling, simulation, process control, and rapid prototyping. One important aspect of this program will be a balance between theory and hands-on practice that will prepare students to be effective and practical engineers when they graduate.

The new program aligns with a number of the State System's and university's strategic goals. The proposed program will lead to an increased number of STEM graduates who will help meet the workforce needs of the Commonwealth and its surrounding regions. The program expands on the university's mission to develop new academic programs that support the 21st century technology driven information-based economy. Finally, the program supports the department's goals by connecting our existing computer and electrical engineering programs with mechanical engineering, enabling the development of richer academic experiences and options for our students.

2) Need

Mechanical engineering, like other engineering programs, has had more demand than the qualified talent pool to fill those positions. This will be the first mechanical engineering program in the State System. Increasingly, Shippensburg University students' paths to engineering through 3+2 programs with non-System universities are being closed out. Non-System universities that previously accepted Shippensburg University's students are increasingly selective and produce only a limited number of graduates, mostly coming from their own programs. For students wanting to attend a State System university, this will be the only viable path to earn a mechanical engineering degree.

The Commonwealth is projected to need 4,067 new or replacement mechanical engineers by 2024. This makes mechanical engineering one of the most in-demand fields. There is a forecasted gap of 892 mechanical engineers by 2024, accounting for nearly one quarter of the demand. The same report identifies mechanical engineering as one of the top demand gaps for the south-central Pennsylvania region. Statewide, there were 11,120 mechanical engineers employed in 2012, with a forecast growth of 8.9 percent through 2022. The Bureau of Labor Statistics cites that the greatest demand will come from "those with training in the latest software tools, particularly for design and simulation ... and experience in 3D printing," which precisely describes the graduates of the proposed program.

3) Coordination/Cooperation/Partnerships

The proposed mechanical engineering program will join the university's existing computer, electrical, and software engineering programs that are administered through the Computer

Science and Engineering Department. The department will provide a program coordinator to manage the recruitment of students and faculty, curriculum development, facilities, and assessment of the program and courses. The program coordinator will continue to coordinate with the departments offering cognate courses, which account for forty-two credit hours of the curriculum. The department will also lead the effort to apply for the Accreditation Board for Engineering Technology (ABET) accreditation.

The first two years of the proposed program were carefully designed to include and leverage courses that are offered at many, if not all, of our sister institutions within the State System as well as at Pennsylvania's community colleges. Students can complete their first two years at any of these institutions and can then transfer to Shippensburg to complete their mechanical engineering degree. Experience with the university's other engineering programs suggests that these programs are effective in attracting highly qualified students to the institution. Typically, during the first two years, some of these students may decide that engineering is not the right major and will change to a different major, but persist within the institution. The value in developing these partnerships is that they can be used to enhance student recruitment efforts at Shippensburg and across the State System.

4) Resource Sufficiency

There are two types of resources to consider for this proposed program: faculty and facilities. After careful analysis of the available resources and the unique needs of the proposed program, a plan was developed to meet the needs of the program while minimizing the impact on the university's budget.

The faculty resources required for this program include support for the cognate courses, the engineering core, and the unique mechanical engineering courses. The cognate areas include mathematics, physics, and chemistry. Additional sections of physics and mathematics courses will be required to support the program, resulting in one and one-half additional FTE overall in the cognate areas. The engineering core courses are general engineering topics and can be taught by any of the engineering faculty. There will be sufficient faculty resources to cover the engineering core. The mechanical engineering courses will be offered on an annual or biennial basis. The program requires one FTE in engineering for its second year, and only after sufficient enrollment growth, a second FTE by the end of the fifth year. In total, the program will require an additional 3.5 FTE between the cognate and engineering courses.

The university and departmental facilities are capable of meeting the general needs of the proposed program. The unique hardware and software needs for the program have been identified and a purchasing plan has been developed. The equipment purchases are arranged to be spread out over the first few years. This will allow the use of the additional revenue from the projected enrollment growth to offset the cost of purchasing the equipment specific to the program.

Prepared by: Thomas Briggs, Ph.D., Associate Professor
Implementation date: Fall 2018
Date approved by Council of Trustees: June 9, 2017

**Shippensburg University of Pennsylvania
Bachelor of Science in Mechanical Engineering
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The first-year class is expected to have 20 students in year 1 and 2, 25 in year 3, and 30 in years 4 and 5. The retention values for first to second year, second to third and third to fourth are 50 percent, 85 percent, and 95 percent respectively. These values are based on our current engineering programs (computer, software, and electrical). To simplify the budget, we are assuming 100 percent in-state students even though we are approximately 6 percent out-of-state students for the university.
ESTIMATED REVENUE	
Tuition Generated	Shippensburg University has been approved for a per-credit undergraduate tuition pilot. The per credit for Fall 2018-Spring 2019 is proposed to be \$281 (this does not factor in any change to the in-state undergraduate Board of Governors tuition rate). This amount is used for all subsequent years in this budget.
Instructional Support Fee	The instructional support fee is \$360 per semester for full-time students (\$720 per year).
Additional Program Generated Revenue	
External Grants & Contracts	
Other	The New Academic Program Development Fund will contribute a total of \$57,045 (\$55,354 in year 2, and \$1,691 in year 3).
ESTIMATED EXPENSES	
Salaries and Benefits – Faculty	Instructor 1 salary (\$6,106) and average benefits (\$645) are \$6,751 for 0.125 annualized FTE. New faculty will be hired at assistant step 7 at \$111,307 representing salary (\$72,172), FICA (\$5,521), healthcare (\$18,673), and using the new 20.7 percent contribution, SERS retirement (\$14,940). In the first year, the program uses 1/3FTE for new sections between math and physics. The second year adds 1 new FTE for mechanical engineering. The third year includes an additional 7 credits (0.291 FTE) for math, which is needed only every two years. It is dropped in the fourth year (shown as a negative cost). A second mechanical faculty is projected for the fifth year.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistants, etc.)	The Computer Science and Engineering Department secretary (salary and benefits of \$56,000) will serve these students in addition to the 308 currently enrolled students. To estimate the amount of existing support that these students will receive, a percentage of this staff member's salary is calculated based on the enrollment. Those percentages and amounts for the five years are: 6.1 percent (\$3,416), 8.9 percent (\$4,984), 12.3 percent

	(\$6,888), 17.2 percent (\$9,632), and 18.3 percent (\$10,248).
Learning Resources	American Society of Mechanical Engineers (ASME) library database.
Instructional Equipment	The instructional equipment costs necessary to support the courses and student research for the mechanical engineering program. Costs include purchase and on-going maintenance for the equipment.
Facilities and/or modifications	Modification to facilities for acoustic isolation, additional power, and ventilation for the installation of equipment.
Administrative Expense	
Other	ABET Accreditation/Assessment: \$20,000 for accreditation application, site visit, reassigned time for faculty member to prepare self-study, travel to ABET symposium on accreditation process.

**Shippensburg University of Pennsylvania
Bachelor of Science in Mechanical Engineering
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	20	10	20	19	25	31	30	35	30
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	640		940		1406		1917		2045	
Estimated Revenue										
Tuition Generated	\$179,840		\$264,140		\$395,086		\$538,677		\$574,645	
Instructional Support Fee	\$14,400		\$21,600		\$31,680		\$43,920		\$46,800	
External Grants and Contracts										
Other				\$55,354		\$1,691				
Estimated Total Revenue	\$194,240		\$341,094		\$428,457		\$582,597		\$621,445	
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		\$18,001	\$18,001	\$127,061	\$145,062	\$15,754	\$160,816	-\$15,754	\$145,062	\$131,560
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)	\$3,416		\$4,984		\$6,888		\$9,632		\$10,248	
Learning Resources										
Instructional Equipment		\$23,600	\$4,400	\$49,500	\$4,400	\$71,000	\$6,400	\$74,410	\$13,600	\$23,760
Impact to additional non-major course sections (e.g. General Education)		\$80,000		\$80,000		\$100,000		\$120,000		\$120,000
New Facilities and/or Modifications to existing facilities		\$20,000						\$65,000		\$15,000
Administrative Expense	\$38,848		\$57,148		\$85,353		\$116,519		\$124,289	
Other										\$20,000
Estimated Total Expenses	\$183,865		\$341,094		\$428,457		\$537,023		\$603,519	
Estimated Financial Impact of New Program	\$10,375		\$0		\$0		\$45,574		\$17,926	

Executive Summary of New Degree Program Proposal
Bachelor of Science in Sustainability
Shippensburg University of Pennsylvania
 July 12-13, 2017

1) Brief Description of Program and Appropriateness to Mission

Shippensburg University is proposing a new stand-alone Bachelor of Science in Sustainability program to prepare graduates to be environmental scientists with expertise in sustainability, coupled with technical skills in geographic information systems (GIS) and real-world work experience through required internships. As defined by the United Nations, sustainability is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” Today, the notion of sustainability has permeated into all corners of human endeavors, including, but not limited, to environmental protection, natural resource consumption, business/corporate practices, education, and community/lifestyle choices.

Shippensburg University has a long history of excellence in environmental instruction and outreach, having graduated more than 600 students over the last 15 years in geoenvironmental studies, environmental land use planning, geographic information systems (GIS), and related concentrations. Taken together, these programs are designed to provide students with a broad background in the environmental field, supplemented with applied skills in GIS, Geotechnology, and mapping sciences, along with critical real-world experience through required internships. Since winning a \$50,000 National Science Foundation grant last year, the university has presented multiple workshops on sustainability and has several more planned. The university has also initiated the incorporation of sustainability themes and content into two general education courses: Conservation of Natural Resources (taught in the Geography Department), and Environmental Biology (taught in the Biology Department). Thus, Shippensburg University is well-positioned to offer a sustainability major and is currently involved in nationally funded initiatives designed to support the establishment of a sustainability curriculum.

