



Board of Trustees

Academic Affairs Committee

October 21, 2025

TIME: 9: 30 AM– 10.30 AM

Presidents Board Room, Horace Mann Center

Committee Members: Chair Chris Montemayor, Vice Chair Jason Queenin, Secretary Barney Garcia, George Gilmer, Micheal O'Rourke, and William Reichelt

A live stream of the meeting for public viewing will also take place at the following link: <https://www.westfield.ma.edu/live>

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|---|---|
| 1. Call to Order | Trustee Christopher Montemayor, Committee Chair |
| 2. Approval of Minutes | Trustee Christopher Montemayor, Committee Chair |
| a. Minutes of June 11, 2025 meeting | |
| 3. Items for Information | William Salka, Provost |
| a. SUCCESS Grant – Year 2 | |
| b. Full-Time/Part-Time Faculty Ratio | |
| c. Faculty Center | |
| d. Dean of the College of Professional Studies Search | |
| 4. Items for Discussion | William Salka, Provost |
| a. Review of Policies to be removed | Attorney Melinda Phelps |
| 5. Items for Action | |
| a. Motion-Removal of Policies | |
| b. Motion- Program Approval: Master of Business Administration | |
| c. Motion-Program Approval: Master of Science in Athletic Training | |
| d. Motion-Program Approval: Master of Science in Nursing Psychiatric Mental Health Nurse Practitioner | |
| 6. Adjournment | Trustee Christopher Montemayor, Committee Chair |

Attachments:

- a. Minutes of June 11, 2025
- b. SUCCESS Grant Year 2 Presentation
- c. Full-Time/Part-Time Faculty Ratio
- d. Motion-Removal of Policies
- e. Policies being removed
- f. University Anti-bullying, mobbing and harassment Policy (1340)

- g. Conflict of Interest in Research Policy (1370)
- h. Core Implementation Policy (1250)
- i. Motion-Program Approval: Master of Business Administration
- j. Proposal Master of Business Administration
- k. Budget: Master of Business Administration
- l. Proposal Master of Science in Athletic Training
- m. Budget: Master of Science in Athletic Training
- n. Motion-Program Approval: Master of Science in Athletic Training
- o. Motion-Program Approval: Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner
- p. Proposal Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner
- q. Budget: Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner



BOARD OF TRUSTEES

Academic Affairs Committee

June 11, 2025, 9:30 a.m.

Minutes

Conference Rooms A & B, University Hall

A live stream of the meeting for public viewing will also take place at the following link:

<https://www.westfield.ma.edu/live>

MEMBERS PRESENT: Committee Chair Chris Montemayor, Vice Chair Jason Queenin, Secretary Daniel Currier, Trustee Michael O'Rourke, Trustee William Reichelt, and Board Chair Ali Salehi, ex-officio member.

MEMBERS PARTICIPATING REMOTELY: Trustee George Gilmer

Also present and participating were Westfield State University President, Dr. Linda Thompson; Provost and Vice President for Academic Affairs, Dr. William Salka; and Dean of Graduate and Continuing Education, Nora Padykula.

Committee Chair Montemayor called the meeting to order at 9:30 AM and a roll call was taken of the committee members participating as listed above. It was announced that the meeting was being livestreamed and recorded.

MOTION made by Trustee O'Rourke seconded by Trustee Queenin to approve the minutes of the April 22, 2025 meeting. There being no discussion, **ROLL CALL VOTE**, motion passed.

SUCCESS Money update:

- Charge: Reorganize and modernize student academic support offices under academic affairs.
- Goal: Improve retention and other KPIs (persistence, time to completion, progress in accumulating credits).
- Plan to have everything in place by the fall.

Three Major Actions This Summer

- Reorganizing the support offices.
- Working with the Strategic Enrollment Committee.
- Creating a three-year retention model.

Reorganization of Existing Offices

- Existing offices are scattered across Academic Affairs.
- Offices serving distinct populations (Banacos, Military Services) will be under one umbrella.

- Likely changing the name of the Center for Student Success and Engagement (CSSE) to Opportunity Programs.
- Moving the advising center out of CSSE to serve all students.
- Adopting a dual advising model (faculty advisor and professional advisor for first and second-year students).
- Offering tutoring and success coaching.
- Expanding the Center for Belonging, including training and an emerging leader's institute.
- Embedding belonging and inclusion within all curriculums.

Data-Driven Retention Efforts

- Creating retention models using three methods to identify students likely to succeed or struggle.
- Goal: Intervene before students start to struggle.
- Focusing resources on students who will benefit most.
- Moving away from a "one size fits all" approach.

Modeling Student Success

- Using a journey mapping model to identify barriers students face.
- Using Starfish 360 data to predict student success as first-year students arrive.
 - Identify students at low, medium, and high risk.
 - Focus resources on high-risk students.
- Running logistic regression models using data not in Starfish to predict success.

Fall Data and Initiatives

- Observed 156 students needing withdrawal in their first year.
- Addressing this through:
 - Faculty development for FY instructors.
 - Putting peer mentors in every section.
- Peer mentors are available to help students with their problems.

College 101 Workshop

- Beverly Army Williams is creating a College 101 workshop.
- Workshop to clarify expectations for college students.
- Addressing basic things like attending class, doing homework, and turning in work.
- Following up with other workshops throughout the fall semester.
- Embedding peer writing mentors within the exploring complex issues.

Financial Affairs Materials

- There's a substantial increase in retention projected for the fall.
- Dr. Hillary Sackett-Taylor worked with success money this spring had a significant impact.
 - She accomplished more in two weeks than the speaker did in the eight months prior to her hiring.

Board KPIs

- The board appreciates the focus on KPIs.
- Retention is a major factor, and significant improvements are being seen.
- The environment is changing, with students entering college with a different mentality than in the past.
 - Adaptation is necessary to remain relevant.
- Priorities for academic affairs:
 - Ensuring the curriculum and majors attract students and provide necessary skills.
 - Retention.

Completers by Major

- Completers refers to the number of graduates from each major this year (August, December, and May).
- There are some very large programs on criminal justice and psychology.
- One of the main priorities is to meet with every department to determine what makes their major unattractive and suggest improvements.
- Traditional majors are declining nationally, because students and parents don't see a clear path to employment.
 - Example: English degrees.
- Lightcast, a labor market software, will be used to identify skills and jobs for each major.
 - The University can also analyze alumni data to see what jobs graduates are getting.
 - Departments can then adjust their curriculum to teach these skills and highlight career paths to students.
- This issue is most common in arts and sciences.

Professional Studies Programs

- Numbers are better in professional studies, but some programs still have fewer graduates.
- The same analysis will be done for every program.
- Many programs in professional studies are accredited with curriculum set by international bodies.

Measuring Student Success

- The key is to use software to tie information together and paint a broader picture of student success after graduation.
- Success is defined as obtaining a job that provides a good living.
- This is the first time they're attempting to tie these things together.

Rethinking Teaching

- Need to rethink how we teach and shift the focus from content to skills development.
- "The content of the discipline is not as important as it was 20 years ago because everybody's got a computer."
- Focus on critical thinking, problem-solving, communication, and writing skills.

Connecting with Industries

- Chemistry departments can combine environmental sciences to become more robust.
- Baystate Health and Cooley Dickinson are desperate for certain types of people.
- Increase the Spanish program, because doctors and nurses want to communicate with patients.

Certificates in DGCE

- Develop certificates that provide the skills that employers are asking for.

National Trends Affecting Majors

- There's a lack of love for math, affecting majors like accounting and finance.
- Accounting and finance have many jobs available, but marketing and management are gaining traction.
- Professional organizations are discussing pipeline issues for students not going into certain majors.

Internships and Externships

- Discuss with departments how to incorporate required internships or externships to market majors.
- English has a required internship that is very good for marketing the major.

- The information presented includes job placement percentages and further education enrollment.
- 38 graduates with 100% job placement success.
- Data may differ from what was previously loaded into the software.

Graduate Programs

- Successful master's programs include social work, counseling, criminal justice, and physician assistant.
- Smaller programs may not have enough students to run a course (minimum 10 students), which impacts the quality of training.
- Many low-enrolled programs are fully on-ground, which is not ideal for graduate students who need online, asynchronous options.
- New graduate programs in Master of Business Administration and Nurse Practitioner are being considered.
- Athletic training master's and athletic training programs will go into the form this fall.
- Students are finishing capstones or counseling hours and will be in the next cycle looking at them gradually.
- Some programs have in-person requirements like orientation, but others like criminal justice offer fully online options.

Emeritus Status

- Dr. Volker Ecke, Professor Emeritus in Mathematics:
 - Served as elementary education coordinator.
 - Developed and supervised the Advanced Mathematics in Elementary Education Major program.
- Dr. Katherine Walsh, Professor Emerita in Social Work:
 - Left a tenured professorship to come to Westfield State University.
 - Demonstrated commitment to student education and advising.

MOTION made by Trustee Currier seconded by Trustee O'Rourke to The Academic Affairs Committee recommends to the Full Board of Trustees: To approve the granting of Faculty Emeritus, effective June 11, 2025, to the following individuals: Dr. Volker Ecke, Mathematics, and Dr. Katherine Walsh, Social Work. There being no discussion, **ROLL CALL VOTE**, motion passed unanimously.

There being no further discussion.

MOTION made by Trustee Currier seconded by Trustee O'Rourke to adjourn the meeting. There being no discussion, **ROLL CALL VOTE**, motion passed by majority.

Meeting adjourned at 10:08 AM.

Attachments presented at this meeting:

- a. Minutes of April 22, 2025
- b. Success Grant Presentation
- c. Motion Faculty Emeritus

d. Faculty Emeritus Approval Letter

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees Academic Affairs Committee meeting held on June 11, 2025.

Barney Garcia, Secretary

Date



STATE UNIVERSITY SUCCESS GRANT 2.0 (AY 25-26)

Presentation to the Board of Trustees
Westfield State University
October 21, 2025

SU SUCCESS YEAR 1 REVIEW

Personnel ~ \$92,000

- Assistant Provost for Educational Excellence and Retention
- Assistant Director of Student Success Analytics

Contracts ~ \$225,000

- Huron - Work Stream 1
- Huron - Work Stream 2

Total Spent ~ \$740,000
Balance ~ \$790,000

Professional Development

~ \$85,000

Faculty and Staff participated in local, regional, and national conferences related to student success and retention.

Student Work Opportunities

~ \$125,000

We funded graduate assistantships and student work contracts in a variety of offices across campus.

Financial Aid

~ \$200,000

We were able to provide direct financial aid to students with overdue account balances, enabling them to register for courses and persist in their programs.

SUCCESS 2.0 (AY 25 - 26)

Updated Grant Solicitation Language



This non-competitive Commonwealth funded FY26 grant opportunity (1596-2439) provides support to assist Massachusetts state universities in financing **advising and providing supplemental grant aid, wraparound support services**, and other services related to improving the educational attainment outcomes of vulnerable populations.

Eligible wraparound support activities shall include but are not limited to **peer mentoring, academic skill workshops, case management, provision of basic needs services**, and targeted academic, career and scholarship advising.

SUNY ACE & CUNY ASAP MODELS

The Commonwealth's State University SUCCESS (SU SUCCESS) program is intended to reflect a variation of well-respected, research-based, and data-driven student success program models, such as the City University of New York's **Advancing Success in Associate Pathways** program and the State University of New York's **Advancing Completion through Engagement** program (known as CUNY ASAP and SUNY ACE, respectively).

The design of SU SUCCESS is modeled on CUNY ASAP and SUNY ACE programs and **centered on case management services**. Case management is an evidence-based strategy that has been demonstrated to be highly effective in supporting student success. Campuses should **prioritize case management services on low-income, first time-full time students**.

CUNY ASAP Evaluation

- ASAP has served over 110,000 students across eighteen cohorts since its inception.
- Historically, ASAP achieved a three-year **graduation rate** of 53%, **more than double** the 25% rate observed in a statistically matched comparison group from the CUNY evaluation.
- Analysis of the first five cohorts shows that ASAP may help **narrow existing graduation gaps** for Black and Hispanic males, with all subgroups of students benefiting from the program.

ACE mirrors the ASAP model by eliminating barriers to full-time study, building academic momentum, and fostering a supportive community. Timely graduation reduces the cost of a degree for students and taxpayers while increasing the earning potential of graduates and boosting tax revenues.

SUNY ACE Evaluation (Model Replication)

- The two earliest cohorts at John Jay College show that ACE **increased four-year graduation rates** to 59.0% of ACE students compared to 41.5% of a matched comparison group of students, demonstrating a 17.5 percentage point increase for the ACE population.
- ACE has improved student outcomes in more recent cohorts at every step, with **higher retention rates** and higher rates of being **on track to graduate** after two years.

Allowable Expenses

The objective of this grant funding is to increase student retention and completion outcomes for at-risk students, particularly **those who are from Pell Grant or MassGrant-eligible households**. Allowable expenses can be categorized into **two buckets: staff salaries and financial assistance to students**. Expenses outside of these two categories that are included in proposed budgets will be questioned and approved at DHE's discretion. Funding is subject to annual appropriation.



Allowable Expense Categories

78%

Staff Salaries & Contracts

Institutions are expected to spend **at least 80%** of campus SU SUCCESS funds to hire, pay, and otherwise finance dedicated program staff in supporting a **maximum 150 to 1 participating student to advisor ratio.**

20%

Case Management Services

Services are to be available to **Pell Grant or MassGrant eligible students.**

- Supplemental Financial Aid
- Emergency Grants
- Summer Course Tuition
- Career Development

2%

General Student Success

Remaining campus funds may be used to finance additional **student success-oriented implementation** efforts.



Staff Salaries and Contracts

Personnel: Full-time with Benefits

- Assistant Provost, Educational Excellence
- Assistant Director, Student Success Analytics
- Assistant Director, Success Coaching
- Assistant Director, Academic Advising
- Advisor, Transfer and Returning Students
- Advisor, Continuing Education
- Coordinator, Basic Needs/ Food Pantry

Personnel: Part-time

- Success Coaches (x8)
- Professional Tutors (x6)

Personnel: Student Work Contracts

- Graduate Assistants (x10)
- WISE Peer Mentors (x60)

Faculty Stipends for Curriculum Innovation

- Faculty Center Workshop Participation



Case Management Services

- Dual Advising
- Success Coaching
- Professional Tutoring
- Peer Mentoring

Success for Underserved Communities: Coaching and Empowerment Strategies for Students (S.U.C.C.E.S.S.)



Direct Financial Assistance (N=336)

- Supplemental Need-based Financial Aid for Tuition and Fees
- Emergency Microgrants for Non-tuition and Fee Expenses
- DGCE (Summer/Winter) Course Tuition Grants

Goals and Anticipated Outcomes

Westfield State University's long-term goal is continuous improvement towards achieving statewide 2033 benchmarks set by the MA Department of Higher Education.

