![Westfield State University logo]

Board of Trustees Meeting Agenda
February 20, 2025
3:30 – 5:00 PM

Owls Nest, Ely Campus Center

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

---

1. **Call to Order**   Board Chair Ali Salehi

2. **Approval of Minutes**   Board Chair Ali Salehi
   i.   Draft Minutes of December 9, 2024

3. **General Announcements**   Board Chair Ali Salehi

4. **President's Report**   Dr. Linda Thompson
   a. Items for Action
      i.   Motion – Strategic Plan 2025-2029

5. **Student Trustee Report**   Trustee Daniel Currier

6. **Audit Committee**   Committee Chair Theresa Jasmin
   a. Items for Information
   b. Items for Action
      i.   Motion – Uniform Guidance Report
      ii. Motion – Release of Student Directory Information Policy (0290)

7. **Academic Affairs Committee**   Committee Chair Chris Montemayor
   a. Items for Information
   b. Items for Action
      i.   Motion -Masters of Science in Athletic Training
      ii. Motion -Masters of Arts in History
      iii. Motion -Psychiatric Mental Health Nurse Practitioner
      iv. Motion -Approval of Honorary Degree for Shannon A. Brown
      v.   Motion -Approval of Honorary Degree for Quinton Lucas

8. **Justice, Equity, Diversity, and Inclusion Committee**   Committee Chair Tessa Lucey
   a. Items for Information

9. **Advancement, Marketing, and External Relations Committee**   Committee Chair Dr. Gloria Williams
   a. Items for Information

10. **Enrollment Management and Student Affairs Committee**   Committee Chair William Reichelt
    a. Items for Information

11. **Financial Affairs Committee**   Committee Chair George Gilmer
    a. Items for Information
    b. Items for Action
        i)   Motion – Acceptable Use of Information Technology Resources Policy (0380)
        ii) Motion – FY26 Schedule of Annual Tuition and Fees

12. **Other Business**

13. **Adjournment**   Board Chair Ali Salehi

Attachments:

        a. Draft Minutes of December 9, 2024
        b. President's Presentation
        c. Motion- Strategic Plan 2025-2029
        d. Strategic Plan 2025-2029
        e. Student Trustee Presentation
        f. Student Trustee – Legislative Breakfast Presentation
    Audit Committee
        a. Minutes 12-9-24 (Draft)
        b. Motion – Uniform Guidance Report
        c. Uniform Guidance Report (Draft)
        d. Motion – Release of Student Directory Information Policy (0290)
        e. Policy – Release of Student Directory Information (0290)
    Academic Affairs Committee
        a. Draft Minutes of December 9, 2024
        b. Plan for Success Pilot Money presentation
        c. DHE Letter of Intent for Master of Science in Athletic Training
        d. DHE Letter of Intent for Master of Science Occupation Overview Analytics
        e. DHE Letter of Intent for Master of Arts in History
        f. Master in History Program Overviews
        g. DHE Letter of Intent Master of Science in Nursing: Psychiatric Mental Health Practitioner
        h. Motion. Master of Science in Athletic Training
        i. Motion. Master of Arts in History
        j. Motion. Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner
        k. Supporting documents: Quinton Lucas
        l. Supporting documents: Shannon A. Brown
        m. Motion. Honorary Degree Recipient, Quinton Lucas
        n. Motion. Honorary Degree Recipient, Shannon A. Brown
    Justice, Equity, Diversity, and Inclusion Committee
        a. Minutes of December 9, 2024
        b. Minutes October 23, 2024
        c. Belonging, Inclusion and Learning Presentation

Advancement, Marketing, and External Relations Committee
   a.   Draft Minutes of December 9, 2024
Enrollment Management and Student Affairs Committee
   a.   Minutes December 9, 2024
   b.   EMSA Presentation PPT
Financial Affairs:
a.   Minutes 12-2-24 (Draft)
b.   FY25 Second Quarter Update/Spending Plan
c.   Motion - Acceptable Use of Information Technology Resources Policy (0380)
d.   Policy – Acceptable Use of Information Technology Resources (0380) NARRATIVE
e.   Policy – Acceptable Use of Information Technology Resources (0380) CLEAN
f.   Policy – Acceptable Use of Information Technology Resources (0380) TRACK CHANGES
g.   Motion – FY26 Tuition and Fee Schedule
h.   FY26 Tuition and Fee Schedule
i.   University Cash Summary
j.   Travel Expenses for the President and the President's Direct Reports
k.   4Q Review (Investments)
l.   Policy – Investment (0430) TRACK CHANGES

BOARD OF TRUSTEES
December 9, 2024
Minutes
3:45 – 5:00 PM
Loughman Living Room, Scanlon Hall

A livestream of the meeting for public viewing also took place on YouTube.

MEMBERS PRESENT: Chair Ali Salehi, Vice Chair Melissa Alvarado, Secretary Dr. Gloria Williams, and Trustees, Daniel Currier, Chris Montemayor, and William Reichelt.

MEMBERS PARTICIPATING REMOTELY: George Gilmer and Tessa Lucey

Also present were Westfield State University President Dr. Linda Thompson, and cabinet members Provost, Dr. William Salka; Chief of Staff, Dr. Michael Freeman; Director of Athletics, Richard Lenfest Jr; Vice President of Institutional Advancement, Lisa McMahon; Vice President of Enrollment Management and Student Affairs, Dr. Kevin Hearn; Vice President of Administration and Finance, Stephen Taksar; Interim Dean, College of Arts and Sciences, Sabine Klein; Interim Dean, College of Professional Studies, Ziblim Abukari; Director, Advancement and Major Gifts, Bill Hynes; General Counsel, Attorney Melinda Phelps; Associate Vice President, Capital Planning and Facilities, Maureen Socha; and Assistant Vice President of Information and Instructional Technology, Alan Blair.

Chair Salehi called the meeting to order at 3:52 PM. The meeting was being livestreamed and recorded. He welcomed Trustee Jason Queenin.

MOTION made by Trustee Jasmin seconded by Trustee Currier, to approve the meeting minutes of October 23, 2024, Executive Committee and Board of Trustees Special Meeting on November 15, 2024. There being no discussion, a roll call was conducted, **motion passed unanimously.**

President's Report
- Thanked the board for their voice, counsel, and contributions
- Focus on the theme of "infinite possibilities" for the 185th anniversary of Western State University
- Goals for the next five years:
  - Foster a culture of belonging and pride, optimize value for all people, enhance community of applied research and innovation

Strategic Plan Development
- Upcoming cabinet retreat in January to share goals and objectives
- Draft submission to All University Committee and Board of Trustees in February
- Campus town halls planned for March with various stakeholders
- Finalization of the plan aimed for April

<u>Marketing and Branding</u>
- Collaboration with BVK of Milwaukee for rebranding efforts
- Development of a marketing and branding campaign for the campus

<u>New Board Member Introduction</u>
- Welcome to Jay Queenin, new board member
- Anticipation of his contributions in global partnerships and legal expertise

<u>International Programming</u>
- Participation in the Annual Leadership Dialogue for the African American Irish Diaspora Network in New York
- Mission: To connect African Americans with relevant opportunities
- By some estimates, 40% of African Americans have some Irish ancestors.
- This heritage builds relationships between the Irish and African American communities through organizations like Westfield State.

<u>185th Gala and Fundraising</u>
- The gala is an opportunity to raise funds for network initiatives in education, innovation, entrepreneurship, and cultural exploration.
- Dr. Thompson expresses delight in attending and supporting the gala.

<u>NCAA Division III - President's Advisory Group</u>
- Dr. Thompson recently traveled to Indianapolis for a joint meeting where a new Board of Governors was elected.
- They met with NCAA President, Charlie Baker and NCAA Chief Medical Officer, Deena Casiero.

<u>Alumni Engagement</u>
- Attended an alumni reception in Washington D.C. to keep up with alumni regionally and nationally. It is an important part of extending Westfield's reach into the world.
- Dr. Thompson finds inspiration in meeting alumni and hearing their stories.

<u>Nursing and Health Care Initiatives</u>
- Participated in the Massachusetts Board of Higher Education's Nursing Education and Workforce Development Task Force.
- Dr. Thompson is a member of the Commonwealth's Health and Human Services Workforce Advisory Committee.

<u>Awards and Recognition</u>
- Recipient of the Diamond Award for Lifetime Achievement in Higher Education, Leadership, Philanthropy, Humanitarian Efforts, and Community Engagement.
- Dr. Thompson will be awarded this honor in January at Morehouse College, Atlanta Georgia.

<u>Gratitude and Team Efforts</u>
- Acknowledges the contributions of board, faculty, staff, librarians, and students.
- Expresses gratitude for the collaborative efforts in decision-making and policy creation.

Open House Program
- Received a note from Mike Mazeika thanking her for participation in the fall open house program.
- The turnout at open houses have been growing, highlighting the involvement of students and staff.

Athletics Highlights
- Introduction of star students in the athletic program. Field hockey coach, Carden Brown; field hockey player, Erin Lane; soccer coach, Chris Streeter '99; soccer player, Coleby Andrade; cross-country Coach Marlee Berg-Haryasz; and cross-country athlete Tealei Chandonnet.
- Mention of specific athletic achievements and goals scored during a championship game.
- Women's Cross Country
  o Westfield State had eight of the top 10 runners in the MASCAC Championship this year.
  o The program is not a "one hit wonder" and is building a strong foundation.
  o They were the highest rated public institution in the NCAA regionals this year.
- Men's Soccer
  o Dr. Streeter is an alum of Westfield State and a member of the hall of fame.
  o Last year, the team was in the finals of the MASCAC and won the championship this year.
  o They were close to defeating Tufts University, the number two team in the country.
- Field Hockey
  o Coach Carden Brown is in her second year as a full-time employee at Westfield State.
  o Last year, the team tied the school record for wins; this year, they broke the record and won the finals.
  o The team won their first field hockey title since the early 1980s.

Student Trustee Report

Student Government Association
- The SGA raised over $3,000 for local families as part of its annual Turkey Drive.
  o Funds were generated from the second annual Turkey Trot, a 5K road race held on campus.
- A subcommittee is exploring improvements to the lounge space adjacent to the fitness center.
  o The goal is to create a student union-like space with recreational activities.

Campus Events
- Homecoming was celebrated earlier this semester.
- The Theater Arts department held performances, including "Twelfth Night."
- Westfield State hosted the Girls on the Run 5K road race for Western Massachusetts, with over 3,000 attendees.

Legislative Breakfast
- Hosted on campus to showcase deferred maintenance challenges.
  o Importance of funding projects to address these issues.

- Predominantly student-led event with SGA presentation to lawmakers.
  - Linking challenges to workforce needs of the Commonwealth.
- Tour of Bates Hall, the most in need of renovation.
  - Concludes at the Ride Center in Parenzo Hall.

Common Hour Policy
- Updated policy submitted to Governance for review.
  - Aligns with the University's strategic plan for community involvement.
- Forwarded to the Academic Policies Committee for thorough review.

SGA Training
- Comprehensive training day planned for all Student Governance Association members.
  - Focus on hard and soft skill development and understanding key processes.
- Aims to prepare the next generation of leaders as current Executive Council members' graduate.

Constitutional Review Process
- SGA engaging in triennial Constitutional review.
  - Review and draft substantive changes for full SGA consideration early next year.

Governance and Nomination Committee

Committee Chair Melissa Alvarado updated the Board:
- Dissolving the Investment Subcommittee due to duplication of efforts.
- Renaming the current JEDI Committee to standard language for Justice Equity Diversity.

Justice, Equity, Diversity and Inclusion Committee

Committee Chair Tessa Lucey updated the Board:
- Presentation by Executive Director Jenyka Spitz Gassnola on diversity plan and demographic data.
  - Focus on the decreasing female student enrollment.
- Thematic analysis conducted over a 12-week period on community needs and priorities.

Enrollment Management and Student Affairs Committee

Committee Chair William Reichelt updated the Board:
- Discussion on personalized targeted marketing for student enrollment.
  - Acknowledgment of a reduction in high school graduates in upcoming years.
- Presentation on changing needs of students by Counseling and Health Services.

Advancement, Marketing, and External Relations Committee

Committee Chair Dr. Gloria Williams updated the Board:
- Collaboration with national branding and marketing firm BVK.
  - Utilizing a NASA brand approach for fundraising perceptions.
- Estimated investment of $65,000 for branding efforts.
- The largest 185th celebration fundraising this year received $320,000.
- Scholarships and homecoming events were successful.

- The second annual Keeper of the Dream event is being held on February 13th.

MOTION made by Trustee Currier, seconded by Trustee Montemayor, to approve the granting of staff emeriti status, effective December 9, 2024, to the following individuals: Karen Canary, Rudy Hebert, and Mark St. Jean. There being no further discussion, a roll call was conducted, **motion passed unanimously**

Academic Affairs Committee

Committee Chair Chris Montemayor updated the Board.
- WISE Program:
  - Focuses on integrated student experience prioritizing curiosity, enthusiasm, and social justice.
  - Encourages critical and creative thinking to address complex problems.
- Retention Data Analysis:
  - Examines data by gender, race, Pell grant status, and first-generation status.
  - Aims to improve student success and increase graduation rates.

Financial Affairs Committee

Committee Chair George Gilmer updated the Board on:
- Merging Investment Subcommittee and Finance Subcommittee.
- Change to university expense policy:
  - Minor adjustments to restrictive language.
- 2025 Budget:
  - Revised from $142 million to $132 million.
- Emergency funding for apartment complex plumbing issues:
  - Significant plumbing stack issues in Conlin, Seymour, and Welch Halls.

Trustee Gilmer presented the following motions approved by the committee:

MOTION made by Trustee Currier, seconded by Trustee Montemayor, to approve the revised University Business Expenses Policy (0300), as presented. There being no discussion, a roll call was conducted, **motion passed unanimously.**

MOTION made by Trustee Jasmin, seconded by Trustee O'Rourke, to approve a $4.4 million dollar debt borrowing, through the MSCBA, to fund the critical repairs as outlined in the summary document presented today for the on-campus apartments. Further that the assumptions in Option A will be the approved financing plan in working with the MSCBA on the next bond issuance in FY25/FY26. There being no further discussion, a roll call was conducted, **motion passed unanimously.**

MOTION made by Trustee Jasmin seconded by Trustee Alvarado, to approve the FY25 revised conditional campus budget of $131,841,221, as presented, including, but not limited to the following elements: operating budget, capital budget, vehicle lease/purchase program. Further, to authorize the President and/or the Vice President for Administration and Finance to make budget adjustments to these funds as allowed in the Trust Fund Management Policy (0604). There being no further discussion, a roll call was conducted, **motion passed unanimously.**

Audit Committee

Committee Chair Theresa Jasmin updated the Board:
- Focus on cyber security as a top risk in enterprise risk management.
  - Presented by Vice President of Administration and Finance, Steve Taksar and Assistant Vice President of Information and Instructional Technology, Alan Blair.
- Daily threats to the university estimated in the tens of millions.
  - Importance of being relentless in efforts to address cyber threats.
- Alan Blair is collaborating with other state colleges and universities.
  - Focus on understanding best practices.
  - Leverage knowledge from similarly situated organizations.

Closing Remarks

Chair Salehi wanted to further explain that the budget has not been cut but in fact increased. In the last five years Westfield State University has had an average spending of $122 million and this year's budget is $131 million based on factual spending. Financial Affairs Committee Chair George Gilmore has ideas to discuss post-budget process.

Chair Salehi also wanted to express disconcert with the President's expense approvals. As it stands now, every time Dr. Thompson spends a minimal amount of any expense, Board Chair Ali Salehi must approve it, but he suggests a more realistic approval amount with dignity and authority of the President. Committee Chair George Gilmer will look into changing this. Also, deferred maintenance is a major concern. The Student Government Association is addressing it.

There being no further business,

MOTION made by Trustee Jasmin, and seconded by Trustee Currier, to adjourn. A roll call was conducted, **motion passed unanimously.**

Meeting adjourned at 4:56 PM.

Attachments:

  a. Draft Minutes of October 23, 2024
  b. Draft Minutes of Executive Committee Meeting November 15, 2024
  c. Draft Minutes of Board of Trustees Special Meeting November 15, 2024
  d. President's Presentation
  e. Student Trustee Presentation
Governance and Nomination Committee
  a. Draft Meeting Minutes October 23, 2024
Academic Affairs Committee
  b. Minutes of October 23, 2024
  c. PowerPoint Presentation
Justice, Equity, Diversity, and Inclusion Committee
  a. Minutes of October 23, 2024
  b. PowerPoint Presentation
  d. WSU High Level Demographics document
Advancement, Marketing, and External Relations Committee

    a. Draft Minutes of October 23, 2024
    b. MarCom PowerPoint
    c. Advancement Fundraising and Alumni Engagement PowerPoint
    d. Westfield State Situational Assessment Board -Campaign Presentation
    e. Motion – Staff Emeriti
    f. Staff Emeriti Biographies

Enrollment Management and Student Affairs Committee
    a. Minutes October 23, 2024
    b. PowerPoint Presentation

Audit Committee
    a. Minutes 10-21-24 (Draft)
    b. Campus Cyber Update
    c. Cyber Security Awareness Audit (State Auditor)
    d. Payment Card Industry Data Security Standards (PCI-DSS)

Financial Affairs:
    a. Motion – Dissolution of Investment Subcommittee
    b. Motion – University Business Expenses Policy (0300)
    c. University Business Expenses Policy (0300) Clean
    d. University Business Expenses Policy (0300) Track Changes
    e. Motion – FY25 Operating Budget (Revision)
    f. FY25 Operating Budget (Revision)
    g. Motion – Residential Hall Capital Project Funding/Borrowing
    h. Residential Hall Capital Project Funding/Borrowing

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 meeting held on December 9, 2024.

_____   _____

Dr. Gloria Williams, Secretary   Date

Keeper of the Dream

We must accept finite disappointment, but never lose *infinite hope*

—DR. MARTIN LUTHER KING, JR.

This powerful and moving event recognized Black History Month and honored those in our communities who live up to the inspirational contributions of Dr. Martin Luther King Jr. and continue to carry on his legacy.

Nettie Washington Douglass

I was incredibly grateful to be joined by Nettie Washington Douglass, the great-great granddaughter of Frederick Douglass and the great-granddaughter of Booker T. Washington, to hear her reflections on the teachings and inspiration of Dr. King.

Strategic Plan

At the end of January, we held a cabinet retreat where we reviewed our progress over the past few months and drilled down to further develop our goals.

Goal 1: Innovative Learning

Align institutional resources with innovative and relevant academic program that equip student with the knowledge, skills, and experiences necessary to thrive in emerging career opportunities and contribute meaningfully to a changing world.

Goal 2: Student Success

Our aim is to foster a campus culture of belonging and pride, focused on student engagement and success.

Goal 3: Aligned Resources

Strengthen and broaden financial stewardship of the campus by strategically aligning human, capital and financial resources with the University's mission and vision.

Goal 4: Institutional Success

Enhance a dynamic community of engaged scholars who use scholarship for innovation, applied research and creativity.

We are optimistic

Our positive and optimistic perspective comes as the region and the nation are experiencing enrollment and financial challenges and some colleges and universities are facing difficult choices.

Maintaining relationships

We maintain and nurture our relationships with a focus on how we can develop and tailor our educational offerings to meet the needs of students and the public.

Legislative breakfast

This occasion gave the University a chance to promote funding that would improve the educational experience for students and solve long-standing issues with deferred maintenance.

Engaging with legislative delegation

The effort from Trustee Currier and other members of the Student Government Association is a strong example of how we need to tell our story and champion the need for, and importance of, public higher education.

State investments in higher ed

Over the past few years, our faculty, staff and librarians have positioned Westfield State University in the best possible way.

Success Program

The Healey-Driscoll Administration's $14 million expansion of the SUCCESS Program will allow Massachusetts' nine state universities reach and support first-generation and historically underserved students.

The BRIGHT Act

The Act to Build Resilient Infrastructure to Generate Higher Education Transformation will create opportunities to modernize and update campus facilities that support lab work, web development and automation.

Thank you

Westfield STATE UNIVERSITY

Board of Trustees

February 20, 2025

MOTION

The adoption of the 2025-2029 strategic plan, four goals, and objectives.

_____   _____

Ali Salehi, Board Chair   DATE

Westfield STATE UNIVERSITY

Strategic Plan
Presentation to the Board of Trustees
President Linda Thompson

February 20, 2025

Submitted by: Strategic Planning Committee- June 18, 2024
Review and Comment, President's Cabinet- June 25, 2024
Review and Comment, Board of Trustees- August 9, 2024
Review and revision by President's Cabinet- February 7, 2025
Revision by: Writing team- February 18, 2025

WESTFIELD STATE UNIVERSITY

STRATEGIC PLANNING 2024 and BEYOND

Dear Board of Trustees:

This year we will release Westfield State University's strategic plan for the next five years. After input from the entire campus, four goals were chosen by our Strategic Plan Committee and leadership team to shape and guide our future.

Five years is not a very long span these days, a lot can happen if you consider what has transpired just five years ago. We have emerged from a worldwide pandemic with a renewed sense of engagement to provide the best experience for students and the best learning environment to build skills required in the future. We see this new path as the Human way forward to health.

In the tradition and context of public university we remain dedicated to excellent teaching, applied research and creativity and the best of service. This commitment inspires us to develop a community of belonging supporting all individuals to reach their peak potential.

As the reality of trends in culture, value, and financial strategy evolves, we must continue to be conscious of the environment surrounding our mission and goals and the barriers and pitfalls that can hinder our progress. We must be able to effectively collaborate, brainstorm, adapt and improvise to implement objectives that lead to success in achieving our goals. We must realize a strategic plan that is not a static document. It is an organic set of actions that we must continually assess to reflect reality, and pivot if necessary.

Looking forward to 2029 our strategic plan vision predicts that we will have full enrollment, and all of our students, faculty, staff, librarians, and alumni are engaged in creating a vibrant atmosphere for Westfield State University on and off campus. Our students will be successful in both learning and personal growth; our University will be financially stable with updated facilities and have a happy staff and faculty; our faculty will be supported in their teaching and learning and are the drivers of student success; and our institution will be governed well, is trusted and renowned, and has a great reputation in and outside of the Commonwealth.

At the end of January, we held a cabinet retreat where we reviewed our progress over the past few months and worked to further develop our goals.

During review and collaboration sessions we revised our four strategic goals:

Goal 1: Foster Innovative Learning

We will align institutional resources with innovative and relevant academic programs that equip students with the knowledge, skills, and experiences necessary to thrive in emerging career opportunities and contribute meaningfully to a rapidly changing world.

Within this goal we will:

- Focus on developing and updating our curriculum;

- Maintain existing and creating new industry partnerships;

- Offer continuous professional development and skill building opportunities for faculty;

- Direct funding and resources towards academic programs focused on in-demand, future-focused careers;

- Establish career counseling services that are focused on emerging fields; and

- Ensure academic programs include a global perspective.

Goal 2: Maintain and build upon Student Success

Our aim will be fostering and celebrating a campus culture of belonging and pride, focused on student engagement and success.

Within this goal we will:

- Cultivate a campus culture of collaboration, belonging, and engagement through traditions and activities that support student involvement;

- Promote holistic well-being by creating spaces, activities, and programs that prioritize physical health, mental health, and overall wellness;

- Develop a student-ready campus by prioritizing a student-centric governance and management structure that adapts to the evolving needs and experiences of students;

- Develop and communicate a clear, authentic University brand that resonates with current and prospective students, showcasing our unique value proposition and promise;

- Enhance mentorship programs for underrepresented students;

- Promote a supportive campus climate and sense of belonging; and

- Monitor and assess progress toward reducing academic achievement gaps.

Goal 3: Aligned Resources:

We will strengthen and broaden the use of campus resources by strategically aligning human, capital and financial assets within the University's mission and vision. This includes optimizing resource allocation, fostering cross-departmental collaboration, and ensuring financially sustainable practices that directly support the achievement of the University's long-term strategic goals.