2) Need

Economic Modeling Specialists International (EMSI) analyses indicate strong demand in the labor market for individuals in the field of sustainability. In Pennsylvania, job growth in sustainability fields is projected to increase 6.8 percent from 2015 to 2026. In 2026 there are projected to be 30,045 jobs in sustainability fields in Pennsylvania. Jobs classified as natural resource conservation oriented are projected to increase 11.3 percent to 7,242 jobs in 2026, while jobs classified as natural resource management oriented are projected to increase 5.5 percent to 24,660 jobs in 2026. Many of these jobs are concentrated in the Philadelphia and Pittsburgh areas, but large numbers of jobs also exist in south central Pennsylvania, including Franklin, Cumberland, Adams, Dauphin, and York counties. There were 2,900 unique sustainability job postings in Pennsylvania during April 2016. There have been an average of 2,733 job postings and 698 hires per month between January 2015 and April 2016.

One particular job description, chief sustainability officer, is especially relevant to highlight. Sixty-nine percent of the people hired for these positions had an educational attainment less than a master's degree. Jobs in this field in Pennsylvania are projected to increase 11.5 percent to 22,108 jobs from 2016 to 2026. In the larger nine state region surrounding Pennsylvania, jobs in this field are projected to increase 5.4 percent to 234,188 jobs from 2016 to 2026.

3) Coordination/Cooperation/Partnerships

No State System school within 200 miles of Shippensburg University has a stand-alone sustainability baccalaureate program. Indeed, a review of the sustainability programs available to students in the State System shows that Slippery Rock has a similar degree (environmental

studies and sustainability concentration under the geography major). It also offers a certificate in sustainability. Clarion University has a minor in environmental sustainability and Lock Haven University has an associate's degree in sustainability studies. Because this program is face-to-face, field-oriented, and located more than 200 miles from Slippery Rock or Clarion, resource sharing is extremely difficult, especially given the extensive curricula, equipment, and facilities already available in the Geography-Earth Science Department at Shippensburg. The university is in discussions with Lock Haven University regarding establishing an articulation agreement and preferential admissions with Lock Haven students who have finished the associate's degree in sustainability. Closer to home, the university would target recruitment efforts on exploratory studies students and transfer students already here, especially those with associate degrees in environmental science or certification in geospatial technology from Harrisburg Area Community College, Shippensburg's biggest feeder school. As always, the university would work to provide seamless integration with community colleges through the statewide legislatively mandated program-to-program agreements.

The Geography-Earth Science Department has a long tradition of coordination with other departments on campus, especially the Biology Department. The aforementioned \$ 50,000 National Science Foundation grant involved the participation of Drs. Tim Maret (Biology), Nathan Thomas (Biology), Ben Galluzzo (Mathematics), Steve Haas (Psychology), Viet Dao (Management Information Science), and Ian Langella (Supply Chain Management). The goal was to develop curricula containing a significant component of sustainability that could easily form the core of a sustainability major. Shippensburg University also recently re-launched the Center for Land Use as the Center for Land Use and Sustainability, which serves as an important interdisciplinary and outreach program for the institution and region. The center was renamed to reflect the increasing appreciation for the relevance of sustainability in environmental solutions. The Geography Department also helps run the campus organic farm, which provides research and volunteer opportunities for students, faculty, and members of the Shippensburg community.

4) Resource Sufficiency

In addition to sufficient classroom and laboratory space, the university also maintains the Burd Run Field Laboratory adjacent to campus, which contains a restored wetland designed to mitigate nitrates from nearby agricultural runoff. No additional facilities or new equipment will be needed to support the sustainability program.

The principal resource need is the hiring of an additional tenure-track faculty member with specialization in sustainability. This person would teach the introductory sustainability course and the upper level required sustainability courses. These assignments would be supplemented by courses in the faculty's area of specialization (including, but not limited, to sustainability) and general education courses.

In addition, Shippensburg University will budget membership in the Association for the Advancement of Sustainability in Higher Education. This organization is the national clearinghouse for sustainability and membership will demonstrate the university's commitment to sustainable systems.

Prepared by: Dr. William Blewett, Professor and Chair; and Dr. Tim Hawkins, Professor,
Department of Geography-Earth Science

Submitted by: Dr. Tracy Schoolcraft, Interim Provost and Vice President for Academic Affairs

Implementation date: Fall, 2017

Date approved by Council of Trustees: June 9, 2017

**Shippensburg University of Pennsylvania
Bachelor of Science in Sustainability
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The programs in the Geography / Earth Science Department attract students who are currently enrolled in other majors at Shippensburg. The enrollments in the budget are based on the existing geography, human environmental studies concentration, which currently has 10 students. Therefore, we anticipate 5 students in year 1 who either have this concentration or who transfer from another major to declare sustainability and retention of existing majors. This number is expected to grow steadily over the years due to student interest in sustainability. The number of new students is also based on historical trends of new students applying to programs in this department. Typically 1-5 students apply as high school students or transfer students and thus we estimate this trend will continue with the new program.
ESTIMATED REVENUE	
Tuition Generated	Shippensburg University has been approved for a per-credit undergraduate tuition pilot. The per credit for Fall 2018-Spring 2019 will be 96 percent of the System's per credit rate, thus \$290 (this does not factor in any change to the in-state undergraduate Board of Governors tuition rate). In Fall 2019-Spring 2020, the rate will be 99 percent of the System's rate, thus \$300. This amount is used for all subsequent years in this budget.
Instructional Support Fee	The instructional support fee is \$720 per year for a full-time student.
Additional Program Generated Revenue	NA
External Grants & Contracts	NA
Other	
ESTIMATED EXPENSES	
Salaries and Benefits – Faculty	New faculty will be hired the second year of the program at Assistant step 4 at \$99,228 representing salary (\$65,463) and benefits using an average retirement rate of 14.12 percent for all tenure-track faculty (\$33,765). To determine existing faculty costs, the following assumptions are made: an average class size in the program is 28 students, and the average salary and benefits of a faculty member teaching in the program is \$125,000. In the first year of the program, 1 first-year student takes 3 courses in the program, 3 sophomore students take 4 courses, 2 juniors take 8 courses and no seniors take 5 courses. Thus the cost is $(1/28 \times 3 + 3/28 \times 4 + 2/28 \times 8 + 0/28 \times 5) \times \$125,000 = \$26,786$. In the second year of the program, this amount increases to \$58,036. In year 3, the existing cost of faculty has increased to \$84,421 plus the \$99,228 from the new hire. Year 4 and 5 respectively have increased existing costs of \$93,750 and \$120,536 in addition to the cost of the new line.
Salaries and Benefits (Staff, Grad Assistant Stipend/ Waiver, Teaching Assistants, etc.)	The Geography / Earth Science Department secretary (salary and benefits of \$56,000) will serve these students in addition to the 217 currently enrolled students. To estimate the amount of existing support that these students will receive, a percentage of this staff member's salary is calculated based on the enrollment. Those percentages and amounts for the

	five years are: 2.7 percent (\$1,512), 5.2 percent (\$2,912), 7.2 percent (\$4,032), 8.4 percent (\$4,704), and 11.0 percent (\$6,160).
Learning Resources	NA
Instructional Equipment	No additional instructional equipment is needed.
Facilities and/or modifications	No facility changes are needed.
Administrative Expense	The formula is used.
Other	Association for the Advancement of Sustainability in Higher Education membership.

**Shippensburg University of Pennsylvania
Bachelor of Science in Sustainability
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	5	1	10	3	14	5	16	5	22	5
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	180		390		570		630		810	
Estimated Revenue										
Tuition Generated	\$52,200		\$117,000		\$171,000		\$189,000		\$243,000	
Instructional Support Fee	\$129,600		\$280,800		\$410,400		\$453,600		\$583,200	
External Grants and Contracts										
Other				\$0						
Estimated Total Revenue	\$181,800		\$397,800		\$581,400		\$642,600		\$826,200	
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	\$ 26,786		\$ 58,036	\$ 99,228	\$ 183,649		\$ 192,978		\$ 219,764	
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)	1,512		2,912		4,032		4,704		6,160	
Learning Resources										
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$4,000		\$12,000		\$20,000		\$20,000		\$20,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$36,360		\$79,560		\$116,280		\$128,520		\$165,240	
Other		\$1,500	\$1,500		\$1,500		\$1,500		\$1,500	
Estimated Total Expenses	\$70,158		\$253,236		\$325,461		\$347,702		\$412,664	
Estimated Financial Impact of New Program	\$111,642		\$144,564		\$255,939		\$294,898		\$413,536	

Executive Summary Degree Proposal
Master of Science in Health Information Management
Slippery Rock University of Pennsylvania
 July 12-13, 2017

1) Brief Description of Program and Appropriateness to Mission

The proposed Master of Science in Health Information Management will join two existing graduate programs in data analytics and health informatics as data-oriented supplements to the health and wellness focus at Slippery Rock. The proposed program is complementary to the existing programs at Slippery Rock, focusing on designing, storing, and utilizing the data for daily operational decisions, while the existing programs design software for analytics and focus on mathematical modeling skills. The program is defined as the value-added bridge among clinicians, payers, regulators, patients, consumers and technology, with critical skills and competencies essential to building the nationwide health information network and health information exchanges. This third program completes a comprehensive model for healthcare management that ensures the university educates students to fill roles that represent the challenges and opportunities in Western Pennsylvania and beyond.

The Master of Science in Health Information Management is a 33-credit professional degree to be delivered in a blended format. Course scheduling will allow flexibility for working practitioners, and will utilize the Regional Learning Alliance just outside Pittsburgh. Courses will be taught in eight-week modules so students will take two sequential courses in a single semester rather than two concurrent ones. The limited prerequisite structure will accommodate part-time students, but the emphasis will be on a cohort of full-time students who complete the degree in one year. The successful Health Care Administration and Management undergraduate program at Slippery Rock is a natural feeder stream for the program. Once the program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education, it will be further distinguished from others in the area, and allow qualified students to sit for the Registered Health Information Administrator and Registered Health Information Technician certifications.