Metric	2024 Baseline*	2024 Baseline Equity Lens Race/Ethnicity	2024 Baseline Equity Lens Income/Pell	AY 25-26 Goals	2033 Benchmark**
Retention	71%			72% (+1%)	80%
On-time Credit Accumulation	59%	White 65% Black 39% Hispanic 41%	Non-Pell 66% Pell Grant 49%	62% (+3%)	80%
Transfer Completion	61%	White 61% Black 57% Hispanic 58%	Non-Pell 58% Pell Grant 64%	62% (+1%)	65%
4-year Graduation	46%			48% (+2%)	65%
6-year Graduation	55%	White 57% Black 45% Hispanic 43%	Non-Pell 60% Pell Grant 47%	58% (+3%)	80%

Table 2. Key Performance Indicators - 2024 Baseline, AY 25-26 Goals, and 2033 Benchmark

*IPEDS <https://nces.ed.gov/ipeds/institution-profile/168263#>

**DHE Data Center <https://www.mass.edu/datacenter/pmrs/westfield.asp>

Full-Time to Part-Time Faculty Ratios Fall 2025*

	Unique Faculty Count	Course Credits Taught
Full-Time	170 (45%)	1720 (64%)
Part-Time	207 (55%)	951 (36%)

*Faculty Teaching in Fall 2025 Semester

		Academic Policies	Location Elsewhere
1	1010	Academic Freedom & Responsibility	University Catalog
2	1020	Academic Integrity	University Catalog - Academic Integrity
3	1030	Academic Honors	University Catalog - Academic Honors
4	1160	Academic Major	University Catalog - Academic Major
5	1170	Academic Minor	University Catalog - Academic Minor
6	1040	Academic Standing - Probation and Dismissal	University Catalog - Academic Standing
7	1340	University Anti-Bullying, Mobbing and Harrassment	To be removed-EO Plan - Collective Bargaining
8	1260	Caluculating GPA for Student Teaching	University Catalog - Licensure for Teaching
9	1050	Class Attendance	University Catalog - Course Attendance
10	1240	Classroom Student Conduct	University Catalog - Classroom Strudent Conduct Policy
11	1370	Conflict of Financial Interest in Research	To be removed
12	1250	Core Implementation	To be removed
13	1060	Course Repeat	University Catalog - Course Repeat
14	1350	Credit Hour	University Catalog - Credit Hours Definiton
15	1080	Directed/ Independent Study Courses and Courses by Special Assignment	Univeristy Catalog - Directed/Independent Study Courses
16	1280	Email as Method for Sending Official Communication to Students	Keep
17	1090	Examination and Finals	University Catalog- Grades
18	1220	Faculty/ Librarian Emeritus(A) Satus	Keep
19	1110	Grade Appeals	Catalog - Grade Appeals
20	1140	Graduation Ceremony Participation	University Catalog - Graduation
21	1290	Honorary Degree	Keep
22	1300	Institutional Animal Care and Use Committee	Catalog - Divisional Policy & Procedure
23	1320	Institutional Review Board Policy	Catalog - Divisional Policy & Procedure
24	1270	Internship Practicum Field Placement	Catalog - Internship Practicum Field Placement
25	1390	Library Collection Development	Divisional Policy and Procedure
26	1180	Pass/ Fail	University Catalog - Pass/Fail Policy
27	1190	Practicum, Internship, and Co-opertive Education Courses	Catalog - Internship Practicum Field Placement
28	1360	Prior Learning Portfolio	Catalog - Prior Learning Portfolio
29	1130	Procedures for Graduation	University Catalog - Graduation
30	1200	Requesting Transcripts	Registrar Handbook
31	1120	Requirements for Graduation	Keep
32	1330	Staff Emeriti Status	Keep
33	1310	Standards for Awarding Alternative Professional Responsibility Credit	MSCA Contract- Aricle 12d
34	1150	Students Called to Active Duty	Catalog - Students Called to Active Duty
35	1230	Transfer Grade	University Catalog -Undergraduate Transfer Courses Taken at Other Institutions After Matriculation
36	1380	Undergraduate Course Audit	Catalog - Course Audit, Unergraduate
37	1070	Undergraduate Courses Taken at Other Institutions After Matriculation	Catalog - Undergraduate Courses Taken at Other Institutions After Matriculation
38	1210	Withdrawal Policies: Course Withdrawal & The Notation of "W"	Catalog - Course Withdrawal & The Notation of "W"



Board of Trustees

October 21, 2025

MOTION

The Academic Affairs Committee recommends to the full Board of Trustees:

To move the 30 policies as indicated on the attached policy list to the University catalog as policies of the Academic Policy Committee with finalized approval from the President.



Board of Trustees

October 21, 2025

MOTION

The Academic Affairs Committee recommends to the full Board of Trustees: To nullify the follow as University Policies:

University Anti-bullying, Mobbing and Harassment Policy (1340)
Conflict of Financial Interest and Research (1370)
Core Implementation (1250)

UNIVERSITY ANTI-BULLYING, MOBBING, AND HARASSMENT

PURPOSE

To educate the university community about bullying, to promote civility, and to take immediate corrective action when appropriate.

DEFINITION

Bullying consists of abusive conduct relative to acts, omissions, or both, that a reasonable person would find hostile, based on the severity, nature, and frequency of the conduct and without regard to the method of delivery, such as verbal, written or electronic. Abusive conduct may include, but is not limited to: repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets; verbal or physical conduct of a threatening, intimidating, or humiliating nature; the sabotage or undermining of an individual's work performance; or attempts to exploit an individual's known psychological or physical vulnerability. A single act normally will not constitute abusive conduct, but an especially severe and egregious act may meet the standard.

POLICY

Westfield State University accepts and endorses state Senate bill #699 "An Act Addressing Workplace Bullying, Mobbing, and Harassment, Without Regard to Protected Class Status" as proposed, and, further, accepts and endorses any and all amendments made to this bill, as well as the bill in its final form that is signed into law by the governor of the Commonwealth of Massachusetts.

In keeping with the Senate bill #699, Westfield State University prohibits conduct which may be interpreted as bullying or harassment as described in this policy. The university wishes to promote a friendly, welcoming, and healthy environment in conjunction with the university's Mission Statement. Every individual is entitled to be treated with respect and to be free from bullying and harassment. All members of the university community are expected to behave in a manner which demonstrates proper regard for the rights and welfare of others.

Staff are required and students are strongly encouraged to provide support to individuals who are bullied or harassed and to report incidents to the appropriate university official.

This anti-bullying policy applies to the entire university community, including full time and part time administration, faculty, staff, students, contractors, consultants, and vendors. It includes conduct in the workplace and conduct in connection with work-related travel and/or at university-sponsored events. It also expands harassment beyond the protected classes to include the entire university community.

Education/Prevention

This policy will be circulated each fall to all employees and students through the Diversity/Affirmative Action Office along with the annual distribution of the following: Affirmative Action/Equal Opportunity/Diversity Plan, Drug Free Schools and Communities Information Policy, Rape/Sexual Assault Policy. Additionally, the Anti-Bullying Policy will be included in all electronic and paper versions of the university's Policy Manual. Staff will facilitate workshops during the academic year for students and employees to educate around the topic of bullying.

Disciplinary Action

Violations of this policy are subject to disciplinary action in accordance with university policy, collective bargaining, and the Student Handbook.

PROCEDURES FOR REPORTING

Normal channels of reporting alleged bullying will be used in accordance with the Student Handbook, collective bargaining agreements, and university procedures. Investigations of complaints of bullying will be done expeditiously and with the highest level of confidentiality.

Reporting Violations by Students

Complaints of bullying should be reported immediately to the Public Safety or Residential Life staff (24 hour operations). Complaints may also be reported to the Dean of Students or Student Conduct Office.

Complaints will be investigated and forwarded to the Student Conduct Office for review in a timely manner. Alleged student conduct violations stemming from complaints will be processed in accordance with the student conduct procedures outlines in the Student Handbook.

Westfield State University

Policy concerning:

APPROVED: December 2010

Section Academic

number 1340

page 3 of 3

REVIEWED: December 2014

Reporting Violations by Employees, Contractors, Vendors

- Complaints of bullying should be reported to the Director, Human Resources.
- The Director of Human Resources will determine at what level the complaint will be investigated and what/if any corrective action should be administered. For example, an instance where an employee accuses a supervisor of bullying, the complaint may be referred to the area vice president.

Questions regarding reporting alleged violations of this policy may be directed to the Director of Human Resources.

REVIEW

This document will be reviewed annually by the Dean, Affirmative Action/Diversity and the Director of Human Resources. Should related legislation become law, this policy will be reviewed immediately and revised in accordance with federal and state laws.

CORE IMPLEMENTATION POLICY

PURPOSE

The purpose of this policy is to establish guidelines to accept course work into the University's revised Common Core. This policy is consistent with the provisions developed under the Commonwealth Transfer Compact that provides guidelines for students transferring from community colleges to state universities. Policy provisions are also consistent with guidelines established for the transfer of general education course work credits between the four-year state universities.

POLICY

A. For a general education program completed in its entirety at another institution:

1. The WSU Core will be deemed to be completed by any student who satisfies the general education requirement at another Massachusetts state university before transferring to Westfield State University.
2. A student who attains Commonwealth Transfer Compact status at a Massachusetts community college before transferring to Westfield State University will be deemed to have completed all portions of the WSU Core except the 6-credit upper-level requirement.
3. Students enrolled in the Second Bachelor's program through DGCE who have completed a B.A. or B.S. at an accredited college will be deemed to have completed the Westfield State University Core.
4. In all other circumstances, even if a student has completed the general education requirements at another institution, determination of the extent to which the WSU Core has been satisfied will be made on a course-by-course basis following the process noted below (Section B).
5. Students who have completed an approved 34-credit Mass Transfer Block of liberal arts and sciences course work at another Massachusetts public higher education institution before transferring to Westfield may be required to take up to 6 additional credits to ameliorate omissions in areas of the core. These additional 6 credits of core requirements are prioritized

Westfield State University

Policy concerning:

Section	Academic
number	1250
page	2 of 3

APPROVED: June 1999

REVISED: ACC 09-186, 2009

REVIEWED: August 2010

as follows:

- a. Diversity
- b. Mathematics (college algebra does not fulfill a core requirement at Westfield)
- c. Literary & Philosophical Analysis
- d. Appreciation of the Arts
- e. Social Sciences

B. For individual general education core courses completed at another institution:

1. The evaluation of any individual course would follow a “step-by-step” process. The admission officer/academic advisor reviewing the student transcript will move to the next level only if the result of the previous step is not satisfactory to the student.

Step 1: Following guidelines developed in consultation with the appropriate department chair, determine if the transfer course is equivalent to a course in the WSU Core and, if so, accept it as satisfying that core requirement/ or

Step 2: Determine if the course is included in the general education requirements at the student's prior institution and, if so, accept it as satisfying the corresponding category in the WSU Core; or

Step 3: Consult with the department chair in the appropriate area to determine if the course meets the WSU standards for a particular core area.

Appeal: Students not satisfied with the results of the core determination may appeal to the appropriate Dean.

Reporting: Core determination results from Step 1 through Step 3 must be reported in writing to the Registrar for day university students and the undergraduate records coordinator for DGCE students.

C. For general education course work (core) completed at Westfield State

Westfield State University

Policy concerning:

Section	Academic
number	1250
page	3 of 3

APPROVED: June 1999

REVISED: ACC 09-186, 2009

REVIEWED: August 2010

University:

1. Courses which are approved for the new Core may count in the appropriate category for students who elect to complete the old core.
2. Courses approved for the Core will become effective for the next semester they are offered. Students will not be granted core credit for these courses retroactively.
3. Students not satisfied with the results of the core determination may appeal to the appropriate Dean.

REVIEW

This policy will be reviewed annually by the Vice President for Academic Affairs.

CONFLICT OF FINANCIAL INTEREST IN RESEARCH

PURPOSE

To promote objectivity in research by establishing standards to ensure there is no reasonable expectation that the design, conduct or reporting of research grants or cooperative agreements will be biased by any conflicting financial interest of an investigator or other senior personnel. The policy will act as an assurance of continued commitment to the integrity of the University's students, faculty, staff, and librarians in the conduct of research and other activities; and to the implementation of grants in compliance with state and federal regulations.

DEFINITIONS

1. **Conflict of Interest** - A *conflict of interest* may arise when an individual is or may be in a position to influence University business, research, or other decisions in ways that could lead to any form of personal gain for the individual or his/her family, or give improper advantage to others. A real or perceived conflict of interest may also arise when someone engages in an action or decision that compromises the integrity of teaching, research, advising, or scholarship.
2. **Family** - The *family* of a faculty member means spouse, minor children, and other persons financially dependent upon the faculty member. A relative is any person who is related by blood or marriage or whose relationship with the employee is similar to that of persons who are related by blood or marriage.
3. **Investigator** - The term *investigator* means the principal investigator, co-principal investigators, and any other person at the institution who is responsible for the design, conduct, or reporting of research or educational activities.
4. **Relationships which can give rise to conflicts of interest** - *Relationships* as used in this policy include relationships with others which can give rise to real or perceived conflicts of interest. These include, among others, personal relationships created by kinship, friendship, or professional contacts, and financial relationships created by contracts, shared property rights, or state or Federal law.

5. **Significant Financial Interest** - The term *significant financial interest* means anything of monetary value, including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options or other ownership interests); and intellectual property rights (e.g., patents, copyrights and royalties from such rights) when related to the subject matter of the individual's research and/or scholarly activities, including teaching and advising. The term does not include:

- salary, royalties or other remuneration from the University;
- income from service on advisory committees or review panels for public or nonprofit entities;
- financial interests in business enterprises or entities if the value of such interests does not exceed **\$5,000** or does not represent more than a **5%** ownership interest for any one enterprise or entity when aggregated for the investigator and the investigator's family;
- royalties or other payments that, when aggregated for the investigator, and the investigator's family, are not expected to exceed **\$5,000** during the next twelve-month period;
- income from self-authored textbooks, software, etc. used for your teaching purposes.

A significant financial interest becomes a conflict of interest if it could result in personal gain, advantage to others to the detriment of WSU, or influence the outcomes of research.

6. **Conditions or Restrictions** - Examples of conditions or restrictions that might be imposed to manage, reduce or eliminate actual or potential conflicts of interest include:

- public disclosure of significant financial interests;
- monitoring of funded research by independent reviewers;
- modification of the funded research plan;
- disqualification from participation in the portion of the NSF-or PHS-funded research that would be affected by the significant financial interests;
- divestiture of significant financial interests; or
- severance of relationships that create actual or potential conflicts.

POLICY

To comply with this Policy, each investigator must submit a *Conflict of Financial Interest Form* (Appendix A) before:

- submission of an application to an external sponsor (private or public), or
- acceptance of any award where there was no prior disclosure submitted for that work.

Investigators required to file include those in the roles of Principal Investigator, Co-Principal Investigator, project director, and any individual who is in a significant decision-making role or who has (or, if funded, will have) signature authority for a WSU grant account.

In addition, a revised *Conflict of Financial Interest Form* must be filed whenever an investigator's significant financial interests and obligations change materially.

The *Conflict of Financial Interest Form* is a **two-part form**. All investigators must complete Part I. If an investigator's answers to Part I indicate that there may be a real or apparent conflict of interest, the investigator will also need to file Part II.

The completed *Conflict of Financial Interest Form* should accompany the proposal, ProSum Form, and budget. The *Form* should be placed in a sealed envelope, marked "Confidential," and forwarded to the Office of Grants and Sponsored Programs, Parenzo Hall, Room 103-A. The Grants Office will not submit any grant/sponsored programs application until the *Form* has been submitted; compliance with this requirement is also a prerequisite to the acceptance of any grant.

To submit a proposal for funded research to NSF and/or NIH (PHS), a principal investigator must also submit a *Conflict of Interest Certification Form* when requesting submission authorization.

The submission of the *Conflict of Financial Interest Form* and *Conflict of Interest Certification Form* satisfies the requirements of the Department of Health and Human Services (PHS & NIH) and the National Science Foundation (NSF). These agencies require that, by the time an application is submitted, each investigator planning to participate in PHS or NSF-funded research has disclosed his/her known significant financial interests (and those of his/her spouse and dependent children) (42 CFR Part 50 Subpart F and 45 CFR Part 94 and Section 510 of the NSF Grant Policy Manual).