Within this goal we will:

- Develop an interactive, multiyear strategic talent acquisition and management plan as the basis for determinations regarding hiring, performance evaluations, promotions, and department realignments and reorganizations;

- Foster a supportive and inclusive work environment by advancing efforts to frame belonging and associated initiatives across the four-phase employee lifecycle – Welcomed Employee, Developed Employee, Engaged Employee, and Safe Employee;

- Provide consistent, responsible, data-informed, and transparent management of all existing financial resources through integrated multiyear strategic planning and evaluation;

- Expand and diversify current and new revenue sources through innovation and entrepreneurship utilizing return on investment, or a cost benefit model, and integrating a data informed decision making process; and

- Create a campus environment that is clean, safe and modernized through increasing campus resources ensure a positive living, learning, and working environment while advancing the University's commitment to becoming a more sustainable campus.

Goal 4: Institutional Success

Enhance a dynamic community of engaged scholars who use scholarship for innovation, applied research, and creativity.

Within this goal we will:

- Foster collaboration across disciplines to enhance innovation and creativity by establishing research centers and forums that encourage cross-departmental collaboration, focusing on solving real-world challenges through combined expertise;

- Promote applied research that addresses societal needs by partnering with government agencies, foundations, and private industries to create funding for projects that have practical, community-oriented applications;

- Support scholarly creativity in teaching and learning by introducing new and innovative teaching practices, offering workshops, training, and grants for faculty to explore new teaching methods; and

- Strengthen platforms for disseminating research and creative work by building a centralized platform where faculty and students can share their research findings by offering resources to help researchers present their work in accessible formats such as blogs, podcasts, or video series to reach a wider audience.

We have also engaged Dr. Susan Leggett of Good Collaborations. She and her team are assisting in creating the final document. You may know Dr. Leggett as a former chief of staff at Westfield State University. She also served the University as an interim dean of faculty and an associate professor and chair of the Communication Department.

Susan is working closely with Dr. Michael Freeman in taking the plan to the final stage and developing a comprehensive document.

We all have a role to play in weaving these themes into our daily campus life. I wish to thank the Board for your input in helping to shape the next chapter of the history of Westfield State University.

Update on Deferred Maintenance

- Higher Education Capital Working Group Report
  - Recommended bond legislation to support critical investment in capital projects over ten years.

- The BRIGHT Act
  - Filed by Governor Healey, this act would provide up to $3 billion in bond capacity for higher education capital improvements.

- Advocating for Our Campus
  - o Argued for funding to support capital upgrades on our campus.
  - o Demonstrated the need for enhanced academic facilities that prepare students for in-demand careers here in the Commonwealth.

Student-Led Legislative Breakfast (2 of 2)

- Lawmaker Sentiment
  - Consensus among lawmakers that now is the time to invest through bond legislation.
  - Desire to give more to state universities.
  - Agreement that a dedicated revenue stream for public higher education infrastructure (like the MSBA at the K-12 level) is necessary.

Engaging with Local Leaders

- Speaker Series
  - SGA has been hosting a variety of local political leaders in honor of the organization's 100th anniversary.
  - Speakers have thus far included Westfield Mayor Mike McCabe and West Springfield Mayor (and Trustee) Will Reichelt.

State of the Campus

- Bringing Back an Old Tradition
  - SGA addressed the campus community on its initiatives for the 2024-2025 academic year.

- Building Community & Retaining Students
  - In honor of SGA's 100th anniversary, *all* active RSOs will be eligible for a $100 block grant that must be expended by the end of the academic year.
  - Aim of this initiative is to foster camaraderie among students and aid in retention efforts through enhanced programming support.

Supporting Our Community

- Creation of Endowed Program
  - SGA intends to raise $50,000 to support the creation of an endowed program focused on student belonging and inclusion.
  - Funds may be drawn annually to support our RSOs under the faith, heritage, and identity category.

- Soup Kitchen Trip
  - Members of the SGA collaborated with the Interfaith Center, Dining Services, and others to provide a warm meal to local community members in need.

Upcoming Events

- Spring Break
  - March 8-16
- SGA Vote on Constitutional Amendments
  - TBD March
- Relay for Life
  - March 22
- Owl Ball
  - April 11
- SGA Elections
  - April 15-16
- Spring Concert
  - April 26

Welcome to Westfield State University

EXPLORE. EXPERIENCE. EXCEL.

2025 Legislative Breakfast

Hosted by the Westfield State University Student Government Association

Daniel Currier '25, Student Trustee

Joseph Bonilla '25, SGA President

OVERVIEW

✓ The Needs of Today's Students & Tomorrow's Professionals (Daniel)

✓ The Mounting Crisis (Joseph)

✓ Pending Legislation & Next Steps (Daniel)

*Following this presentation, we invite you to join us for a tour of **Bates Hall**, one of our academic buildings in serious need of renovation.*
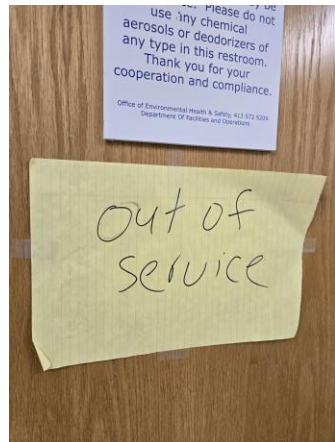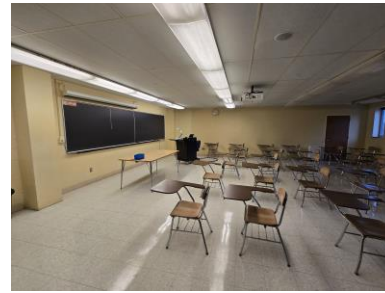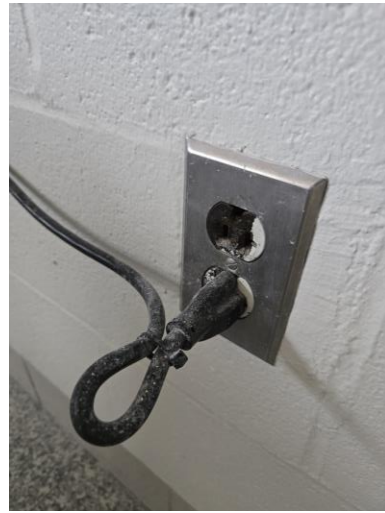
*We will conclude our tour in the **RIDE Center** in Parenzo Hall, showcasing what is possible with state support.*

The Needs of Today's Students & Tomorrow's Professionals

Daniel Currier '25
Student Trustee

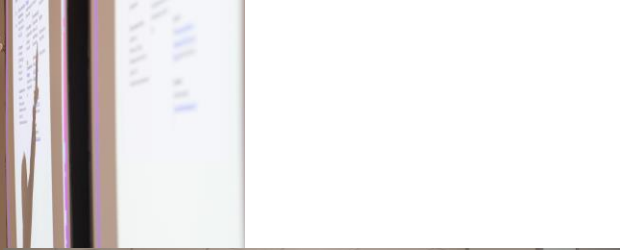# THE SPACES TODAY'S STUDENTS EXPECT

✓ Teaching practices have changed significantly since our buildings were constructed in the 1960s and 1970s.

✓ Modern classrooms require more than just a chalkboard and desks.

    ✓ Furniture and technology that foster collaboration and innovation.

    ✓ Contemporary equipment utilized in the field.

CRITICAL FOR RECRUITMENT & RETENTION

Rank Order of Student Ratings of Facilities' Importance

Facility	Mean	No. of students responding (n)
Facilities for my major	4.4	219
Technology	4.1	218
Residence halls	3.9	218
Classrooms	3.8	219
Dining facilities	3.8	218
Library	3.7	217
Recreation/exercise facilities	3.6	218
Student center	3.5	216
Open space	3.5	217
Public transportation	3.3	216
Bookstore on campus	3.3	217
Varsity athletic facilities	2.7	217
Intramural sports facilities	2.5	216
Performing arts center	2.4	217

Comparison of Causes of Rejection of an Institution

Facility	Total number of rejections	Number of Rejections Caused by:		
		Not having the facility	Inadequate facility	Poorly maintained facility
Facilities for my major	137	55	55	27
Residence hall	132	12	63	57
Technology	88	18	48	22
Dining facilities	81	13	42	26
Classrooms	80	10	36	34
Public transportation	79	27	35	17
Recreation/exercise facilities	75	16	31	28
Library	72	15	39	18
Student center	72	18	34	20
Open space-multipurpose	71	13	39	19
Varsity athletic facilities	70	17	32	21
Bookstore on campus	66	13	32	21
Performing arts center	63	13	30	20
Intramural sports facilities	59	14	30	15

McDonald, L. S. (2019). The Impact of Campus Facilities on the Recruitment of Students in Higher Education [Ed.D. Dissertation]. Western Kentucky University.

The Mounting Crisis

Joseph Bonilla '25
SGA President

Westfield State University

Fall Enrollment

FTE   HC

FTE (2023 compared to 2014): 69%

Enrollment (y-axis): 0 – 35,000
Year (Fall): 2014 – 2023

Research Expenditures $0.0M
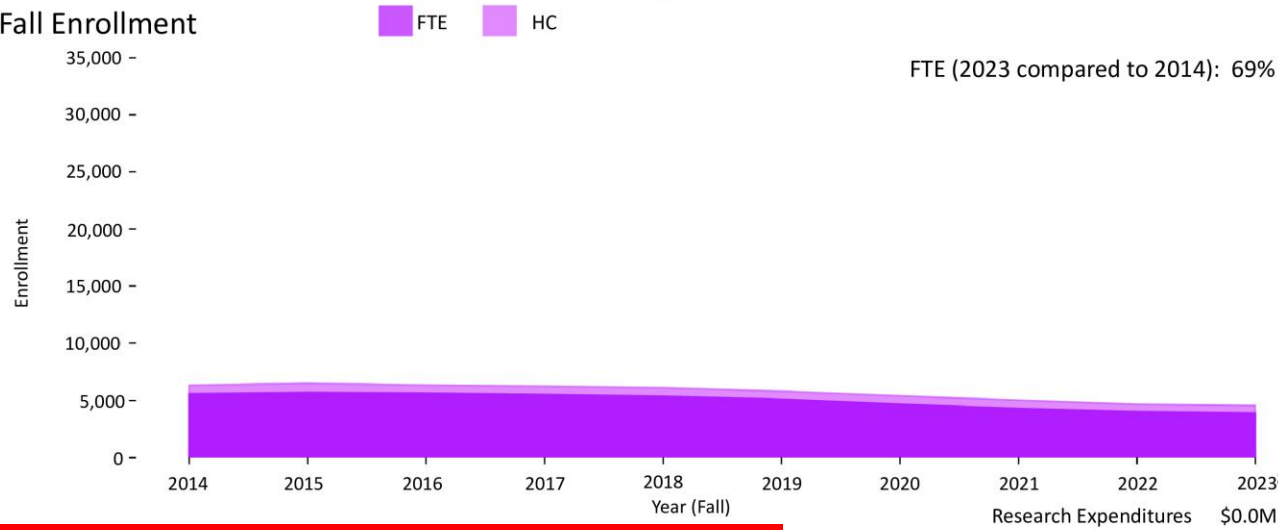
Total Capital Need

Total Gross Need:	$570M
Total Net Need:	$561M

10-Year Deferred Maintenance Backlog	$126.8M
Decarbonization	$120.5M
Programmatic Modernization	$322.5M
Total Gross Need	**$570M**
Campus/ Other Funding	$2.9M
Current State Investment	$6.3M
Total Net Need	**$561M**

Age of Buildings

GSF (y-axis): 0 – 2,000,000
Years: 1800–1859, 1860–1899, 1900–1939, 1940–1959, 1960–1969, 1970–1979, 1980–1989, 1990–1999, 2000–2009, 2010–2019, 2020–2024
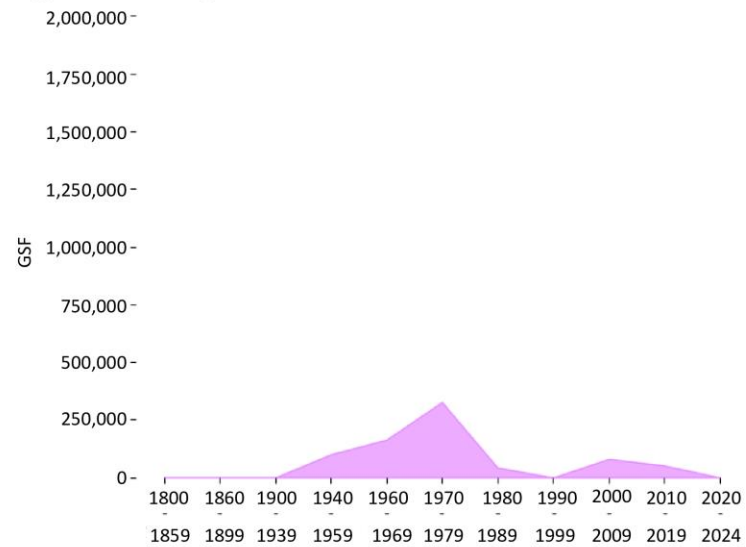
Space Use and Utilization
Includes State and non-State owned buildings

- Classroom
- Class Lab
- Research
- Office
- Student
- Athletics
- Residential
- Support
- Unclassified

1,152,940 Total ASF
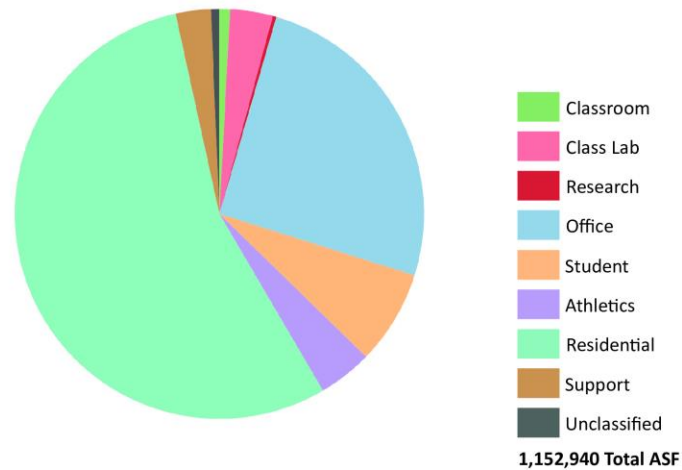
ADDRESSING DEFERRED MAINTENANCE

✓ Some funding is allocated by DCAMM and the MSCBA, but the amount is small when compared to the growing backlog.

   ✓ Funding also does not keep pace with escalating costs, with the gap growing by hundreds of thousands each year.

✓ Westfield State has had to invest increasing amounts of capital to address facilities emergencies (i.e., system shutdowns).

   ✓ Campus funding generated from reserve cash and student fees (increasing contribution from either would be unsustainable).

✓ $0 was allocated in FY25 state budget to address deferred maintenance issues (has a multi-year negative impact).

TOP NEEDS AT WESTFIELD STATE

✓Full Renovation/Replacement of Bates Hall (Academic)

✓Renovation/Replacement of Wilson Hall Labs/HVAC System (Academic)

✓Infrastructure & System Renovations & Replacements

✓HVAC in Residence Halls

RENOVATION/REPLACEMENT OF BATES HALL & WILSON HALL LAB SPACES/HVAC SYSTEM

✓ Rationale
  - ✓ Building systems need significant upgrades/replacement.
  - ✓ Space cannot adequately support growing academic programs with specific needs.

✓ Potential
  - ✓ New classrooms/technology for professional programs critical to the Massachusetts economy, such as the health sciences.
  - ✓ New technology enhances the teaching from our faculty, with students having access to hands-on learning with state-of-the-art technology.

ON THE HORIZON - DECARBONIZATION

✓ Executive Order 594 – Leading By Example (2021)
   ✓ Requires that state agencies work to decarbonize their facilities and operations to achieve Net Zero by 2050.
   ✓ Immediate impacts that have escalated equipment and capital project costs. We also cannot replace systems in-kind.

✓ Decarbonization efforts remain largely unfunded despite the need to upgrade our facilities to meet state requirements.

Pending Legislation & Next Steps

Daniel Currier '25
Student Trustee

INVESTING IN OUR FUTURE

1) Create a Dedicated Revenue Stream (Similar to the Massachusetts School Building Authority for K-12)
2) Fully Fund Capital Projects
3) Pass New Bond Legislation (The BRIGHT Act)

PROGRESS TO DATE

✓Release of Higher Education Capital Working Group's Final Report
  - ✓Demonstrates the need for significant investment in public institutions of higher education.
  - ✓Calls for changes to, among other things, the statutory threshold for a study and the caps on capital projects. The group also endorses a bond bill.

✓Filing of the BRIGHT Act by Governor Healey
  - ✓Proposes the use of $125 annually in surtax revenues to be bonded for higher education deferred maintenance over ten years.

✓Filing of H.D. 3796 (Saunders & Cruz)
  - ✓Among other things, would establish a "Public College and University Capital Debt Relief Fund" and a "Green and Healthy Public College and University Building Fund," the latter of which would pay for capital projects in full.

CREATING A DEDICATED REVENUE STREAM

✓ Current Situation
- ✓ The MSBA receives 16% of general sales tax revenues by law. This dedicated revenue stream supports capital improvements at K-12 facilities.
- ✓ No dedicated revenue stream exists for higher education facilities.

✓ Proposal
- ✓ Create a dedicated revenue stream (minimum annual appropriation) through a portion of the 4% income surtax.
- ✓ Increase the amount earmarked each year (beyond the $125 million currently proposed) to augment bond capacity.

FULLY FUND CAPITAL PROJECTS

✓Current Situation

   ✓Community colleges often have their projects funded 100%, yet state universities do not enjoy this same level of support.

✓Proposal

   ✓Provide for equity in capital funding with full funding of projects across each public institution type (community colleges, state universities, and UMASS).

PASS THE BRIGHT ACT

✓ Current Situation

   ✓ Higher education last received a large infusion of capital funding support in 2008 (lasting 5-10 years).

   ✓ Deferred maintenance continues to be an unsustainable burden on higher education facilities.

✓ Proposal

   ✓ Support the BRIGHT Act to fund significant capital improvements.

   ✓ Utilizing an increased dedicated revenue stream, amend the BRIGHT Act to augment bond capacity beyond $3 billion over ten years.

   ✓ Ensure fair distribution of funding, including to institutions in western Massachusetts.

DR. LINDA THOMPSON

President, Westfield State University

QUESTIONS & ANSWERS

Thank you

Westfield
STATE UNIVERSITY

Board of Trustees

February 20, 2025

MOTION

To accept the audit report on the audit procedures required pursuant to the Office of Management and Budget (OMB) Uniform Guidance for fiscal year ending June 30, 2024, as prepared by the firm of WithumSmith and Brown P.C., and to authorize the submission of this report to the Federal Audit Clearinghouse and to other parties as required by OMB Uniform Guidance and the Commonwealth of Massachusetts.

_____   _____

Ali Salehi, Board Chair   DATE

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

INDEPENDENT AUDITOR'S REPORTS AS REQUIRED BY THE UNIFORM GUIDANCE AND *GOVERNMENT AUDITING STANDARDS* AND RELATED INFORMATION

JUNE 30, 2024

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Independent Auditor's Reports as Required by the Uniform Guidance and *Government Auditing Standards* and Related Information

June 30, 2024

C O N T E N T S

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

To the Board of Trustees of
Westfield State University:

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Westfield State University's (an Agency of the Commonwealth of Massachusetts) (the "University") compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the University's major federal programs for the year ended June 30, 2024. The University's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the University's complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the University's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the University's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the University's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the University's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the University's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the University's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2024-001. Our opinion on each major federal program is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on the University's response to the noncompliance finding identified in our compliance audit described in the accompanying schedule of findings and questioned costs. Westfield State University's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, as discussed above, we did identify a certain deficiency in internal control over compliance that we consider to be significant deficiencies.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2024-001 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the University's response to the internal control over compliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. Westfield State University's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the University, as of and for the year ended June 30, 2024, and have issued our report thereon dated October 24, 2024, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

UPDATE, 2025

3

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

To the Board of Trustees of
Westfield State University:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the business-type activities of Westfield State University (the "University"), and its discretely presented major component unit, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the University's basic financial statements and have issued our report thereon dated October 24, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

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

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

Report of Compliance and Other Matters

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

Purpose of this Report

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

October 24, 2024

SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2024

	Assistance Listing Number	Pass-Through Entity	Pass-Through Entity Award Number	Federal Expenditures	Through to Subrecipients
STUDENT FINANCIAL ASSISTANCE CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Federal Supplemental Educational Opportunity Grant	84.007	N/A	N/A	$ 295,448	$ -
Federal Work-Study Program	84.033	N/A	N/A	372,949	-
Federal Pell Grant Program	84.063	N/A	N/A	7,013,999	-
Federal Perkins Loan Program (beginning of year)	84.038	N/A	N/A	121,248	-
Federal Direct Student Loans (Note 4)	84.268	N/A	N/A	23,912,551	-
Total Student Financial Assistance Cluster				31,716,195	-
TRIO CLUSTER					
U.S. Department of Education:					
Direct Awards:					
TRIO Student Support Services	84.042	N/A	N/A	344,622	-
RESEARCH AND DEVELOPMENT CLUSTER					
National Science Foundation:					
Direct Awards:					
STEM Education	47.076	N/A	N/A	51,237	-
NON-CLUSTER					
U.S. Department of Education					
Direct Awards:					
Fund for the Improvement of Postsecondary Education	84.116Z	N/A	N/A	339,478	-
U.S. Department of Health and Human Services					
Direct Awards:					
Mental and Behavioral Health Education and Training Grants	93.732	N/A	N/A	342,550	-
U.S. Department of the Interior					
Direct Awards:					
National Wild and Scenic Rivers System	15.962	N/A	N/A	138,031	-
U.S. Institute of Museum and Library Services					
Pass-through Awards:					
Laura Bush 21st Century Librarian Program	45.313	Cornell University, Inc.	156601-22444	4,790	-
U.S. Department of Justice					
Direct Awards:					
Grants to reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on campus	16.525	N/A	N/A	10,360	-
Total Non-Cluster				835,209	-
Total Federal Funds				$ 32,947,263	$ -

See accompanying notes to the schedule of expenditures of federal awards.

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Notes to the Schedule of Expenditures of Federal Awards

Year Ended June 30, 2024

Note 1 - **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Westfield State University (the "University") under programs of the Federal Government for the year ended June 30, 2024. The information on this Schedule is prepared in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the University, it is not intended to and does not present the financial position, changes in net position or cash flows of the University.

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

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance.

Note 3 - **Indirect Cost Rate**

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

Note 4 - **Federal Student Loan Programs**

Perkins Loan Program
The Federal Perkins Loan Program ("Perkins") is administered directly by the University and balances and transactions relating to this program are included in the University's basic financial statements. During the year ended June 30, 2024, there were no loans advanced under the Perkins program. During the year ended June 30, 2024, no administrative costs were incurred. As of June 30, 2024, loan balances receivable, net under Perkins was $97,909.

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

Direct Student Loans
The University disbursed $23,912,551 of loans under the Federal Direct Student Loans program, which include Stafford Subsidized and Unsubsidized Loans and Parent Plus Loans. It is not practical to determine the balances of the loans outstanding to students of the University under the program as of June 30, 2024. The University is only responsible for the performance of certain administrative duties and, accordingly, these loans are not included in the University's financial statements.