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

The program will address the following goals listed in conjunction with the university strategic plan:

Goal I—Increase enrollment of quality

Goal II—A distinctive, quality, and agile curriculum

Goal III—Powerful pedagogies and transformational experiences

Goal IV— Maintain an unwavering focus on student success for all students

Goal VIII—Engage alumni and friends in the life of the university

2) Need

Healthcare providers, health insurance companies, and health technology firms are critical to the economic region surrounding Slippery Rock University. Within Slippery Rock’s seven-county workforce region, approximately one out of every 20 workers was employed by a hospital in 2016. Hospitals are the sixth-largest industry in the region. Within 150 miles, which encompasses both Pittsburgh and Cleveland, hospitals are the fourth largest employer. In

fact, the 150-mile region is approximately 50 percent richer in hospitals than the rest of the country, as measured by location quotient data by the Economic Modeling Specialists International. The central role that healthcare plays in the regional economy has influenced the development of a wide range of undergraduate and graduate programs at Slippery Rock to address the three primary aspects of the health industry: direct care, data informatics, and data management. The Master of Science in Health Information Management addresses the third aspect, data management, and completes Slippery Rock's approach to serving the needs of the healthcare industry.

As noted in the State System's Southwest Pennsylvania Gap Analysis, general medical and surgical hospitals make up the third-largest industry group in the region. Despite its size, data from both the gap analysis and from Economic Modeling Systems, International, show that this industry group is projected to grow by 7.4 percent, which is more than the average for the top ten largest industries between 2014 and 2024. Faster-than-average growth in the region's third largest industry group will undoubtedly see a growth in the demand for technical and management skills that this program strives to fill.

Currently, the University of Pittsburgh (Pittsburgh campus) is the only regional institution offering a master's degree that is accredited by the Commission on Accreditation for Health Informatics and Information Management Education. Temple University is the only other accredited master's-granting institution in Pennsylvania, Marshall University is the sole institution in West Virginia, while Ohio and New York states lack any accredited master's programs. Data from the Integrated Postsecondary Education Data System show that the University of Pittsburgh produces approximately 30 graduates each year with an accredited master's in healthcare supervision and management. The total number of master's degrees awarded in 2014-15 represents a 36 percent increase over 2013-14. This suggests that demand for master's-credentialed workers in the healthcare sector is rising across the board, and demand for health informatics managers should move in the same direction.

At Slippery Rock, about 20 percent of students within the healthcare administration and students in the information systems program expressed interest in this proposed program. Additionally, the department's advisory board subgroup of ten healthcare professionals indicated there would be demand and a market for the graduates.

3) Coordination/Cooperation/Partnerships

Because there are no health information management programs elsewhere in the System, collaboration will occur primarily through the admissions process. The program will give other System schools priority in admission, similar to that granted to Slippery Rock undergraduates. Students graduating with a 3.0 from an undergraduate program in healthcare or information systems will be able to enter directly into the program, completing both a baccalaureate and master's in just over five years.

To avoid unnecessary duplication, one class, HIM619/ECON619 Quantitative Analysis, is dual-listed between economics and the proposed program, which will allow faculty resources for that class to be optimized. Because accreditation requires specific courses and content, there will be no other duplication with programs at Slippery Rock or at regional State System universities.

Cooperation with the Master of Business Administration and with the undergraduate Health Care Administration and Management program is underway. The undergraduate program is expected to be a rich source of students for the graduate program. There are ten members of the college's advisory board who work in the healthcare area and all have expressed interest in the program and its development, including supporting internships. These local leaders will help ensure that the

program is responsive to market needs and create relationships for internships and other student experiences.

4) Resource Sufficiency

There will be one full-time program director as required by accreditation standards. Major responsibilities will include faculty assignments, budget, program development, resource management, admissions, and recruitment. The program director will also teach two classes and advise the students in the program. Accreditation standards require the director to have at least a master's degree and to have oversight of the program.

The program will require the renting of classroom space at the Regional Learning Alliance at a cost of \$12,480 per year. Database software upgrades at \$15,000 per year and marketing support at \$10,000 per year will be required to support the program. In accordance with accreditation requirements, a new full-time faculty member will be hired at the associate professor rank to direct and teach two classes each semester in the program, starting in the first year. A new quarter-time instructor will be hired to teach one class each semester. In addition, an existing faculty member at the associate rank will teach a class in the program each semester and existing faculty will teach two courses during the summer session. Resources are provided to support start-up equipment costs and base professional development funds for the new faculty member. Resources are also provided to cover the annual accreditation-related expenses of \$7,500, and \$9,000 to cover the cost of the site visit by the accreditation team in year three.

Slippery Rock University is in a strong position to support and develop this new program as the second least risky institution in the State System. The program will add to the university's complement of graduate programs and programs in the health field. The university's Program Investment Reserve Account will be utilized to fund start-up costs until expected profit is achieved in Year Four.

Prepared by: Dr. David Valentine and Dr. Kurt Schimmel

Implementation date: Fall 2018

Date approved by Council of Trustees: June 9, 2017

Slippery Rock University of Pennsylvania
Master of Science in Health Information Management
Budget Narrative

	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	<p>The Master of Science in Health Information Management program anticipates enrolling in-state students in years one through five.</p> <p>Seven full-time in-state students and seven 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 seven part-time in-state students in year one to nine full-time and twenty (nine existing plus eleven new) part-time students in year five.</p>
ESTIMATED REVENUE	
Tuition Generated	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 2016-17 graduate 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 totaling \$197,198.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	<p>Faculty salary costs are based upon the APSCUF collective bargaining agreement that expires June 30, 2018. An existing faculty member (Associate – Step 12) will teach one graduate courses each semester. A new faculty member (Associate – Step 12) will be hired as the program director and will teach two classes each semester. An adjunct faculty member will be hired (Instructor – Step 5) to teach one class each semester. Salary and benefit costs are from the FY 2018 PBM.</p> <p>Existing faculty members (Associate – Step 12) will teach two summer classes and one winter class each year.</p>
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, etc.)	Existing clerical support in the School of Business is sufficient to support the Master of Science in Health Information Management program.
Instructional Equipment / Learning Resources	Required software is budgeted at \$15,000 annually. Funding amounting in \$400 annually and \$2000 in years one and three is included to provide base professional development funds and a computer for a new faculty member.
Marketing	Marketing expenses are budgeted at \$10,000 per year.
Facilities and/or modifications	Lease of computer lab space at the Regional Learning Alliance is included.
Administrative Expense	20 percent of tuition and instructional support fees.

Other	Commission on Accreditation for Health Informatics and Information Management Education accreditation expenses include annual fees (\$2,500) and annual accreditation related expenses (\$5,000). In addition, a \$500 self-assessment fee is included in year two and a \$9,000 focused review fee is included in year three.
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**Slippery Rock University of Pennsylvania
Master of Science in Health Information Management
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Yea 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-State Full-Time Headcount Enrollment		7		8		9		9		9
Out-of-State Full-Time Headcount Enrollment										
In-State Part-Time Headcount Enrollment		7	6	7	6	8	7	11	9	11
Out-of-State Part-Time Headcount Enrollment										
Projected Annual Credits Generated	357		480		531		600		630	
Estimated Revenue										
Tuition Generated	\$181,560		\$231,840		\$256,473		\$289,800		\$304,290	
Instructional Support Fee	\$27,234		\$34,776		\$38,471		\$43,470		\$45,644	
External Grants and Contracts										
Other - Program Investment Reserves		\$104,158	\$56,400		\$44,238		\$2,577			
Estimated Total Revenue	\$312,952		\$323,016		\$339,182		\$335,847		\$349,934	
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	\$32,810	\$191,003	\$223,813		\$223,813	\$0	\$223,813	\$0	\$223,813	\$0
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$0	\$0		\$0		\$0		\$0	
(computer, travel, library, equipment)		\$17,400	\$15,400		\$17,400		\$15,400		\$15,400	
Marketing		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
Facilities and/or modifications		\$12,480	\$12,480		\$12,480		\$12,480		\$12,480	
Administrative Expense	\$41,759		\$53,323		\$58,989		\$66,654		\$69,987	
Other - Accreditation		\$7,500	\$7,500	\$500	\$7,500	\$9,000	\$7,500		\$7,500	
Estimated Total Expenses	\$312,952		\$323,016		\$339,182		\$335,847		\$339,180	
Estimated Financial Impact of New Program	\$0		\$0		\$0		\$0		\$10,754	

Executive Summary of Degree Proposal
Bachelor of Science in Biomedical Engineering
West Chester University of Pennsylvania
July 12-13, 2017

1) Brief Description of Program and Appropriateness to Mission

West Chester University is prepared to take the next step in meeting the needs of the Commonwealth by offering an undergraduate degree in biomedical engineering, which builds upon an expertise in the health and life sciences, including the existing pharmaceutical product development major. Perhaps more important, this degree program aligns well with a nationally recognized regional specialization in the areas of bio-pharma and healthcare. Biomedical engineering has emerged as a professional discipline largely in response to the increasing dependence of modern healthcare on complex diagnostic, screening, monitoring, prosthetics, surgical instrumentation, and biotechnology. It is within this context that the proposed program will offer tracks in biosystems, bioinstrumentation, and imaging; biomolecular and biochemical; biomechanics; and biomaterials and tissues.

Many of the problems confronting healthcare professionals today are of interest to an engineer because they involve the fundamental aspects of device and systems analysis, design, and practical application, all of which lie at the heart of processes that involve core engineering practices. Well-trained biomedical engineers identify existing problems and the needs of the healthcare delivery system that can be solved using existing engineering technology and systems methodology. If properly directed toward solving problems related to preventative medical approaches, ambulatory care services and the like, biomedical engineers may provide the tools and techniques needed to improve the efficiency and effectiveness of the nation's healthcare system. As one of the fastest growing fields in engineering (23 percent growth between 2014-2024 compared to 4 percent among engineering occupations in general), this program will yield highly skilled biomedical engineers who are prepared to contribute meaningfully to the industrial workforce and offer students an exciting, well-paying career (median salary was \$85,620, May 2016).