Should a disclosure associated with any NSF or NIH (PHS) submission indicate a potential or actual conflict of interest, the Director of Grants and Sponsored Programs will advise the Vice President for Academic Affairs. The Director of Grants and Sponsored Programs will gather further information and supporting documentation from the investigator and send it to the Vice President for Academic Affairs for resolution. All such documentation and subsequent discussions will be confidential. The investigator will have an opportunity to meet with the Vice President for Academic Affairs to explain the financial documentation and to discuss possible resolutions. Should the findings indicate significant financial interest, conditions or restrictions will be imposed to effectively manage, reduce, or eliminate the conflicts. The guidelines of this policy and procedures statement will be used in the determination, including the definitions of significant financial interest and conditions or restrictions found in the *Definitions* section.

If it is determined that imposing conditions or restrictions would be either ineffective or inequitable, and that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of scientific progress, technology transfer, or the public health and welfare, then the Vice President for Academic Affairs may recommend in writing that the research be permitted to go forward without imposing such conditions or restrictions. In such cases, the conflict of interest of the investigator(s) will be disclosed to the government agency as required.

The recommendation of the Vice President for Academic Affairs is final.

APPENDICES

- [Appendix A](#) - Conflict of Financial Interest Form
- [Appendix B](#) - Conflict of Interest Certification Form

Appendix A

Conflict of Financial Interest Form

Part I

All Westfield State University investigators seeking external sponsored funding to conduct scholarly activities or research are required to complete and file a signed Conflict of Financial Interest Form. Each investigator must complete this form before a proposal can be approved for submission.

Specific Instructions: Place a check in the appropriate column for each question. Once every question is answered, the investigator must certify the information by signing the bottom of the form.

Investigator's Name: _____ Department: _____

Questions	Yes	No
<i>Do you, your spouse or dependent child(ren) hold a position of management, such as board member, director, officer, partner, trustee, employee or consultant with a sponsor, a vendor or (sub) contractor related to the sponsored program activity?</i>		
<i>Do you, your spouse or dependent child(ren) have Significant Financial Interest in a Sponsor, a vendor or (sub) contractor related to your sponsored program activity?</i> <i>"Significant Financial Interest" includes stock, stock options, and/or any other ownership interest in a single entity valued at more than \$5,000 or 5% ownership.</i>		
<i>Is it reasonable to anticipate that your financial interest could be directly and significantly affected by the design, conduct, or reporting of your sponsored program activity?</i>		

If you answered "**No**" to **ALL** of the questions above, your Disclosure is complete; you do not have to submit Part II. Please sign and date the certification below.

If you answered "**Yes**" to **ANY** question above, please complete a separate Part II for **every** outside organization with which you have the relationship(s) indicated above.

Investigator Certification:

- I have read and understood the Policy on Conflict of Interest.
- I agree to file a new or updated Disclosure of Significant Financial Interests and Obligations form if the answer to any of the above questions changes.

Westfield State University

Policy concerning:

Section Academic

number 1370

page Page 6 of 9

APPROVED: December 12, 2013

REVIEWED:

- I certify that the answers to the declaration are accurate and truthful to the best of my knowledge.

Signature of Investigator _____ Date _____

Signature of Director of Grants _____ Date _____

Conflict of Financial Interest Form Part II

Complete Part II only if you answered, "YES" to at least one of the questions in Part I.

Attach one Part II form for each organization with which you have the relationship(s) indicated in Part I.

Investigator Name: _____

Name of organization: _____

Financial relationship(s) with the organization (check all that apply):

	YES	NO
Consultant		
Employee		
Equity Interest Recipient of Honoraria		
Recipient of Royalties (Other)		

The financial relationship is between the organization and (check all that apply):

	YES	NO
Self		
Spouse		
Dependent Child(ren)		

Have you received in the last twelve (12) months, or do you expect to receive in the next twelve (12) months, payments for salary, director's fees, consulting, honoraria, royalties, or any other payments that when aggregated with payments from this organization to your spouse and/or dependent child(ren) will exceed \$5,000?

YES	NO
-----	----

5. Have you had in the last twelve (12) months or do you anticipate having in the next twelve (12) months, stock, stock options, or other equity interests in the organization which, when aggregated with those of your spouse and dependent child(ren) in this organization, have a fair market value exceeding \$5,000 or represent an ownership interest of 5% or more?

YES	NO
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6. What relationship, if any, is there between the business or activities of the organization and your current or planned areas of research?

Appendix B Principal Investigator Conflict of Interest Certification for NSF or PHS (NIH) proposals

All investigators seeking National Science Foundation (NSF) or Public Health Service (PHS/NIH) support must disclose to their colleges/universities every significant financial interest that would reasonably appear to be affected by any grant/research for which NSF or PHS funding is sought. Principal Investigators (PI) accomplish this through the filing of the

Principal Investigator Conflict of Interest Certification - Colleges/Universities must also have a written policy governing conflicts of interest which require disclosures by "each individual responsible for the design, conduct, or reporting of the research or educational activities funded or proposed for funding" by the agency. Funds may not be expended until identified conflicts have been managed or eliminated.

All three sections of this certification must be completed by the PI at the time of proposal submission. The original of this certification should be submitted with the proposal to the Grants Office. One copy should be retained with the Principal Investigator's records relating to the project.

Principal Investigator (PI): Check one of the boxes below.

Funding agency:

NSF	NIH/PHS
☐	☐

Title of proposal:

A current Conflict of Financial Interest and Conflict of Interest Certification Form is required for federal support and is on file with the Office of Grants and Sponsored Programs at Westfield State University. All significant financial interests related to this proposal have been disclosed.

Westfield State University

Policy concerning:

Section Academic

number 1370

page Page 9 of 9

APPROVED: December 12, 2013

REVIEWED:

Are there other investigators? (check either A or B)

A.	No other individual associated with this project bear(s) responsibility for the design, conduct, or reporting of the proposed research; <i>or</i>
B.	In addition to the Principal Investigator, the following individuals may be responsible for the design, conduct, or reporting of the proposed research. I have obtained a disclosure form for each individual.

Name	Title

Forms indicating a potential conflict will be forwarded to the Vice President for Academic Affairs. All signed forms will be retained in the Grants Office for a period of 3 years following the completion of the grant.

Principal Investigator signature: _____ **Date:** _____

This signature indicates assurance by the Principal Investigator that s/he and all investigators have complied with federal and college requirements for disclosure of potential conflicts of interest relating to the grant/sponsored proposal identified above.

Grants Director: _____ **Date:** _____

VP of Academic Affairs: _____ **Date:** _____



Board of Trustees

October 21, 2025

MOTION

The Academic Affairs Committee recommends approval to the full Board:

To approve of the Program for Master of Business Administration

PHASE II: FULL ACADEMIC PROGRAM PROPOSAL TEMPLATE

Review Guidelines Prior to Submitting Materials

<https://www.mass.edu/foradmin/academic/publicnewdegrees.asp>

Information should be typed directly into the boxes below which will expand. Submit one electronic copy of all materials **in MS Word format** to PublicProgramReview@dhe.mass.edu.
[mailto:](#)

Proposed Degree Title: Master of Business Administration (MBA)

Proposed CIP Code: 52.0201.

Date of Local Board of Trustees Vote: **NEED**

Date [Letter of Intent](#) was approved by the Board of Higher Education: October 1, 2025

Chief Academic Officer (CAO) Name and Title: Dr. William Salka Provost and Vice President, Academic Affairs

CAO Phone Number: 413-572-8691

CAO Email: wsalka@westfield.ma.edu

Has the CAO reviewed this petition? Yes

I. Overview of the Proposed Program

1. Context. Describe the program's development, including the LOI process, as well as its proposed administrative and operational organizational structure.

The Master of Business Administration (MBA) at Westfield State University (WSU) was developed through a comprehensive and collaborative process led by an advisory group of more than seven senior faculty members representing accounting, finance, management, and marketing, with over 100 years of combined professional experience. The design team began by conducting a comparative analysis of regional MBA programs to identify a clear opportunity for a flexible, affordable, and workforce-aligned degree. Based on this research, the WSU MBA was designed as a fully online, 30-credit program organized around three 12-credit stackable certificates in Business Leadership, Business Analytics, and Global Sustainability for Business. The program supports multiple pathways, including a 4+1 option for WSU undergraduates, and is designed to serve executive leadership teams, the University's more than 600 business majors, and professionals seeking upward mobility

across regional and national labor markets. After initial design, faculty solicited feedback from undergraduate students, external faculty, and industry partners to refine program content and ensure relevance to the employer needs identified in the 2024 Pioneer Valley Labor Market Blueprint and Lightcast market analysis.

The administrative and organizational structure mirrors the proven model used successfully by other graduate programs within the Division of Graduate and Continuing Education (DGCE). The Program Area Chair will serve as Program Director, responsible for academic oversight, adjunct and full-time faculty coordination, advising, community partnerships, and advisory board engagement. Compensation for the director and program advisors will follow DGCE policy through stipends and/or teaching load credit. By the second year of the program, a part-time administrative assistant will be added to manage routine operational tasks, supporting program stability and succession planning.

The MBA Advisory Board will consist of business and community leaders who will inform curriculum relevance, labor market alignment, and program assessment. This board will provide critical feedback on industry trends, review outcomes data, and help maintain alignment with employer needs. Reviewer feedback emphasized strengthening role clarity among administrative and instructional staff, developing a clear succession plan, and formalizing a feedback loop between the program director, faculty, and advisory board. These recommendations will be implemented as part of the continuous assessment and improvement process.

The development of the WSU MBA reflects an intentional design grounded in faculty expertise, regional labor market analysis, and stakeholder input. Its organizational structure and feedback mechanisms are designed to ensure that the program remains academically rigorous, operationally sustainable, and responsive to the evolving needs of business and industry.

2. Description. Summarize the purpose of the program as it relates to the knowledge and skills will students acquire, and the careers for which graduates will be prepared as described in the approved LOI.

The MBA program at WSU was developed to prepare graduates with the leadership, analytical, and sustainability skills needed to excel in a complex and evolving business environment. The program's purpose is to cultivate ethical, data-driven leaders capable of making informed decisions that promote organizational success, innovation, and social responsibility. Students gain mastery in business management, accounting, finance,

marketing, strategy, and leadership while also developing advanced skills in business analytics and global sustainability.

The program is intentionally designed for flexibility and accessibility, offering students multiple pathways to completion. Learners may pursue individual 12-credit stackable certificates in Business Leadership, Business Analytics, or Global Sustainability for Business or combine two of these certificates, along with elective and capstone courses, to earn the full MBA degree. The Global Sustainability for Business Certificate, which devotes 12 credits to sustainability-focused coursework, distinguishes WSU's MBA as the only program in the region with a dedicated sustainability concentration of this depth.

Using an applied learning model, the MBA integrates real-world experiences throughout the curriculum. Through community partnerships, students participate in the Applied Integrative Project, a consulting-style capstone where they collaborate with regional businesses to solve authentic strategic challenges. This project provides both experiential learning and a professional portfolio that demonstrates students' competencies. The use of case-based learning, combined with access to digital resources in the Finance/Data Analytics Lab—including Bloomberg and Morningstar—ensures that online students acquire the same analytical and decision-making capabilities expected in today's workforce.

The MBA curriculum aligns closely with the regional labor market needs identified in the 2024 Pioneer Valley Labor Market Blueprint and the Lightcast market analysis. These reports project a 25% increase in MBA-related jobs across the northeast between 2021 and 2033, with significant demand in advanced manufacturing, finance, analytics, and sustainable business management. Industry leaders consulted during the program's development emphasized the growing need for professionals who combine executive-level soft skills, advanced data analytics, and sustainability expertise.

The program's affordability and accessibility are central to its mission. With a per-credit cost of \$431 and a total cost between \$10,000 and \$13,000 depending on whether students pursue the 4+1 pathway or the full degree, the WSU MBA is the most cost-effective in the region. The program anticipates an initial enrollment of 24 students in Fall 2026 across full- and part-time tracks, reaching 43 students by Year 5. The program achieves a net positive financial position of \$10,000 in Year 1 and \$133,000 by Year 5, demonstrating strong institutional sustainability. Graduates are projected to earn between \$70,000 and \$120,000 annually, representing a strong return on investment.

The WSU MBA program integrates academic rigor, applied experience, and workforce alignment to prepare graduates for leadership roles in business, finance, analytics, sustainability, and management across the regional, state, national, and global economies.

3. Curriculum and Objectives. (Complete Form A, “Curriculum Outline,” and Form B, “Proposed Program Objectives.”)

Provide a narrative including a complete description of the program, its learning outcomes and objectives, and how content will be delivered (e.g. day, evening, traditional classroom, hybrid, online, etc.). Describe procedures and arrangements for independent work, paid or unpaid internships, or clinical placement arrangements, if applicable. Describe the role of any external advisory and provide a list of advisory members, including affiliation, location and contact information.

The MBA Program at WSU is a fully asynchronous, online, 30-credit graduate degree designed with flexibility, accessibility, and curricular content relevant to the workforce. The program structure includes three 12-credit stackable certificates in Business Leadership, Business Analytics, and Global Sustainability for Business. Students complete two certificates and an additional six credits through specialty electives and the Applied Integrative Project to earn the full MBA. The program also includes an accelerated 4+1 track for WSU undergraduates, allowing them to begin graduate coursework in their senior year and complete the degree in one additional year of study. Courses are delivered in 8-week modules or traditional-length online sessions to provide flexibility for working professionals.

The curriculum builds graduate-level mastery across three major domains: leadership and management effectiveness, data analytics for business decision-making, and sustainable global business practices. The Business Leadership Certificate, required for all MBA students, focuses on developing advanced leadership, emotional intelligence, and ethical decision-making skills. The Business Analytics Certificate trains students to use data visualization, statistical analysis, and decision modeling tools to solve complex business problems. The Global Sustainability for Business Certificate prepares students to lead organizations with a focus on responsible leadership, sustainability reporting, and sustainable business operations.

The learning objectives, as detailed in Form B, emphasize the development of advanced business knowledge, critical thinking, leadership, communication, and ethical and strategic decision-making skills. Students will:

- Demonstrate advanced knowledge of business management, accounting, finance, marketing, and strategy.
- Develop leadership, critical thinking, and communication skills to drive organizational success.
- Integrate business analytics and sustainability principles to improve performance and promote responsible management.

- Apply ethical reasoning and social responsibility in decision-making.
- Synthesize knowledge through the Applied Integrative Project to generate practical solutions for real-world business challenges.

Experiential and applied learning are central to the program design. The Applied Integrative Project serves as the culminating capstone experience, offering students three options: (1) a company-sponsored consulting project, (2) a strategic analysis using secondary data, or (3) a study abroad project that examines global business environments. In the consulting project, students partner with local and regional employers to analyze real business problems and present data-driven strategic recommendations. These projects are supervised by WSU MBA faculty, ensuring academic rigor and practical relevance.

The program also incorporates digital and collaborative learning using WSU's Finance/Data Analytics Lab, which provides access to professional databases such as Bloomberg and Morningstar, as well as statistical and visualization software for business analysis. These tools enhance students' ability to interpret complex datasets, evaluate trends, and support strategic decisions—skills highly valued in contemporary business practice.

The MBA Advisory Board will be composed of business and community leaders from across Western Massachusetts and will provide continuing oversight and feedback to ensure the curriculum remains aligned with labor market needs and employer expectations. The board's role includes reviewing program outcomes, advising on emerging industry trends, and recommending curricular updates to maintain program relevance and quality. Once full approval is granted populating the board will commence.

See Form A for Curriculum Outline

See Form B for Proposed Program Objectives

4. Students. (Attach Form C, "Enrollment Projections" approved in the LOI)

Describe graduate program requirements for admission and graduation, expected time from admission to graduation, projected degree completion rates, and applicability to a higher degree or additional programs if relevant. How is the program relevant to a specific career or vocational pathway? What are the alignments to existing undergraduate programs? Describe alignments to the same or allied areas in the region or the state.