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs

Year Ended June 30, 2024

Section I – Summary of Auditor's Results:

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weaknesses identified?   _____ yes   __x__ no

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

Noncompliance material to the financial
statements noted?   _____ yes   __x__ no

Federal Awards

Type of auditor's report issued on compliance
for major programs: Unmodified

Internal control over major programs:

- Material weaknesses identified?   _____ yes   __x__ no

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

Any audit findings disclosed that are required
to be reported in accordance with
the Uniform Guidance?   __x__ yes   _____ no

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs

Year Ended June 30, 2024

Identification of Major Programs

Name of Federal Program or Cluster	Assistance Listing Number
Student Financial Assistance Cluster:	
Federal Supplemental Educational Opportunity Grant	**84.007**
Federal Work-Study Program	**84.033**
Federal Perkins Loan Program	**84.038**
Federal Pell Grant Program	**84.063**
Federal Direct Student Loans	**84.268**
Non-Cluster:	
Fund for the Improvement of Postsecondary Education	**84.116Z**

Dollar threshold used to distinguish between
    type A and type B programs: $750,000

Auditee qualified as a low-risk auditee?   __x__ yes   _____ no

Section II – Financial Statement Findings:

None

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs

Year Ended June 30, 2024

Section III – Federal Award Findings and Questioned Costs:

Finding number:	2024-001
Federal agency:	U.S. Department of Education
Programs:	Student Financial Assistance Cluster
Assistance Listing #:	84.063, 84.268
Award year:	2024

Criteria
According to 2 CFR Part 200, Appendix XI Compliance Supplement updated May 2024:

Under the Pell Grant and loan programs, institutions must complete and return within 15 days the Enrollment Reporting roster file placed in their Student Aid Internet Gateway mailboxes sent by ED or accessed on the Enrollment Maintenance Page via the National Student Loan Data System ("NSLDS"). The institution determines how often it receives the Enrollment Reporting roster file with the default set at a minimum of every 60 days. Once received, the institution must update for changes in student status, report the date the enrollment status was effective, enter the new anticipated completion date, and submit the changes electronically through the batch method or the NSLDS website. Institutions are responsible for timely reporting, whether they report directly or via a third-party servicer.

Condition
The Federal Government requires Westfield State University to report student enrollment changes to the National Student Loan Data System ("NSLDS") within 60 days. During our testing, 1 out of 40 students was reported late to the NSLDS by 1 day.

Cause
Westfield State University did not have the proper review procedures in place to ensure enrollment status changes were being reported to NSLDS timely.

Effect
Westfield State University did not report the student's correct status within the required timeframe, which may impact the students' loan grace periods.

Questioned Costs
Not applicable

Perspective
Our sample was not, and was not intended to be, statistically valid. Of the 40 students selected for testing, 1 student, or 2.5% of our sample was not reported within the required timeframe.

Identification as a Repeat Finding, if applicable
Not applicable

Recommendation
The University should strengthen its controls surrounding the review of the NSLDS reporting process to ensure they are in compliance with federal regulations.

View of Responsible Officials
Westfield State University agrees with the finding.

Management's Summary Schedule of Prior Audit Findings

Year Ended June 30, 2024

Section IV – Management's Summary Schedule of Prior Audit Findings:

None.

DRAFT

ADMINISTRATION AND FINANCE

Management's Corrective Action Plan

Finding number: 2024-001
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
Assistance Listing #:   84.063, 84.268
Award year: 2024

Corrective Action Plan: The Registrar's Office will conduct a comprehensive review of the scheduled enrollment reporting dates currently listed in the National Student Clearinghouse (NSC). This review will focus specifically on calculating a fifty-day schedule of enrollment reporting to ensure enrollment reports are submitted within the required time frame as mandated by the National Student Loan Data System (NSLDS). The reporting date adjustment will allow additional days for NSC to report to NSLDS within the required sixty-day reporting period to maintain compliance. NSC emails a "Delivery Receipt" each time an enrollment report is submitted to the Registrar, Associate Registrar and Technology Support Specialist in the Registrar's Office. The Executive Director of Institutional Research and Assessment will be added to the email notification and will have access to review enrollment report submissions. The Registrar will also be creating a calendar with a schedule of when the NSLDS enrollment files will be sent to help ensure the files are submitted on-time.

Timeline for Implementation of Corrective Action Plan: The review of scheduled enrollment dates will begin immediately. Adjustments to the dates will be made as needed to ensure adherence to the sixty-day reporting requirement.

Contact Person: Monique Lopez, Registrar and Simone Backstedt, Director, Financial Aid

Horace Mann Center   (413) 572-5204
577 Western Avenue   (413) 572-5610 (f)
P.O. Box 1630   westfield.ma.edu
Westfield, MA
01086-1630

- 13 -

Westfield STATE UNIVERSITY

Board of Trustees

February 20, 2025

MOTION

To rescind the Release of Student Directory information Policy #0290 and refer the administrative matter to the President and the Registrar.

_____ _____

Ali Salehi, Board Chair   DATE

Westfield State University

Policy concerning:

APPROVED: October 1996

section Administrative

number 0290

page 1 of 2

REVIEWED: December 2014

RELEASE OF STUDENT DIRECTORY INFORMATION

PURPOSE

The purpose of this document is to establish a policy on the release of Westfield State University student directory information.

DEFINITION

Consistent with The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), a Federal law protecting the privacy of student education records, the University may release to the public student directory information, without consent, provided that students are notified annually about directory information and are provided with a reasonable amount of time to request directory information about them be suppressed from disclosure. The actual means of student notification (special letter, inclusion in a bulletin, student handbook or newspaper article) is left to the discretion of the University.

Student directory information includes student name, campus address, campus telephone listing, home address, home telephone listing, photograph, date and place of birth, dates of attendance, major field of study, degrees and awards received, participation in officially recognized activities and sports, height and weight of student athletes and the most recent previous educational agency or institution attended by the student.

POLICY

1. Student requests to suppress directory information about them from public disclosure must be made annually, in writing, to the University Registrar by October 1 (or by the last day of business prior to this date if the University is closed on October 1).

2. Generally, only a student's name and telephone number shall be disclosed, however, exceptions may be authorized by administrators at the Director level or above on a case-by-case basis.

3. Directory information shall not be disclosed to outside business/vendors,

Westfield State University

Policy concerning:

APPROVED: October 1996

section Administrative

number 0290

page   2 of 2

REVIEWED: December 2014

however, exceptions may be authorized by administrators at the Vice President lever or above when a business/vendor is engaged in a joint venture with the University to provide a tangible benefit to students, and further, provided that the business/vendor agrees in writing not to disclose student directory information to any other party.

4. Charges for directory information will be consistent with the Massachusetts Public Records Law.

REVIEW

This policy shall be reviewed annually by the Vice President for Student Affairs.

Westfield
STATE UNIVERSITY

Board of Trustees

February 20,2025

MOTION

The granting of a Master of Science in Athletic Training.

_____   _____

Ali Salehi, Board Chair   DATE

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

PHASE I: LETTER OF INTENT TEMPLATE
FOR BOARD VOTE ON APPROVAL PROCESS

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. Letter of Intent (LOI) document should be about five to six pages in addition to appendices. After the local approval process for the LOI has been completed, the President of the institution should submit this template and all required forms addressed to the Commissioner of Higher Education, and to the Academic Affairs Committee (AAC) of the Board of Higher Education (BHE).

Submissions are required to be in MS Word format. Please direct the completed to:
PublicProgramReview@dhe.mass.edu

Proposed Degree Title and Intent and Mission of the Program (200 words):
Title
Master of Science in Athletic Training (MSAT)

Intent
The Master of Science in Athletic Training (MSAT) Program will meet the upcoming (Fall, 2026) educational requirement of a graduate level degree to become a certified Athletic Trainer. The MSAT will prepare the graduate student for entry level clinical practice as an athletic trainer, to pursue evidence-based research, provide quality patient care, and become a lifelong learner. The goal of this program is to deliver the resources that provide the needed knowledge, skills, and abilities, to be career-ready athletic trainers. This program will meet each of the 94 Commission on Accreditation of Athletic Training Education (CAATE) standards, use the National Athletic Trainer's Association Competencies as a guide for appropriate knowledge, skills, and clinical abilities, and abide by of the Board of Certification Standards of Professional Practice.

Mission Statement
Westfield State University (WSU) athletic trainers will be premier healthcare providers who collaborate with physicians to optimize patient activity, performance, and wellbeing. WSU athletic trainers will perform as members of the healthcare team to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of acute and chronic injuries as well as medical conditions associated with but not limited to sport, work, recreation, and general physical activity.

Proposed CIP Code: 51.0913

Chief Academic Officer (CAO) Name and Title: Provost William Salka

CAO Phone Number: 413.572.5201

CAO Email: wsalka@westfield.ma.edu

Has the Chief Academic Officer reviewed this LOI? Yes

Date LOI was approved by governing authority:

A. Alignment with Massachusetts Goals for Public Higher Education

The FY19 BHE Equity Statement (https://www.mass.edu/strategic/equity.asp) provides campuses with insight into the next iteration of the system-level plans.

1. **How does the program address institutional gaps in opportunity and achievement? How does the program align with campus goals?**

The Westfield State University Master of Science in Athletic Training program will address the institutional and state-wide gap by offering a graduate program to address five primary targets which are outlined below:

1. Provide a comprehensive graduate education of the highest quality
The rich history and success of the current undergraduate athletic training program at Westfield State University provides a solid foundation for the proposed graduate program. This new program will integrate interprofessional, innovative, and evidence-based practice into a comprehensive and dynamic curriculum. The graduate program will provide students from all facets of the population with an affordable, high quality professional graduate education that reflects the healthcare workforce needs. It will facilitate professional development, foster leadership, and promote the role of the athletic trainer as an integral member of the healthcare team while educating the public about the athletic training profession.

2. Carry out research and intellectual endeavors that advance translational knowledge
The proposed curriculum incorporates evidence-based practice and scientific inquiry courses that provide students with the highest level of education and opportunities for scholarship and a foundation for lifelong learning. The scientific Inquiry series spans two semesters with concepts dovetailing into a capstone Critically Appraised Topic (CAT).

3. Provide leadership in economic growth, technology, and culture for the surrounding communities
The clinical education component of this program will occur at high schools, colleges, outpatient rehabilitation centers, hospitals, specialty hospitals, general practitioner offices, emergency care centers and industrial/municipal settings. These opportunities will highlight the valuable role that the athletic trainer plays as an active member of the healthcare team. These educational opportunities not only focus on student development but also emphasize the valuable skillset that the athletic trainer holds as a member of the healthcare team and as a healthcare provider for the community.

4. Offer state-of-the art innovative healthcare
The Westfield State University Athletic Training Program has a long history of providing outstanding student experiences through clinical rotations supervised by seasoned preceptors. The graduate program will continue to foster these relationships and establish new growth

opportunities. The campus offers several prospects for interprofessional collaboration. Athletic training graduate students will have the ability to work/study alongside nursing students in the patient simulation laboratory, graduate physician assistant students in skill-based laboratories and emergency response simulations with the students of the Emergency Medical Technician course and upcoming Paramedic Program.

The athletic training faculty also fosters professional relationships with area specialty hospitals, colleges and high schools. The Westfield State University athletic training student will be expected to complete a clinical rotation with Shriners Hospital while learning casting, bracing and specialty population rehabilitation. Students will learn alongside area college/university (American International College) graduate exercise science students and physical therapy students during interprofessional simulations and learning opportunities.

5. Fulfill these objectives while celebrating diversity

The Westfield State University Athletic Training Program will strive to reflect the diverse student population and surrounding communities. The athletic training program will collaborate with the Center for Student Success and Engagement including but not limited to Banacos Academic Center, TRiO and Urban Education Program to successfully recruit and retain underrepresented students interested in pursuing a graduate degree in athletic training. This grass-roots effort will begin with undergraduate student recruitment and providing appropriate support services for a seamless undergraduate to graduate program transition.

The Westfield State University Athletic Training Program will align with the Commission on Accreditation of Athletic Training Education (CAATE) to provide a program to the underserved population. The emphasis of the CAATE Diversity, Equity, Inclusion and Leadership Development Committee is on, "diversity, equity, and inclusion to intentionally promote and ensure a culturally proficient environment throughout the organization and our stakeholder programs."[2]

The Westfield State University Athletic Training Program will also align with the National Athletic Trainers Association (NATA) and its Ethnic Diversity Advisory Committee. This committee "serves in an advisory capacity to the Board of Directors, aiming to identify and address issues relevant to the ethnically diverse populations to better serve the needs of both patients and fellow athletic trainers."[3] The National Athletic Trainers Association Ethnic Diversity Advisory Committee also, "advocates sensitivity toward cultural diversity, development of cultural competence within the profession and promotion of athletic trainers as leaders in issues related to cultural competence and professional diversity within the health care professions."[3]

The 2019-2024 Westfield State University Strategic Plan addresses "increasing participation, college completion and closing achievement gaps supporting the statewide system goals. The proposed Athletic Training program is aligned with the University goals and priorities.

> **University Goal 1**: "THE STUDENT EXPERIENCE: ACCESS TO A FULLY INTEGRATED AND EXCEPTIONAL STUDENT EXPERIENCE"
> **Athletic Training Program Goal 1**: "Westfield State University Athletic Training Students will provide safe, legal, ethical and professional Athletic Training services in a variety of health care settings."

Athletic Training Program Goal 2: "Westfield State University Athletic Training Students will serve patients/clients in a diverse world."

Westfield State University Athletic Training Program Goals 1 and 2 promote the Athletic Training student to be professional, ethical and able to work with patients in a diverse world. Students achieving that goal have exceptional student experience as well as become career-ready once certified.

The University Goal 1 and Athletic Training Program goals 1 and 2 are direct derivatives from program target 1 listed above. The program is born from its history, integrating interprofessional, innovative, and evidence-based practice into a comprehensive and dynamic curriculum. The graduate program will provide students from all facets of the population with an affordable, high quality professional graduate education that reflects the healthcare workforce needs.

University Goal 2: "ENROLLMENT: PREPARE TO RECRUIT, WELCOME, AND SUPPORT STUDENTS IN AN INCREASINGLY COMPETITIVE ENVIRONMENT"
Athletic Training Program Goal 3: "The WSU ATP will engage students in critical thinking, scientific inquiry, and evidence-based practice."
Athletic Training Program Goal 5: "The WSU Athletic Training Program will promote "Athletic Trainers are Healthcare" by working inter-professionally with students from other healthcare majors and practitioners from a variety of clinical and professional experiences."

The Athletic Training Profession continues to evolve so that opportunities arise outside of the sports world. The Westfield State University Athletic Training Student must be able to think critically and become a lifelong learner to be increasingly adaptable to the opportunities that the Athletic Training career presents. The Westfield State University Athletic Training Program will expose students to multiple settings such that they can thrive in this increasingly competitive environment.

University Goal 2 and Athletic Training Goals 3 and 5 mirror the above targets 2 and 4. The proposed curriculum incorporates evidence-based practice and scientific inquiry courses which provide students with the highest level of education and opportunities for scholarship and a foundation for lifelong learning.

Athletic training graduate students will have the ability to work/study alongside nursing students in the patient simulation laboratory, graduate physician assistant students in skill-based laboratories and emergency response simulations with the students of the Emergency Medical Technician course.

Interprofessional collaboration, working in healthcare teams, and being competitive in multiple environments will become a mainstay in this graduate program. The athletic training graduates will be clinicians who think critically and those who continue to learn and share knowledge.

University Goal 3: "CULTURE: CONSISTENTLY LIVE OUR INSTITUTIONAL VALUES"
Athletic Training Program Goal 2: "Westfield State University Athletic Training Students will serve patients/clients in a diverse world."

Athletic Training Program Goal 4: "The WSU Athletic Training Program will engage in consistent and ongoing program evaluation to maintain high quality, student centered, and professional education."

University Goal 3 and Athletic Training Program Goals 2 and 4 align with the above target 5. The athletic training program will celebrate diversity and strive to welcome the underserved. Faculty will work directly with university services to encourage student success and retention at the undergraduate level, promoting the athletic training profession and pursuit of a graduate degree.

The Westfield State University community/campus is an overwhelmingly welcoming environment for all students regardless of race, gender, ethnicity, and beliefs. This environment will be reflected in the curriculum and clinical rotations, stressing the importance of serving patients in a diverse world.

1. Commission on Accreditation of Athletic Training Education. https://caate.net/Programs/Professional accessed: April 12, 2023.

2. Commission on Accreditation of Athletic Training Education. https://caate.net/About-CAATE/Volunteer-Opportunities accessed: April 12, 2023.

3. National Athletic Trainers Association. https://www.nata.org/professional-interests/diversity Accessed: April 13, 2023.

---

2. **What program or department supports and practices are in place to ensure that students persist and complete the certifications and degrees offered by the program?**

The proposed program is under the Division of Graduate and Continuing Education (DGCE) reconstituted in 2024. Graduate programs, undergraduate online completion programs, and early college programs are all under the new leadership within DGCE. As such, increasing equitable access, building more 4+1 and 3+2 options, and improving visibility and ease of pathways for students are high priorities. Within the Department, each student has an assigned advisor that serves as both an educational advisor and professional mentor. Routinely, students discuss their career aspirations during advising and course selections.

Support to graduate students comes in several forms. First, graduate housing is available and students living on campus have access to Health Services. To support all students (on campus or commuter) wellbeing, all students have 24-hour access to online counseling services through UWILL and to a peer-to-peer support group through TOGETHER ALL.

Academically, all students have access to the Reading and Writing Center, Banacos Disability Center, Center for Instructional Technology, and Library. Each of these resources can be accessed in person or online.

Specific to the MSAT, Westfield State Athletic Training students will be advised by the Athletic Training Faculty on a semester-by-semester basis minimally, before registering for classes. Students will also have access to their faculty advisor during office hours or as needed by individual

appointments. This will be the minimal expectation for faculty as students are expected to reach program benchmarks.

In order to ensure that students will be prepared for the athletic training certification examination after completing the program, several benchmarks will be in place to track persistent progress. The professional program will require that students maintain a cumulative grade point average of 3.00 and achieve a grade of B- or better in all Athletic Training courses throughout the entire program. If a student's overall GPA falls below a 3.00 in any semester, the student would be placed on academic probation. If the student fails to restore their GPA to a 3.00 the following semester, they will be reviewed by the Academic Standing Committee of the Department and may be dismissed from the program.

A student cannot progress in the curriculum if any class grade is below a B-. The student must repeat the course the next time it is offered before continuing in the program. The student will be unable to take any future Athletic Training courses or participate in clinical rotations until the course is repeated successfully (B- or better) the second time. This will delay graduation for the student. If the student fails the course a second time, they will be released from the program.

Any student who fails two courses (grade lower than a B-) at any point in the professional phase (didactic and/or clinical) will be dismissed from the program. If a student is repeating a course and fails to earn a B- or better, will be dismissed from the program.

The obvious goal of the above benchmarks is to assume a program will best prepare the student for a first-time pass of the Board of Certification Exam by setting GPA and minimum course grade requirements.

The Westfield State University Athletic Training Program will propose a 3-tier system to ensure student success and that students persist through the program. First, students will be advised to meet with the course instructor to address any classroom issues. The second tier, if the classroom issue is not resolved, the student is to report to his/her/their advisor. If a resolution is not to the student's satisfaction, the third tier is a meeting with the program director. Students must understand that final decisions from the program director will be bound by the program's policy and procedure manual.

Finally, the intention for the MSAT is to become a 3+2 design. As the bachelor level credential no longer suffices, a 3 + 2 model will allow for greater access, ease for completion, and aligns with the University mission, vision, and strategic goals.

3. **Please describe relevant alliances and partnerships with PK-12, other institutions of higher education, and the employer community. If you have or plan to convene an advisory group for this proposed program, please explain. Describe how information from an advisory will be used to develop and refine the program.**

The Westfield State University Athletic Training program has developed several relevant partnerships including, but not limited to surrounding high schools, hospitals, emergent care centers and local businesses. These partnerships offer significant clinical experiences at the university/college setting (Westfield State University, Amherst College, Mt. Holyoke College,

Western New England University, University of Massachusetts); High School setting (Belchertown High School, Agawam High School, Central High School, West Springfield High School, Palmer High School, Ludlow High School); Hospital affiliations (Bay State Hospital, Bay State Noble Hospital, Shriner's Hospital); and local businesses (Mestek, Inc). These relationships will provide the athletic training student with a wide range of career-ready experiences including high school, college/University, hospital, and industry.

The value and skill set of the Athletic Trainer continues to grow at an astounding pace. The Graduate Athletic Training Program will form an advisory board to stay current with the changes in healthcare. The advisory board will be chaired by the program director with the plan to meet annually. The advisory board will be comprised of: Athletic Training Program Director, Athletic Training Medical Director, at least one member from the Athletic Training Faculty, a minimum of two high school preceptors, a minimum of two University/College preceptors, a minimum of 3 student members from the major and members of the faculty and surrounding University community who work in health care.

The advisory board will be asked to review the Commission on Accreditation of Athletic Training (CAATE) Standards as directed by the Program director, confirming alignment with didactic course work, laboratory activities and clinical assignments. Meetings will also include discussions on curriculum design, student retention, instructional efficiency, market expansion, preceptor training, and impact factor. The advisory board will also be charged with suggestions to fund raise for the program, and how to increase the number of clinical opportunities available for the Athletic Training Student.

4. **If the proposed program is designed for students to enter an employment area of demonstrated need in the regional and/or statewide labor market, provide evidence including references to workforce development plans (e.g. MassHire Regional Blueprints, https://www.mass.gov/service-details/view-your-regions-blueprint), showing market need and employer engagement. If it is not directly labor market aligned, identify the career options related to the proposed program and explain how students will be made aware of them. Do not rely on Bureau of Labor Statistics projections in this section.**

According to a Lightcast Occupation Overview and Job Posting Analytics report, Athletic Trainer job postings has increased by 53.2% between 2022-2025. In the Executive Summary, it is noted that job postings in our regional area are higher than the national average, "an average area of this size has 89 jobs, while there are 178 here". In particular, the summary highlighted the upcoming retirement risk which is also high. The national average for employees in this position aged 55 or older is 76, whereas in our region it is 99. Of those over 55, 20% are between 55-64, and 26% are 65 and older.

"According to the Massachusetts Department of Economic Research, the short-term projected gains in STEM Occupations increased 1.7%." "Healthcare occupations projected to grow in Massachusetts in the long term (from 2020-2030) are Statisticians (57.53%), Nurse Practitioners (55.66%) and **Athletic Trainers (20.53%)**."

The job outlook is in an upward trend. Westfield State University Office of Graduate and Continuing Education previously examined the opportunities for Athletic Training Graduate Studies through a 2013-2026 Burning Glass Report.[3] This report predicted a 9% growth in the demand for the Athletic Training profession, and 21% increase in demand between 2014-2024. Additional suggestions directly from the Executive Overview include offering a "3+2 dual degree program", "encourage clinical placements at educational institutions to prepare for employment", "market masters-level athletic training to New England college athletes to secure greater student enrollments", all of which is contained within this program proposal.

Westfield State University is centralized to the Pioneer Valley of Massachusetts and the surrounding areas. Two of the three priority occupations listed within the Pioneer Valley Labor Market Blueprint includes, 1. Healthcare and Social Assistance and 2. Educational Services. Athletic Trainers bridge both the Healthcare Profession, as a Healthcare Provider, and Educational Services, as the Athletic Trainer has become a primary provider of healthcare services in secondary schools and colleges. As enticing as the blueprint states, "the Pioneer Valley region is strong and its future looks very promising," graduates from Westfield State University's Athletic Training Program will seek employment opportunities beyond the Pioneer Valley.

The Occupational Outlook Handbook has projected an increase of a possible 4,300 new jobs, with growth much faster than average. The Bureau of Labor and Statistics anticipates 13% growth currently and overall.

Career Planner.com, estimates an increase of 6,200 new jobs, a growth of 22% from 2016-2026.

Explore Health Careers.org, describes Athletic Trainers as, "unique health care providers and an essential member of any health care team skilled and trained in the prevention of injury and illness, examination, diagnosis, treatment and rehabilitation of emergency, acute or chronic injuries and medical conditions, and organizational and professional health and well-being." Explore Health Career.org echoes the Bureau of Labor and Statistics, projecting an excellent job outlook at 23% growth between 2016-2026, describing the demand as, "three times faster than the average for all occupations."