The curriculum is rigorous and challenging, requiring mastery of a wide range of disciplines. Furthermore, due to numerous biomedical engineering functions, ranging from research and development to implementation and operation, a proliferation of specialties within the discipline has resulted. These range from theoretical and nonexperimental undertakings to focusing on state-of-the-art applications, and they all can encompass research, development, implementation, and operation. Biomedical engineering is integral to the evolution of the healthcare arena and holds the potential for fueling dramatic technological strides. The curriculum consists of a series of highly integrated and efficient courses that progressively build on each other so that students continually use and synthesize information they encounter in coursework throughout the program. Each course will have a significant open-ended design project that requires the use of current and previously learned material and software packages. Also, the course project will involve the actual design and construction of an instrument or a component; for instance, students may be challenged to build an electric circuit or produce a given structure using a 3D-printer.

With the assistance of an outside consultant, the curriculum was designed to align with the standards for accreditation by the Accreditation Board for Engineering and Technology (ABET). The program will be monitored for compliance with relevant standards from the point of initiation, which will allow the program to seek accreditation as soon as the first student graduates.

The proposed biomedical engineering program dovetails quite well with WCU's strategic direction. With regard to the university's goal of assuring student learning and academic

excellence, students entering the program are typically among the brightest students entering the university, possessing the highest GPAs and SAT scores. As such, the biomedical engineering program can offer a challenging curriculum of the highest quality and realistically expect academic excellence from its students.

In pursuit of the university's strategic plan goal of supporting student personal, professional, and civic development, individuals graduating from the biomedical engineering program will have been required to complete a senior design project, which benefits individuals and/or communities. For example, many biomedical engineering senior design projects focus on creating assistive solutions for individuals with disabilities or technologies that address a societal need in the local community. Biomedical engineering faculty and staff are, by their very nature, innovators who serve to improve the national economy by securing grants or by starting companies. Often, students in a biomedical engineering program are engaged with undergraduate research supporting such faculty grants or assisting with company research.

The College of the Sciences and Mathematics has a mission-driven obligation to provide comprehensive curricula that promote critical and interdisciplinary inquiry and evidence-based problem-solving. Furthermore, programs in the College are charged with engaging in basic and applied research that advances the frontiers of scientific and technical knowledge that preserves and advances the environment, as well as improving the economic and civic welfare of individuals in local, national, and global communities. This is the context in which the biomedical engineering program fits the mission and strategic plan of the College.

2) Need

Pennsylvania ranks 5th nationally in total employment of biomedical engineers. Related employment is projected to increase 23 percent nationally between 2014-2024 (Bureau of Labor Statistics, 2015), which represents an increase of 5,100 new jobs. Given the concentration of biomedical engineers within the Commonwealth and the significant increase in related employment, it is critical that Pennsylvania residents seeking an undergraduate degree in biomedical engineering have an affordable and accessible institution of higher education to attend in pursuit of a career that is likely to be in high demand for years to come and provide a salary well above national averages.

The greater Philadelphia region has been ranked along with San Francisco and Boston as one of the most important biosciences cluster in the nation. One in six jobs and 15 percent of economic activity in Greater Philadelphia is attributed to the life sciences industry. According to Genetic Engineer & Biotechnology News (GEN), the Philadelphia region experienced a "year-over-year increase in venture capital (VC) financing, leaping almost 30 percent over 2013 to \$211.376 million in 23 deals last year, good enough for fifth on this year's VC rankings. It is the strongest sign yet that (the Philadelphia region) has made progress in evolving from a heritage pharma mecca to a more diverse concentration of biopharma businesses and institutions (including 25 medical schools). The region is also fifth in jobs (48,874 according to JLL), but seventh in patents (1,195) and lab space (6.62 million square feet), as well as eighth in NIH funding (\$87.596 million)." According to GEN Senior News Editor, Philadelphia's future prosperity in this area will require "institutions to work more closely together." Through the addition of healthcare-related engineering programs, WCU will better be able to partner with local businesses and organizations in support of this growing regional expertise. According to Select Greater Philadelphia, the region is home to more than 800 life sciences companies representing nearly 49,000 employees, with 15 of the leading life sciences companies in the United States making their home in the area.

Within the Commonwealth, eight universities (none in the State System) offer accredited biomedical engineering programs, each with significantly higher tuition rates than West Chester University. Offering a biomedical engineering degree at West Chester University will provide citizens of the Commonwealth with an accessible and affordable alternative. In

addition, by responding to a regional need, the program will meet the State System's strategic goal of ensuring academic program excellence and relevance. Additionally, approximately 40 percent of the undergraduates in biomedical engineering are women and a significant number are underrepresented minorities. Offering an engineering program that has a proven track record of increasing underrepresented populations in STEM occupations serves both the System and WCU's mission.

3) Coordination/Cooperation/Partnerships

Biomedical engineering is not currently part of the State System's Academic Program Inventory. However, there are a number of engineering and pre-engineering programs throughout the State System. Given this, West Chester University is committed to working with sister institutions seeking to enter into formal arrangements (i.e. 2+3 programs) where students can begin their studies at another university and complete the biomedical engineering program at West Chester University.

Coordination with other departments on campus will be required in a number of respects to support the proposed program. All of the required core classes will be offered through the department of Physics and Engineering, but students will have an opportunity to take courses in a number of other departments, including biology, chemistry, and mathematics to meet cognate requirements.

4) Resource Sufficiency

West Chester University is committed to providing adequate faculty positions to support the growth expected in the Department of Physics and Engineering as a result of offering the biomedical engineering program. In addition, the necessary physical resources and facilities have been identified. Space for offering courses, designing engineering projects, and pursuing research will be provided in support of the research requirements of both faculty and students. With the recent approval to construct a new academic building, the university will have the facilities necessary to support the planned enrollment for the program. The facility will provide biomedical engineering faculty and students with a state-of-the-art environment to design innovative technologies and medical devices that will contribute to the regional economy.

With solid performance across multiple dimensions represented within the Financial Risk Assessment, West Chester has the necessary financial resources to support the program until it reaches a point of breakeven, including annual savings for laboratory equipment replacement. Following an initial university investment needed to support the program during the first four years, the program is forecast to reach break-even status during year five. By year five, it is expected that the program will serve 140 students per year. West Chester University's administration is firmly committed to providing start-up funding for this program.

Prepared by: Jeffery L. Osgood, Jr. PhD and John D. Enderle PhD

Implementation date: Fall 2018

Date approved by Council of Trustees: March 24, 2016

West Chester University of Pennsylvania
Bachelor of Science in Biomedical Engineering
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The above projections are based on the following assumptions: 1) First-year enrollment are students converting from existing majors in year three of their studies. 2) Year two includes conversions of students from existing majors in year two of their studies. 3) Full-time students are projected to persist for four years. 4) Part-time students are projected to persist for six years. 5) We are using a historic year-to-year retention of 82 percent, rounded up. 6) We initially predict out of state students beginning in year 4.
ESTIMATED REVENUE	
Tuition Generated	Using current in-state tuition rates of \$7,238 per year for full-time students and \$302 per credit for part-time students. Using current out-of-state tuition rates of \$18,096 per year for full-time students and \$754 per credit for part-time students.
Instructional Support Fee	Using WCU's currently approved instructional support fee for each year of the 5-year budget projection, which is either \$723.80 per year for full-time students and \$30.16 per credit for part-time students.
Additional Program Generated Revenue	No additional program revenue is projected.
External Grants & Contracts	No external or grant revenue are expected.
Other	University resources are used in the first four years to support the program until it breaks even in year five.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Given the growth in enrollments, it is estimated that a new hire is required every year beginning in year one, continuing through year five. The cost is estimated at assistant professor step seven enrolled in the alternative retirement program (given overwhelming participation of faculty in this benefit).
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	As described in the proposal, and administrative assistant and laboratory coordinator (AA1) are modeled beginning in year one. The costs are estimated using the alternative retirement program (given overwhelming participation of staff in this benefit).
Learning Resources	3 laboratories (Room 1: \$193,218; Room 2: \$82,238; Room 3: \$225,500; Total: \$500,956); 5 year replacement reserve fund (\$100,000 per year beginning in year two)
Instructional Equipment	See Appendix B for the costs associate with procuring the needed equipment.
Facilities and/or modifications	Expenses related to new facilities or modification to existing facilities
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 expense is calculated each <u>new</u> full-time student. For each <u>new</u> part-time student, a \$2,000 expense is included in the calculations.
Administrative Expense	20 percent of all tuition and fee revenue, which will fund the operating base budget for the program.
Other	

**West Chester University of Pennsylvania
Bachelor of Science in Biomedical Engineering
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	6	0	16	20	24	30	45	35	61	45
Out-of-state Full-Time Headcount Enrollment	0	0	0	0	0	0	0	10	8	10
In-state Part-Time Headcount Enrollment	1	0	2	2	4	2	6	5	10	6
Out-of-state Part-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Projected Annual Credits Generated	198		1152		1728		2898		4008	
Estimated Revenue										
Tuition Generated	\$48,864		\$282,312		\$423,468		\$819,796		\$1,179,932	
Instructional Support Fee	\$4,886		\$28,228		\$42,342		\$63,876		\$85,409	
External Grants and Contracts										
Other		\$701,782		\$280,546	\$297,482		\$130,345			
Estimated Total Revenue	\$755,532		\$591,086		\$763,292		\$1,014,017		\$1,265,341	
Estimated Expenses										
	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits - Faculty		\$101,152	\$101,152	\$101,152	\$202,304	\$101,152	\$303,456	\$101,152	\$404,608	\$101,152
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)		\$142,674	\$142,674		\$142,674		\$142,674		\$142,674	
Learning Resources		\$500,956	\$100,000		\$100,000		\$100,000		\$100,000	
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$0		\$84,000		\$124,000		\$190,000		\$232,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$10,750		\$62,108		\$93,162		\$176,734		\$253,068	
Other										
Estimated Total Expenses	\$755,532		\$591,086		\$763,292		\$1,014,016		\$1,233,502	
Estimated Financial Impact of New Program	\$0		\$0		\$0		\$0		\$31,839	