Admission to The MBA Program at WSU requires a bachelor's degree in business or demonstrated equivalent knowledge in basic financial accounting, financial management, and microeconomics. Students without this background will complete the MBA Boot Camp prior to starting their coursework. The Boot Camp, designed using Coursera-based curricular

resources, introduces foundational business concepts and quantitative reasoning skills, ensuring that all students—regardless of undergraduate major—enter the program ready for advanced graduate study. Admission is designed to minimize barriers and broaden access to working professionals and students from non-business disciplines.

The MBA is a 30-credit, fully online asynchronous program that can be completed in one year of full-time study or in approximately two years part-time. The degree includes two 12-credit stackable certificates—Business Leadership (required) and either Business Analytics or Global Sustainability for Business—plus six additional credits of electives and the Applied Integrative Project. Students pursuing the 4+1 accelerated pathway begin taking graduate courses during their senior undergraduate year and complete the MBA within one additional year after earning their bachelor's degree.

Graduation requirements include successful completion of all 30 credits with a minimum grade of B in required courses, fulfillment of certificate requirements, and completion of the Applied Integrative Project, which serves as the capstone demonstrating the integration of theory, research, and applied problem-solving. The Applied Integrative Project options include (1) a company-sponsored consulting project, (2) a strategic analysis project using secondary data, or (3) a study abroad project examining global business strategy and sustainability.

Enrollment projections include both full-time MBA students and those pursuing individual certificates, with steady growth attributed to the program's online delivery, affordability, and the 4+1 undergraduate pathway. Beginning with 24 students in Fall 2026 and increasing to 43 students by Year 5, projected degree completion rates are high due to the flexible online design, multiple entry points, and built-in academic support through DGCE. The simplified structure, minimized prerequisites, and stackable format are specifically intended to improve persistence and timely completion.

The WSU MBA directly aligns with multiple undergraduate programs, and over 600 current students, including Business Management, Accounting, Finance, and Marketing. The 4+1 pathway allows students from these majors to transition seamlessly into graduate-level study, accelerating degree completion and reducing overall cost. For undergraduate students in other fields—such as Environmental Science or Regional Planning—the Global Sustainability for Business Certificate provides a clear bridge to leadership roles in sustainability-focused sectors.

Career relevance for the MBA and certificate pathways is strongly supported by labor market data. According to the 2024 Lightcast market analysis, MBA-related positions in the northeast are projected to grow by 25% through 2033, with particularly high demand in Advanced Manufacturing, Finance, and Data Analytics—industries identified as priority areas in the 2024 Pioneer Valley Labor Market Blueprint. The Business Analytics Certificate prepares graduates for roles such as management analyst, data-driven decision specialist, and financial or operations manager, while the Global Sustainability Certificate supports leadership careers in corporate social responsibility, sustainability consulting, and environmental management.

The WSU MBA is distinct within Massachusetts for its integration of leadership, analytics, and sustainability and complements rather than duplicates existing regional offerings. While many public and private institutions offer traditional or analytics-focused MBAs, no regional program combines these concentrations with affordability, full online delivery, and the depth of sustainability coursework provided at WSU. The program strengthens the educational ecosystem of Western Massachusetts by providing accessible, workforce-aligned graduate education that supports career advancement and economic growth across the Pioneer Valley and beyond.

See Form C for Enrollment Projections

5. Feasibility. (Complete Form E, “Program Faculty” and display positions to be filled with desired qualifications. Attached vitae for all current faculty for the program.)

Describe faculty, staffing, library and information technologies, facility (including lab and equipment), fiscal and or other resources required to implement the proposed program.

Distinguish between new resources needed and existing resources that are on-hand.

The MBA Program at WSU will be implemented primarily through existing institutional resources, with modest new investments to support program administration, marketing, and experiential learning. The program’s design as a fully online degree allows for maximum efficiency in resource utilization and minimal reliance on new physical infrastructure.

Faculty resources for the MBA will draw upon WSU’s existing business faculty, who have expressed strong interest in teaching in the program. These faculty members represent expertise across accounting, finance, management, and marketing, and many will teach MBA courses as additions to their existing undergraduate teaching load at the DGCE graduate compensation rate. A small number of adjunct faculty with specialized professional experience may be hired to teach courses in data analytics and sustainability. As enrollment grows, the University may allocate a portion of program revenue to support additional full-time faculty lines to maintain quality and capacity.

The administrative structure follows the proven DGCE model used successfully for other graduate programs. The Program Area Chair (PAC) will serve as the MBA Program Director, overseeing academic operations, faculty coordination, student advising, and community partnerships. Compensation for the PAC and any appointed program advisors will be provided through stipends or teaching load credit consistent with DGCE policy. By the second year of operation, a part-time administrative assistant will be hired to manage day-to-day program support, communications, and student engagement.

Library and information technology resources to support the MBA program are largely in place. WSU's Ely Library currently provides access to a robust collection of digital databases, e-journals, and business research tools that support graduate-level study. The MBA program will add one Bloomberg Management Database subscription as part of its Finance/Data Analytics Lab resources. Students will also have access to additional databases such as Morningstar and other data visualization and statistical software tools already licensed by the University. These digital resources ensure that MBA students have access to current financial, market, and business intelligence data for research and applied projects. Because the MBA is fully online and asynchronous, no new classroom or office space is required. Faculty will utilize the University's learning management system to deliver all course content, discussions, and assessments.

Fiscal resources required for implementation are modest and fully integrated into the program's five-year budget plan. The startup budget includes allocations for adjunct instruction, marketing, professional travel, and operational support. Approximately \$16,000 per year is dedicated to marketing, student recruitment, and professional development activities, while an additional \$500 annually supports student-facing events such as webinars, guest speakers, and industry panels.

The WSU MBA Program leverages existing faculty expertise, digital infrastructure, and administrative systems to deliver a high-quality online graduate program with minimal additional costs. New resources are limited to a Bloomberg database subscription, a part-time administrative assistant, and targeted marketing funds. These investments, paired with conservative enrollment projections, ensure that the program is both academically sustainable and financially self-supporting from its first year of operation.

See Form E for Program Faculty

6. Licensure and Accreditation. Is the proposed program intended to prepare students for licensure or other credentialing? If yes, name the licensure or credentialing organization and

any required licensing examination(s) or other assessment(s). Project student passing rates for the assessment(s). What professional or specialized accreditation will be pursued for the program? Project accreditation timelines.

The MBA Program at WSU is not designed to prepare students for a specific state licensure or credentialing examination. However, the program is intentionally structured to incorporate industry-relevant competencies that align with recognized professional certifications and credentials in business analytics, leadership, and sustainability.

The inclusion of three stackable certificates—Business Leadership, Business Analytics, and Global Sustainability for Business—positions graduates to pursue additional professional credentials that complement the MBA degree. For example, the Business Analytics Certificate provides the foundation for students to pursue data analytics-related certifications such as the Certified Business Analysis Professional (CBAP) or Tableau and Power BI credentials. The Business Leadership Certificate supports students preparing for organizational leadership and management certifications such as the Certified Manager (CM) or Project Management Professional (PMP) credential. The Global Sustainability for Business Certificate provides competencies that align with sustainability and corporate responsibility credentials such as the Sustainability Excellence Associate (SEA) through the International Society of Sustainability Professionals (ISSP).

Although these credentials are optional and external to the University, WSU will integrate microcredentials and digital badges within select MBA courses as part of a long-term enhancement plan. These embedded credentials—currently under development within the undergraduate marketing and finance curricula—will extend into graduate coursework in future phases, providing students with verifiable digital credentials that document specific skills such as data visualization, ethical leadership, and sustainable management practices.

At this time, the program is not pursuing specialized business accreditation; however, the MBA curriculum was designed to align with accreditation standards established by the Accreditation Council for Business Schools and Programs (ACBSP). Once the MBA is fully implemented and has graduated its first cohort, WSU will evaluate the feasibility of seeking ACBSP accreditation for the program. The anticipated timeline for this evaluation and initial accreditation steps would occur within three to five years following program launch.

While the WSU MBA is not tied to formal licensure, it intentionally integrates and supports professional credentialing pathways that enhance graduates' marketability. The University's

plan to explore specialized business accreditation ensures continued alignment with national standards of quality and continuous improvement.

7. Program Objectives, and Assessment. Provide a detailed discussion of the goals and objectives included in Form B. Linked to each goal should be measurable objectives such as job placement rates, faculty additions, facility or programmatic enhancements. together with timetable and strategies for achieving the goals. This section should focus on overall program effectiveness, not student learning. Describe the program assessment strategies that will be used to ensure continuing quality, relevance and effectiveness. Provide plans for program review including timetables and describe how assessment outcomes will be used.

The MBA Program at WSU will employ a comprehensive, data-informed assessment process to ensure its ongoing quality, relevance, and effectiveness. Program effectiveness will be measured through annual data analysis of student outcomes, employer feedback, advisory board input, and faculty review of applied projects to track progress toward institutional goals such as job placement, faculty expansion, and programmatic enhancements. Assessment findings will guide continuous improvement and inform periodic program reviews to maintain alignment with workforce needs and institutional priorities.

See Form B for Proposed Program Objectives

FAST TRACK PROPOSAL SUBMISSIONS WILL NOT RESOND TO QUESTION 8

8. QUESTION FOR PROPOSALS SUBMITTED FOR STANDARD REVIEW AND BHE VOTE:

N/A

II. Administration of the Proposed Program

Program Budget. Submit a line item projected income and expense budget for the proposed program for five years using Form D, “Proposed Program Budget.” This may be the same as or a revision of the budget provided as part of the LOI submission. Reallocated funds should specify reallocations from existing campus resources to support the proposed program, including funds reallocated from discontinued or downsized programs. Indicate one-time/start-up costs and revenues.

See Form D for Proposed Program Budget

Budget Narrative. Explain assumptions, underlying expense and income projections on Form D, e.g., instructor status, enrollment projections, field and clinical resources, etc. Provide further details to what was included in the LOI. Note any and all changes made as a result of the local governance and external review processes.

The financial projections and budget assumptions for the WSU MBA Program, as outlined in Form D, remain consistent with the approved Letter of Intent (LOI). No substantive changes were made as a result of local governance or external review processes. Both internal and external reviewers

affirmed that the program is financially sound and that the expense and income assumptions are realistic and achievable.

The financial model assumes conservative enrollment growth over the first five years, beginning with 24 students in Fall 2026 (14 full-time and 10 part-time) and increasing to 43 students by Year 5. Enrollment projections include both full MBA students and those pursuing individual certificates, with steady growth attributed to the program's online delivery, affordability, and the 4+1 undergraduate pathway.

Faculty compensation in the budget assumes that most MBA courses will be taught by existing full-time business faculty as part of the DGCE instructional model, compensated at the DGCE graduate rate. The program was designed so that faculty may teach MBA courses as overloads beyond their standard day workload, ensuring that no new full-time faculty hires are required during the initial years of operation. The budget includes funding for two adjunct faculty to teach specialized courses in analytics or sustainability, though the majority of instruction will be covered by current faculty.

Administrative costs are based on WSU's established DGCE model. The Program Area Chair will serve as the MBA Program Director and will receive a stipend or teaching credit in accordance with DGCE practices. Beginning in Year 2, the program will fund a part-time administrative assistant to support program operations, student communication, and record management. This position represents the only new personnel addition in the budget.

Operational expenses include approximately \$16,000 annually for marketing and professional development, which will fund targeted online campaigns, recruitment events, and outreach to regional employers. A modest \$500 annual allocation is designated for hosting professional development workshops, guest speakers, and student engagement events.

The program's online format eliminates the need for new classroom or office space. Library and technology resources already available at WSU will support the program, with the only new resource being a subscription to the Bloomberg Management database to enhance business analytics instruction. All other databases and software are currently available through the Ely Library or existing university technology infrastructure.

Revenue projections are based on a per-credit tuition rate of \$431 for DGCE graduate courses, resulting in a total program cost between \$10,000 and \$13,000 depending on whether students enter through the 4+1 track or the full degree program. The MBA is projected to generate a modest positive margin in its first year (approximately \$10,000) and increase to a net positive of \$133,000 by Year 5.

Marketing Plan. Describe the institution's marketing plan, including timelines for the proposed program. Expenses associated with this plan should be clearly described in the program budget.

The marketing plan for the MBA Program at WSU is designed to introduce the program and support initial enrollment growth beginning with the program's proposed launch in Fall 2026. The plan will use a coordinated, multi-channel approach led by the DGCE marketing team in collaboration with the Office of University Communications. Marketing efforts will highlight the program's affordability, flexibility, and distinctive focus on leadership, analytics, and sustainability—three areas aligned with current workforce needs and student demand and also segmented for students to earn certificate credentials in those areas on their way to earning the degree.

Marketing activities will begin in late Fall 2025 following final program approval. Phase I (Fall – Early Spring 2026) will focus on digital readiness and brand rollout. This phase includes updating the WSU website with a dedicated MBA landing page, developing program brochures and fact sheets, and creating digital (social) media content such as video testimonials and faculty highlights. Marketing messages will emphasize the program's fully online format, accelerated 4+1 pathway, and stackable certificates, positioning it as a practical and accessible option for both recent graduates and working professionals.

Phase II (Mid-Spring – Fall 2026) will launch the first full recruitment cycle, including digital campaigns through Google Ads, LinkedIn, and targeted social media platforms such as Facebook and Instagram. Email campaigns will reach current WSU undergraduate business majors, alumni, and regional employers. DGCE will also partner with local chambers of commerce and workforce development organizations across Western Massachusetts to promote the MBA and its certificates as professional advancement pathways.

Phase III (Fall 2026–Spring 2027) will expand employer and community outreach, including virtual information sessions, faculty-led webinars, and participation in regional graduate education fairs. Outreach will also target WSU's existing corporate and municipal partnerships to encourage tuition reimbursement participation and employee upskilling opportunities.

Marketing efforts will be continuous throughout each recruitment cycle, with performance tracking based on website analytics, inquiry conversions, and application data. Messaging will be updated annually to align with market trends, student testimonials, and employer feedback provided through the MBA Advisory Board.

The program budget includes an annual allocation of approximately \$16,000 for marketing and recruitment, consistent with the LOI submission. These funds will cover digital advertising, design

and printing of promotional materials, targeted employer outreach, virtual event hosting, and travel for regional recruitment. This amount is sufficient to sustain marketing efforts at launch and scale outreach as enrollment grows.

III. External Review.

Guidelines for selecting reviewers: The review team should embody senior leadership experience in higher education or in the industry, expert scholarship in the discipline of study, and a terminal degree. It is not necessary for each individual member of the external review team to have all these qualifications but the whole team of 2 or 3 individuals must be comprised of these qualifications. Candidates must be disinterested in the proposed program and have no prior relationship to the institution. Candidates working in the same sector as the proposed program (e.g. MA community college, MA state university, UMass) are not eligible as external reviewers.

Obtain BHE approval of reviewers in advance by sending the candidates vitae as an email attachment to whagan@dhe.mass.edu.

Do not send url links, rather provide the full vitae. (It is not necessary to include the entire list of a candidate's publications.)

After approval is obtained, provide the review questions (Form F) to members of the approved review team. External reviewer report(s) **MUST** be submitted by the institution for review by DHE staff, exactly as it was provided to the institution by the external review team.

Include the review team report and the institutional response to the review with the application documents.

Both External Reviewers approved by the Department of Higher Education (DHE) on 6-20-25 and their vitae or on file with the DHE.