Myfuture.com also supports the job market analysis, expecting a 14% growth in the Athletic Training Job Market from 2021-2031, with an expected 2,500 openings projected annually "over the decade."

Zippia's research summary has indicated that Athletic Trainers "salaries have increased 9% in the last 5 years". Projected job growth for the profession from 2018-2028 is 17%, suggesting that there over 80,000 active Athletic Trainer job openings in the United States with 797 in MA.

The above average rate of growth is supported by the varied settings in which athletic trainers are employed. These settings include high schools, colleges/universities, professional sports, hospitals, rehabilitation clinics, military, law enforcement, occupational health and the performing arts. Within these settings, the high school and college/university settings are expected to see the greatest amount of job growth. In addition, patient health, safety, and liability have become a focal point on a national and regional scale. For example, there is a significant increase in the

value of athletic trainers as they provided lifesaving care on the biggest stage in the US, when Damar Hamlin of the Buffalo Bills in the National Football League (NFL) collapsed during a globally televised game. The world was able to see the value and fast actions of the athletic training staff, which saved Mr. Hamlin's life.

According to the NATA, only 37% of the public secondary schools have a full-time athletic trainer on staff and only 55% of all high school athletes have access to an athletic trainer (Pryor et al., 2015).

- Only 47% of schools have an athletic trainer present during afternoon practices.
- American Academy of Pediatrics recommends that an athletic trainer be present at all football practices and games. (Pryor et al., 2015).
- American Academy of Pediatrics publication indicated that the presence of athletic trainers can have a significant positive impact on student health resulting in lower injury rates, improved diagnosis and return to play decisions (Tackling in Youth Football, 2015).

It is important to recognize that it has been common practice for colleges and universities to hire bachelor-prepared athletic trainers as graduate assistants, offering a route for the certified athletic trainer to earn a graduate degree. By 2025, the required minimum entry-level professional degree in athletic training will be transitioning from the baccalaureate preparation to master's and as such, the graduate assistant positions will become obsolete. Colleges and universities will need to hire additional full-time athletic trainers to meet the increased demand for healthcare coverage for their student-athletes because these positions can no longer be filled with graduate assistants.

The growth of the profession of athletic training in the United States, the national initiative to require graduate level education, and the employment projections will situate Westfield State University's proposed graduate program to meet the demand for athletic trainers across the country, NE Region and State of Massachusetts.

The proposed graduate program in athletic training at Westfield State University will be one of two graduate athletic training programs offered by State Institutions in Massachusetts. Westfield State University's program will meet the new accreditation standards, and our graduates will be ready to meet the projected workforce demands.

1. Lightcast Occupation Overview. Accessed Feb. 2025. (Addendum attached)

2. Labor Market Information. Mass.Gov. January, 2025.
https://lmi.dua.eol.mass.gov/LMI/STEMOccupationalProjections/STEMShortResult?A=01&GA=000025&Cmd=Go&Type=shor&Dopt=TEXT
accessed February 2023

3. Palaniyapan, M., Wallenstein, T,. EAB Market Demand for a Master's-Level Athletic Training Program. Analysis of Employer Demand, Comparable Programming, and Student Recruitment. 2016

4. Pioneer Valley Labor Market Blueprint. A Regional Planning Initiative of the Massachusetts

Workforce Skills Cabinet. Accessed 1/31/2025:
 https://masshirehcwb.com/wp-content/uploads/2024/04/Pioneer-Valley-Labor-Market-Blueprint-2024-2025-FINAL.pdf

5. Occupational Outlook Handbook. Accessed January, 2025
https://www.bls.gov/ooh/occupation-finder.htm?pay=&education=&training=&newjobs=&growth=&submit=GO

6. Bureau of Labor and Statistics. Accessed January, 2025: https://www.bls.gov/ooh/fastest-growing.htm

7. Career Planner.com accessed. Accessed January, 2025: https://job-outlook.careerplanner.com/Athletic-Trainers.cfm

8. Explore Health Careers.org. Accessed January, 2025
https://explorehealthcareers.org/career/sports-medicine/athletic-trainer/

9. Myfuture.com. Accessed January, 2025: https://myfuture.com/career/athletic-trainers

10. Zippia's accessed. Accessed January, 2025: https://www.zippia.com/certified-athletic-trainer-jobs/trends/

Explain all relevant content that has been sourced using the internet**. Use the full
APA citation including retrieval date and the exact url where the content was   obtained**
[e.g. Last, First. M. (Year, Month Date Published). Article title. *Retrieved from URL ...*].
 Do not rely on a hyperlink reference to information and data used in this section. The application
 serves as a permanent record. If the institution has commissioned market research regarding the
 proposed program, please attach a digital copy of the report(s) on which you relied to draw your
 conclusions and design your program. DHE utilizes Burning Glass to validate data.

5. **Are there existing programs at other institutions (public and independent) in your region
   that offer a similar degree? If so, compare and contrast them with the proposed
   program.**

The Master of Science in Athletic Training program at Westfield State University is designed as a
standalone program that will also permit at 3+2 format, allowing students to begin an accelerated
track and complete graduate content during their final undergraduate year.

The 3+2 format will also permit students who have already earned a bachelor's degree, to enter
the two-year program (53.5 credits) to earn a graduate degree in Athletic Training. The benefit of
this two-year design is an overall increased enrollment opportunities for the University and cost
savings to students as described below.

Additionally, Westfield State University plans to expand its reach to all the Massachusetts State Colleges/Universities by offering direct access to the graduate program if the following criteria has been met:

1. A student from a Massachusetts State College/University earns an undergraduate degree, including the prerequisite course work while maintaining a cumulative GPA of 3.0 can enter the program directly as a post-baccalaureate student.

2. A student from a Massachusetts State College/University has successfully completed the prerequisite course work, while completing a minimum of 90 credits would be allowed direct transfer into the professional phase of the program.

3. A student from a Massachusetts State College/University has earned a minimum grade of "C" in the required prerequisite courses for direct entry into the program.

4. A student from Massachusetts State College/University has earned a minimum cumulative GPA of 3.0 in the prerequisite courses.

The professional phase of Westfield State University Athletic Training program will initiate hands-on learning opportunities within the first eight weeks of starting the graduate phase. Each semester offers a more extensive clinical experience based upon completed course work. In the final semester, students complete two immersive experiences to ensure that they are career ready following certification.

The didactic portion of the program, unlike other programs, offers strategically placed courses that allow for a cascade of learning as the student progresses throughout the professional phase. For example, in the first semester of the professional phase, the student is exposed to general skills required for examination (goniometric measures, manual muscle testing) while learning about healthcare and professional practice. Building on those learning experiences, students' progress to Pharmacology and Orthopedic Pathology. These courses prepare the student for the interdisciplinary approach to the discussion of the effects of prescription and over-the-counter medication on therapy. Orthopedic Pathology prepares the athletic training student for the orthopedic examination by laying the foundational definitions including tendinosis, fracture, sprain, strain, and pathologies specific to the musculoskeletal system.

This foundational learning format permits the student access to introductory knowledge as they progress into Orthopedic Evaluation courses, General Medical Aspects courses and move through their clinical experiences.

This program also supports an interprofessional learning environment for the Athletic Training students. Students will be in classes alongside students in Graduate Physical Education, Graduate Strength and Conditioning, and undergraduate concentrations including Sports Medicine and Exercise Science.

Students will first learn the theory behind therapeutic exercise and treatment for the population of the non-athletes and athletes. These courses become the foundational knowledge for Therapeutic

Modalities and Therapeutic Exercise courses, where students progress from the discussion in Therapeutic Intervention to hands-on practice in the Therapeutic Exercise and Modalities course.

The Westfield State University Athletic Training Program also aims to foster lifelong learning and Evidence-based practice. The Athletic Training student will begin with scientific inquiry with the goal of producing a Clinically Appraised Topic as a capstone in their final semester. The two-semester series introduce the student to the research project, progresses to asking a clinical question, and the result is a presentation of their clinically appraised topic.

The anticipated start date of the Athletic Training graduate degree at Westfield State University is Fall 2026. The significance of 2026 is that Westfield State University will be one of only two Massachusetts state institutions offering the Athletic Training graduate degree.

Westfield State University's campus location is also a benefit to enrollment in the Graduate Athletic Training program. Surrounding states (CT, RI, VT, NH, NY) make up the New England Consortium, making the lower tuition costs an attractive option for out-of-state students.

The campus is 20 miles from the Connecticut state line, 60 miles from the Vermont state line, 42 miles from the New York state line, and within 100 miles of the State of New Jersey, providing ideal out-of-state marketing opportunities. There are 20 Massachusetts High Schools within 25 miles from the University campus, providing an in-state marketing opportunity for the program.

The Westfield State Campus is 26 miles from Cooley Dickinson Hospital, 16 miles from Bay State Hospital, 2 miles from Bay State (Noble) Hospital both providing the opportunity for clinical experiences that meet the Commission on Accreditation of Athletic Training Education standards. The campus is 12 miles from Springfield, giving access to its many inner-city schools and Shriner's Hospital. The campus is seven miles from Barnes Air National Guard, which could open opportunities to promote the values of the civilian Athletic Trainer working in the military environment. The campus is less than 5 miles from the Westfield Industrial Park, which could provide students with clinical rotation in the industrial environment.

Estimated Cost Breakdown for Graduate Athletic Training Programs in Massachusetts

<u>Bridgewater State University</u>
-This program is not currently accepting applications.

<u>Salem State University</u>
-Services Northern Boston Community
-Requires a bachelor's degree from an accredited college or university.
-60 Credits
-Graduate In-state Tuition and Fees: $27,000 (60 Credits at $450 per credit hour)

<u>Endicott College</u>
-Program tuition: $53,496.00 ($743 per credit hour)

<u>Lasell University</u>

-Program Tuition: $ 46,809.00 ($730 per credit)

Merrimack College
-Program Tuition: $ 47,880.00 ($798 per credit hour)

Springfield College
-Program Tuition: $ 68,324.00 ($1,178.00 per credit hour)

Westfield State University
-Services Communities of Massachusetts and northern portion of Connecticut.
-Graduate housing opportunities
-Program Tuition and Fees: $28,087 (53.5 Credits at $525.00 per credit).

6. **Has the proposed program been planned to include any significant digital, experiential, competency-based or other innovative approaches? Please explain and provide examples**.

The Westfield State University Master of Science in Athletic Training Program will rely on clinical experiences for 25% of the graduate credits. The Athletic Training Clinical Experiences provide hands-on learning for pre-season sport preparation, athletic injury evaluation, athletic injury rehabilitation, general medical (non-sports population/non-orthopedic) experience, evidence-based practice application and immersive clinical experiences. These experiences provide 16 credits of laboratory skills and applied clinical experience totaling more than 500 hours of experiential learning.

The academic design of this graduate program is to foster translational-knowledge and/or classroom-to-clinic applications with sequenced classroom/laboratory learning objectives matched with clinical proficiencies.

Both the didactic and clinical components will require students to learn, demonstrate and apply various competencies. The student will learn and properly demonstrate the course required skills in the classroom/laboratory setting. The student is then expected to apply the newly learned skills in the clinical arena. The athletic training student cannot progress through clinical rotations without successfully completing the clinical competencies.

One unique component of the program is the addition of Digital Health. Students will have the chance to learn the essential components of digital health including the virtual medical screen, prescribing exercise activities virtually, and follow-up patient care in a virtual world. The athletic training student will not be limited by location, season, and/or face-to-face interactions. The Digital Health element will prepare the athletic training student for the ever-expanding role of the healthcare worker.

Each course in the program is aligned with specific CAATE competency standards. The program is responsible for meeting all 94 standards. Each standard is aligned with the NATA competencies, ensuring that the professional phase meets accreditation standards while producing career ready Athletic Trainers.

B. Alignment with Campus Strategic Plan and Mission

1. **Describe why the proposed program is a priority, and how it supports the campus's approved strategic plan, in the context of the institution's mission.**

The current approved Westfield State University Strategic Plan is 2019-2024 and states, "Our plan addresses the pragmatic urgency for us to prepare to educate students from increasingly exciting and diverse backgrounds and to provide opportunity for further education to the one million adult learners with some college education in Massachusetts and beyond so they can serve the public good of building a vibrant economic, social and cultural Commonwealth." The University will center the strategic plan on "the student experience," "Enrollment," "Culture" and "Resources."

The Westfield State University Athletic Training Program will strive to reflect the diverse student population and surrounding communities. The athletic training program will partner with the Center for Student success including but not limited to Banacos Academic Center, TRiO and Urban Education Program to successfully recruit and retain underrepresented students interested in pursuing a graduate degree in athletic training. This grass-roots effort will begin with undergraduate student recruitment and providing appropriate support services for a seamless undergraduate to graduate program transition. The 3+2 program design will allow for continued student support throughout the first year of the program's professional phase.

The Westfield State University Athletic Training Program will align with the Commission on Accreditation of Athletic Training Education (CAATE) to provide a program to the underserved population. The emphasis of the CAATE Diversity, Equity, Inclusion and Leadership Development Committee is on, "diversity, equity, and inclusion to intentionally promote and ensure a culturally proficient environment throughout the organization and our stakeholder programs." [2]

The Westfield State University Athletic Training Program will also align with the National Athletic Trainers Association (NATA) and its Ethnic Diversity Advisory Committee. This committee "serves in an advisory capacity to the Board of Directors, aiming to identify and address issues relevant to the ethnically diverse populations to better serve the needs of both patients and fellow athletic trainers." [3] The National Athletic Trainers Association Ethnic Diversity Advisory Committee also, "advocates sensitivity toward cultural diversity, development of cultural competence within the profession and promotion of athletic trainers as leaders in issues related to cultural competence and professional diversity within the health care professions." [3]

The Westfield State University student has abundant opportunities to pursue personal educational goals, professional ambitions and create life experiences as an undergraduate student. Creating these experiences for the student provides a pathway for student success. Westfield State University students can pick their own path to the Master of Science in Athletic Training program. Students can pursue the major/concentration of their choice, complete the prerequisite courses, and enter the program as a post-baccalaureate candidate. Westfield State students could also engage in the Movement Science Major with a concentration in Sports Medicine, obtain program specific benchmarks and directly enter the

graduate phase, entering hands-on learning, while completing their undergraduate degree and earning credits towards the master's degree.

The nation's transition of the Athletic Training Program from an undergraduate degree to a graduate degree has placed a stress on the Athletic Training career. Currently there is a surge in the number of career opportunities for Athletic Trainers beyond athletic coverage. This presents a shortage of Athletic Trainers, which means a community need that leads to increased enrollment. As an undergraduate program, the Athletic Training degree would draw interest from 60-80 applicants. In the current climate of an Athletic Trainer shortage, increased salaries, signing bonuses, and the possibility that Westfield State University would be the only other state-institution that offers the graduate degree in Athletic Training; enrollment will continue to increase.

The liberal-arts culture and various resources provided by the University community fosters a welcoming campus for all. The Westfield State campus is student-first. Student affairs, Banacos, TRIO, Veterans, Student Success Center, and Counseling, are a few of the student-centered services available on the campus. Westfield State is also home to more than 70 recreational, social, and academic student clubs.

Westfield State University offers a variety of clubs and NCAA Division III sports. This serves the student community by providing a venue of interest at a varying degree of competitive levels and serves as hands-on learning experiences for the Athletic Training student.

The implementation of the Master of Science in Athletic Training parallels the University four-pillar strategic plan. The proposed program's mission statement and program goals reflect the values of the University mission and correspond with the University goals.

The proposed program will add to the number of graduate programs offered at Westfield State University. In the current climate, student retention and the need for colleges/universities to provide career ready graduates is key to institutional survival. The proposed graduate program in athletic training will increase enrollment (undergraduate degree, the athletic training program typically draws 60-80 students to the University) and provide a career-ready education in the form of an accelerated path for a 3+2 graduate program.

2. **List the overall goals and learning objectives of the program and describe the strategy for achieving each goal. Use the LOI Program Goals and Objectives table in addition to any narrative comments.**

Westfield State University Program Goals:
Program Goal 1: Westfield State University Athletic Training Students will provide safe, legal, ethical and professional Athletic Training services in a variety of health care settings.
Objectives*:*
1.1 Westfield State University will achieve a 75% or higher graduation rate from the Athletic Training Program
1.2 Westfield State Athletic Training Students will demonstrate "level appropriate" patient care during clinical rotations.
1.3 Westfield State Athletic Training Students will practice in a manner consistent with the BOC

Standards of Professional Practice and NATA Code of Ethics.
1.4 Westfield State University Athletic Training Students will demonstrate "level-appropriate" evaluation and treatment skills during the clinical rotations.

Program Goal 1 will be measured against minimal GPA requirements for student success. Students will be assessed during their clinical rotations, with the expectation of meeting "level-appropriate" skills while maintaining an appropriate level of professionalism and working in a manner consistent with the Board of Certification Standards. Student "level-appropriate" skill and professionalism will be tracked on an e-system (ATrack) and discussed with the Clinical Education Coordinator. Students will also have to demonstrate competence in course specific outcomes during end-of-semester competency exams administered by an Athletic Trainer.

Program Goal 2: Westfield State University Athletic Training Students will serve patients/clients in a diverse world.
Objectives:
2.1 Students/graduates will adapt delivery of Athletic Training services using current knowledge and clinical skills using patient centered care.
2.2 Students/graduates will establish a treatment plan (Plan of Care) that is safe, effective, patient-centered and evidence-based.
2.3 Students/graduates will obtain desired employment and/or fellowship/residency in healthcare within six months of being certified.

Program Goal 2 will be assessed by analyzing student scores earned following written examination/practical examinations. Students will also have to demonstrate competence in course specific outcomes during end-of-semester competency exams administered by an Athletic Trainer. This process will provide the information needed to ensure that non-Athletic Training Health Care Professionals are meeting the CAATE standards in the required courses (e.g. Practical Pharmacology). Student "level-appropriate" skills, knowledge, and ability to apply evidence-based practice, will be tracked on an e-system (ATrack) and discussed with the Clinical Education Coordinator.

Program Goal 3: The WSU ATP will engage students in critical thinking, scientific inquiry, and evidence-based practice.
Objectives:
3.1 Students will demonstrate critical thinking and problem-solving skills through application of Evidence-Based Practice principles.
3.2 Students will analyze data from selected outcome measures from either a student guided research project or literature review (e.g., meta-analysis, random controlled trial, systematic review) in a manner that supports accurate analysis of patient and/or group outcomes.
3.3 Students will demonstrate proficiency with scientific inquiry.

Program Goal 3 will be measured though a series of course outcome threaded through Research Methods in Physical Education and Healthcare, Application of Evidence-based Practice and Evidence-based Medicine Capstone. Students will produce and present a Clinically Appraised Topic with the goal of a poster presentation at a local, regional or national conference. Students will also have to demonstrate competence in course specific outcomes during end-of-semester competency exams administered by an Athletic Trainer.

Program Goal 4: The WSU Athletic Training Program will engage in consistent and ongoing program evaluation to maintain high quality, student centered, and professional education.
<u>Objectives</u>:
4.1 WSU Athletic Training students will complete level appropriate end of academic year written exam prior to progressing to the next level.
4.2 Westfield State University Athletic Training Program will conduct exit surveys following the completion of clinical rotations for the purpose of ongoing preceptor/site feedback.
4.3 Westfield State University Athletic Training Program will conduct exit surveys following the completion of the Athletic Training Program for the purpose of ongoing programmatic feedback.
4.4 Athletic training alumni will complete a program survey after one year of licensure to provide ongoing program evaluation.

<u>Program Goal 4</u> will be assessed through continual feedback from the Advisory Board, preceptors, students, and alumni. This information will be collected via surveys by the Program Director and Clinical Education Coordinator. The data will be synthesized annually and discussed during Advisory Board meetings, faculty meetings and during preceptor training. Students must also demonstrate competence in course-specific outcomes during end-of-semester competency exams administered by an Athletic Trainer.

Program Goal 5: The WSU Athletic Training Program will promote "Athletic Trainers are Healthcare" by working inter-professionally with students from other healthcare majors and practitioners from a variety of clinical and professional experiences.
<u>Objective</u>:
5.1 Students will work inter-professionally with a minimum of 3 different non-orthopedic healthcare practitioners in 3 different settings.

<u>Program Goal 5</u> will be achieved by exposing the Athletic Training Graduate Student to emergency simulations which provide interprofessional opportunities with Emergency Medical Technician students, Nursing students, and Physician Assistant graduate students. Athletic Training Graduate students will be required to complete a General Medical rotation with locations including but not limited to: Shriner's Hospital, Bay State Hospital, Pediatric Primary Care, Emergent walk-in centers, and campus and community health fairs.
(See Form B)

C. Alignment with Operational and Financial Objectives of the Institution

1. Provide enrollment projections for the first five years of the program using the Program Enrollment form (Form C), Describe below any anticipated impact that the program may have on enrollment in other programs.

The current undergraduate Athletic Training Program attracts 80+ prospective students to Westfield State University. Accepted students typically include 40+ students annually, with a number of those who decide not to pursue the Athletic Training major but remain at the University.

The graduate program, offering several pathways to direct entry, will continue to attract students to Westfield State University. The 3+2 design can provide a career ready graduate degree in 5-years as opposed to the 6-year master's degree commitment. More importantly, as a provider for the Massachusetts state system, Westfield State could be one of only two Massachusetts State Colleges/Universities that offer the Athletic Training Graduate degree. (See form C)

In this submitted design, the proposed Graduate Athletic Training Program will provide a standalone option while also the accelerated 3 + 2 option to draw undergraduate students to Westfield State University, while also attracting graduate students from Westfield State programs, and elsewhere.

Additionally, Westfield State University plans to expand its reach to all the Massachusetts State Colleges/Universities by offering direct access to the professional phase of the program to all students of the Massachusetts State system who meet the prerequisite and GPA requirements (see section A number 5)

2. **Describe the resources that the program will require (additional faculty and/or staff, space and equipment, on-line infrastructure, startup, and maintenance of the program). Please include a narrative or financial statement outlining the anticipated net impact of the program on the overall financial resources of the institution. Include five years of future projections of revenue and expense using the LOI Budget form (Form D).**

The standalone Master's program shows an ongoing deficit. Please note in Form D both the standalone MSAT financial projections and a separate 3 + 2 financial projection is listed. The accelerated 3 + 2 pathway shows a surplus financial projection by year 2. Please see Form D (modified to use WSU proforma).

3. **Complete the LOI Curriculum Outline form (Form A) with course titles and credits.**

Please see Form A2

5. **Complete the LOI Program Goals and Objective form (Form B).**

Please see Form B

Comments and Response

The submitted LOI will be reviewed for completeness by staff. This process typically occurs within 15 business days from when it is received. Once deemed complete, the LOI is circulated by the Deputy Commissioner of Academic Affairs and Student Success (the Deputy), to the AAC and SPC members of the BHE, public campus CAO's, and to the Association of Independent Colleges and Universities of Massachusetts (AICUM) representatives for relevant comments.

Formal commentary to an LOI must come from an institution's President, be addressed to the Commissioner of Higher Education, with a cc to the Deputy, and received within 20 business days from the date the LOI is circulated.

All commentary is sent to the community colleges and state university institutions, where the proposed program LOI originated. University of Massachusetts commentary is sent to the Senior Vice President for Academic Affairs, and International Relations, who is responsible to forward the information to the specific campus

Responses to any commentary are required. Responses must come from the LOI institution President and be addressed to the Commissioner of Higher Education, with a cc to the Deputy and submitted to awilliams@dhe.mass.edu. This written response to commentary must be received within 20 business days from the date it is sent to the President.

A Note About Timelines

Program review is a serve-and-return process, which means that there are several communications back and forth between the institution and DHE staff as the submission is being reviewed.