Office of Internal Audit and Risk Assessment – Fiscal Year 2017/18 Work Plan

Site Location	Project Category			Information Technology
	Compliance	Operational	Financial	
Bloomsburg		University Library Operations	Performance Center	
California	NCAA Agreed-upon Procedures			IT User Access
Cheyney*				
Clarion		Student Payroll	Department of Library Science	
East Stroudsburg	NCAA Agreed-upon Procedures		Leave Payout Calculations	
Edinboro	Jeanne Clery Act	Facilities Access Controls		
Indiana	NCAA Agreed-upon Procedures	University Parking/ Ticketing		
Kutztown	Protection of Minors		Student Tuition Assistance	
Lock Haven	NCAA Agreed-upon Procedures		Department of Nursing	
Mansfield	Jeanne Clery Act			IT User Access
Millersville	NCAA Agreed-upon Procedures	University Library Operations		
Shippensburg		Facilities Access Controls		IT User Access
Slippery Rock	(1) NCAA Agreed-upon Procedures (2) Jeanne Clery Act			
West Chester	NCAA Agreed-upon Procedures	Facilities Access Controls		
Office of the Chancellor			(1) System Purchasing Card (2) System Executive Travel	

Carry-over Fiscal Year 2016/17 Work Plan Engagements

Bloomsburg University – Jeanne Clery Act
 Lock Haven University – Physical Access Management
 Mansfield University – Protection of Minors
 West Chester University – Information Technology User Access

Carry-over Fiscal Year 2016/17 Special Projects

Bloomsburg University – Presidential Transition
 Indiana University – Business Incubator/Management Services
 Slippery Rock University – Presidential Transition

* To Be Determined - Internal audit engagements will be evaluated and identified with leadership supporting the "conceptual framework" for a new business model for Cheyney University.

**Pennsylvania's State System of Higher Education
Fiscal Year 2017/18 Educational and General Budget Overview**

At its meeting on October 6, 2016, the Board of Governors approved a fiscal year (FY) 2017/18 Educational and General (E&G) appropriations request of \$505.2 million, reflecting a \$61.0 million, or 13.7 percent, increase to partially fund a \$1.7 billion E&G budget.

The State System's original FY 2017/18 E&G budget estimate, as submitted to the Board of Governors in early October, was built upon an anticipated full-time equivalent (FTE) enrollment of 97,566 students. It provided for limited mandatory increases in basic operating costs, pay increases associated with the AFSCME tentative agreement, and anticipated adjustments for all other employee groups while negotiations for new contracts were in process. By the time the budget was submitted to the Commonwealth at the end of October, collective bargaining was completed and anticipated personnel costs were adjusted as necessary in the budget submission. The appropriation request partially addressed the \$79.1 million anticipated budget requirement, leaving an \$18.1 million shortfall if the System's request were to be fully funded.

Each spring, the State System's budget estimates for the upcoming year are revised to reflect the most current information. The following table reflects the 2017/18 budget requirements as provided to the Commonwealth October 31, 2016, and the adjustments that have been made to the System's FY 2017/18 requirements.

	October 2016	July 2017
Compensation Increases*	\$49 million	\$38 million
Healthcare and Pension	20 million	13 million
All Other**	<u>10 million</u>	<u>30 million</u>
Total Requirements	\$79 million	\$81 million

**Compensation Increases include corresponding social security and retirement costs.*

***All Other includes expenditure increases for utilities, student financial aid, and new/expanding academic program implementation. July 2017 adjustments include \$17.3 million associated with the loss of tuition and fee revenue due to anticipated enrollment reductions.*

These spring adjustments are due to the following changes in assumptions.

- It is anticipated that the State System will serve 96,266 FTE students in FY 2017/18, which is approximately 1,300 fewer than originally projected, resulting in an estimated decrease of 1.3 percent from the previous year. Enrollment projections vary significantly by university. This change in anticipated enrollment is the primary driver for a \$17.3 million reduction in estimated tuition and fee revenue.
- As universities continue to aggressively manage employee complement, salaries and wages have decreased \$10.8 million from the October estimates. This reduction is primarily due to reviewing and reassigning or not filling positions when they become vacant, hiring replacements at lower salaries, and other changes in the mix of employees. In addition, the nonrepresented pay adjustment was implemented later than originally budgeted, avoiding approximately \$2 million.
- Healthcare contribution rates are finalized, resulting in favorable changes from what was originally budgeted. In October 2016, healthcare costs for FY 2017/18 were estimated to increase by \$9.4 million or 4.8 percent; finalized rates lower healthcare cost estimates by \$12.0 million, to an overall annual rate decrease of 1.2 percent.

- Pension rates are finalized at rates higher than originally anticipated. Estimated cost increases associated with the Commonwealth's two pension programs, in which approximately half of System employees are enrolled, rose from a fiscal impact of \$8.3 million to \$13.1 million.
- As reflected in the 2016/17 Action Plans, universities continue to manage their operating budgets, resulting in other adjustments to the System's budget requirements, including increases of \$2 million in university-based student financial aid and \$0.5 million in utilities.

The revised FY 2017/18 budget estimates include the \$453.1 million state appropriation, as reflected in the FY 2017/18 General Appropriations Bill, and reflect mandatory cost requirements. A funding gap of \$71.7 million remains, assuming no change in tuition rates.

Estimated FY 2017/18 Educational and General Budget
Includes Enacted Commonwealth Appropriation of \$453.1 Million (2% Increase)
and No Change in Tuition Rates
As of July 10, 2017
(Dollars in Millions)

	<i>As of October 2016</i>	<i>As of July 2017</i>	
E&G Revenues/Sources	FY 2017/18	FY 2017/18	Change
Tuition and Fees	\$1,093.1	\$1,075.9	(\$17.3)
State Appropriations	505.2	453.1	(52.1)
All Other Revenue	74.6	75.5	0.9
Planned Use of Carryforward	11.6	7.2	(4.4)
Total E&G Revenue/Sources	\$1,684.6	\$1,611.7	(\$72.9)
E&G Expenditures/Transfers			
Total Salaries and Wages	\$853.4	\$842.7	(\$10.8)
Total Benefits	429.7	421.6	(8.1)
TOTAL PERSONNEL	\$1,283.2	\$1,264.3	(\$18.9)
Financial Aid	50.7	52.8	2.1
Utilities	32.1	32.5	0.4
Services & Supplies	263.9	263.4	(0.5)
Capital Expenditures and Transfers	72.9	70.4	(2.4)
Total E&G Expenditures/Transfers	\$1,702.7	\$1,683.3	(\$19.4)
Total E&G Fund Surplus/(Shortfall)	(\$18.1)	(\$71.7)	(\$53.6)
Annualized FTE Enrollment			
Undergraduate In-State	75,964.40	74,916.16	(1,048.24)
Undergraduate Out-of-State	10,095.41	9,646.88	(448.53)
Graduate In-State	8,969.60	9,075.85	106.25
Graduate Out-of-State	2,536.23	2,626.82	90.59
Total Annualized FTE Enrollment	97,565.64	96,265.71	(1,299.93)
E&G Annualized FTE Employees	10,828.83	10,827.19	(1.64)

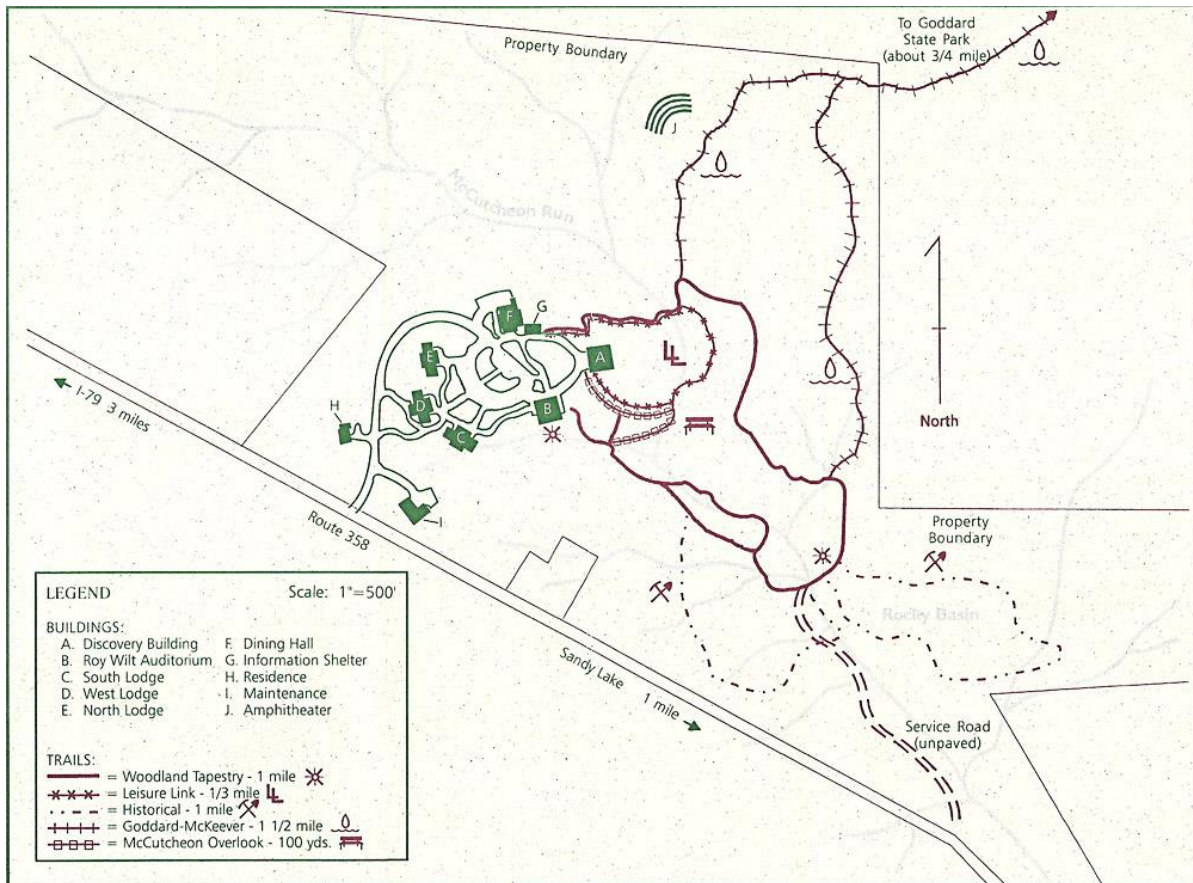
Note: Numbers may not add due to rounding.