Dr. Christopher Decker

Dr. Grishma Shah

See Form F2 Report and Institutional Response

Westfield State University
Master of Business Administration (MBA)
Fully Online Program

Revenue Calculations

Metrics

Student FTE's

DGCE Student Fees

Program Fee

Less Ed Service fee **x2 terms**

Gross Revenue

Less:

Financial Aid

% Increase

Financial Aid

Total Net Revenue

5% Chargeback - (see contingency below)

Expense Calculations

Staffing Expenditures

Base Compensation

Staff:

Admin Support (PT) (Salary & Fringe)

New Staff Desc 3

New Staff Desc 4

Faculty & Director

Prog Chair Stipend

Prog Advisor Stipend

FT Faculty 2

Assistant Professor

PT Adjunct Faculty (Salary & Fringe)

Adjunct (Rate/Credit * Total Credits)

est.credit count

Total Base Compensation

Total Compensation

Operating Expenses

Advertising and Marketing

Membership Dues

Office Supplies

Postage

Printing and Publishing

Inputs		Planning FY26	Year 1 FY27	Year 2 FY28	Year 3 FY29	Year 4 FY30	Year 5 FY31
		Enrollment via Assumption input or via retention model or using "Enrollment Scenario Planning Tab"					
		-	-	-	-	-	-
			\$ 209,466	\$ 286,193	\$ 316,131	\$ 336,175	\$ 368,091
			\$ (5,550)	\$ (5,850)	\$ (6,150)	\$ (6,600)	\$ (6,750)
		\$ -	\$ 203,916	\$ 280,343	\$ 309,981	\$ 329,575	\$ 361,341
		-	-	-	-	-	-
		-	-	-	-	-	-
		\$ -	\$ 203,916	\$ 280,343	\$ 309,981	\$ 329,575	\$ 361,341
		Planning FY26	Year 1 FY27	Year 2 FY28	Year 3 FY29	Year 4 FY30	Year 5 FY31
Starting Salary		Factoring COLA >>>	COLA >>>	3%	3%		
		Model Assumes all staff start in year 1, will need to adjust calculations if different					
				-			
		-	57,200	58,916	60,683	63,503	65,408
		-	-	-	-	-	-
		-	-	-	-	-	-
		-	10,000	10,300	10,609	10,927	11,255
			2,000	3,500	3,500	3,500	3,500
		-	-	-	-	-	-
		-	-	-	-	-	-
			65,000	66,950	68,959	71,028	73,159
		-	30	30	30	30	30
		\$ -	\$ 134,230	\$ 139,696	\$ 143,781	\$ 148,988	\$ 153,352
		\$ -	\$ 134,230	\$ 139,696	\$ 143,781	\$ 148,988	\$ 153,352
		Planning FY26	Year 1 FY27	Year 2 FY28	Year 3 FY29	Year 4 FY30	Year 5 FY31
Per Student		Factoring Inflation >>>	2%	2%			
\$ -		14,000	14,000	15,000	16,000	17,000	17,500
\$ -		-	-	-	-	-	-
\$ -		-	150	200	200	200	200
\$ -		-	-	-	-	-	-
\$ -		-	-	-	-	-	-

Institution: Westfield State University

Proposed Degree: MBA

Westfield State University
Master of Business Administration (MBA)
Fully Online Program

		Inputs	Planning FY26	Year 1 FY27	Year 2 FY28	Year 3 FY29	Year 4 FY30	Year 5 FY31
	Subscription- Bloomberg	\$ -	-	32,000	32,000	32,000	32,000	32,000
	Travel (Clinical, In-State, Conferenc	\$ -	-	2,000	2,500	3,000	3,500	4,000
	Recruitment	\$ -	-	-	-	-	-	-
	Entry Fees	\$ -	-	-	-	-	-	-
	General Administrative Costs	\$ -	-	500	1,500	1,500	1,500	1,500
	Other	\$ -	-	-	-	-	-	-
	Other	\$ -	-	-	-	-	-	-
Admin Expenses (EE)			14,000	48,650	51,200	52,700	54,200	55,200
		<i>Per Student</i>						
	Lab and Classroom Supplies	\$ -	-	-	-	-	-	-
	Lab Start-up Costs	\$ -	-	-	-	-	-	-
	Clothing and Footwear	\$ -	-	-	-	-	-	-
	Cleaning Supplies	\$ -	-	-	-	-	-	-
	Library	\$ -	-	1,000	1,000	1,000	1,000	1,000
	Teaching & AV Materials	\$ -	-	-	-	-	-	-
	Medical and Surgical Supplies	\$ -	-	-	-	-	-	-
	Health and Safety Supplies	\$ -	-	-	-	-	-	-
	Recreation Supplies	\$ -	-	-	-	-	-	-
	Other 1	\$ -	-	-	-	-	-	-
	Other 2	\$ -	-	-	-	-	-	-
Consultant Services (HH)			-	-	-	-	-	-
		<i>Budget</i>						
	Food Services - On Campus	\$ -	-	-	-	-	-	-
	Food Services - Off Campus	\$ -	-	-	-	-	-	-
	Laundry Services	\$ -	-	-	-	-	-	-
	Athletics Officials	\$ -	-	-	-	-	-	-
	Cleaners/Janitors	\$ -	-	-	-	-	-	-
	Security Services	\$ -	-	-	-	-	-	-
	Temp Help Services	\$ -	-	-	-	-	-	-
Information Technology Expenses (UU)			-	-	-	-	-	-
Total Operating Expenses			\$ 14,000	\$ 49,650	\$ 52,200	\$ 53,700	\$ 55,200	\$ 56,200
Total Direct Expenses			\$ 14,000	\$ 183,880	\$ 191,896	\$ 197,481	\$ 204,188	\$ 209,552
Contribution Margin = Net Revenue - Direct Expenses			(14,000)	20,036	88,447	112,500	125,387	151,789
Indirect Expenses								
	Fall SCH (15/FT)		-	-	-	-	-	-
	Spring SCH (15FT)		-	-	-	-	-	-
	Summer SCH		0	0	0	0	0	0
Total SCH			-	-	-	-	-	-

Institution: Westfield State University

Proposed Degree: MBA

Westfield State University
Master of Business Administration (MBA)
Fully Online Program

Inputs		Planning FY26	Year 1 FY27	Year 2 FY28	Year 3 FY29	Year 4 FY30	Year 5 FY31	
Indirect Cost/SCH		-	-	-	-	-	-	
Total Indirect Expenses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Fund Transfers (per student)		-	-	-	-	-	-	
Contingency (% of revenue)		-	10,196	14,017	15,499	16,479	18,067	
Contingency/Transfers/other expenses		\$ -	\$ 10,196	\$ 14,017	\$ 15,499	\$ 16,479	\$ 18,067	
Grand Total Expenses		\$ 14,000	\$ 194,076	\$ 205,913	\$ 212,980	\$ 220,667	\$ 227,619	
Total Surplus/(Deficit)		\$ (14,000)	\$ 9,840	\$ 74,429	\$ 97,001	\$ 108,908	\$ 133,722	
Cumulative Net Surplus /(Deficit)				\$ 70,270	\$ 167,271	\$ 276,179	\$ 409,901	

Discussion Point:

Programmatic Reinvestment - labs, other
or 5% Contribution
No capital requirement
\$431 per SCH



Board of Trustees

October 21, 2025

MOTION

The Academic Affairs Committee recommends approval to the full Board:

To approve of the Program for Master of Science in Athletic Training

PHASE II: FULL ACADEMIC PROGRAM PROPOSAL TEMPLATE

Review Guidelines Prior to Submitting Materials

<https://www.mass.edu/foradmin/academic/publicnewdegrees.asp>

Information should be typed directly into the boxes below which will expand. Submit one electronic copy of all materials **in MS Word format** to PublicProgramReview@dhe.mass.edu.
[mailto:](#)

Proposed Degree Title: Master of Science in Athletic Training (MSAT)

Proposed CIP Code: 51.0913

Date of Local Board of Trustees Vote:

Date [Letter of Intent](#) was approved by the Board of Higher Education: October 1, 2025

Chief Academic Officer (CAO) Name and Title: Dr. William Salka Provost and Vice President, Academic Affairs

CAO Phone Number: 413-572-8691

CAO Email: wsalka@westfield.ma.edu

Has the CAO reviewed this petition? Yes

I. Overview of the Proposed Program

1. Context. Describe the program's development, including the LOI process, as well as its proposed administrative and operational organizational structure.

The Master of Science in Athletic Training Program (MSAT) at Westfield State University (WSU) was developed in direct response to the national requirement that the entry-level educational standard for athletic trainers move to the graduate level. The MSAT design builds upon the university's longstanding undergraduate program in Athletic Training and leverages Westfield State's strong foundation in health sciences and interprofessional education.

The MSAT Program at WSU prepares students for entry-level clinical practice as athletic trainers through a rigorous, evidence-based curriculum emphasizing patient-centered care,

professional ethics, and lifelong learning. The program meets all 94 Commission on Accreditation of Athletic Training Education (CAATE) standards, aligns with the National Athletic Trainers' Association (NATA) competencies, and follows the Board of Certification Standards of Professional Practice.

Developed to serve both undergraduate and post-baccalaureate students, the MSAT offers two points of entry:

- Accelerated 3+2 Pathway: Qualified Westfield State undergraduates begin graduate coursework in their senior year and transition directly into the master's phase.
- Post-Baccalaureate Admission: Students holding a bachelor's degree with prerequisite coursework and a minimum 3.0 GPA may apply directly.

The program is housed in the Division of Graduate and Continuing Education (DGCE), with academic collaboration through the Department of Sports Medicine and Human Performance in the College of Professional Studies. The Program Director oversees day-to-day operations and reports to the Dean of DGCE, who in turn reports to the Provost and Vice President for Academic Affairs.

The clinically focused, full-time day program comprises 54 graduate credits and six supervised clinical rotations, providing over 450 hours of direct patient care. Students' progress through four levels of increasing academic and clinical responsibility culminating in immersive clinical experiences and an evidence-based capstone project. Program admission requires completion of foundational coursework in anatomy, physiology, biology, chemistry, physics, kinesiology, exercise physiology, nutrition, statistics, psychology, sociology, and diversity. EMT training is recommended but not required. The MSAT will also extend admission pathways to students from other Massachusetts State Colleges and Universities who meet identical prerequisite and GPA criteria.

The MSAT Program is a practice-oriented graduate program that is intentionally designed to meet growing state and national workforce needs in athletic training while advancing WSU's mission of access, affordability, and professional readiness.

2. Description. Summarize the purpose of the program as it relates to the knowledge and skills will students acquire, and the careers for which graduates will be prepared as described in the approved LOI.

The MSAT Program at WSU prepares highly qualified, multi-skilled healthcare professionals for clinical practice under the direction or in collaboration with physicians. Students develop competencies in primary care, injury and illness prevention, wellness promotion, emergency care, examination and diagnosis, therapeutic intervention, and rehabilitation.

Building on the success of Westfield State's long-standing undergraduate athletic training program, the MSAT integrates interprofessional, innovative, and evidence-based practice within a dynamic graduate curriculum. The program emphasizes professional development, leadership, and the athletic trainer's role as a vital member of the healthcare team.

The curriculum includes a three-course scientific inquiry sequence culminating in a capstone project, providing a strong foundation in research and lifelong learning. Students engage in diverse clinical placements across hospitals, schools, clinics, and community settings, fostering community engagement and leadership in healthcare delivery.

Interprofessional education is central to the program. Graduate students train alongside nursing, physician assistant, emergency medical technician, and paramedic students in simulation and clinical settings. Longstanding partnerships with institutions such as Shriners Hospital provide specialized experiences in rehabilitation and patient care.

Graduates will be eligible for the Board of Certification Examination and prepared for employment in a range of settings, including secondary schools, colleges, hospitals, clinics, military, public safety, and emerging healthcare environments. According to the U.S. Bureau of Labor Statistics, employment of athletic trainers is projected to grow much faster than average, with a 23% increase through 2030. Moreover, in Western MA the retirement risk score is higher than the national average underscoring the program's alignment with state and national workforce needs.

The program's affordability and accessibility are central to its mission. With a per-credit cost of \$525 and a total program cost of \$28,350, the WSU MSAT is the most cost effective in the region. For undergraduate students accessing the 3+2 MSAT Program at WSU, the overall five-year tuition and fees at the AY 25-26 commuter and graduate rate is \$66,198.

The closest geographical competitor's 3+2 MSAT Program commuter and graduate tuition and fees are \$157,976 for their five-year program.

The entry level salary ranges from \$55,000 to \$80,000 depending on the setting, thus the affordability of the MSAT Program at WSU sets it apart with respect to return on investment.

3. Curriculum and Objectives. (Complete Form A, “Curriculum Outline,” and Form B, “Proposed Program Objectives.”)

Provide a narrative including a complete description of the program, its learning outcomes and objectives, and how content will be delivered (e.g. day, evening, traditional classroom, hybrid, online, etc.). Describe procedures and arrangements for independent work, paid or unpaid internships, or clinical placement arrangements, if applicable. Describe the role of any external advisory and provide a list of advisory members, including affiliation, location and contact information.

The Master of Science in Athletic Training (MSAT) is a full-time, day program consisting of 54 graduate credits delivered through lectures, skill-based labs, and supervised clinical experiences. Designed for progressive skill development, the curriculum integrates foundational science, clinical reasoning, and hands-on practice to prepare students for professional certification and clinical excellence.

Students enter at Level I and advance through four structured stages based on academic and clinical performance, culminating in immersive clinical rotations and a capstone project in evidence-based medicine. Coursework emphasizes prevention, assessment, and treatment of injuries and medical conditions, professional ethics, and interprofessional collaboration.

Clinical education provides over 450 hours of supervised experience under licensed preceptors in varied settings including hospitals, schools, rehabilitation centers, and community-based health organizations. Students participate in both on-campus simulation labs and off-site rotations, ensuring exposure to diverse patient populations.

All placements comply with CAATE standards and NATA professional competencies, ensuring that learning experiences are equitable and aligned with current healthcare practice. Students are evaluated on knowledge application, patient care, communication, and professionalism throughout the program. The curriculum’s learning outcomes are also guided by CAATE standards, the Board of Certification Practice Analysis, and NATA competencies.

Graduates are expected to:

- Demonstrate professional competence and ethical practice in diverse healthcare environments.
- Apply evidence-based principles to clinical decision-making and patient care.
- Exhibit leadership, critical thinking, and interprofessional collaboration.

- Engage in continuous learning and professional growth.
- Achieve a 90% graduation rate and secure employment or advanced training within six months of certification.

See Form A for Curriculum Outline

See Form B for Proposed Program Objectives

4. Students. (Attach Form C, “Enrollment Projections” approved in the LOI)

Describe graduate program requirements for admission and graduation, expected time from admission to graduation, projected degree completion rates, and applicability to a higher degree or additional programs if relevant. How is the program relevant to a specific career or vocational pathway? What are the alignments to existing undergraduate programs? Describe alignments to the same or allied areas in the region or the state.

The MSAT Program at WSU will use a dual-entry model designed to maximize access and affordability while maintaining academic rigor.

- 3+2 Accelerated Pathway: Westfield State University undergraduates majoring in Movement Science with a Sports Medicine concentration who maintain a minimum 3.0 GPA may transition directly into the graduate phase of the program during their senior year, enabling seamless use of federal financial aid.
- Post-Baccalaureate Pathway: Applicants holding a bachelor’s degree with the required prerequisite coursework and a minimum 3.0 GPA may enter the two-year professional phase directly.

Prerequisite coursework includes Biology, Anatomy and Physiology, Kinesiology, Exercise Physiology, Chemistry, Physics, Nutrition, Statistics, Psychology, Sociology, and Diversity Studies. Emergency Medical Technician (EMT) training is recommended but not required.