A campus should expect that an LOI (or proposal application) template submitted for staff validation and review for completion will be subject to a **15-business-day period of review**. Following this time frame the campus can expect staff to provide information regarding any further data that are needed for the LOI to be deemed complete. This communication **resets the 15-business-day time frame**. Responsibility rests with the campus to provide data in a timely manner, this may be important to a campus working within a targeted timeline for program development and launch. Once the campus has responded to staff by submitting the additional data, **the 15-business-day** clock begins anew.

After an LOI is validated and deemed complete it is circulated by the Deputy to the AAC and SPC, public campus CAO's and to AICUM representatives for commentary (as described above). The **comment period is open for 20 business days**. At the end of this time frame, all comments are reviewed by staff and sent to the LOI institution's CAO, who then has **20 business days** to submit a written response to the Deputy. Comments and responses are included in the motion brought forward for BHE action.

An LOI is brought forward either within **20 business days** of receiving the institution's response or at the next scheduled AAC meeting.

Following AAC action, the next step of the process is submission of the application proposal, which must be submitted **within two years** of the BHE action on the LOI for either a Fast Track or Standard process review.

A proposed program application template is validated and reviewed for completion **within 20 business days** of receipt. As noted above, the campus can expect staff to provide information regarding any further data that are needed for the proposal to be deemed complete. As previously noted, this communication **resets the time frame**. Once the campus has responded by submitting the additional data, **the 15-business-day** clock begins anew. Once validated and deemed complete, Fast Track proposals are forwarded to the Commissioner with a recommendation for action **within 30 business days**. The 30-business day timetable begins on the date DHE staff notify the campus that the proposal is deemed complete. BHE follows the guidelines on all proposal applications in accordance with either the Fast Track or the Standard Process.

ATTACHMENTS:

Form A	**LOI Curriculum Outline**
Form B	**LOI Goals and Objectives**
Form C	**LOI Enrollment Projections**
Form D	**LOI Budget**

Institution: Westfield State University   **Proposed Degree: MSAT**

Form A2: Program Proposal Graduate Program Curriculum Outline
(Insert additional rows as necessary.)

Major Required (Core) Courses (Total # of courses required = 27)		
Course Number	Course Title	Credit Hours
ATTR 05xx	Healthcare Professional Practice (OL)	3
ATTR 05xx	Introduction to Clinical Assessment (8wks)	1
ATTR 05xx	Protective Equipment and Materials (8wks)	1
ATTR 05xx	Orthopedic Pathology	3
ATTR 05xx	Lower Extremity Evaluation	3
ATTR 05xx	Athletic Training Field Skills I	1
ATTR 05xx	Athletic Training Clinical Experience I	1
ATTR 05xx	Seminar I in Athletic Training (OL)	1
ATTR 05xx	Therapeutic Intervention	3
ATTR 05xx	Upper Extremity Evaluation	3
ATTR 05xx	Pharmacology in Sports Medicine	3
ATTR 05xx	General Medical Aspects of Physical Activity	3
ATTR 05xx	Athletic Training Field Skills II	1
ATTR 05xx	Athletic Training Clinical Experience II	1
ATTR 05xx	Seminar II in Athletic Training (OL)	1
ATTR 06xx	Therapeutic Modalities	3
ATTR 06xx	Therapeutic Exercise	3
ATTR 6xx	Organization and Administration of Athletic Training	3
ATTR 06xx	Application of Evidence Based Practice	2
ATTR 06xx	Athletic Training Field Skills III	1
ATTR 06xx	Athletic Training Clinical Experience III	2
ATTR 06xx	Seminar III in Athletic Training (OL)	1
ATTR 06xx	Evidence-based Practice Capstone (OL)	2
ATTR 06xx	Immersive Clinical Experience I	3
ATTR 06xx	Immersive Clinical Experience II	3
ATTR 06xx	General Medical Clinical Experience	.5
ATTR 06xx	Seminar IV in Athletic Training (OL)	1
	Sub-total # Core Credits Required	53.5

Elective Course Choices (Total courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]

[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub-total # Elective Credits Required	

Curriculum Summary	
Total number of courses required for the degree	27
Total credit hours required for degree	53.5

Prerequisite, Concentration or Other Requirements:

4 credits Biology with Lab

8 Credits Anatomy and Physiology with Lab

3 Credits Kinesiology with Lab

3 Credits Exercise Physiology with Lab

4 Credits Chemistry with Lab

4 Credits Physics with Lab

3 Credits Nutrition

3 Credits Statistics

3 Credits Psychology

3 Credits Sociology

3 Credits Diversity

Recommending not requiring: Emergency Medical Technician Training prior to starting the professional program.

Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable	Assessment
1. Westfield State University Athletic Training Students will provide safe, legal, ethical and professional Athletic Training services in a variety of health care settings.	**1.1** Westfield State University will achieve a 75% or higher graduation rate from the Athletic Training Program **1.2** Westfield State Athletic Training Students will demonstrate "level appropriate" patient care during clinical rotations.	1.1 Successful graduation from the Athletic Training Program with the following benchmarks: Overall minimum GPA: 3.0 1.2 Students competing their second clinical rotation at each level will achieve the following ATrack outcomes during their final evaluation: 1.2.a.i 100% of Level I Athletic Training Students will achieve an ATrack evaluation rating of "meets minimal expectations" as it pertains to Professionalism. 1.2.a.ii 100% of Level II Athletic Training Students will achieve an ATrack evaluation rating of "slightly exceeding expectations" as it relates to professionalism. 1.2.b.ii 80% of Level II Athletic Training Students will achieve an ATrack evaluation rating of "meeting level appropriate expectations" as it pertains to skills. 1.2.a.iii 100% of Level III Athletic Training Students will achieve an ATrack evaluation rating of "level appropriate" as it pertains to professionalism. 1.2.b.iii 100% of Level III Athletic Training Students will achieve an ATrack evaluation	May, 2027 May, 2028 Ongoing	CAATE competency tracking software

		rating of "level appropriate" as it pertains to skills.		
	1.3 Westfield State Athletic Training Students will practice in a manner consistent with the BOC Standards of Professional Practice and NATA Code of Ethics.	1.3.a Athletic Training Students will earn a satisfactory final clinical evaluation as reported on ATrack at the completion of each clinical rotation. 1.3.b Students will successfully participate in the WSU Fresh Check Day Health Fair, Mestek, Inc Health Fair and Shriner's Hospital rotation to complete requirements to sit for the BOC Examination.		
	1.4 Westfield State University Athletic Training Students will demonstrate "level-appropriate" evaluation and treatment skills during the clinical rotations.	1.4.a Level I Athletic Training Students will complete 100% of the clinical proficiencies associated with being a level I within one semester of completing ATR 5xx Athletic Training Clinical Experience I 1.4.b Level II Athletic Training Students will complete 100% of the clinical proficiencies associated with being a level II within one semester of completing ATR 5xx Athletic Training Clinical Experience II. 1.4.c.i Level III Athletic Training Students will complete 100% of the clinical proficiencies associated with being a level III prior to beginning ATR 6xx Immersive Clinical Experience I. 1.4.c.ii Level IV Athletic Training Students will complete 100% of the clinical proficiencies associated with Immersive Clinical Experience I prior to beginning ATR 6xx Immersive Clinical Experience II		
2. Westfield State University Athletic Training Students will serve patients/clients in a diverse world	**2.1** Students/graduates will adapt delivery of Athletic Training services using current knowledge and clinical skills using patient centered care.	2.1.a Level I Athletic Training Students must earn a minimum grade of B- and overall minimum 3.0 GPA at the	May, 2027 May, 2028 Ongoing	CAATE competency tracking software

		completion of fall I course work and clinical rotation. 2.1.b a Level II Athletic Training Students must earn a minimum grade of B- and overall minimum 3.0 GPA at the completion of spring1 and spring1 course work and clinical rotations. 2.1.c Level III Athletic Training Students will earn a B- or better in the following courses: Fall 2 and Fall 2 course work and clinical rotations. 2.1.d Level IV Athletic Training Students will earn a minimum score of 85% on their end-of-year assessment testing. 2.2.a Level IV students will achieve at minimum, "Met minimal performance expectations" on ATrack evaluations at the completion of Level III clinical rotations. 2.3.a Westfield State University Athletic Training Program Director will administer skill based/employment/success rate surveys to newly certified graduates one year following graduation. 2.3.b Westfield State University Athletic Training Program will receive a minimum of 50% of the one-year alumni skill based/employment/success rate surveys.		
	2.2 Students/graduates will establish a treatment plan (Plan of Care) that is safe, effective, patient-centered and evidence-based. **2.3** Students/graduates will obtain desired employment and/or graduate assistantship in healthcare within six months of being certified.			
3. The WSU ATP will engage students in critical thinking, scientific inquiry, and evidence-based practice.	**3.1** Students will demonstrate critical thinking and problem-solving skills through application of Evidence-Based Practice principles.	3.1.a Level IV Athletic Training Students will score a minimum of 80% at the completion of the Standardized Patient Case Series 3.1.b Level III, IV Students will earn a B- or better in the ATTR 06XX Application of Evidence Based Practice II and ATTR 06XX Evidence-based Medicine Capstone.	May, 2027 May, 2028 Ongoing	CAATE competency tracking software

	3.2 Students will analyze data from selected outcome measures from either a student guided research project or literature review (e.g. meta-analysis, random controlled trial, systematic review) in a manner that supports accurate analysis of patient and/or group outcomes. **3.3** Students will demonstrate competence with scientific inquiry.	3.2.a Level III, IV Students will earn a B- or better in the ATTR 06XX Application of Evidence Based Practice II and ATTR 06XX Evidence-based Medicine Capstone. 3.2.b Level IV Students will present a research based (e.g., research project, review of literature, Clinically Appraised Topic) project at the annual Senior Symposium. 3.3.a Level III, IV Students will earn a B- or better in the ATTR 06XX Application of Evidence Based Practice II and ATTR 06XX Evidence-based Medicine Capstone.		
4. The WSU Athletic Training Program will engage in consistent and ongoing program evaluation to maintain high quality, student centered, and professional education.	**4.1** WSU Athletic Training students will complete level appropriate end of academic year written exam prior to progressing to the next level. **4.2** Westfield State University Athletic Training Program will conduct exit surveys following the completion of clinical rotations for the purpose of ongoing preceptor/site feedback. **4.3** Westfield State University Athletic Training Program will conduct exit surveys following the completion of the Athletic Training Program for the purpose of ongoing programmatic feedback. **4.4** Athletic training alumni will complete a program survey after one year of licensure to provide ongoing program evaluation.	4.1a Westfield State Athletic Training Students will score a minimum of 85% on the end-of-year assessment testing. 4.1.b Westfield State Athletic Training Students will earn an overall minimum score of 85% on the following: 1. Level appropriate course competencies 2. End-of-year assessment testing 4.2.a Westfield State University Athletic Training Program will complete 100% of the post-clinical exit surveys. 4.3.a Westfield State University Athletic Training Program will complete 100% of the post-clinical exit surveys. 4.4.a The Westfield State University Athletic Training Program Director will collect a minimum of 50% of the 1-year post alumni surveys.	May, 2027 May, 2028 Ongoing	CAATE competency tracking software Use of Alumni Pathways

5. The WSU Athletic Training Program will promote "Athletic Trainers are Healthcare" by working inter-professionally with students from other healthcare majors and practitioners from a variety of clinical and professional experiences.	**5.1** Students will work inter-professionally with a minimum of 3 different non-orthopedic healthcare practitioners in 3 different settings.	5.1.a Level IV Athletic Training Students will successfully complete a 2-week clinical rotation at Shriner's Hospital 5.1.b Level III Athletic Training Students will successfully demonstrate health screening skills at the Mestek, Inc. Employee Health Fair 5.1.c Level I Athletic Training Students will successfully demonstrate health screening skills at the WSU Fresh Check Day Health Fair 5.1.d Athletic Training Students will participate in a minimum of 3 EMT/AT Emergency Simulations 5.1.e Athletic Training Students will participate in a minimum of 3 healthcare/non-Athletic Training practitioner colloquia prior to graduation.	May, 2027 May, 2028 Ongoing	CAATE competency tracking software

Form C: Approved Projected Enrollment[1]

	Year 1	Year 2	Year 3	Year 4	Year 5
New Full-Time	2	4	5	5	5
Continuing Full-Time	0	2	4	5	5
New Part-Time	2	2	3	3	3
Continuing Part-Time	0	2	2	3	3
Totals	**4**	**10**	**14**	**16**	**16**

*Note that once the MSAT has been approved, enrollment projections will change to include the accelerated 3+2 undergraduate students.

---

[1] Paste Form C from approved LOI on this page.

Form D: LOI Program Budget – MSAT Standalone

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

	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"					
Revenue Calculations							
Metrics							
DGCE Student Fees	$525 per credit		$78,750	$162,408	$202,566	$259,005	$306,720
Less Ed Service fee x2 terms			($600)	($1,500)	($2,400)	($3,000)	($3,150)
Gross Revenue		$-	$78,150	$160,908	$200,166	$256,005	$303,570
5% Chargeback - (see contingency below)							

Expense Calculations

		Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Staffing Expenditures							
Base Compensation	*Starting Salary*	Factoring COLA >	Factoring COLA >>>	3%	3%		
Staff:		*Model Assumes all staff start in year 1, will need to adjust calculations if different*					
			-				
Faculty & Director							
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

30

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**	**$226,779**
Total Compensation		$-	**$154,009**	**$215,461**	**$219,884**	**$224,347**	**$226,779**

			Planning	Year 1	Year 2	Year 3	Year 4	Year 5
			FY25	FY26	FY27	FY28	FY29	FY30
Operating Expenses		*Per Student*	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
		Per Student						
	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**

31

Institution: Westfield State University   **Proposed Degree: MSAT**

Total Direct Expenses		$47,000	$200,709	$260,887	$265,742	$270,623	$273,380

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

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"					

Metrics

		Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
DGCE Student Fees		$48,300	$247,616	$450,996	$494,059	$518,016
Less Ed Service fee x2 terms		($600)	($1,500)	($3,900)	($4,500)	($4,650)
Gross Revenue		$-	$47,700	$246,116	$447,096	$489,559	$513,366
Total Net Revenue		$-	$47,700	$246,116	$447,096	$489,559	$513,366

5% Chargeback - (see contingency below)

Expense Calculations

Staffing Expenditures		Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Base Compensation	*Starting Salary*	Factoring COLA >>>	Factoring COLA >>>	3%	3%		
Staff:		*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
FT Faculty 2	-		-	-	-	-	
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**

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	Year 1	Year 2	Year 3	Year 4	Year 5
			FY25	**FY26**	**FY27**	**FY28**	**FY29**	**FY30**
Operating Expenses		*Per Student*	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
		Per Student						
	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	$295,101	$299,048
Total Surplus/(Deficit)			($47,000)	($155,394)	($27,077)	$158,999	$194,458	$214,318
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

Athletic Trainers
in 2 States

Contents

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

Report Parameters

1 Occupation

29-9091	Athletic Trainers

2 States

9	Connecticut	25	Massachusetts

Class of Worker

Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs

178
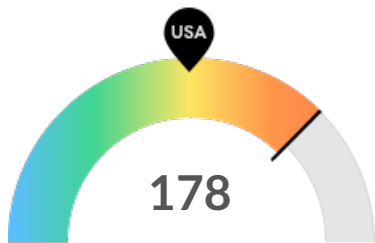
Jobs (2021)

Your area is a hotspot for this kind of job. The national average for an area this size is 89* employees, while there are 178 here.

$56,479

Compensation

Earnings are about average in your area. The national median salary for Athletic Trainers is $54,483, compared to $56,479 here.

62
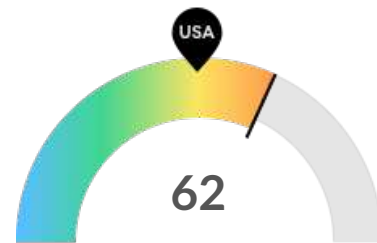
Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 42* job postings/mo, while there are 62 here.
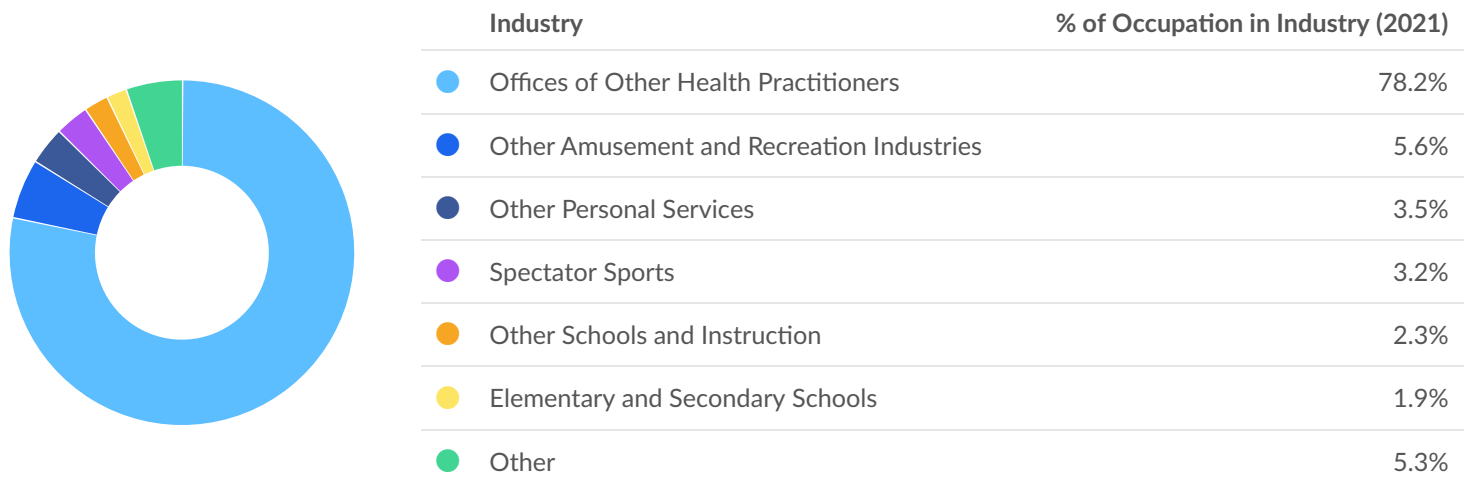
*National average values are derived by taking the national value for Athletic Trainers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

An average area of this size typically has 89* jobs, while there are 178 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
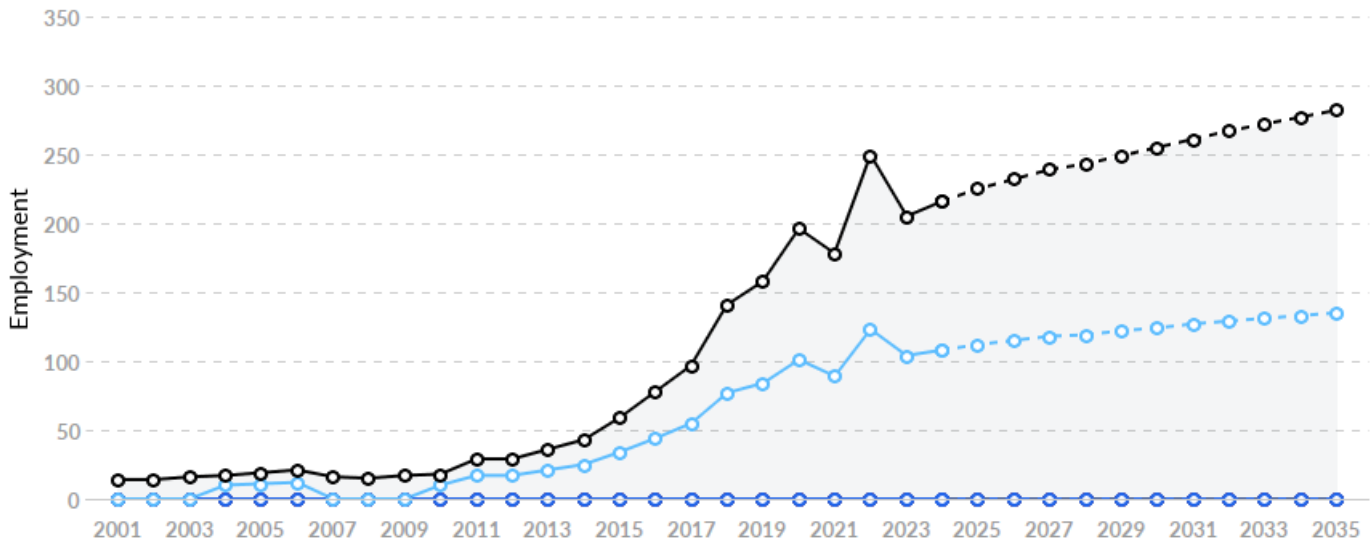
	Region	2021 Jobs	2034 Jobs	Change	% Change
●	2 States	178	277	99	55.9%
●	National Average	89	133	44	49.6%
●	Hampden County, MA	<10	<10	Insf. Data	Insf. Data
●	Berkshire County, MA	<10	<10	Insf. Data	Insf. Data
●	Hampshire County, MA	<10	<10	Insf. Data	Insf. Data
●	Franklin County, MA	<10	<10	Insf. Data	Insf. Data

*National average values are derived by taking the national value for Athletic Trainers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown
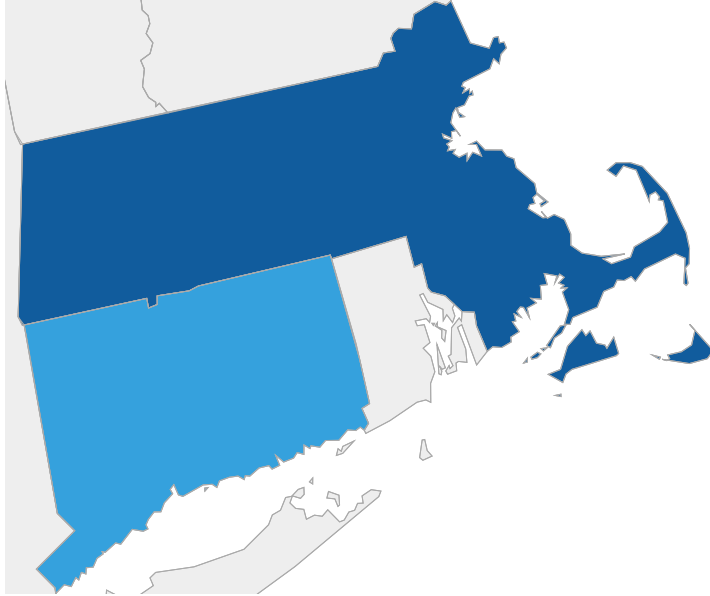

State	2021 Jobs
Massachusetts	124
Connecticut	54

Most Jobs are Found in the Offices of Other Health Practitioners Industry Sector

Industry	% of Occupation in Industry (2021)
Offices of Other Health Practitioners	78.2%
Other Amusement and Recreation Industries	5.6%
Other Personal Services	3.5%
Spectator Sports	3.2%
Other Schools and Instruction	2.3%
Elementary and Secondary Schools	1.9%
Other	5.3%

Compensation

Regional Compensation Is 4% Higher Than National Compensation

For Athletic Trainers, the 2023 median wage in your area is $56,479, while the national median wage is $54,483.
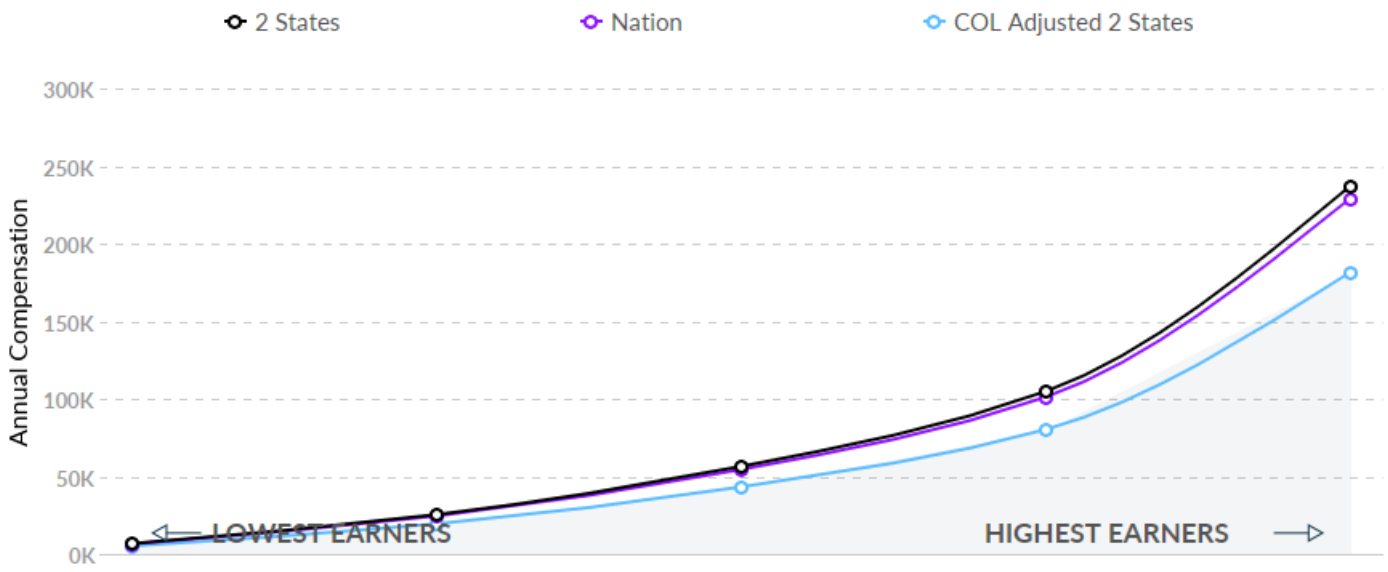
Job Posting Activity

3,037 Unique Job Postings

The number of unique postings for this job from Jan 2021 to Jan 2025.