Discovery Building
McKeever Environmental Learning Center



Dining Hall
McKeever Environmental Learning Center



McKeever Environmental Learning Center Trail Map

**Pennsylvania's State System of Higher Education
2017/18 Tuition Schedule**

Excludes Rates for Board-Approved Tuition Flexibility Pilots

Student Classification	2016/17	2017/18	Change	
			Amount	Percent
Full-Time Academic Year				
In-State Undergraduate	\$7,238	\$7,492	\$254	3.5%
Out-of-State Undergraduate:				
150% (BL*, CA*, CL, EA*, ED*, IN*, KU*, SH*, SL*)	\$10,858	\$11,238	\$380	3.5%
165% (CH, MA*)	\$11,944	\$12,362	\$418	3.5%
170% (ED*, IN*)	\$12,306	\$12,736	\$430	3.5%
175% (MI*, SH*)	\$12,668	\$13,112	\$444	3.5%
195% (CA*)	\$14,114	\$14,610	\$496	3.5%
200% (EA*, LO*, MA*, MI*, SL*)	\$14,476	\$14,984	\$508	3.5%
\$2,000 less than 250% rate (LO*)	\$16,096	\$16,730	\$634	3.9%
225% (SH*)	\$16,286	\$16,858	\$572	3.5%
250% (BL, IN*, KU*, LO*, MI*, WE)	\$18,096	\$18,730	\$634	3.5%
Full-Time Semester				
In-State Undergraduate	\$3,619	\$3,746	\$127	3.5%
Out-of-State Undergraduate:				
150% (BL*, CA*, CL, EA*, ED*, IN*, KU*, SH*, SL*)	\$5,429	\$5,619	\$190	3.5%
165% (CH, MA*)	\$5,972	\$6,181	\$209	3.5%
170% (ED*, IN*)	\$6,153	\$6,368	\$215	3.5%
175% (MI*, SH*)	\$6,334	\$6,556	\$222	3.5%
195% (CA*)	\$7,057	\$7,305	\$248	3.5%
200% (EA*, LO*, MA*, MI*, SL*)	\$7,238	\$7,492	\$254	3.5%
\$2,000 less than 250% rate (LO*)	\$8,048	\$8,365	\$317	3.9%
225% (SH*)	\$8,143	\$8,429	\$286	3.5%
250% (BL, IN*, KU*, LO*, MI*, WE)	\$9,048	\$9,365	\$317	3.5%
Per Student Credit Hour**				
In-State Undergraduate	\$302	\$312	\$10	3.3%
99% (MI--for all in-state undergraduates)	\$299	\$309	\$10	3.3%
In-State Graduate	\$483	\$500	\$17	3.5%
Out-of-State Undergraduate:				
105% (MA Minimum*)	\$320	\$331	\$11	3.4%
110% (CBFS*)	\$332	\$343	\$11	3.3%
150% (BL*, CA*, CL, EA*, ED*, IN*, KU*, SH*, SL*)	\$452	\$468	\$16	3.5%
165% (CH)	\$498	\$515	\$17	3.4%
170% (ED*, IN*)	\$513	\$531	\$18	3.5%
175% (MI*, SH*)	\$528	\$546	\$18	3.4%
195% (CA*)	\$588	\$609	\$21	3.6%
200% (EA*, LO*, MI*, SL*)	\$603	\$624	\$21	3.5%
200% (MA Maximum*)	\$610	\$631	\$21	3.4%
\$2,000 less than 250% rate (LO*)	\$671	\$697	\$26	3.9%
225% (SH*)	\$679	\$702	\$23	3.4%
250% (BL, IN*, KU*, LO*, MI*, WE)	\$754	\$780	\$26	3.4%
Out-of-State Graduate	\$725	\$750	\$25	3.4%
Out-of-State Undergraduate Distance Education, Minimum	\$308	\$319	\$11	3.6%
Out-of-State Graduate Distance Education, Minimum	\$493	\$510	\$17	3.4%

CBFS = Chincoteague Bay Field Station

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

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

Note: Cheyney and West Chester Universities will charge 90% of the prevailing rate(s) for students attending Center City; California will charge alternative military rates to veterans and eligible dependents.

**Pennsylvania's State System of Higher Education
2017/18 Technology Tuition Fee Schedule**

Student Classification	2016/17	2017/18	Change	
			Amount	Percent
<i>Full-Time Academic Year</i>				
In-State Undergraduate	\$448	\$464	\$16	3.6%
Out-of-State Undergraduate	\$682	\$706	\$24	3.5%
<i>Full-Time Semester</i>				
In-State Undergraduate	\$224	\$232	\$8	3.6%
Out-of-State Undergraduate	\$341	\$353	\$12	3.5%
<i>Per Student Credit Hour</i>				
<i>(For part-time and graduate students)*</i>				
In-State Undergraduate (less than 12 credits)	\$19	\$20	\$1	5.3%
Out-of-State Undergraduate (less than 12 credits)	\$29	\$30	\$1	3.4%
In-State Graduate	\$26	\$27	\$1	3.8%
Out-of-State Graduate	\$38	\$39	\$1	2.6%

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

**Pennsylvania's State System of Higher Education
Funding of System-Wide Initiatives from the Fiscal Year 2017/18 E&G Appropriation**

***Performance Funding*..... \$39,061,000**

Consistent with the performance funding program adopted by the Board of Governors at its January 2011 meeting, the performance funding pool is established annually at 2.4 percent of the System's E&G budget. The performance funding program measures university performance compared to multiyear targets that were established through 2016/17. (2017/18 awards are based on 2016/17 performance.) As this is the last year of the current model, this program is under review. It is anticipated that a transitional model will be proposed to the Board this fall. As this review is being conducted, it is recommended that the performance funding pool be held constant at the current level of \$39.1 million.

***Dixon University Center Academic Consortium* \$1,260,000**

The academic programming performed at Dixon University Center has been partially funded through the E&G appropriation for many years. The appropriation provides for continuation of these academic services and associated maintenance of the Dixon University Center site. The 2017/18 recommended level provides for a two percent increase over the 2016/17 allocation of \$1,235,000, the same percent increase as occurs in the System's 2017/18 E&G appropriation.

***Office of Internal Audit and Risk Assessment* \$919,000**

The Office of Internal Audit and Risk Assessment is responsible for facilitating risk assessment activities and, in turn, structuring and executing an internal audit plan based on high-risk areas. The office's 2017/18 budget of \$1,010,024 was approved by the Audit Committee at its meeting on March 29, 2017. It is recommended that the Office of Internal Audit and Risk Assessment's budget be funded at \$919,000, as \$63,099 remains from the previous year's allocation and savings will be realized from filling a vacancy at a lower salary.

***Replenishment of the System Reserve* \$714,474**

The total recommended allocation to the System Reserve for 2017/18 is \$714,474, which will replenish the System Reserve to the \$1,500,000 level required by Board of Governors' Policy 1984-07-A: *System Reserve Allocation and Expenditure Criteria*. Attachment 2 is a detailed list of expenditures for 2016/17 and a list of projected expenditures 2017/18. The amount to be replenished differs from total expenditures due to interest earnings.

***McKeever Environmental Learning Center* \$247,000**

The McKeever Environmental Learning Center has been administered by Slippery Rock University of Pennsylvania on behalf the Commonwealth since 1986, providing environmental education programs to students of all ages. The center has been funded through a combination of line item appropriations (which ended in 2012), a portion of the System's E&G appropriation, user fees, and other university sources. The appropriation provided for the center in 2016/17 was \$325,062. As mentioned in a previous Board of Governors' agenda item about McKeever Environmental Learning Center, Slippery Rock is seeking to return operations of the center to the Commonwealth. It is recommended that the 2017/18 allocation for the McKeever Center be established at \$247,000, to be used for various costs including, but not limited to, outstanding bond payments for center facilities.