The program is structured for completion within two academic years beyond the undergraduate degree, with an anticipated 90% graduation rate and 100% Board of Certification pass rate by the second cohort. The inaugural class is projected to begin in Fall 2026, positioning Westfield State as one of only two Massachusetts state institutions offering an affordable, accredited pathway to licensure.

Students will benefit from a vibrant, student-centered campus culture enriched by academic support services (Banacos Center, TRiO, Veterans and Student Success Center) and over 70 student organizations. The University’s NCAA Division III athletics and intramural programs further complement the MSAT experience, offering opportunities for experiential learning and community engagement.

By aligning with regional, state, and national workforce needs, the MSAT Program strengthens WSU's position as a regional leader in professional health education while contributing to the growing demand for certified athletic trainers across healthcare, education, and public service settings.

See Form C for Enrollment Projections

5. Feasibility. (Complete Form E, "Program Faculty" and display positions to be filled with desired qualifications. Attached vitae for all current faculty for the program.)

Describe faculty, staffing, library and information technologies, facility (including lab and equipment), fiscal and or other resources required to implement the proposed program.

Distinguish between new resources needed and existing resources that are on-hand.

The MSAT Program at WSU will leverage existing institutional strengths and infrastructure within the University while adding targeted investments to ensure compliance with CAATE accreditation standards and high-quality student experiences.

The program will be led by Dr. Paul Higgins (Program Director) and Dr. Paul Cacolice, both nationally certified athletic trainers with doctoral degrees, over three decades of clinical and academic experience, and extensive scholarly records. Both full-time tenured Professors with minimal use of adjunct faculty will teach across the curriculum and fulfill the delivery of the first-year curriculum.

In alignment with CAATE Standard #41, a third full-time, tenure-track faculty member specializing in clinical education will be hired in the second year of the program to ensure accreditation compliance, workload balance, and program sustainability. Faculty will also engage in ongoing scholarship and professional development to support curriculum innovation and student mentorship.

Administrative oversight will be provided through DGCE with the Program Director reporting to the Dean of DGCE, ensuring integration with university-wide graduate operations. Support for admissions, advising, and data tracking will be managed through existing DGCE administrative and information systems.

The MSAT Program will utilize WSU's existing health sciences infrastructure, including the Sports Medicine and Human Performance facilities, athletic training labs, and shared interprofessional simulation spaces. The preexisting resources relative to therapeutic modalities, taping stations, and clinical equipment will enhance hands-on training. Collaboration across Nursing, Physician Assistant, Emergency Medical Technician, and

Paramedic programs will expand interprofessional education opportunities at the graduate level.

Comprehensive access to electronic databases, journals, and instructional technologies is provided through the Ely Library and campus-wide learning management systems. Library resources already meet graduate-level research standards, and additional subscriptions will be added as needed to support evidence-based clinical practice and professional research requirements.

The program is designed for fiscal sustainability through strategic enrollment management and shared resources. Financial projections demonstrate a positive operating margin beginning in Year 2, driven by the 3+2 accelerated pathway pipeline and post-baccalaureate enrollment. Startup costs are minimal due to reliance on existing facilities, shared laboratory space, and current staffing infrastructure.

The MSAT Program builds upon a strong institutional foundation in health sciences education, an established undergraduate program, and an experienced faculty team. With modest targeted investments, WSU is well-positioned to deliver a high-quality, accredited graduate program that meets regional workforce needs and aligns with the University's strategic priorities for academic excellence, access, and fiscal stewardship.

See Form E for Program Faculty

6. Licensure and Accreditation. Is the proposed program intended to prepare students for licensure or other credentialing? If yes, name the licensure or credentialing organization and any required licensing examination(s) or other assessment(s). Project student passing rates for the assessment(s). What professional or specialized accreditation will be pursued for the program? Project accreditation timelines.

Athletic Trainers (ATs) are multi-skilled healthcare professionals who collaborate with physicians to provide preventive services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Students who successfully complete the MSAT program will be eligible to sit for the Board of Certification Examination, which is recognized as the gold standard credential in the profession. In addition, if practicing within the state of Massachusetts, once certified by the Board of Certification, the AT must obtain licensure by the MA Board of Allied Health Professionals.

The MSAT Program at WSU is designed to meet all 94 CAATE standards. The program's self-study will be submitted in Fall 2027, with accreditation anticipated prior to the first cohort's graduation in Spring 2028. Accreditation is required for graduates to be eligible for the Board of Certification exam and subsequent state licensure.

All coursework and clinical experiences are aligned with CAATE standards and the Board of Certification Practice Analysis, ensuring that graduates are prepared for professional

practice and credentialing. The program's goal is a 100% first-time Board of Certification pass rate by the second cohort.

Nationally, the U.S. Department of Labor projects a 23% increase in athletic training positions through 2030, underscoring the need for accredited graduate programs that prepare practice-ready clinicians.

In addition to program accreditation, the MSAT Program at WSU supports the profession's ongoing advancement through alignment with NATA competencies and emerging specialty certifications, including the BOC Orthopedic Specialty Certification. The intentional alignment between the curricular design and industry standards and competencies reinforces the University's commitment to professional excellence and leadership in athletic training education.

7. Program Objectives, and Assessment. Provide a detailed discussion of the goals and objectives included in Form B. Linked to each goal should be measurable objectives such as job placement rates, faculty additions, facility or programmatic enhancements, together with timetable and strategies for achieving the goals. This section should focus on overall program effectiveness, not student learning. Describe the program assessment strategies that will be used to ensure continuing quality, relevance and effectiveness. Provide plans for program review including timetables and describe how assessment outcomes will be used.

The Master of Science in Athletic Training (MSAT) is structured around five overarching goals designed to ensure academic excellence, professional readiness, and continuous program improvement. Each goal is supported by measurable objectives and data-driven assessment strategies aligned with institutional and accreditation standards.

1. Deliver a comprehensive, accredited, high-quality graduate education.
The MSAT Program at WSU builds on the strong undergraduate athletic training foundation to deliver a rigorous graduate curriculum emphasizing evidence-based practice, clinical reasoning, and interprofessional collaboration. Program success will be measured by a 90% graduation rate, maintenance of a 3.0 GPA benchmark, and successful progression through each clinical level.
2. Prepare graduates for professional competence and licensure.
Students will demonstrate clinical proficiency, ethical practice, and patient-centered care consistent with the BOC Standards of Professional Practice and the NATA Code of Ethics. Program effectiveness will be evaluated through BOC pass rates, employer surveys, and alumni placement data—targeting 100% employment within six months of certification.
3. Advance research, inquiry, and evidence-based practice.
The curriculum integrates a three-course scientific inquiry sequence culminating in an Evidence-Based Medicine Capstone Project. Students will demonstrate mastery of

research design, data analysis, and application of outcomes to clinical decision-making. Faculty and student scholarship will be tracked annually to support CAATE expectations for ongoing professional engagement.

4. Promote interprofessional education and community engagement.
Through structured clinical partnerships, MSAT students collaborate with professionals in nursing, physician assistant, emergency medical technicians, and paramedic programs, as well as regional hospitals, schools, and rehabilitation centers. These experiences develop interdisciplinary teamwork and clinical education outcomes that benefit both students and community partners.
5. Ensure program quality through continuous assessment and improvement.
The MSAT employs a comprehensive assessment system including annual student performance reviews, preceptor evaluations, exit surveys, alumni feedback, and employer data. Findings inform faculty development, curriculum refinement, and resource planning. The program will conduct a full five-year review cycle through the DGCE, incorporating assessment results into strategic planning and CAATE compliance reporting.

See Form B for Proposed Program Objectives

FAST TRACK PROPOSAL SUBMISSIONS WILL NOT RESPOND TO QUESTION 8

8. QUESTION FOR PROPOSALS SUBMITTED FOR STANDARD REVIEW AND BHE VOTE:

N/A

II. Administration of the Proposed Program

Program Budget. Submit a line item projected income and expense budget for the proposed program for five years using Form D, “Proposed Program Budget.” This may be the same as or a revision of the budget provided as part of the LOI submission. Reallocated funds should specify reallocations from existing campus resources to support the proposed program, including funds reallocated from discontinued or downsized programs. Indicate one-time/start-up costs and revenues.

See Form D for Proposed Program Budget

Budget Narrative. Explain assumptions, underlying expense and income projections on Form D, e.g., instructor status, enrollment projections, field and clinical resources, etc. Provide further details to what was included in the LOI. Note any and all changes made as a result of the local governance and external review processes.

The MSAT Program at WSU is designed for long-term sustainability through a dual financial model encompassing both the standalone post-baccalaureate program and the 3+2 accelerated pathway. Starting with only 4 students as a standalone in Year 1, the enrollment rises to 10 by Year 2 when the 3+2 model is fully operable and 16 by Year 5.

- **Standalone Post-Baccalaureate Program:**
The post-baccalaureate option expands access to external applicants who hold a bachelor's degree and meet prerequisite requirements. While initial enrollment in this pathway in Fall 2026 is expected to be smaller, it provides flexibility to attract career changers, recent graduates, and allied health professionals seeking credential advancement. Financial projections if this was the sole source of enrollment anticipate that this track will be net positive by Year 5.
- **3+2 Accelerated Pathway:**
This model draws primarily from Westfield State's existing undergraduate population, enabling students to begin graduate coursework during their senior year. The structure allows students to complete their full master's degree in five years which significantly reduces tuition costs while providing a reliable enrollment pipeline. The rollout of this model relies on the pipeline set up starting in Fall 2026 and enrollment in the 2027-2028 AY. The 3+2 model achieves financial viability by Year 3 due to the efficient use of existing program resources, faculty, facilities, and administrative infrastructure.

Total program expenses include faculty salaries (with one additional tenure-track hire to meet CAATE requirements in Year 3), operational costs within WSU, and clinical partnership costs. Revenues are projected to grow annually through combined enrollment in both tracks, resulting in a positive operating margin. The program benefits from shared resources across DGCE, including administrative, library, and technology support, minimizing new overhead expenditures.

Marketing Plan. Describe the institution's marketing plan, including timelines for the proposed program. Expenses associated with this plan should be clearly described in the program budget.

The marketing plan for the MSAT Program at WSU is designed to introduce the program and support initial enrollment growth beginning with the program's proposed launch in Fall 2026. The plan will maximize visibility and recruitment across student populations using a coordinated, multi-channel approach led by the DGCE marketing team in collaboration with the Office of University Communications.

Marketing activities will begin in late Fall 2025 following final program approval. Phase I (Fall – Early Spring 2026) will focus on digital readiness and brand rollout. This phase includes updating the WSU website with a dedicated MSAT landing page, developing program brochures and fact sheets, and creating digital (social) media content such as video testimonials and faculty highlights. Marketing messages will target current WSU Sports Medicine and Human Performance majors in addition to Liberal Studies in Science students through academic advising, faculty outreach, and undergraduate information sessions. Marketing will emphasize the program's accelerated 3+2 pathway positioning it as a practical and accessible option for undergraduate students.

Phase II (Mid-Spring – Fall 2026) will launch the first full recruitment cycle, including digital campaigns through Google Ads, LinkedIn, and targeted social media platforms such as Facebook

and Instagram. Email campaigns will reach current WSU undergraduate majors, alumni, and regional employers.

Undergraduate admissions and DGCE will also formalize articulation agreements with Massachusetts state universities and community colleges to facilitate seamless transfer pathways. In addition, focused outreach to allied health and kinesiology graduates statewide will broaden the applicant pool for the post-baccalaureate track. Coordinated digital and print campaigns will also highlight the program's affordability, interprofessional training, and job market growth. Priority attention will be given to Western Massachusetts, Connecticut, and Rhode Island, where few public athletic training programs exist.

Phase III (Fall 2026–Spring 2027) will expand community outreach, including virtual information sessions, faculty-led presentations, and participation in regional graduate education fairs. Outreach will also target WSU's existing community health partners to encourage tuition reimbursement participation and employee upskilling opportunities for those with the pre-requisite educational requirements.

Marketing efforts will be continuous throughout each recruitment cycle, with performance tracking based on website analytics, inquiry conversions, and application data. Messaging will be updated annually to align with market trends, student testimonials, and employer feedback provided through the MSAT Advisory Board.

The program budget includes an annual allocation of approximately \$15,000 for marketing and recruitment, consistent with the LOI submission. These funds will cover digital advertising, design and printing of promotional materials, targeted employer outreach, virtual event hosting, and travel for regional recruitment. This amount is sufficient to sustain marketing efforts at launch and scale outreach as enrollment grows.

III. External Review.

Guidelines for selecting reviewers: The review team should embody senior leadership experience in higher education or in the industry, expert scholarship in the discipline of study, and a terminal degree. It is not necessary for each individual member of the external review team to have all these qualifications but the whole team of 2 or 3 individuals must be comprised of these qualifications. Candidates must be disinterested in the proposed program and have no prior relationship to the institution. Candidates working in the same sector as the proposed program (e.g. MA community college, MA state university, UMass) are not eligible as external reviewers.

Obtain BHE approval of reviewers in advance by sending the candidates vitae as an email attachment to whagan@dhe.mass.edu.

Do not send url links, rather provide the full vitae. (It is not necessary to include the entire list of a candidate's publications.)

After approval is obtained, provide the review questions (Form F) to members of the approved review team. External reviewer report(s) MUST be submitted by the institution for review by DHE staff, *exactly as it was provided to the institution* by the external review team.

Include the review team report and the institutional response to the review with the application documents.

Both External Reviewers approved by the Department of Higher Education (DHE) and their vitae are on file with the DHE.