507 Employers Competing

All employers in the region who posted for this job from Jan 2021 to Jan 2025.

31 Day Median Duration

Posting duration is 3 days longer than what's typical in the region.

Legend: Monthly Unique Postings • Estimated Hires Per Month*
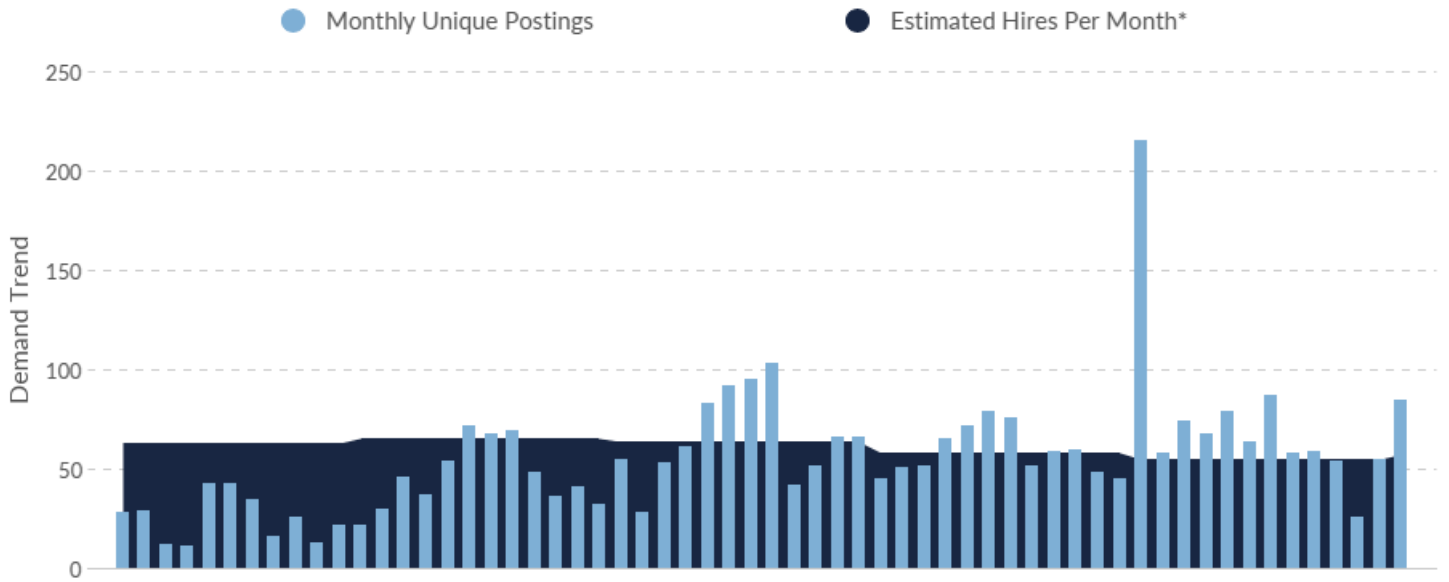
Occupation	Avg Monthly Postings (Jan 2021 - Jan 2025)	Avg Monthly Hires (Jan 2021 - Jan 2025)
Athletic Trainers	62	61

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Lightcast

Top Companies	Unique Postings	
Ati Physical Therapy	234	████████
Select Physical Therapy	153	█████
Select Medical	124	████
Mass General Brigham	93	███
Hartford HealthCare	81	███
National Collegiate Athletic Asso...	47	██
Acuity Specialty Hospital	38	██
American International College	29	█
University of Massachusetts-Am...	26	█
Jag Physical Therapy	25	█

Top Job Titles	Unique Postings	
Athletic Trainers	1,242	████████
Certified Athletic Trainers	599	████
Assistant Athletic Trainers	482	███
On-Site Industrial Athletic Traine...	116	█
Injury Prevention Specialists	97	█
Head Athletic Trainers	68	█
Outreach Athletic Trainers	18	│
Clinical Athletic Trainers	16	│
Sports Medicine Assistants	13	│
Graduate Assistant Athletic Train...	12	│

Top Distinguishing Skills by Demand

Not enough data to display Distinguishing Skills for this occupation.

Top Defining Skills by Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.
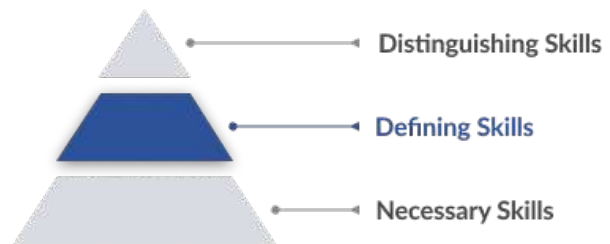
Distinguishing Skills

Defining Skills

Necessary Skills

Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Athletic Training	❌	2,468	+2.2%	Lagging
Rehabilitation	✅	1,573	+6.4%	Stable
Cardiopulmonary Resuscitation (CPR) Certification	❌	1,226	+14.8%	Growing
Certified Athletic Trainer	❌	1,094	+1.1%	Lagging
Sports Medicine	❌	1,003	+10.4%	Growing
Sports Injuries	❌	898	+19.5%	Rapidly Growing
Injury Prevention	❌	798	+8.0%	Stable
Basic Life Support (BLS) Certification	❌	467	+13.9%	Growing

Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.
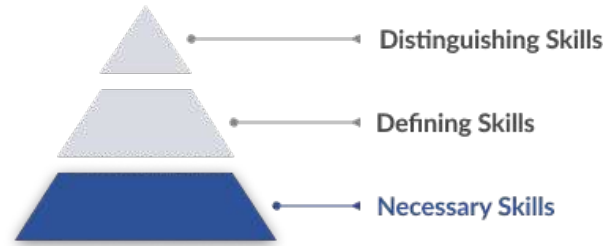
Distinguishing Skills

Defining Skills

Necessary Skills

Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Automated External Defibrillator (AED) Certification	❌	640	+13.1%	Growing
First Aid Certification	❌	582	+13.5%	Growing
Cardiopulmonary Resuscitation (CPR)	❌	555	+14.8%	Growing
Medical Records	❌	421	+12.5%	Growing
Treatment Planning	❌	401	+6.7%	Stable
Physical Therapy	❌	372	+13.2%	Growing
Emergency Medicine	❌	360	+10.8%	Growing
Strength Training And Conditioning	❌	302	+7.2%	Stable
Orthopedics	❌	288	+14.5%	Growing
Human Musculoskeletal System	❌	255	+2.5%	Lagging

Demographics

Retirement Risk Is High, While Overall Diversity Is About Average
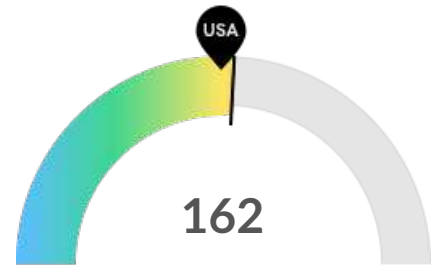
99
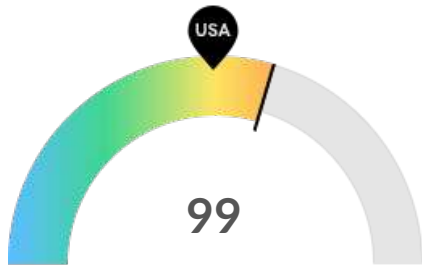
Retiring Soon

Retirement risk is high in your area. The national average for an area this size is 76* employees 55 or older, while there are 99 here.

53
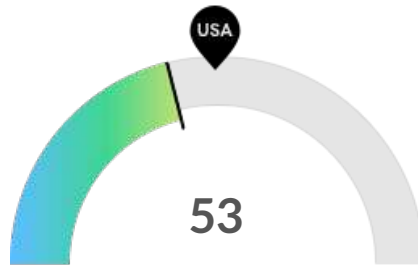
Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 68* racially diverse employees, while there are 53 here.
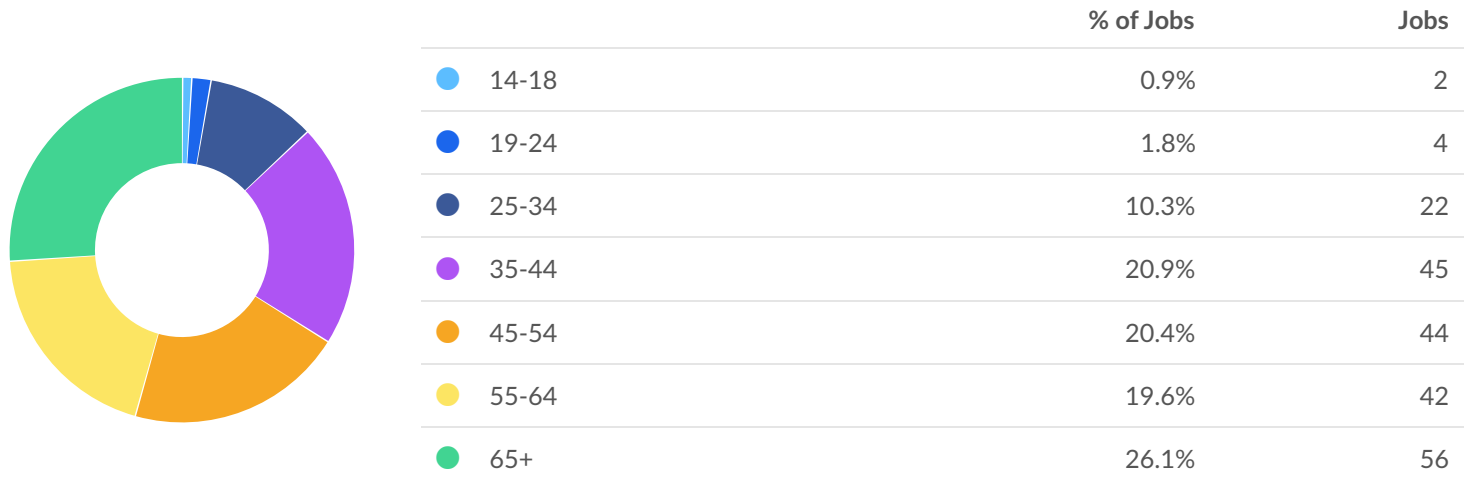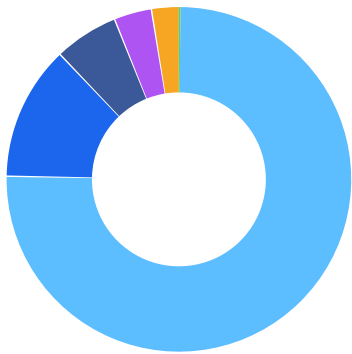
162

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 154* female employees, while there are 162 here.

*National average values are derived by taking the national value for Athletic Trainers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

	% of Jobs	Jobs
14-18	0.9%	2
19-24	1.8%	4
25-34	10.3%	22
35-44	20.9%	45
45-54	20.4%	44
55-64	19.6%	42
65+	26.1%	56

Occupation Race/Ethnicity Breakdown

	% of Jobs	Jobs
● White	75.2%	162
● Hispanic or Latino	12.6%	27
● Black or African American	6.0%	13
● Two or More Races	3.5%	8
● Asian	2.6%	6
● American Indian or Alaska Native	0.0%	0
● Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown
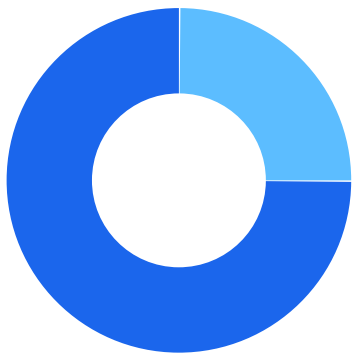
	% of Jobs	Jobs
● Males	25.0%	54
● Females	75.0%	162

National Educational Attainment
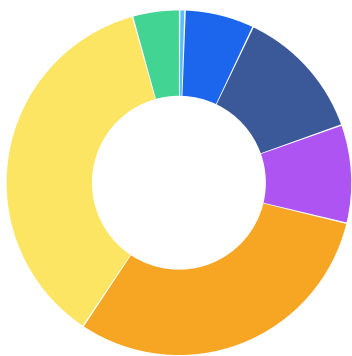
	% of Jobs
● Less than high school diploma	0.5%
● High school diploma or equivalent	6.5%
● Some college, no degree	12.5%
● Associate's degree	9.2%
● Bachelor's degree	30.6%
● Master's degree	36.3%
● Doctoral or professional degree	4.4%

Occupational Programs

7 Programs

Of the programs that can train for this job, 7 have produced completions in the last 5 years.

1,047 Completions (2023)

The completions from all regional institutions for all degree types.

23 Openings (2023)

The average number of openings for an occupation in the region is 61.

CIP Code	Top Programs	Completions (2023)
31.0505	Exercise Science and Kinesiology	512
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	277
51.0999	Allied Health Diagnostic, Intervention, and Treatment Profe...	93
51.0913	Athletic Training/Trainer	82
31.0508	Sports Studies	39
31.0599	Sports, Kinesiology, and Physical Education/Fitness, Other	30
31.0507	Physical Fitness Technician	14

Top Schools	Completions (2023)	
University of Massachusetts-Boston	170	
Merrimack College	100	
University of Massachusetts-Lowell	94	
Springfield College	91	
Sacred Heart University	86	
Westfield State University	64	
Endicott College	52	
Southern Connecticut State University	51	
Central Connecticut State University	49	
Simmons University	47	

Appendix A

Athletic Trainers (SOC 29-9091):

Evaluate and treat musculoskeletal injuries or illnesses. Provide preventive, therapeutic, emergency, and rehabilitative care.

Excludes Physical Therapists (29-1123).

Sample of Reported Job Titles:
Athletic Trainer
Resident Athletic Trainer
Certified Athletic Trainer
Women's Athletic Trainer
Personal Trainer
Athletic Lecturer
Athletic Instructor
Sports Trainer
Sports Medicine Trainer
Sports Athletic Trainer

Related O*NET Occupation:
Athletic Trainers (29-9091.00)

Appendix B - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Board of Trustees

February 20,2025

MOTION

The granting of a Master of Arts in History.

_____   _____

Ali Salehi, Board Chair   DATE

PHASE I: LETTER OF INTENT TEMPLATE
FOR BOARD VOTE ON APPROVAL PROCESS

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. Letter of Intent (LOI) document should be about five to six pages in addition to appendices. After the local approval process for the LOI has been completed, the President of the institution should submit this template and all required forms addressed to the Commissioner of Higher Education, and to the Academic Affairs Committee (AAC) of the Board of Higher Education (BHE).

Submissions are required to be in MS Word format. Please direct the completed to:
PublicProgramReview@dhe.mass.edu

Proposed Degree Title and Intent and Mission of the Program (200 words):

Title: Master of Arts in History

Intent: The History and Philosophy Department currently offers a 36-credit Master in Education (M.Ed.), History, non-licensure degree. Westfield State University proposes to add a 30-credit Master of Arts in History. Students in the M.Ed. "non-licensure track" take 30-credits in History and only 6-credits in Education. Many students on this track are already teachers and do not need a specific M.Ed. to advance their career. The M.Ed. "licensure track" will remain intact of which 12 credits are in graduate History courses.

By adding a track for an MA in History, the pool of applicants will widen. For students wanting to focus only on History, adding a MA track allows for equitable access to a graduate degree in History while not incurring additional programmatic expenses.

Mission: The History graduate program is designed to provide a comprehensive understanding of the past while teaching important skills, including research, writing, communication, source evaluation, critical thinking, and analysis that enable students to succeed in a wide variety of careers. The department believes that a historical perspective is valuable in nearly every profession. History provides the essential background for understanding the roots of social issues and current global problems to build a deeper understanding of our contemporary world by studying the past and present. Depending on your educational goals, graduate offerings in History allow students the flexibility to choose a 36-credit Master in Education or a 30-credit Master of Arts in History.

Institution: Westfield State University   **Proposed Degree:** Master of Arts History

Proposed CIP Code: 54.0101

Chief Academic Officer (CAO) Name and Title: William Salka, Provost & Vice President for Academic Affairs **CAO Phone Number:** 413.572.5214 **CAO Email: wsalka@westfield.ma.edu** **Has the Chief Academic Officer reviewed this LOI?** Yes **Date LOI was approved by governing authority:** Yes

A. Alignment with Massachusetts Goals for Public Higher Education

The FY19 BHE Equity Statement (https://www.mass.edu/strategic/equity.asp) provides campuses with insight into the next iteration of the system-level plans.

> 1. **How does the program address institutional gaps in opportunity and achievement? How does the program align with campus goals?**

The History and Philosophy Department believes a Master of Arts in History program will assist in recruitment, enrollment, and retention efforts. Currently, the University only offers an M.Ed. program in History, which is under another department's auspices (Education). Current WSU undergraduate students who are serious about pursuing graduate level history only have the M.Ed. non-licensure track as an option. Students are often told by their professors to look elsewhere at programs that will provide them with a sole focus on history. Students can attend a fully online MA in History at Fitchburg State University, but based on student feedback, using a Hybrid program design is a better fit for WSU.

Students note concerns including: 1. No undergraduate history students have access to a 4 + 1 option;   2. For students in the undergraduate history program, they do not have a clear pathway to a graduate degree; 3. Outside graduate programs do not provide the same schedule flexibility as WSU; 4. At WSU, all the graduate level history courses are offered but only result in a M.Ed. with 6 additional credits in Education courses, totaling 36 credits.

The proposed program aligns with the University's 2019-2024 Strategic Plans, Mission, and Vision (2025-2030 is being finalized). For example, WSU seeks to offer quality, accessible public graduate programs in liberal arts, while committing to student engagement and success. The graduate program proposed here will realize the goal of increasing college participation and increasing the academic profile of the university through offering a professional degree program to existing and new groups of students looking for this path towards their future careers. The MA in History is a versatile degree that spans industries and occupations, including archivists, advertising, museum curators, public relations and related services, public administration, education, information technology, investment banking, college and career

advising, broadcasting, library management, preservation, community historical societies, journalism and more.

2. What program or department supports and practices are in place to ensure that students persist and complete the certifications and degrees offered by the program?

The proposed program is under the Division of Graduate and Continuing Education (DGCE) reconstituted in 2024. Graduate programs, undergraduate online completion programs, and early college programs are all under the new leadership within DGCE. As such, increasing equitable access, building more 4+1 options, and improving visibility and ease of pathways for students are high priorities.

Within the Department, each student has an assigned advisor that serves as both an educational advisor and professional mentor. Routinely, students discuss their career aspirations during advising and course selections. Because some graduate students are already in professional careers, having a flexible variety of course offerings, delivery methods, and completion plans have been beneficial. Each graduate program has an assigned Program Chair who routinely reviews degree progression and completion plans.

Support to graduate students comes in several forms. Academically, all students have access to the Reading and Writing Center, Banacos Disability Center, Center for Instructional Technology, and Library. Each of these resources can be accessed in person or online. To support their wellbeing, all students have 24-hour access to online counseling services through UWILL and to a peer-to-peer support group through TOGETHER ALL.

Finally, many adult learners holding full-time day jobs appreciate having classes in-person and directly after their workday, often starting at 4:30. By offering the degree in a hybrid format, students can attend each class in-person two hours per week while completing the final hour of coursework in an asynchronous online format.

3. Please describe relevant, alliances and partnerships with PK-12, other institutions of higher education, and the employer community. If you have or plan to convene an advisory group for this proposed program, please explain. Describe how information from an advisory will be used to develop and refine the program.

The History Department has long-standing relationships with the PK-12 community and is advised informally through the annual events and projects housed within the department. Each year, history students are inducted into the National History Honor Society, Phi Alpha Theta, which is a career-oriented honor society. Induction into Phi Alpha Theta is a professional milestone that connects professors, students, and professionals in the field with excellence and preparedness for their future occupations.

WSU also hosts the annual meetings of the Pioneer Valley Historical Society and the New England Historical Association. Here again are opportunities for undergraduate and graduate students to engage in a professional conference and for the faculty to oversee current trends in history. Many of their M.Ed. graduates who teach in area schools or have entered other professions return for the event.

Lastly, the History Department publishes the *Historical Journal of Massachusetts*. This peer-reviewed journal is published twice a year and is the only journal that focuses exclusively on the history of Massachusetts.

---

4. If the proposed program is designed for students to enter an employment area of demonstrated need in the regional and/or statewide labor market, provide evidence including references to workforce development plans (e.g. MassHire Regional Blueprints, https://www.mass.gov/service-details/view-your-regions-blueprint), showing market need and employer engagement. If it is not directly labor market aligned, identify the career options related to the proposed program and explain how students will be made aware of them. Do not rely on Bureau of Labor Statistics projections in this section.

Explain all relevant content that has been sourced using the internet. Use the full APA citation including retrieval date and the exact url where the content was obtained [e.g. Last, First. M. (Year, Month Date Published). Article title. *Retrieved from URL* ...]. Do not rely on a hyperlink reference to information and data used in this section. The application serves as a permanent record. If the institution has commissioned market research regarding the proposed program, please attach a digital copy of the report(s) on which you relied to draw your conclusions and design your program. DHE utilizes Burning Glass to validate data.

A MA in History is a more versatile degree than the M.Ed. non-licensure, therefore the labor market analysis reviews several occupational areas. For the labor market relative to education, the MassHire 2024 Pioneer Valley Labor Market Blueprint identifies three top priority industries, and Educational Services is among them. The report notes that the "shrinking labor pool and non-competitive wage scales is impacting the ability of Gateway City school districts to properly staff mandated and critical need paraprofessional and instructional support staff positions." More school districts have chosen to not hire purely History teachers and instead seek Social Studies teachers who can teach across their curriculum. School districts will be looking for instructional support and those with an MA in History would have an edge against their competitors in the labor market.
https://masshirehcwb.com/wp-content/uploads/2024/04/Pioneer-Valley-Labor-Market-Blueprint-2024-2025-FINAL.pdf

According to Lightcast Program Overview, occupations associated with an advanced degree in History primarily include those associated with secondary and post-secondary education, all of which show growth. Additional occupations showing growth include general and operations managers, public relations specialists, social scientists, curators, and museum technicians and conservators. Specific job titles with a 2:1 ratio include: program directors, adjunct faculty, program managers and coordinators, teachers, director of operations, and executive directors. With the versatility of the MA in History, the skill set gained through the advanced degree would be applicable.