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

Actual 2016/17 Expenditures

Presidential Searches (West Chester, Shippensburg, Bloomsburg)	\$279,050
Strategic System Review	298,297*
System Financial Audit (Fiscal Year 2015/16)	67,063
Official Residences (Residual from 2015/16 expenditures for Shippensburg)	<u>79,625</u>
Total Actual Fiscal Year 2016/17 Expenditures	\$724,035

Anticipated 2017/18 Expenditures

Presidential Searches (Cheyney, Clarion, Mansfield, Millersville, Slippery Rock)	\$450,000
Strategic System Review	98,501
System Financial Audit (Fiscal Year 2016/17)	<u>67,664</u>
Total Anticipated Fiscal Year 2017/18 Expenditures	\$616,165

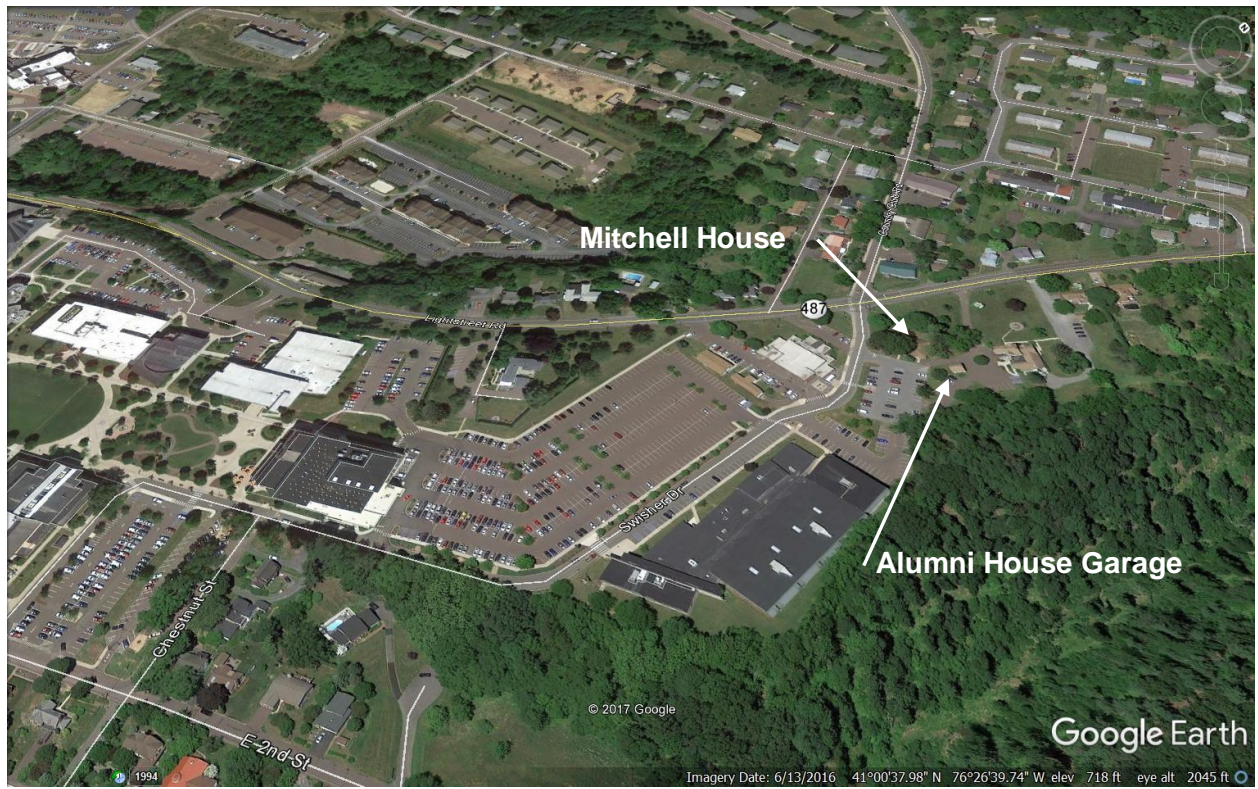
*Includes \$50,000 estimate for June invoice.



Mitchell House
Bloomsburg University of Pennsylvania



Alumni House Garage
Bloomsburg University of Pennsylvania



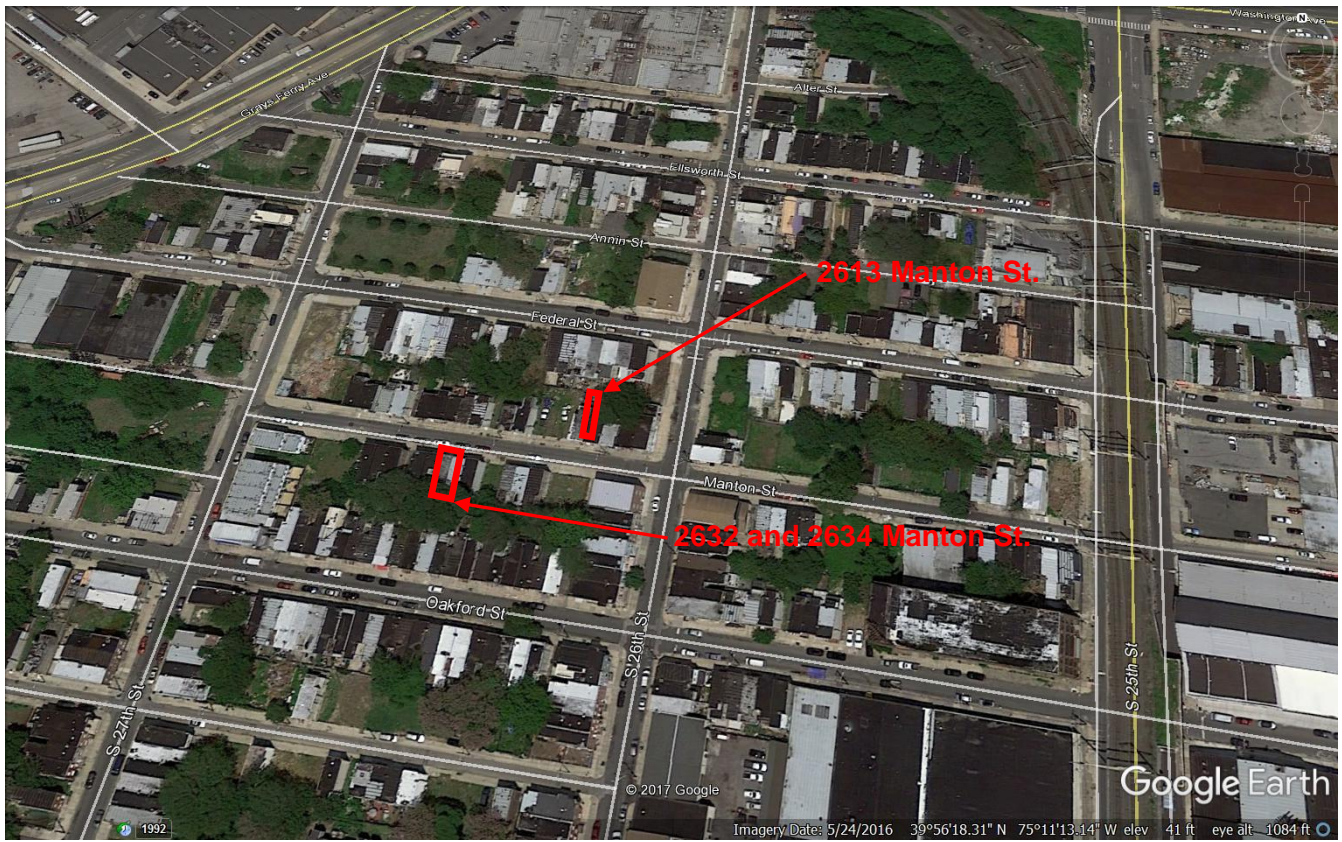
Bloomsburg University of Pennsylvania



2613 Manton Street, Philadelphia, Pennsylvania



2632 and 2634 Manton Street, Philadelphia, Pennsylvania



2613, 2632, and 2634 Manton Street, Philadelphia, Pennsylvania



206 Wilson Avenue, Clarion, Pennsylvania



957 Corbett Street



959 Corbett Street



961 Corbett Street



962 Corbett Street



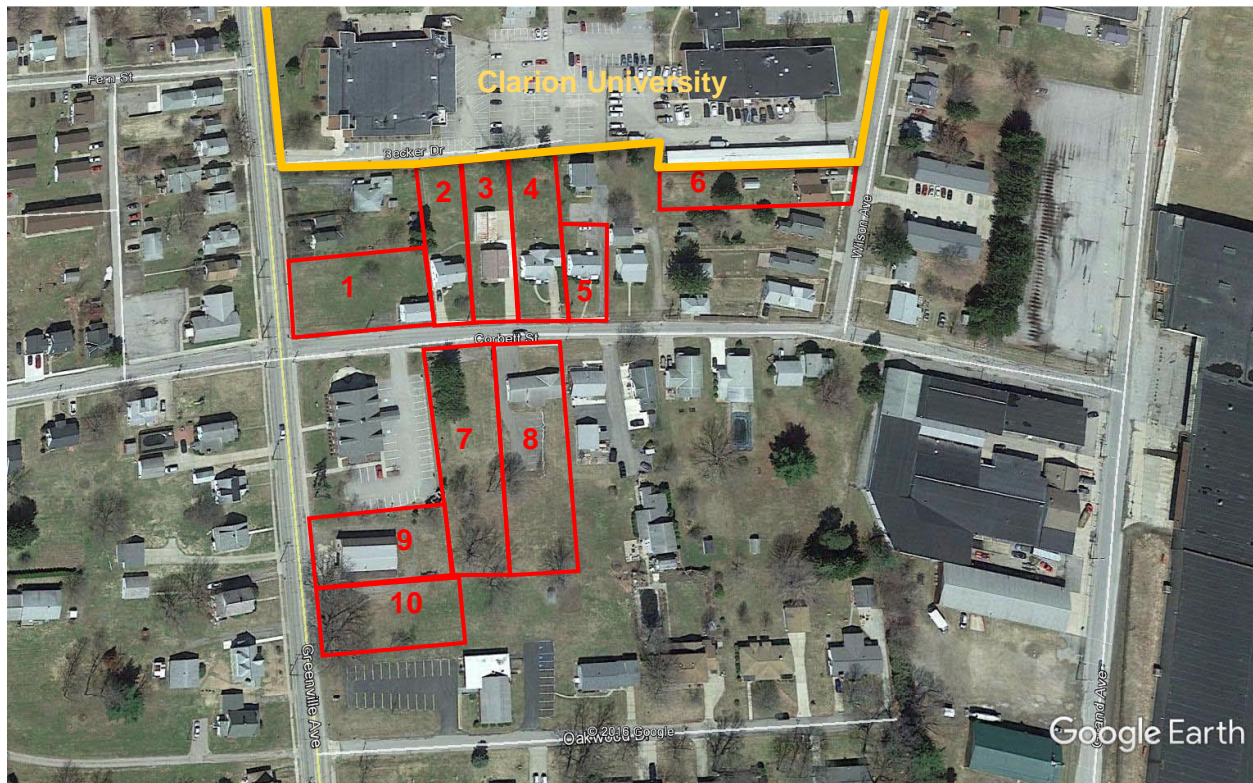
963 Corbett Street



Vacant Lot, Garage and Apartments at 915 Corbett Street and 177 Greenville Avenue