Dr. Xristos Gaglias (approved 3-23-25)

Dr. Bonnie Siple (approved 5-28-25)

See Form F2 Report and Institutional Response

Institution: Westfield State University

Proposed Degree: MSAT

Form D: LOI Program Budget – MSAT Standalone

Westfield State University
Master of Science, Athletic Training (MSAT)
On-Ground Program - STAND ALONE

Revenue Calculations

Metrics

DGCE Student Fees **\$525 per credit**
Less Ed Service fee **x2 terms**
Gross Revenue
5% Chargeback - (see contingency below)

Expense Calculations

Staffing Expenditures

Base Compensation

Staff:

Faculty & Director

Prog Chair Stipend

Prog Advisor Stipend

Assistant Professor

PT Adjunct Faculty (Salary & Fringe)

Inputs	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
	Enrollment via Assumption input or via retention model or using "Enrollment Scenario Planning Tab"					
		\$78,750	\$162,408	\$202,566	\$259,005	\$306,720
		(\$600)	(\$1,500)	(\$2,400)	(\$3,000)	(\$3,150)
	\$-	\$78,150	\$160,908	\$200,166	\$256,005	\$303,570

	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Starting Salary	Factoring COLA >	Factoring COLA >>>	3%	3%		
	Model Assumes all staff start in year 1, will need to adjust calculations if different					
			-			
Prog Chair Stipend	-	12,000	12,500	13,000	13,500	14,000
Prog Advisor Stipend		2,000	3,500	3,500	3,500	3,500
Assistant Professor	65000 + 45% + 2%		97,609	99,561	101,552	103,583
PT Adjunct Faculty (Salary & Fringe)	2,300	39,100	96,600	98,532	100,464	102,396

Institution: Westfield State University

Proposed Degree: MSAT

	est.credit					
Adjunct (Rate/Credit * Total Credits) count		17	42	42	42	42
Medical Director		3,300	3,300	3,300	3,300	3,300
Total Base Compensation		\$-	\$154,009	\$215,461	\$219,884	\$224,347
Total Compensation		\$-	\$154,009	\$215,461	\$219,884	\$226,779

		Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Operating Expenses	<i>Per Student</i>	Factoring Inflation >	2%	2%			
Advertising and Marketing	\$-	15,000	15,300	15,606	15,918	16,236	16,561
Membership Dues	\$-	-	-	-	-	-	-
Office Supplies	\$-	-	200	200	200	200	200
Travel (Clinical, In-State, Conf.)	\$-	500	3,000	3,000	3,000	3,000	3,000
General Administrative Costs	\$-	500	1,500	1,500	1,500	1,500	1,500
Other - Business Lab	\$-						
Other							
Admin Expenses (EE)		16,000	20,000	20,306	20,618	20,936	21,261
	<i>Per Student</i>						
Lab and Classroom Supplies	\$-	2,000	5,000	3,710	3,770	3,820	3,820
Library	\$-	-	1,500	2,000	2,000	2,000	2,000
External reviewers		3,000					
AT Track Software	\$-	-	350	350	350	350	350
Accreditation	\$-	10,500	6,500	6,500	6,500	6,500	6,500
Consultant Services (HH)		15,500	13,350	12,560	12,620	12,670	12,670
Information Technology Expenses (UU)		-	-	-	-	-	-
Total Operating Expenses		\$47,000	\$46,700	\$45,426	\$45,858	\$46,276	\$46,601

Institution: Westfield State University

Proposed Degree: MSAT

Total Direct Expenses

\$47,000	\$200,709	\$260,887	\$265,742	\$270,623	\$273,380
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Contribution Margin = Net Revenue - Direct Expenses

-47,000 -122,559 -100,131 -65,498 -14,556 30,340

Contingency (% of revenue)

5% -

3,908 8,045 10,008 12,800 15,179

Contingency/Transfers/other expenses

\$- \$3,908 \$8,045 \$10,008 \$12,800 \$15,179

Grand Total Expenses

\$47,000 \$204,617 \$268,932 \$275,750 \$283,424 \$288,558

Total Surplus/(Deficit)

(\$47,000) (\$126,467) (\$108,024) (\$75,584) (\$27,419) \$15,012

Cumulative Net Surplus /(Deficit)

(\$281,491) (\$357,075) (\$384,494) (\$369,482)

Discussion Point:

Programmatic Reinvestment - labs, other

No capital requirement

Does not include 3+2 accelerated model

Institution: Westfield State University

Proposed Degree: MSAT

Westfield State University
Master of Science, Athletic Training (MSAT)

MSAT
3+2

On-Ground Program - Direct Entry/3+2

Revenue Calculations

Metrics

DGCE Student Fees
Less Ed Service fee x2 terms

Gross Revenue

Total Net Revenue

5% Chargeback - (see contingency below)

Expense
Calculations

Staffing Expenditures

Base Compensation

Staff:

Prog Chair Stipend
Prog Advisor Stipend
FT Faculty 2

Assistant Professor
PT Adjunct Faculty (Salary & Fringe)

Inputs	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Enrollment via Assumption input or via retention model or using "Enrollment Scenario Planning Tab"						
		\$48,300	\$247,616	\$450,996	\$494,059	\$518,016
		(\$600)	(\$1,500)	(\$3,900)	(\$4,500)	(\$4,650)
	\$-	\$47,700	\$246,116	\$447,096	\$489,559	\$513,366
	\$-	\$47,700	\$246,116	\$447,096	\$489,559	\$513,366

	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Starting Salary	Factoring COLA >>>	Factoring COLA >>>	3%	3%		
Model Assumes all staff start in year 1, will need to adjust calculations if different						
	-	12,000	12,500	13,000	13,500	14,000
		2,000	3,500	3,500	3,500	3,500
	-	-	-	-	-	-
65000 + 45% + 2%			97,609	99,561	101,552	103,583
	2,300	39,100	96,600	98,532	100,464	102,396

Institution: Westfield State University

Proposed Degree: MSAT

Adjunct (Rate/Credit * Total Credits)	est.credit count		17	42	42	42	42
Medical Director			3,300	3,300	3,300	3,300	3,300
Total Base Compensation		\$-	\$154,009	\$215,461	\$219,884	\$224,347	\$226,779
Total Compensation		\$-	\$154,009	\$215,461	\$219,884	\$224,347	\$226,779

			Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Operating Expenses	<i>Per Student</i>	Factoring Inflation >>>		2%	2%			
Advertising and Marketing	\$-	15,000	15,300	15,606	15,918	16,236	16,561	
Membership Dues	\$-	-	-	-	-	-	-	
Office Supplies	\$-	-	200	200	200	200	200	
Travel (Clinical, In-State, Conferences)	\$-	500	3,000	3,000	3,000	3,000	3,000	
General Administrative Costs	\$-	500	1,500	1,500	1,500	1,500	1,500	
Other - Business Lab	\$-							
Other								
Admin Expenses (EE)			16,000	20,000	20,306	20,618	20,936	21,261
	<i>Per Student</i>							
Lab and Classroom Supplies	\$-	2,000	5,000	3,710	3,770	3,820	3,820	
Library	\$-	-	1,500	2,000	2,000	2,000	2,000	
External reviewers		3,000						
AT Track Software	\$-	-	350	350	350	350	350	
Accreditation	\$-	10,500	6,500	6,500	6,500	6,500	6,500	
Consultant Services (HH)		15,500	13,350	12,560	12,620	12,670	12,670	
Total Operating Expenses			\$47,000	\$46,700	\$45,426	\$45,858	\$46,276	\$46,601
Total Direct Expenses			\$47,000	\$200,709	\$260,887	\$265,742	\$270,623	\$273,380
Contribution Margin = Net Rev. - Direct Exp.			-47,000	-153,009	-14,771	181,354	218,936	239,986

Institution: Westfield State University

Proposed Degree: MSAT

Fund Transfers (per student)	-	-	-	-	-	-
Contingency (% of revenue)	5%-	2,385	12,306	22,355	24,478	25,668
Contingency/Transfers/other expenses	\$-	\$2,385	\$12,306	\$22,355	\$24,478	\$25,668
Grand Total Expenses		\$47,000	\$203,094	\$273,193	\$288,097	\$299,048
Total Surplus/(Deficit)		(\$47,000)	(\$155,394)	(\$27,077)	\$158,999	\$194,458
Cumulative Net Surplus /(Deficit)			(\$229,471)	(\$70,472)	\$123,986	\$338,304

Discussion Point:
Programmatic Reinvestment - labs, other
5% Contribution
No capital requirement
\$525 per SCH
Assumes 3+2 model with UG prog



Board of Trustees

October 21, 2025

MOTION

The Academic Affairs Committee recommends approval to the full Board:

To approve the program Master of Science in Nursing Psychiatric Mental Health Nurse Practitioner.

PHASE II: FULL ACADEMIC PROGRAM PROPOSAL TEMPLATE

Review Guidelines Prior to Submitting Materials

<https://www.mass.edu/foradmin/academic/publicnewdegrees.asp>

Information should be typed directly into the boxes below which will expand. Submit one electronic copy of all materials **in MS Word format** to PublicProgramReview@dhe.mass.edu.
[mailto:](#)

Proposed Degree Title:

Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (PMHNP)

Proposed CIP Code: 51.3810

Date of Local Board of Trustees Vote:

Date [Letter of Intent](#) was approved by the Board of Higher Education: October 1, 2025

Chief Academic Officer (CAO) Name and Title: Dr. William Salka Provost and Vice President, Academic Affairs

CAO Phone Number: 413-572-8691

CAO Email: wsalka@westfield.ma.edu

Has the CAO reviewed this petition? Yes

I. Overview of the Proposed Program

1. Context. Describe the program's development, including the LOI process, as well as its proposed administrative and operational organizational structure.

The proposed Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (PMHNP) program at Westfield State University (WSU) represents a strategic expansion of the University's long-standing commitment to accessible, high-quality professional education through the Division of Graduate and Continuing Education (DGCE). Building on the success of Westfield State's Bachelor of Science in Nursing (BSN) and RN-to-BSN programs, the PMHNP degree extends the University's mission to deliver affordable, workforce-aligned graduate programs that respond to regional and statewide healthcare priorities.

The program was developed through extensive collaboration with faculty, healthcare partners, and external reviewers, as well as analysis of workforce data from MassHire, the Pioneer Valley Labor Market Blueprint, and the Massachusetts Health Policy Commission.

These data underscore a critical need for advanced psychiatric mental health practitioners across the Commonwealth, particularly in Western Massachusetts.

The proposed 48-credit, fully online program is designed to serve working professionals and adult learners, offering flexibility while maintaining academic rigor. It will provide students with the knowledge, skills, and clinical competencies necessary to deliver comprehensive, evidence-based mental health care in diverse practice settings.

The PMHNP program will be housed in the Department of Nursing within DGCE and administered under an established model of graduate program governance. Oversight will be provided by a program director, supported by a clinical coordinator, full-time and adjunct faculty, and dedicated administrative staff. This structure mirrors the operational model of other DGCE graduate programs, ensuring consistent standards of academic quality, fiscal oversight, and program evaluation.

Through this model, the PMHNP program aligns with Westfield State University's strategic plan by expanding graduate-level offerings in high-demand fields, strengthening community partnerships, and contributing to workforce development and public well-being across the region.

2. Description. Summarize the purpose of the program as it relates to the knowledge and skills will students acquire, and the careers for which graduates will be prepared as described in the approved LOI.

The Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (PMHNP) program is designed to prepare advanced practice nurses to deliver comprehensive, evidence-based, culturally responsive, and compassionate mental health care to individuals, families, and communities across the lifespan. The 48-credit graduate curriculum integrates didactic coursework, simulation-based learning, and supervised clinical practice experiences in diverse behavioral health settings. Students will develop mastery in psychiatric assessment, diagnostic reasoning, therapeutic interventions, and psychopharmacologic management, guided by national competencies established by the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF).

The program is delivered fully online to meet the needs of working nurses and adult learners, allowing students to complete their degree on a full- or part-time basis. Clinical placements will occur in community health centers, hospitals, and outpatient behavioral health settings throughout the Commonwealth, ensuring exposure to varied populations and care models. The total cost of the program is approximately \$33,120, based on the current DGCE tuition rate of \$690 per credit—significantly lower than comparable PMHNP programs in Massachusetts, where tuition ranges from \$825 to over \$1,800 per credit.

According to 2024 data from Lightcast and the Massachusetts Health Policy Commission, Massachusetts continues to experience critical shortages of behavioral health professionals, including psychiatric nurse practitioners. Lightcast labor projections identify psychiatric and mental health nurse practitioners as one of the top ten fastest-growing advanced healthcare

Institution: Westfield State University **Proposed Degree:** Master of Science in Nursing:
Psychiatric Mental Health Nurse Practitioner (PMHNP)

roles in the Commonwealth, with projected growth exceeding 25 percent through 2032. The Pioneer Valley Labor Market Blueprint and MassHire further cite psychiatric services as a regional priority occupation, highlighting the urgent need for graduate-level practitioners who can expand access to care and support integrated behavioral health models.

Graduates of the Westfield State PMHNP program will be qualified for licensure as advanced practice registered nurses (APRNs) and prepared to work in hospitals, community mental health agencies, schools, correctional facilities, and private practices. Starting salaries for PMHNPs in Massachusetts average between \$120,000 and \$135,000 annually, according to Lightcast and the U.S. Bureau of Labor Statistics (2024), with higher earnings in community-based and telehealth practice environments.

By expanding graduate-level opportunities in psychiatric mental health nursing, this program directly supports WSU's mission to foster community engagement, professional excellence, and equitable access to education. It also fulfills the University's role in meeting statewide workforce development priorities, strengthening the behavioral health infrastructure across Western Massachusetts and the broader region.

3. Curriculum and Objectives. (Complete Form A, "Curriculum Outline," and Form B, "Proposed Program Objectives.")

Provide a narrative including a complete description of the program, its learning outcomes and objectives, and how content will be delivered (e.g. day, evening, traditional classroom, hybrid, online, etc.). Describe procedures and arrangements for independent work, paid or unpaid internships, or clinical placement arrangements, if applicable. Describe the role of any external advisory and provide a list of advisory members, including affiliation, location and contact information.

The 48-credit Psychiatric Mental Health Nurse Practitioner (PMHNP) curriculum consists of a 21-credit nurse practitioner core and a 27-credit specialty track in psychiatric mental health. The curriculum aligns with the 2021 AACN Essentials of Master's Education and the competencies established by NONPF. It is intentionally designed to integrate theoretical knowledge, clinical reasoning, and practical skill development, preparing graduates to provide high-quality, person-centered mental health care across the lifespan.

Courses are delivered fully online through WSU's learning management system, with instructional design emphasizing flexibility and accessibility for working professionals. The program incorporates virtual and remote-access simulation technologies to strengthen applied learning and decision-making skills. Students also complete extensive experiential learning through supervised clinical placements arranged in collaboration with WSU's regional healthcare partners, including hospitals, outpatient behavioral health centers, community clinics, and school-based programs. These experiences provide opportunities to practice advanced assessment, diagnosis, treatment planning, and psychopharmacologic management in real-world settings under the supervision of licensed preceptors.

The curriculum promotes interdisciplinary collaboration and aligns with WSU's commitment to innovative, workforce-responsive graduate education. Outside of the online delivery, students will have the opportunity to attend in-person interprofessional simulations with other

Institution: Westfield State University **Proposed Degree:** Master of Science in Nursing:
Psychiatric Mental Health Nurse Practitioner (PMHNP)

WSU disciplines including undergraduate nursing, physician assistant, social work, mental health counseling, athletic training, emergency medical technician, and paramedic programs. Learning outcomes emphasize advanced clinical reasoning, therapeutic communication, cultural humility, evidence-based practice, and leadership in psychiatric mental health care. Graduates will be prepared to sit for national certification as Psychiatric Mental Health Nurse Practitioners and to serve in diverse practice environments addressing the Commonwealth's most urgent behavioral health needs.

To ensure program quality and ongoing relevance, the Nursing Department maintains an active advisory board composed of healthcare professionals, faculty, alumni, and community partners. The board meets regularly to review curriculum, evaluate outcomes, and provide recommendations based on emerging trends in psychiatric and mental health practice. The PMHNP program will continue to engage this advisory board to ensure that program decisions remain informed by professional standards, workforce needs, and the voices of the communities served by WSU.

See Form A for Curriculum Outline

See Form B for Proposed Program Objectives

4. Students. (Attach Form C, "Enrollment Projections" approved in the LOI)

Describe graduate program requirements for admission and graduation, expected time from admission to graduation, projected degree completion rates, and applicability to a higher degree or additional programs if relevant. How is the program relevant to a specific career or vocational pathway? What are the alignments to existing undergraduate programs? Describe alignments to the same or allied areas in the region or the state.

Admission requirements for the PMHNP program include a BSN, an active and unrestricted Registered Nurse (RN) license, a minimum GPA of 3.0, a resume, a personal statement, and two professional references. Students may enroll on either a full-time or part-time basis, allowing flexibility for working professionals. The full-time track enables degree completion in two years, while the part-time track is designed for completion within three years.

Enrollment is projected to grow steadily as the program becomes established. Based on approved projections, enrollment is expected to begin with 13 students in Year 1 (2026) and increase to 57 students by Year 5 (2030), with a mix of full- and part-time learners. This growth reflects sustained demand for psychiatric nurse practitioners in the Commonwealth and aligns with workforce data identifying behavioral health as a regional priority sector.

The fully online delivery mode expands accessibility for nurses throughout Massachusetts and beyond, particularly those in rural and underserved communities where advanced practice mental health providers are scarce. Through asynchronous and synchronous learning modalities, the program accommodates diverse schedules while maintaining rigorous academic and clinical standards.