5. **Are there existing programs at other institutions (public and independent) in your region that offer a similar degree? If so, compare and contrast them with the proposed program.**

The Lightcast Program Overview analysis shows four competitors among public institutions within a 45-mile radius that offer a MA in History: University of Massachusetts Amherst (UMASS), Worcester State University (Worcester), Fitchburg State University (FSU), and Southern Connecticut State University (SCSU). This analysis is limited to the 2023-degree completions and enrollment variations should be understood within the context of post-pandemic impacts.

Overall, an advanced degree in History has seen a decline, due to the hiring changes within secondary school districts and the population decline. The decline was happening prior to Covid and post-pandemic there seems to be a rising trend, yet the 2024 degree completion rates are not available. UMASS is down 17% and Worcester is down 50%. Our M.Ed. completions are down 42%. The two schools seeing a rise are FSU – a completely online program – at 28%, and SCSU – an accelerated (4+1) on ground program – also at 28%. (WSU is erroneously listed as online).

With the proposed offering of a hybrid MA in History, we believe that this model will bridge the post-pandemic gap. Students report wanting to be in person yet also wanting flexibility. Having some of the coursework online offers them the flexibility of less, yet meaningful, seat time on campus with thoughtfully designed content online. Maintaining a fully in-person degree does not provide the flexibility requested, and offering a completely online degree does not provide the in-person experience requested, therefore, the hybrid design seems most appropriate.

With respect to price point, WSU is affordable at less than $13,000 and comparatively in the middle of the range.

Worcester = $11,340
FSU = $12,150
WSU = $12,540
UMASS = $18,234
SCSU = $19,318

6. **Has the proposed program been planned to include any significant digital, experiential, competency-based or other innovative approaches? Please explain and provide examples**.

The proposed program will be delivered in a hybrid format. For each class 2/3 will be delivered in-person and 1/3 will be completed online asynchronous. There are two tracks: 2-year and 3-year. This is an intentional design that is informed by student request and sets the program apart from our competitors; UMASS Amherst is fully in-person and Fitchburg State is fully online. As noted earlier, the Department will explore a 4+1 design and assess its feasibility within their current degree offerings.

Students must complete a thesis and work closely with their faculty mentor.

B. Alignment with Campus Strategic Plan and Mission

1. **Describe why the proposed program is a priority, and how it supports the campus's approved strategic plan, in the context of the institution's mission.**

An MA in History is a priority, as it stands, any student seeking a non-license graduate degree in History must spend additional time, money, and effort to receive a M.Ed. There is no other option. In addition, the proposed degree allows for:
1. Student degree choice without using additional University resources;
2. A safeguard to assist with recruitment when a student is not interested in the 6 additional educational classes required for the M.Ed.
3. A flexible hybrid model of program delivery.

These reasons align with the strategic plan and mission of Westfield State University. The degree was proposed during the 2019-2024 Strategic Plan and meets the priorities within multiple goals. Goal 1: Student Experience, (priority 1.3) is to provide opportunities for adult and community partner learners. The addition of the MA in History is an opportunity requested of our adult learners. Some students are teachers who already possess the teaching license and are not required to receive an M.Ed. and would rather the MA in the same subject matter. Goal 2: Enrollment, (priority 2.1 and 2.2) are also demonstrated by the Department's strategic initiation of a recruitment, retention, and graduation plan for those who do not wish to obtain a M.Ed. Last, Goal 4: Resources, (priority 4.2) prioritizes the use of current resources; the proposed addition of a MA degree will utilize the existing resources from the M.Ed. track in History.

While the University's 2025-2030 Strategic Plan is in the final stages of development and has not been approved, each of the four strategic goals outlined by President Thompson are met within this proposed degree. Fostering a culture of belonging will be met by offering a choice to students who have requested the option of a MA as opposed to a M.Ed. Optimizing value is clear in that the MA would require 30 credits and the Department is interested in exploring a 4 + 1 option. The Department of History and Philosophy proposed adding this degree to assist with recruitment, retention, and graduation, thus demonstrating their stewardship of finances for the student and University. Last, the very essence of a graduate degree in History is to engage students to use scholarship for applied research, creative activity, and innovation.

WSU was founded upon the formidable legacy of equitable access for all. Access of this kind must include an affordable degree program offered in a relevant format, and in response to student and employer needs.

2. **List the overall goals and learning objectives of the program and describe the strategy for achieving each goal. Use the *LOI Program Goals and Objectives* table in addition to any narrative comments**.

Please see Form B for the detailed program goals and objectives.

C. Alignment with Operational and Financial Objectives of the Institution

1. **Provide enrollment projections for the first five years of the program using the Program Enrollment form (Form C), Describe below any anticipated impact that the program may have on enrollment in other programs.**

To project the enrollment for the next five years we are drawing on the "non-licensure" M.Ed. enrollment from the past five years as the proposed MA would take its place. However, it has been influenced by a decline in population, a hiring reduction within secondary school districts, and the pandemic.

The five-year enrollment projections start with 4 students and grow to 6 students per year within the 2-year track. And the 3-year track starts with 6 and grows to 7 students per year.

To reiterate, the projections identified on Form C are informed from the past five years of data, and the understanding that starting a MA in History track will require few additional resources beyond those used in the M.Ed. program.

Please see Form C.

2.. **Describe the resources that the program will require (additional faculty and/or staff, space and equipment, on-line infrastructure, startup and maintenance of the program). Please include a narrative or financial statement outlining the anticipated net impact of the program on the overall financial resources of the institution. Include five years of future projections of revenue and expense using the LOI Budget form (Form D).**

The proposed MA in History will not require additional faculty, staff, space, equipment, online infrastructure, start up or maintenance fees. The existing "licensure track" M.Ed. in History will continue and students in this track will be taking classes alongside the MA in History.

Please note that Form D is modified to the WSU proforma financial analysis.

3. Complete the LOI Curriculum Outline form (Form A) with course titles and credits.

Please see Form A

4. Complete the LOI Program Goals and Objective form (Form B).

Please see Form B

Comments and Response

The submitted LOI will be reviewed for completeness by staff. This process typically occurs within 15 business days from when it is received. Once deemed complete, the LOI is circulated by the Deputy Commissioner of Academic Affairs and Student Success (the Deputy), to the AAC

and SPC members of the BHE, public campus CAO's, and to the Association of Independent Colleges and Universities of Massachusetts (AICUM) representatives for relevant comments.

Formal commentary to an LOI must come from an institution's President, be addressed to the Commissioner of Higher Education, with a cc to the Deputy, and received within 20 business days from the date the LOI is circulated.

All commentary is sent to the community colleges and state university institution, where the proposed program LOI originated. University of Massachusetts commentary is sent to the Senior Vice President for Academic Affairs, and International Relations, who is responsible to forward the information to the specific campus

Responses to any commentary are required. Responses must come from the LOI institution President and be addressed to the Commissioner of Higher Education, with a cc to the Deputy and submitted to awilliams@dhe.mass.edu. This written response to commentary must be received within 20 business days from the date it is sent to the President.

A Note About Timelines

Program review is a serve-and-return process, which means that there are several communications back and forth between the institution and DHE staff as the submission is being reviewed.

A campus should expect that an LOI (or proposal application) template submitted for staff validation and review for completion will be subject to a **15-business-day period of review**. Following this time frame the campus can expect staff to provide information regarding any further data that are needed for the LOI to be deemed complete. This communication **resets the 15-business-day time frame**. Responsibility rests with the campus to provide data in a timely manner, this may be important to a campus working within a targeted timeline for program development and launch. Once the campus has responded to staff by submitting the additional data, **the 15-business-day** clock begins anew.

After an LOI is validated and deemed complete it is circulated by the Deputy to the AAC and SPC, public campus CAO's and to AICUM representatives for commentary (as described above). The **comment period is open for 20 business days**. At the end of this time frame, all comments are reviewed by staff and sent to the LOI institution's CAO, who then has **20 business days** to submit a written response to the Deputy. Comments and responses are included in the motion brought forward for BHE action.

An LOI is brought forward either within **20 business days** of receiving the institution's response or at the next scheduled AAC meeting.

Following AAC action, the next step of the process is submission of the application proposal, which must be submitted **within two years** of the BHE action on the LOI for either a Fast Track or Standard process review.

A proposed program application template is validated and reviewed for completion **within 20 business days** of receipt. As noted above, the campus can expect staff to provide information regarding any further data that are needed for the proposal to be deemed complete. As previously noted, this communication **resets the time frame**. Once the campus has responded by submitting the additional data, **the 15-business-day** clock begins anew. Once validated and deemed complete, Fast Track proposals are forwarded to the Commissioner with a recommendation for action **within 30 business days**. The 30-business day timetable begins on the date DHE staff notify the campus that the proposal is deemed complete. BHE follows the guidelines on all proposal applications in accordance with either the Fast Track or the Standard Process.

ATTACHMENTS:

Form A	**LOI Curriculum Outline**
Form B	**LOI Goals and Objectives**
Form C	**LOI Enrollment Projections**
Form D	**LOI Budget**

Form A2: LOI Graduate Program Curriculum Outline

(Insert additional rows as necessary)

Required (Core) Courses in the Major (Total # courses required = 15)		
Course Number	Course Title	Credit Hours
24 Credits – 3 cr. World History and 3 cr. US History Required		
HIST 600	Readings: America, 1600-1815	3
HIST 605	Readings: America, 1815-1914	3
HIST610	Readings: America, 1914 to the Present	3
HIST 615	Readings: Modern Europe 1500-1789	3
HIST 620	Readings: Modern Europe, 1789 to the Present	3
HIST 625	Research United States Before 1815	3
HIST 630	Research United States 1815-1914	3
HIST 635	Research United States 1914 to Present	3
HIST 640	Readings: World History	3
HIST 650	Topics in World History	3
Research and Evaluation – 6 cr. Required		
HIST 698	Thesis Research I	3
HIST 699	Thesis Research II	3
	Sub Total Required Credits	30
Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
	Sub Total Elective Credits	[0]
Curriculum Summary		
Total number of courses required for the degree	15	
Total credit hours required for degree	30	
Prerequisite, Concentration or Other Requirements: Baccalaureate degree.		

Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable
Have students develop research and communication skills, including problem identification, information gathering, analysis, generation of alternative solutions, and evaluation of outcomes.	This will occur at the programmatic level through the program's classes, methodology course, and thesis.	Monitor these goals through student progress in coursework and thesis completion, adjusting curriculum and pedagogy as needed	Developed over 6 semesters and assessed annually. The research methodology course can be taken at any point in the program but must be taken prior to thesis.
To increase the students' knowledge of the facts related to historical developments, including the significance of important events, institutions, people, cultures, and ideas throughout the world.	This will occur at the programmatic level through the program's classes, class assignment writing, and the thesis.	Monitor these goals through student grades, the research methods course, and the thesis and adjust the curriculum and pedagogy as needed	Developed over 6 semesters and assessed annually
To provide the students with a familiarity with questions of interpretation and methods of study of major aspects of history.	This will occur at the programmatic level through the program's classes, particularly the Readings courses, class assignment writing, and the thesis.	Monitor these goals through student grades, the research methods course, and the thesis and adjust the curriculum and pedagogy as needed	Developed over 6 semesters and assessed annually
To help students develop expertise in historical research and question design and evaluate primary and secondary historical materials.	This will occur at the programmatic level through the program's research methods projects and their classroom critiques	Monitor these goals through student projects and adjust the curriculum, pedagogy as needed	Developed over 6 semesters though the research methodology course may be taken at any time. Assessed annually

Use appropriate tools for researching and uncovering evidence, critically interpreting data collected, generating explanations and interpretations of the evidence, and synthesizing the information in a clear and concise written form.	Chiefly achieved in HIST 0698, independent research options, and the thesis.	Monitor these goals through student writing and adjust the curriculum, pedagogy, equipment as needed	Developed over 6 semesters though the research methodology course may be taken at any time. Assessed annually
Provide Essential Opportunities and Experiences	a. Easy access to studios and libraries with appropriate graphic design resources and reference material in other relevant disciplines, such as the social sciences and the humanities. b. Easy access to appropriately equipped labs and technology necessary for the execution of design solutions. c. Ongoing access to instruction and critique under faculty with educational and professional backgrounds in graphic design. Sufficient numbers of qualified faculty to provide the diversity of expertise required for a comprehensive education in graphic design. d. Field experiences and internships opportunities provided	Monitor these goals through student projects and adjust the curriculum, pedagogy, equipment, faculty as needed	Annually evaluated and assessed

Form C: LOI Program Enrollment

	FY 25 Planning Year	FY 26 Year 1	FY 27 Year 2	FY 28 Year 3	FY 29 Year 4	FY 30 Year 5
New Full-Time						
Continuing Full-Time						
New 2-year Part-Time		4	4	5	5	6
Continuing 2-year Part-Time			4	4	5	5
New 3-year Part-Time		3	3	3	3	3
Continuing 3-year Part-Time			3	3	3	3
Continuing 3-year Part-Time				3	3	3
Totals		7	14	18	19	20

Students in 2-year enroll in 15 credits per academic year; 3-year track is Yr.1 - 12 cr, Yr. 2 - 9 cr., Yr. 3 - 9 cr.

Institution: Westfield State University   **Proposed Degree:** M.A. in History

Form D: LOI Program Budget

Westfield State University

M.A. in History Program Proforma

	Inputs	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Revenue Calculations			*Enrollment via Assumption input or via retention model or using "Enrollment Scenario Planning Tab"*				
Metrics							
DGCE Student Fees			$41,376	$80,520	$100,800	$109,680	$119,085
Less Ed Service fee	x3 terms		($3,150)	($4,050)	($4,275)	($4,500)	($4,725)
Gross Revenue		$-	$38,226	$76,470	$96,525	$105,180	$114,360
Total Net Revenue		$-	$38,226	$76,470	$96,525	$105,180	$114,360
5% Chargeback - (see contingency below)							

Expense Calculations

	Inputs	Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30
Staffing Expenditures							
Base Compensation	*Starting Salary*	Factoring COLA >>>	Factoring COLA >>>	2%	2%		
			Model Assumes all staff start in year 1, will need to adjust calculations if different				
Staff:							
Faculty & Director							
DGCE Program Director			3,650	5,000	5,000	5,000	5,000	5,000
PT Adjunct Faculty (Salary & Fringe)	1900	1,900		28,500	29,811	40,607	41,419	42,247
Adjunct (Rate/Credit * Total Credits)	est.credit count		-	15	15	15	15	15
Total Base Compensation			$3,650	$33,500	$34,811	$45,607	$46,419	$47,247
Payroll Tax	2%		$73	$670	$696	$912	$928	$945
Total Compensation			$3,723	$34,170	$35,507	$46,519	$47,348	$48,192

		Planning FY25	Year 1 FY26	Year 2 FY27	Year 3 FY28	Year 4 FY29	Year 5 FY30

Institution: Westfield State University   **Proposed Degree:** M.A. in History

Operating Expenses	Per Student	Factoring Inflation >>>	2%	2%			
Advertising and Marketing	$-	15,000	12,500	12,750	13,005	13,265	13,530
Travel (In-State, Conferences)	$-	500	5,000	5,000	5,000	5,000	5,000
General Administrative Costs	$-	500	500	500	500	500	500
Other - Accreditation Fees	$-	-	-	-	-	-	-
Admin Expenses (EE)		16,000	18,000	18,250	18,505	18,765	19,030
Information Technology Expenses (UU)		-	-	-	-	-	-
Total Operating Expenses		**$16,000**	**$18,000**	**$18,250**	**$18,505**	**$18,765**	**$19,030**
Total Direct Expenses		**$19,723**	**$52,170**	**$53,757**	**$65,024**	**$66,113**	**$67,223**
Contribution Margin = Net Revenue - Direct Expenses		*-19,723*	*-10,794*	*26,763*	*35,776*	*43,567*	*51,862*
Fund Transfers (per student)		-	-	-	-	-	-
Contingency (% of revenue)	5%	-	1,911	3,824	4,826	5,259	5,718
Contingency/Transfers/other expenses		**$-**	**$1,911**	**$3,824**	**$4,826**	**$5,259**	**$5,718**
Grand Total Expenses		**$19,723**	**$54,081**	**$57,581**	**$69,851**	**$71,372**	**$72,941**
Total Surplus/(Deficit)		**($19,723)**	**($15,855)**	**$18,889**	**$26,674**	**$33,808**	**$41,419**
Cumulative Net Surplus /(Deficit)				**($16,689)**	**$9,985**	**$43,794**	**$85,213**

Program Overview

3 Programs

Lightcast Q1 2025 Data Set

February 2025

Massachusetts

Parameters

Completions Year: 2023

Jobs Timeframe: 2021 - 2034

Job Postings Timeframe: Oct 2020 - Nov 2024

Programs:

Code	Description	Code	Description
54.01	History	30.46	History and Political Science
30.12	Historic Preservation and Conservation		

Regions:
15 items selected. See Appendix A for details.

Education Level:

Description
Master's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

9	111	Completions Distribution
Institutions	**Completions**	Average: 12.3
0% Growth (2019-2023)	28% Growth (2019-2023)	2 ————————————— 60
		Median: 8

Program Overview

111
Completions

		Completions (2023)	% Completions	Institutions (2023)	% Institutions
●	All Programs	111	100%	9	100%
●	Distance Offered Programs	14	13%	2	22%
●	Non-Distance Offered Programs	97	87%	7	78%

Market Share by Institution Type

	Institution Type	Completions (2023)	Market Share
●	Private not-for-profit, 4-year or above	63	56.8%
●	Public, 4-year or above	48	43.2%

Market Share by Program
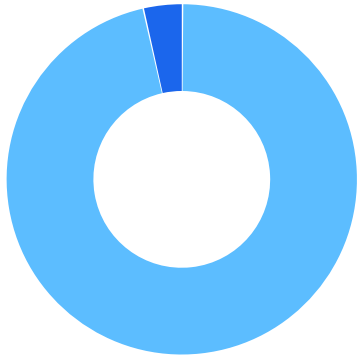
Program	Completions (2023)	Market Share
🔵 History, General (54.0101)	107	96.4%
🔵 Public/Applied History (54.0105)	4	3.6%

Completions by Institution

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
Yale University	60	5.3%	54.1%	$64,700	
Southern Connecticut State University	10	233.3%	9.0%	$12,828	
Fitchburg State University	10	150.0%	9.0%	$11,046	
University of Massachusetts-Amherst	10	-16.7%	9.0%	$17,357	
Central Connecticut State University	8	-20.0%	7.2%	$12,460	
University of Connecticut	4	100.0%	3.6%	$20,366	
Westfield State University	4	-42.9%	3.6%	$11,882	
Clark University	3	-25.0%	2.7%	$55,160	
Worcester State University	2	-50.0%	1.8%	$11,286	

Regional Trends
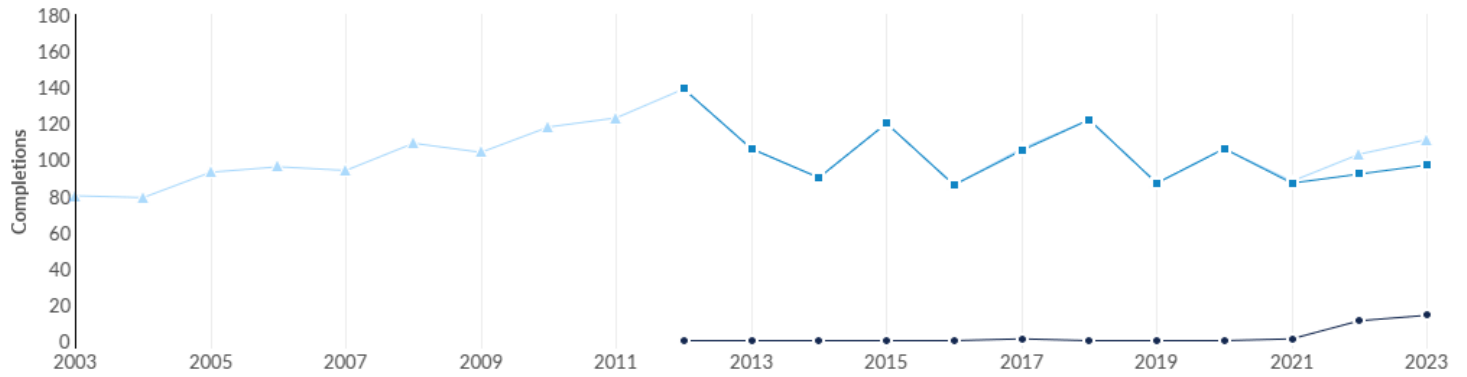
		2012 Completions	2023 Completions	% Change
●	Distance Offered Programs	0	14	Insf. Data
■	Non-Distance Offered Programs	139	97	-30.2%
▲	All Programs	139	111	-20.1%

Regional Completions by Award Level

	Award Level	Completions (2023)	Percent	
●	Master's Degree	111	100.0%	▬▬▬▬

Similar Programs

194	9,139
Programs (2023)	Completions (2023)

CIP Code	Program	Master's Degree Completions (2023)
52.0201	Business Administration and Management, General	2,838
52.1301	Management Science	410
44.0401	Public Administration	338
51.2201	Public Health, General	308
13.0101	Education, General	274
52.0101	Business/Commerce, General	270
51.0701	Health/Health Care Administration/Management	206
42.9999	Psychology, Other	157
42.2803	Counseling Psychology	149
42.2804	Industrial and Organizational Psychology	130

Target Occupations

Filtered by the proportion of the national workforce in these occupations with a Master's degree

38,912	+16.3%	$44.89/hr	3,733
Jobs (2021)*	% Change (2021-2034)*	$93.4K/yr	Annual Openings*
21% *above* National average*	Nation: +15.8%*	Median Earnings	
		Nation: $40.27/hr;	
		$83.8K/yr	

Occupation	2021 Jobs*	Annual Openings*	Median Earnings	Growth (2021 - 2034)*	Employment Concentration (2021)*
Postsecondary Teachers	14,106	1,652	$45.02/hr	+27.01%	1.62
Secondary School Teachers, Except Special and Career/Technical Education	10,493	718	$37.39/hr	+4.49%	1.22
General and Operations Managers	5,809	595	$54.48/hr	+15.25%	1.00
Middle School Teachers, Except Special and Career/Technical Education	5,076	429	$37.95/hr	+14.13%	1.13
Managers, All Other	2,069	180	$48.74/hr	+11.02%	0.72
Public Relations Specialists	773	71	$33.93/hr	+8.67%	0.76
Social Scientists and Related Workers, All Other	140	13	$45.88/hr	+2.14%	0.52
Museum Technicians and Conservators	117	21	$29.55/hr	+39.32%	1.42
Curators	115	19	$32.36/hr	+32.17%	1.47
Archivists	61	15	$26.65/hr	+72.13%	1.27
Social Science Research Assistants	60	8	$26.55/hr	-3.33%	0.95
Anthropologists and Archeologists	45	7	$21.31/hr	+51.11%	0.81
Historians	35	4	$36.77/hr	+11.43%	1.15
Political Scientists	11	2	$61.46/hr	+72.73%	0.22

Job Postings Summary

19,546	2 : 1	2,060	29 days
Unique Postings	**Posting Intensity**	**Employers Competing**	**Median Posting Duration**
40,664 Total Postings	Regional Average: 3 : 1	49,428 Total Employers	Regional Average: 28 days

There were **40,664** total job postings for your selection from October 2020 to November 2024, of which **19,546** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Top Companies Posting