Vacant Lot and Warehouse at 215, 221–221½ Greenville Avenue, Clarion, Pennsylvania



Corbett Street and Greenville Avenue, Clarion, Pennsylvania

1. 177 Greenville Avenue/915 Corbett Street
2. 961 Corbett Street
3. 963 Corbett Street
4. 959 Corbett Street
5. 957 Corbett Street
6. 206 Wilson Avenue
7. 964 Corbett Street
8. 962 Corbett Street
9. 215 Greenville Avenue
10. 221–221½ Greenville Avenue



Board of Governors' 2017-2020 Meeting Calendar as of July 2017

2017			
DATE	DAY	BOARD MEETINGS, WORKSHOPS, AND CONFERENCE CALLS	TIME
August 17	Thursday	Board Update Conference Call (Board members only)	8:30 a.m.
September 13	Wednesday	Board Retreat	TBD
September 14	Thursday	Board Retreat	TBD
October 18	Wednesday	Board Meeting	1:30 p.m.
October 19	Thursday	Board Meeting	9:00 a.m.
December 7	Thursday	Board Update Conference Call (Board members only)	8:30 a.m.

2018			
DATE	DAY	BOARD MEETINGS, WORKSHOPS, AND CONFERENCE CALLS	TIME
January 24	Wednesday	Board Meeting	1:30 p.m.
January 25	Thursday	Board Meeting	9:00 a.m.
March 15	Thursday	Audit Committee Meeting	TBD
April 4	Wednesday	Board Meeting	1:30 a.m.
April 5	Thursday	Board Meeting	9:00 a.m.
May 17	Thursday	Action Plan Workshop	TBD
June 21	Thursday	Audit Committee Meeting	TBD
		FAF Committee Workshop	TBD
		HR Committee Workshop	TBD
July 11	Wednesday	Board Meeting	1:30 p.m.
July 12	Thursday	Board Meeting	9:00 a.m.
August 16	Thursday	Board Update Conference Call (Board members only)	8:30 a.m.
September 5	Wednesday	Board Retreat	TBD
September 6	Thursday	Board Retreat	TBD
October 10	Wednesday	Board Meeting	1:30 p.m.
October 11	Thursday	Board Meeting	9:00 a.m.
December 13	Thursday	Board Update Conference Call (Board members only)	8:30 a.m.



Board of Governors' 2017-2020 Meeting Calendar as of July 2017

2019			
DATE	DAY	BOARD MEETINGS, WORKSHOPS, AND CONFERENCE CALLS	TIME
January 23	Wednesday	Board Meeting	1:30 p.m.
January 24	Thursday	Board Meeting	9:00 a.m.
March 14	Thursday	Audit Committee Meeting	TBD
April 3	Wednesday	Board Meeting	1:30 p.m.
April 4	Thursday	Board Meeting	9:00 a.m.
May 16	Thursday	Action Plan Workshop	TBD
June 20	Thursday	Audit Committee Meeting	TBD
		FAF Committee Workshop	TBD
		HR Committee Workshop	TBD
July 10	Wednesday	Board Meeting	1:30 p.m.
July 11	Thursday	Board Meeting	9:00 a.m.
August 15	Thursday	Board Update Conference Call (Board members only)	8:30 a.m.
September 11	Wednesday	Board Retreat	TBD
September 12	Thursday	Board Retreat	TBD
October 16	Wednesday	Board Meeting	1:30 p.m.
October 17	Thursday	Board Meeting	9:00 a.m.
December 12	Thursday	Board Update Conference Call (Board members only)	8:30 a.m.
2020			
DATE	DAY	BOARD MEETINGS, WORKSHOPS, AND CONFERENCE CALLS	TIME
January 22	Wednesday	Board Meeting	1:30 p.m.
January 23	Thursday	Board Meeting	9:00 a.m.
March 19	Thursday	Audit Committee Meeting	TBD
April 8	Wednesday	Board Meeting	1:30 p.m.
April 9	Thursday	Board Meeting	9:00 a.m.
May 14	Thursday	Action Plan Workshop	TBD
June 18	Thursday	Audit Committee Meeting	TBD
		FAF Committee Workshop	TBD
		HR Committee Workshop	TBD
July 15	Wednesday	Board Meeting	1:30 p.m.
July 16	Thursday	Board Meeting	9:00 a.m.
August 20	Thursday	Board Update Conference Call (Board members only)	8:30 a.m.
September 16	Wednesday	Board Retreat	TBD
September 17	Thursday	Board Retreat	TBD
October 14	Wednesday	Board Meeting	1:30 p.m.
October 15	Thursday	Board Meeting	9:00 a.m.
December 10	Thursday	Board Update Conference Call (Board members only)	8:30 a.m.

Updated: July 13, 2017



Resolution Honoring the Contributions of Logan L. Steigerwalt to the Board of Governors

WHEREAS, Logan L. Steigerwalt provided excellent service as a member of the Board of Governors of Pennsylvania's State System of Higher Education; and

WHEREAS, Logan L. Steigerwalt, while working toward a dual major in marketing and finance at Slippery Rock University of Pennsylvania, distinguished himself as a leader among the State System's broad student population, serving as president of SRU's Student Government Association for two years and also as chair of the State System's Board of Student Government Presidents; and

WHEREAS, Logan L. Steigerwalt planned and coordinated Slippery Rock's student volunteer activities across the United States through management of the university's acclaimed CareBreak program; and

WHEREAS, Logan L. Steigerwalt represented the State System's student body earlier this year when he appeared before both the state House and Senate Appropriations Committees during the annual budget hearings for the State System; and

WHEREAS, Logan L. Steigerwalt was a thoughtful, dedicated, and accessible member of the Board of Governors, and an advocate for all State System students during his tenure as a student leader and as a member of the Board;

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 Logan L. Steigerwalt to the Board and to the entire State System, especially, its more than 100,000 students; and

BE IT FURTHER RESOLVED, that the Board of Governors extends best wishes to him in all of his future endeavors as a proud alumnus of Slippery Rock University of Pennsylvania.

Unanimously adopted by the Board
July 13, 2017


Cynthia D. Shapira, Chairwoman



Resolution Honoring the Contributions Of Dr. Cheryl J. Norton

WHEREAS, Dr. Cheryl J. Norton has served as president of Slippery Rock University of Pennsylvania since June 2012, when she became the first woman to lead the institution in the university's 128-year history; and

WHEREAS, under the leadership of Dr. Cheryl J. Norton, Slippery Rock University of Pennsylvania was cited regularly for excellence by national publications, including being recognized as a national, regional, and public "College of Distinction" and being named a "Great College to Work For" by *The Chronicle of Higher Education*; and

WHEREAS, Dr. Cheryl J. Norton's fervent support of sustainability efforts resulted in Slippery Rock being named a national "Green Ribbon School" by the U.S. Department of Education, making SRU one of only 11 colleges and universities in the country to earn such distinction; and

WHEREAS, Dr. Cheryl J. Norton had the vision to implement new programs and opportunities as a way to serve the needs of the university's changing student population and regional employers – introducing 15 new academic programs since 2013; and

WHEREAS, through her volunteer service to civic and non-profit associations, Dr. Cheryl J. Norton enhanced the reputation and role of the university as an economic, educational, and cultural leader within the region; and

WHEREAS, Dr. Cheryl J. Norton has displayed outstanding leadership through her continuous service as a colleague and trusted adviser to the chancellor, presidents, and senior leadership throughout Pennsylvania's State System of Higher Education; and

WHEREAS, Dr. Cheryl J. Norton has announced her decision to retire as president of Slippery Rock University of Pennsylvania, effective July 21, 2017;

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. Cheryl J. Norton has made to public higher education and to the students of Slippery Rock University of Pennsylvania; and

BE IT FURTHER RESOLVED, that the Board of Governors extends best wishes to Dr. Cheryl J. Norton and her husband, Henry, in all of their future endeavors.

Unanimously adopted by the Board
July 13, 2017


Cynthia D. Shapira, Chairwoman



Resolution Honoring the Contributions Of Brigadier General (ret.) Francis L. Hendricks

WHEREAS, Francis L. Hendricks was the first graduate of Pennsylvania's State System of Higher Education to be named president of a State System university, graduating from the then Mansfield State College in 1979 and returning to lead Mansfield University on May 28, 2013; and

WHEREAS, Francis L. Hendricks spent 33 years serving our country in the United States Air Force, holding a number of command positions and retiring as a brigadier general before becoming president of Mansfield University; and

WHEREAS, under the leadership of Francis L. Hendricks, Mansfield University implemented several innovative programs, including the Commonwealth Scholar and TEAM programs, and was named to the annual Colleges of Distinction listing for three consecutive years; and

WHEREAS, Francis L. Hendricks devoted his tenure as president of Mansfield University to creating the same kind of high-level educational experience he received from his alma mater; and

WHEREAS, Francis L. Hendricks has announced his intention to retire as president of Mansfield University of Pennsylvania in August;

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 Francis L. Hendricks has made to public higher education and to the students of Mansfield University of Pennsylvania; and

BE IT FURTHER RESOLVED, that the Board of Governors extends best wishes to General Hendricks and his wife, Connie, in all of their future endeavors.

Unanimously adopted by the Board
July 13, 2017


Cynthia D. Shapira, Chairwoman