The PMHNP program creates a clear and intentional educational pathway for graduates of WSU's BSN and RN-to-BSN programs to pursue advanced clinical practice. It also extends articulation and transfer opportunities for students from regional community colleges, including Holyoke Community College and Springfield Technical Community College.

Students from local high schools engaged in the Early College Healthcare Pathway will also have an identified trajectory. These partnerships build on existing collaborative models, such as Westfield Promise, joint admissions, and concurrent enrollment programs, that facilitate seamless progression from high school to associate to graduate-level nursing education.

By expanding these linkages, WSU strengthens its leadership role in the region's nursing education pipeline—preparing skilled practitioners to meet the growing behavioral health needs of Western Massachusetts and the Commonwealth as a whole.

See Form C for Enrollment Projections

5. Feasibility. (Complete Form E, "Program Faculty" and display positions to be filled with desired qualifications. Attached vitae for all current faculty for the program.)

Describe faculty, staffing, library and information technologies, facility (including lab and equipment), fiscal and or other resources required to implement the proposed program. Distinguish between new resources needed and existing resources that are on-hand.

The PMHNP program builds upon WSU's established strengths in nursing education, online instruction, and simulation-based learning. The University's Nursing Department has a proven record of success in delivering accredited, high-quality programs through DGCE, including the BSN and RN-to-BSN degree pathways. These programs have developed a foundation of faculty expertise, administrative infrastructure, and technology resources that directly support the implementation of the PMHNP program.

Existing resources include a robust learning management system (Brightspace), extensive digital library collections and nursing databases, a state-of-the-art simulation center, and faculty experienced in both online and clinical instruction. The Center for Information Technology and the DGCE will jointly provide technical support, instructional design, and fiscal oversight to ensure high-quality online delivery and program sustainability.

New resources will include the recruitment of a full-time faculty member who will serve as program director beginning in Year 1, the addition of a clinical coordinator in Year 2, and the hiring of an additional full-time faculty member in Year 3 to support enrollment growth and maintain low student-to-faculty ratios. Part-time administrative support and adjunct faculty will provide additional instructional capacity as the program expands. These positions have been incorporated into the five-year budget and supported through projected program revenue.

Funding allocations include faculty and staff salaries, accreditation preparation, clinical coordination, instructional materials, and marketing initiatives. The Nursing Department's simulation and technology infrastructure will continue to serve as shared resources, minimizing startup costs while ensuring high-quality experiential learning opportunities for students.

With these resources in place, WSU is well positioned to deliver a rigorous and accessible PMHNP program that meets accreditation standards and addresses the region's growing behavioral health workforce needs.

See Form E for Program Faculty

6. Licensure and Accreditation. Is the proposed program intended to prepare students for licensure or other credentialing? If yes, name the licensure or credentialing organization and any required licensing examination(s) or other assessment(s). Project student passing rates for the assessment(s). What professional or specialized accreditation will be pursued for the program? Project accreditation timelines.

Graduates of the PMHNP program will be eligible for national certification as Psychiatric Mental Health Nurse Practitioners through either the ANCC or the AANPCB. Certification through one of these organizations is required for advanced practice licensure as a Psychiatric Mental Health Nurse Practitioner in Massachusetts and most other states.

The Westfield State University undergraduate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and is in good standing. Building upon this foundation, the Nursing Department will pursue CCNE accreditation for the PMHNP program following the established process and timeline for new program submissions. The application for initial accreditation will be submitted once the first student cohort is enrolled, allowing for review and site visit in accordance with CCNE standards.

The PMHNP curriculum is fully aligned with the educational and clinical requirements for advanced practice nursing licensure in Massachusetts, including competencies in assessment, diagnosis, treatment, and pharmacologic management. The program's structure ensures that graduates meet all state and national standards for scope of practice, professional ethics, and evidence-based care.

Based on the performance of comparable accredited nursing programs and the strength of WSU's curriculum design, projected pass rates for national certification and state licensure are expected to exceed 80 percent. Accreditation and licensure preparation are embedded within the program's systematic evaluation plan and continuous improvement process, coordinated by the Nursing Department's leadership team and faculty accreditation committee.

Through these measures, WSU ensures that the PMHNP program maintains the highest standards of professional education, enabling graduates to enter advanced practice roles that expand access to quality mental health care across the Commonwealth.

7. Program Objectives, and Assessment. Provide a detailed discussion of the goals and objectives included in Form B. Linked to each goal should be measurable objectives such as job placement rates, faculty additions, facility or programmatic enhancements. together with timetable and strategies for achieving the goals. This section should focus on overall program effectiveness, not student learning. Describe the program assessment strategies that will be used to ensure continuing quality, relevance and effectiveness. Provide plans for program review including timetables and describe how assessment outcomes will be used.

The PMHNP program is grounded in the professional standards of the AACN, the NONPF, and the Massachusetts Board of Registration in Nursing. Graduates will demonstrate

Institution: Westfield State University **Proposed Degree:** Master of Science in Nursing:
Psychiatric Mental Health Nurse Practitioner (PMHNP)

competence in conducting comprehensive psychiatric assessments, formulating and evaluating evidence-based treatment plans, and providing culturally responsive, ethical care to individuals and families across the lifespan.

Program goals emphasize the integration of research and clinical practice, advocacy for equitable mental health policy, interprofessional collaboration, and a commitment to lifelong professional development. Continuous assessment of program effectiveness will include both direct and indirect measures. Direct measures will consist of clinical evaluations, simulations, capstone projects, and national certification results, while indirect measures will include alumni and employer surveys to assess graduate readiness and professional impact.

Annual program reviews will be conducted by the Nursing Department faculty in consultation with the program's advisory board. These reviews will analyze student outcomes, accreditation benchmarks, and workforce feedback to inform curricular revisions and resource planning. This systematic approach ensures ongoing alignment with accreditation standards, professional expectations, and the evolving behavioral health needs of the Commonwealth.

See Form B for Proposed Program Objectives

FAST TRACK PROPOSAL SUBMISSIONS WILL NOT RESPOND TO QUESTION 8

8. QUESTION FOR PROPOSALS SUBMITTED FOR STANDARD REVIEW AND BHE VOTE:

N/A

II. Administration of the Proposed Program

Program Budget. Submit a line item projected income and expense budget for the proposed program for five years using Form D, "Proposed Program Budget." This may be the same as or a revision of the budget provided as part of the LOI submission. Reallocated funds should specify reallocations from existing campus resources to support the proposed program, including funds reallocated from discontinued or downsized programs. Indicate one-time/start-up costs and revenues.

See Form D for Proposed Program Budget

Budget Narrative. Explain assumptions, underlying expense and income projections on Form D, e.g., instructor status, enrollment projections, field and clinical resources, etc. Provide further details to what was included in the LOI. Note any and all changes made as a result of the local governance and external review processes.

The PMHNP program is designed to be financially sustainable while advancing WSU's mission of providing affordable, high-quality graduate education. Tuition is set at \$690 per credit, positioning Westfield State as the most cost-effective PMHNP program among Massachusetts public universities and significantly below the rates of comparable private institutions, which range from

Institution: Westfield State University **Proposed Degree:** Master of Science in Nursing:
Psychiatric Mental Health Nurse Practitioner (PMHNP)

\$825 to more than \$1,800 per credit. This affordability makes the program particularly attractive to working nurses seeking to advance their credentials without incurring substantial debt.

Financial projections indicate that the program will achieve positive net revenue by Year 2, with steady growth as enrollment expands to the projected 57 students by Year 5. Initial startup costs include faculty and staff recruitment, accreditation preparation, marketing and outreach, instructional materials, and investments in online course development. Operating expenses include faculty salaries and benefits, part-time administrative support, simulation and technology upgrades, library acquisitions, and costs associated with clinical coordination and student support.

In Year 1, projected expenses primarily support the hiring of the program director and adjunct faculty for initial course delivery. Year 2 adds the clinical coordinator position and expanded course offerings which produce net positive revenue of approximately \$13,000, increasing to \$230,000 by Year 5.

The program's placement within the DGCE ensures ongoing fiscal oversight, centralized budgeting, and cost controls that align with DGCE's established financial management practices. Existing resources—including IT infrastructure, simulation facilities, and online learning support—minimize the need for new capital expenditures.

Budget monitoring will follow a data-informed, multi-year model that reviews enrollment, tuition revenue, and instructional costs each fiscal cycle. Surplus funds will be reinvested in faculty development, accreditation renewal, clinical partnerships, and instructional quality. Through this approach, the PMHNP program will maintain long-term financial health while continuing to expand access to advanced nursing education in high-demand behavioral health fields.

Marketing Plan. Describe the institution's marketing plan, including timelines for the proposed program. Expenses associated with this plan should be clearly described in the program budget.

The marketing plan for the PMHNP program follows the phased approach used successfully in other graduate programs within the DGCE, ensuring consistent implementation, assessment, and refinement over time. The plan emphasizes the program's affordability, flexibility, and direct alignment with workforce needs in behavioral health.

This initial phase (Fall 2025-Early Spring 2026) will focus on building awareness of the new PMHNP program and establishing its market position as the most affordable public option in Massachusetts. Key strategies include coordinated digital campaigns across social media and professional nursing platforms, targeted outreach to healthcare employers, and engagement with regional partners such as MassHire, Baystate Health, and area hospitals. The program will also be featured prominently on the University's website, in DGCE promotional materials, and at WSU's Graduate Open House events.

During phase II (Mid-Spring – Fall 2026), marketing will expand beyond Western Massachusetts to reach registered nurses statewide and in neighboring regions. Efforts will include collaborations with professional nursing associations, alumni networks, and community college partners such as Holyoke Community College and Springfield Technical Community College. Additional campaigns

Institution: Westfield State University **Proposed Degree:** Master of Science in Nursing:
Psychiatric Mental Health Nurse Practitioner (PMHNP)

will emphasize success stories, faculty expertise, and clinical partnerships to strengthen the program's reputation and attract a diverse pool of applicants.

Phase III (Fall 2020-2021-Spring 2022) will focus on sustaining strong enrollment and reinforcing the PMHNP program's role within WSU's graduate portfolio. Ongoing evaluation of marketing performance will include analysis of lead generation, application conversion, and return on investment. Adjustments will be made based on enrollment data and feedback from applicants and clinical partners. Moving forward, marketing will highlight outcomes such as graduation and pass rates, employment data, and employer partnerships.

A total of \$17,000 per year has been allocated for marketing activities, including digital advertising, event participation, creative development, and search engine optimization. By using this phased, data-informed approach, the marketing plan will ensure consistent messaging across platforms, maximize visibility among working nurses, and sustain enrollment growth aligned with program capacity and workforce demand.

III. External Review.

Guidelines for selecting reviewers: The review team should embody senior leadership experience in higher education or in the industry, expert scholarship in the discipline of study, and a terminal degree. It is not necessary for each individual member of the external review team to have all these qualifications but the whole team of 2 or 3 individuals must be comprised of these qualifications. Candidates must be disinterested in the proposed program and have no prior relationship to the institution. Candidates working in the same sector as the proposed program (e.g. MA community college, MA state university, UMass) are not eligible as external reviewers.

Obtain BHE approval of reviewers in advance by sending the candidates vitae as an email attachment to whagan@dhe.mass.edu.

Do not send url links, rather provide the full vitae. (It is not necessary to include the entire list of a candidate's publications.)

After approval is obtained, provide the review questions (Form F) to members of the approved review team. External reviewer report(s) MUST be submitted by the institution for review by DHE staff, exactly as it was provided to the institution by the external review team.

Include the review team report and the institutional response to the review with the application documents.

Both External Reviewers approved by the Department of Higher Education (DHE) on 2-21-2025 and their vitae on file with the DHE.

Dr. Joyce Thielen
Dr. Karen Rousseau

See Form F2 Report and Institutional Response

Revenue Calculations

Metrics

DGCE Student Fees
Less Ed Service
fee x3 terms

Gross Revenue

Total Net Revenue

5% Chargeback - (see contingency below)

Expense
Calculations

Staffing Expenditures

Base Compensation

Staff:

Clinical Coordinator (Salary & Fringe) 75k base
Admin Support (PT) (Salary & Fringe)

Faculty & Director

Chair/Dean/Director 120k base
FT Faculty 1 (Salary & Fringe) 100k base
Assistant Professor
PT Adjunct Faculty (Salary & Fringe) 1900 est.credit count
Adjunct (Rate/Credit * Total Credits)

Total Base Compensation

Total Compensation

Operating Expenses

Inputs	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY31
Enrollment via Assumption input or via retention model or using "Enrollment Scenario Planning Tab"						
		\$184,230	\$470,976	\$704,358	\$830,088	\$896,400
		(\$6,750)	(\$9,900)	(\$11,475)	(\$12,375)	(\$12,375)
	\$-	\$177,480	\$461,076	\$692,883	\$817,713	\$884,025
	\$-	\$177,480	\$461,076	\$692,883	\$817,713	\$884,025
	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY31
Starting Salary	Factoring COLA >>>	Factoring COLA >>>	2%	2%		
Model Assumes all staff start in year 1, will need to adjust calculations if different						
110,048			110,048	112,249	114,494	116,784
-		57,200	58,916	60,683	63,503	64,773
176,076	176,076	179,598	183,189	186,853	190,590	194,402
146,730				146,730	149,665	152,658
-	-	-	-	-	-	-
		23,381	35,773	36,488	37,218	37,962
-		12	18	18	18	18
\$176,076	\$260,179	\$387,926	\$543,003	\$555,470	\$566,579	
\$176,076	\$260,179	\$387,926	\$543,003	\$555,470	\$566,579	
	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY31
Factoring Inflation		2%	2%			

Institution: Westfield State University**Proposed Degree:** Master of Science in Nursing

Advertising and Marketing	\$-	17,000	17,340	17,687	18,522	20,060	21,725
Travel (Clinical, In-State, Conferences)	\$-	500	5,000	5,000	5,000	5,000	5,000
Recruitment	\$-	-	-	-	-	-	-
Entry Fees	\$-	-	-	-	-	-	-
General Administrative Costs	\$-	500	1,500	1,500	1,500	1,500	1,500
Other - Accreditation Fees	\$-	2,000	10,985	3,710	3,770	3,820	3,820
Other - National Assoc of NP			4,000	4,000	4,000	4,000	4,000
Admin Expenses (EE)		20,000	38,825	31,897	32,792	34,380	36,045
Library	-	5,000	5,000	5,000	5,000	5,000	5,000
Consultant Services (HH)	-	-	-	-	-	-	-
Information Technology Expenses (UU)	-	-	-	-	-	-	-
Total Operating Expenses		\$20,000	\$43,825	\$36,897	\$37,792	\$39,380	\$41,045
Total Direct Expenses		\$196,076	\$304,004	\$424,823	\$580,795	\$594,850	\$607,624
Contribution Margin = Net Revenue - Direct Exp		-196,076	-119,774	46,153	123,563	235,238	288,776
Fund Transfers (per student)	-	-	-	-	-	-	-
Contingency (% of revenue)	5%-	8,874	23,054	34,644	40,886	44,201	
Contingency/Transfers/other expenses	\$-	\$8,874	\$23,054	\$34,644	\$40,886	\$44,201	
Grand Total Expenses		\$196,076	\$312,878	\$447,877	\$615,439	\$635,735	\$651,826
Total Surplus/(Deficit)		(\$196,076)	(\$135,398)	\$13,199	\$77,444	\$181,978	\$232,199
Cumulative Net Surplus /(Deficit)			(\$318,275)	(\$240,831)	(\$58,853)	\$173,346	

Discussion Point:

Programmatic Reinvestment - labs, other
or 5% Contribution

No capital requirement, Brightspace may handle clinical
space

No clinical placement fee, not specific to the discipline
\$690 per SCH

Reinvestment Strategy