Company	Total/Unique (Oct 2020 - Nov 2024)	Posting Intensity	Median Posting Duration
University of Massachusetts-Amherst	1,007 / 432	2 : 1	34 days
Mount Wachusett Community College	810 / 406	2 : 1	40 days
Springfield Public Schools, MO	1,129 / 393	3 : 1	25 days
Marist College	986 / 371	3 : 1	42 days
State Of Connecticut	753 / 321	2 : 1	26 days
Quinnipiac University	922 / 312	3 : 1	36 days
Yale University	820 / 297	3 : 1	31 days
Raytheon Technologies	635 / 281	2 : 1	23 days
Fitchburg State University	424 / 243	2 : 1	39 days
American International College	388 / 236	2 : 1	12 days

Top Posted Job Titles

Job Title	Total/Unique (Oct 2020 - Nov 2024)	Posting Intensity		Median Posting Duration
Adjunct Faculties	907 / 470	2 : 1		25 days
Program Directors	934 / 389	2 : 1		34 days
Program Managers	531 / 255	2 : 1		22 days
Program Coordinators	474 / 250	2 : 1		32 days
Mathematics Teachers	326 / 195	2 : 1		30 days
High School Mathematics Teachers	458 / 192	2 : 1		29 days
Middle School Teachers	312 / 162	2 : 1		25 days
Middle School Science Teachers	303 / 149	2 : 1		34 days
Directors of Operations	257 / 134	2 : 1		29 days
Executive Directors	270 / 129	2 : 1		32 days

Top Specialized Skills
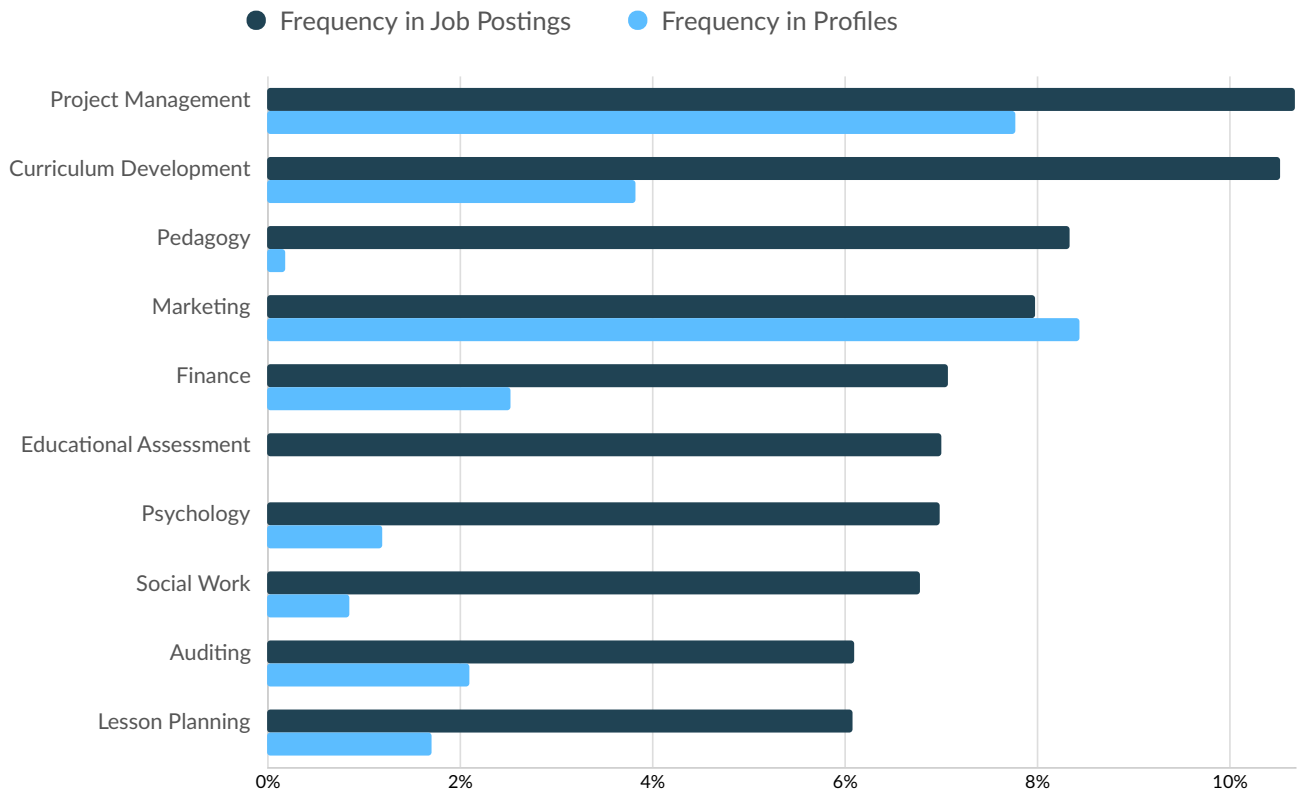
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Project Management	2,090	11%	10,605	8%	+19.8%	Rapidly Growing
Curriculum Development	2,060	11%	5,214	4%	+14.6%	Growing
Pedagogy	1,632	8%	255	0%	+11.6%	Growing
Marketing	1,563	8%	11,503	8%	+23.0%	Rapidly Growing
Finance	1,386	7%	3,444	3%	+27.3%	Rapidly Growing
Educational Assessment	1,371	7%	0	0%	+20.6%	Rapidly Growing
Psychology	1,368	7%	1,640	1%	+6.8%	Stable
Social Work	1,329	7%	1,167	1%	+9.7%	Growing
Auditing	1,193	6%	2,871	2%	+21.8%	Rapidly Growing
Lesson Planning	1,191	6%	2,341	2%	+12.6%	Growing

Top Common Skills
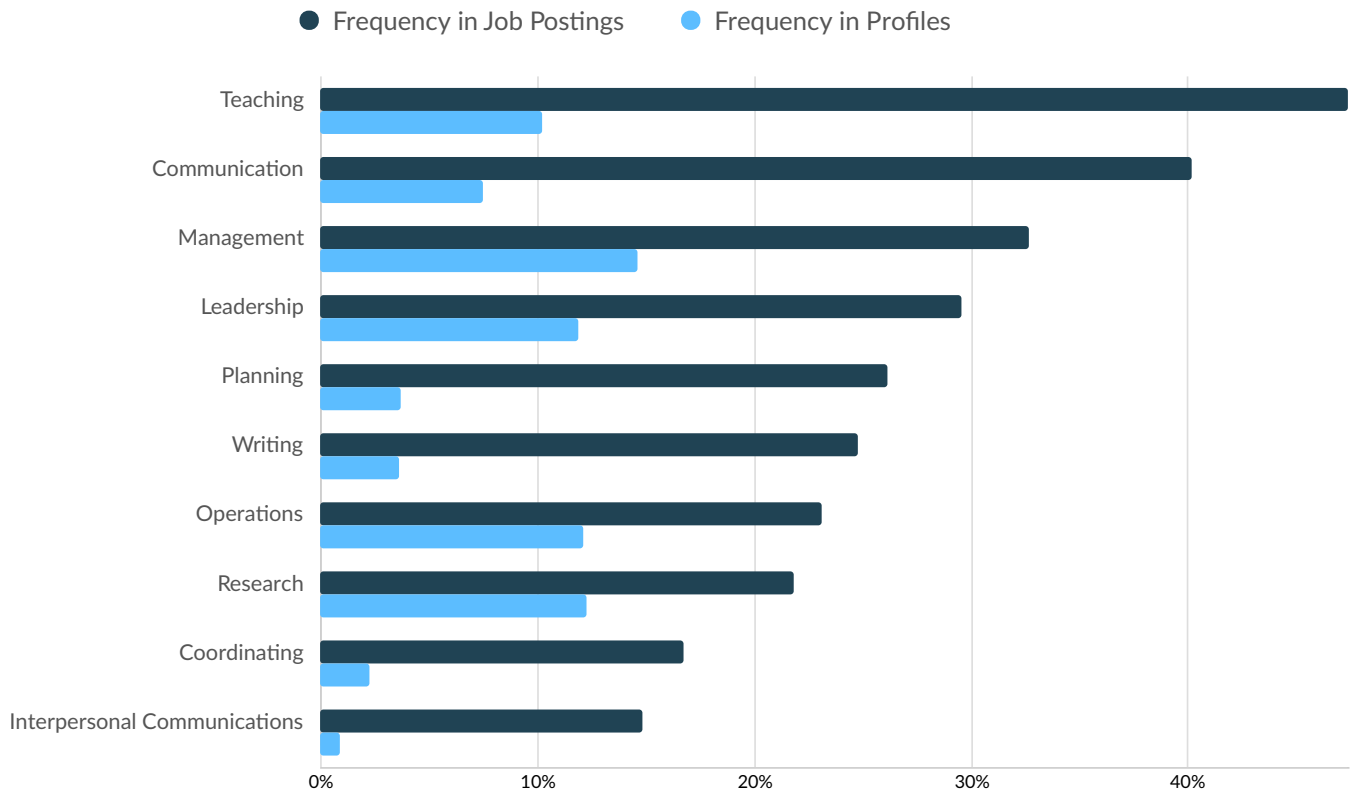
Legend: ● Frequency in Job Postings ● Frequency in Profiles

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Teaching	9,264	47%	13,910	10%	+18.8%	Growing
Communication	7,858	40%	10,174	7%	+3.6%	Lagging
Management	6,385	33%	19,905	15%	+5.3%	Stable
Leadership	5,774	30%	16,166	12%	+8.5%	Stable
Planning	5,118	26%	5,087	4%	+10.9%	Growing
Writing	4,851	25%	4,960	4%	+11.8%	Growing
Operations	4,514	23%	16,552	12%	+8.1%	Stable
Research	4,263	22%	16,702	12%	+17.2%	Growing
Coordinating	3,275	17%	3,062	2%	+14.7%	Growing
Interpersonal Communications	2,911	15%	1,206	1%	+12.5%	Growing

Top Software Skills
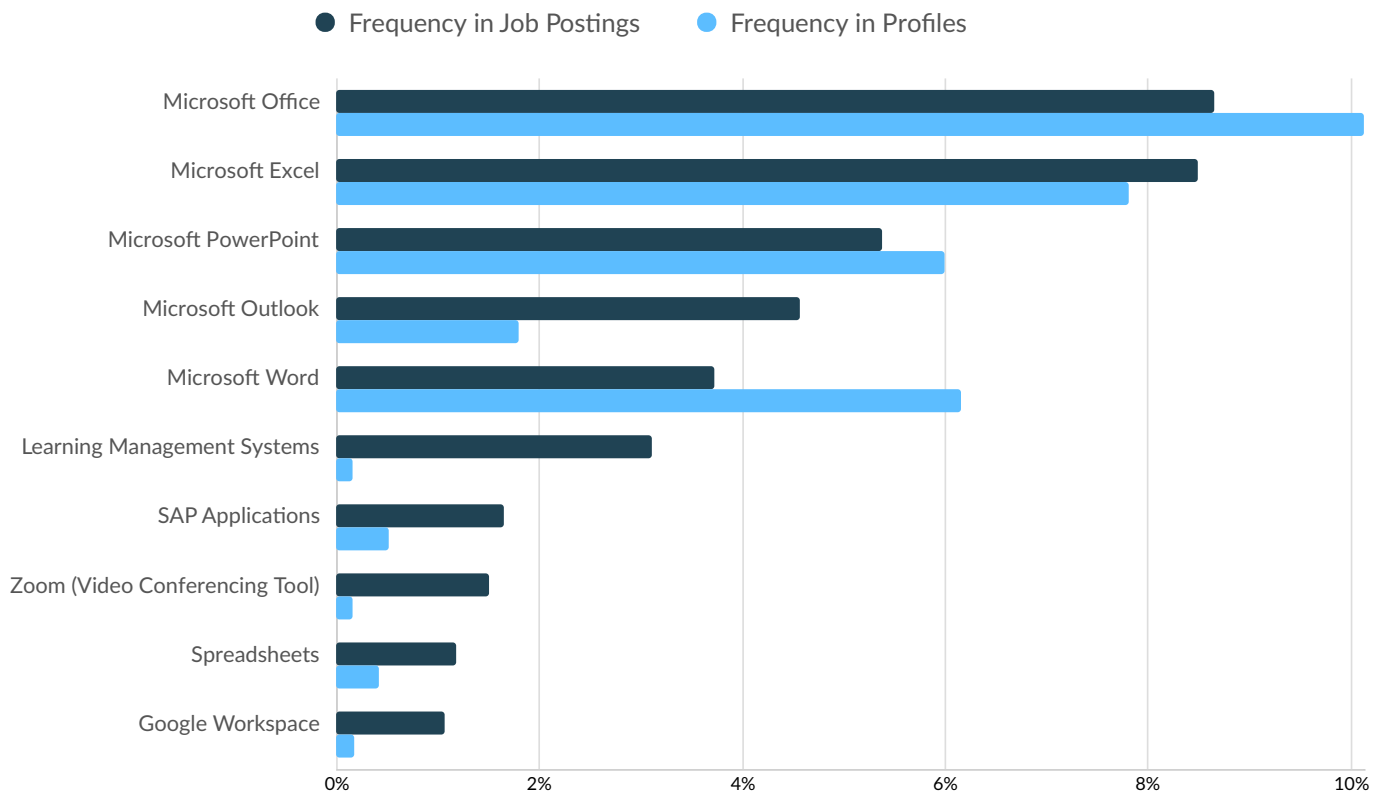
Legend: ● Frequency in Job Postings ● Frequency in Profiles

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	1,691	9%	13,799	10%	+18.5%	Growing
Microsoft Excel	1,660	8%	10,641	8%	+17.7%	Growing
Microsoft PowerPoint	1,052	5%	8,177	6%	+26.1%	Rapidly Growing
Microsoft Outlook	895	5%	2,451	2%	+25.0%	Rapidly Growing
Microsoft Word	730	4%	8,385	6%	+7.2%	Stable
Learning Management Systems	608	3%	214	0%	+6.6%	Stable
SAP Applications	323	2%	705	1%	+21.6%	Rapidly Growing
Zoom (Video Conferencing Tool)	295	2%	214	0%	+13.1%	Growing
Spreadsheets	230	1%	576	0%	+22.2%	Rapidly Growing
Google Workspace	209	1%	244	0%	+18.8%	Growing

Top Qualifications

Qualification	Postings with Qualification
Master Of Business Administration (MBA)	1,920
Teaching Certificate	1,305
Valid Driver's License	1,222
Registered Nurse (RN)	771
Licensed Clinical Social Worker (LCSW)	445
Doctor Of Physical Therapy	371
Licensed Marriage And Family Therapist (LMFT)	369
Licensed Independent Clinical Social Worker	317
Licensed Professional Counselor (LPC)	295
Licensed Mental Health Counselor (LMHC)	288

Appendix A - Regions

Code	Description
9110	Capitol Planning Region, CT
9130	Lower Connecticut River Valley Planning Region, CT
9140	Naugatuck Valley Planning Region, CT
9150	Northeastern Connecticut Planning Region, CT
9160	Northwest Hills Planning Region, CT
9170	South Central Connecticut Planning Region, CT
9180	Southeastern Connecticut Planning Region, CT
25003	Berkshire County, MA

Code	Description
25011	Franklin County, MA
25013	Hampden County, MA
25015	Hampshire County, MA
25027	Worcester County, MA
36021	Columbia County, NY
36027	Dutchess County, NY
36083	Rensselaer County, NY

Appendix B

Program Selection Details

CIP Code	Program Name
30.12	Historic Preservation and Conservation
30.46	History and Political Science
54.01	History

Appendix C - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Connecticut Department of Labor; Commonwealth of Massachusetts, Mass.gov; New York Department of Labor

Westfield STATE UNIVERSITY

Board of Trustees

February 20, 2025

MOTION

The granting of Master of Science Psychiatric Mental Health Nurse Practitioner.

_____   _____

Ali Salehi, Board Chair   DATE

Institution: Westfield State University
Proposed Degree: Psychiatric Mental Health Nurse Practitioner

PHASE I: LETTER OF INTENT TEMPLATE
FOR BOARD VOTE ON APPROVAL PROCESS

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. Letter of Intent (LOI) document should be about five to six pages in addition to appendices. After the local approval process for the LOI has been completed, the President of the institution should submit this template and all required forms addressed to the Commissioner of Higher Education, and to the Academic Affairs Committee (AAC) of the Board of Higher Education (BHE).

Submissions are required to be in MS Word format. Please direct the completed to:
PublicProgramReview@dhe.mass.edu

Proposed Degree Title and Intent and Mission of the Program (200 words):
Psychiatric Mental Health Nurse Practitioner

Proposed CIP Code:

Chief Academic Officer (CAO) Name and Title: Linda Thompson, DrPH, MPH, DNP (hc), RN, FAAN, President

CAO Phone Number: (413) 572-5201

CAO Email: president@westfield.ma.edu

Has the Chief Academic Officer reviewed this LOI? yes

Date LOI was approved by governing authority:

A. Alignment with Massachusetts Goals for Public Higher Education

The FY19 BHE Equity Statement (https://www.mass.edu/strategic/equity.asp) provides campuses with insight into the next iteration of the system-level plans.

1. How does the program address institutional gaps in opportunity and achievement? How does the program align with campus goals?

The launch of a thoughtfully designed Psychiatric Mental Health Nurse Practitioner (PMHNP) program at Westfield State University can effectively address institutional gaps in opportunity and

achievement while also aligning with campus goals in several ways. First, the program's structure includes 22 credits of required core curriculum for Nurse Practitioners followed by a required 26 credit specialty track in PMHNP. This fully online curriculum will allow for accessibility for working adult learners, and the flexibility to add additional specialty tracks to meet the institutional goals related to program growth and responding to area workforce needs.

a. Addressing Institutional Gaps:

This program actively promotes diversity and inclusion by recruiting and admitting a diverse cohort of students. It can aim to increase representation of underrepresented minority groups in the healthcare field, addressing gaps in opportunity and achievement for these populations. By offering this specialized PMHNP program, Westfield State can provide an accessible and affordable education option to students who aspire to become Psychiatric Mental Health Nurse Practitioners. This broadens opportunities for students who might otherwise face barriers to advanced education due to geographical or financial constraints.

Additionally, the proposed program is a launching point for a flexible and accessible advanced nursing programming as it can be further tailored to meet the specific healthcare needs of the local community, especially in underserved areas. Graduates can fill gaps in healthcare services, improving access to care for marginalized and underserved populations. The initial NP track of Psychiatric Mental Health can specifically address gaps in mental healthcare services, which have been recognized at both the federal and state level as a health professional shortage within our geographical location. The addition of the proposed program will meet a significant need, particularly in addressing issues related to mental health disparities and achievement gaps.

b. Aligning with Campus Goals:

The addition of the Psychiatric Mental Health Nurse Practitioner program can enhance the overall academic excellence of Westfield State University. It aligns with the goal to offer high-quality, relevant, and competitive educational programs. The program encourages engagement with the local community through clinical placements and outreach efforts. This aligns with the campus goal of fostering community partnerships and contributing to the region's well-being. Launching the proposed PMHNP program aligns with broader campus and state goals related to healthcare workforce development. It can support state initiatives to address healthcare workforce shortages, enhance the quality of care, and improve health outcomes. The introduction of a PMHNP program encourages innovation and interprofessional collaboration. It aligns with goals related to expanding research, promoting cross-disciplinary cooperation, and preparing students to work in evolving healthcare environments. The PMHNP program can contribute to student success by offering future growth opportunities in specialty tracks to fulfill the need for in-demand career pathways. By helping students become highly skilled the PMHNP program at Westfield State can promote successful outcomes for its graduates.

2. What program or department supports and practices are in place to ensure that students persist and complete the certifications and degrees offered by the program?

The Psychiatric Mental Health Nurse Practitioner program will reside in the Nursing Department which has demonstrated highly effective programs with the BSN and the RN to BSN bachelor completion program offered through DGCE. In addition, Westfield State University has various supports and practices in place to ensure that students persist and complete the Psychiatric Mental Health Nurse Practitioner program, including academic advising, student support services, clinical placement assistance, faculty mentorship, professional development opportunities, and collaboration and peer support.

The program will have dedicated academic advisors who work closely with students to develop personalized academic plans, track their progress, and provide guidance throughout their program. Academic advisors can help students navigate the curriculum, understand degree requirements, and make informed course selection and sequencing decisions.

The University has a range of student support services available to assist Psychiatric Mental Health Nurse Practitioner students. These services include financial aid, writing assistance, career assistance, and technology. These resources can help students strengthen their academic skills and overcome challenges they may encounter during their program.

The program will have a dedicated team that assists students in securing clinical placements. They can help students identify suitable clinical sites, connect with preceptors, and navigate the logistics of arranging clinical rotations. This support is crucial for students to gain hands-on experience and meet the clinical requirements of their program.

Faculty members in the program will provide mentorship and guidance to students. They can offer academic and professional advice, support students in their research or capstone projects, and serve as role models in psychiatric mental health nursing. Faculty mentorship can contribute to students' academic and personal development, fostering a supportive learning environment.

The program will offer opportunities to help students build their skills and knowledge beyond the classroom. These may include workshops, conferences, seminars, or networking events where students can engage with experts in the field and stay up to date with advancements in psychiatric mental health nursing.

The program will foster collaboration among students and support a sense of community within the program to enhance student engagement and persistence. Group projects, study groups, and peer mentoring initiatives will provide opportunities for students to support and learn from one another, creating a supportive network that promotes academic success.

Finally, the nursing program engages in ongoing evaluation to assess the effectiveness of all programming, including curriculum, teaching methods, and support structures. This evaluation process involves seeking feedback from students, alumni, and clinical partners to identify areas for improvement and make necessary adjustments to ensure the program meets the needs of students and aligns with industry standards. The program evaluation uses known standards such as the Commission on Collegiate Nursing Education to guide its evaluation.

These supports and practices work together to create a nurturing and inclusive environment for students and will continue in the Psychiatric Mental Health Nurse Practitioner program at Westfield State University. By providing comprehensive support, the University aims to increase student persistence and completion rates, ultimately preparing students for successful psychiatric mental health nursing careers.

3. Please describe relevant alliances and partnerships with PK-12, other institutions of higher education, and the employer community. If you have or plan to convene an advisory group for this proposed program, please explain. Describe how information from an advisory will be used to develop and refine the program.

Establishing solid alliances and partnerships is crucial for the success of the Psychiatric Mental Health Nurse Practitioner Program at Westfield State University. Through the Nursing Program we have built a solid foundation of support and will continue to build on this with the proposed program. We plan to engage with various stakeholders, including partnerships with middle and high schools, other higher education institutions, and employers. Additionally, we plan to engage an advisory board that reflects the community of interest to develop and revise the program.

We will collaborate with local primary and secondary schools to identify students interested in healthcare careers early on. Leveraging our existing healthcare career navigation program, we will offer resources, mentorship, and guidance to help students navigate their educational pathways toward becoming psychiatric mental health nurse practitioners.

Partnerships with institutions like Holyoke and Springfield Technical Community College will allow seamless transfer pathways for students interested in pursuing advanced degrees in nursing. We'll work together to align the curriculum, streamline admissions processes, and facilitate credit transfers to ensure a smooth transition for students building off of current collaborations such as our concurrent enrollment program with Holyoke Community College that allows students to begin taking courses toward Westfield's baccalaureate degree in nursing while in their associate degree nursing program. This existing program also includes a joint admission whereby students complete one application to be admitted to both programs, hence further streamlining the process and lifting the burden from the student.

We have strong partnerships with major medical facilities and other regional healthcare organizations. Through practice placement collaborations, our students access diverse clinical experiences that enrich their education and prepare them for real-world practice. By engaging with employers, we can tailor our program to meet the evolving needs of the healthcare industry and ensure that our graduates are well-prepared for employment opportunities. Our practice partners are searching for qualified practitioners to fill vacancies and are imploring Westfield State to offer academic preparation pathways to help build the pipeline.

We will convene an advisory group of key stakeholders, including faculty members, healthcare professionals, representatives from partnering institutions, employers, and alumni. This group will provide valuable insights, feedback, and guidance throughout the development and refinement of the

program. Information gathered from the advisory group will be instrumental in shaping the program curriculum, clinical experiences, and overall program structure. We will use feedback from the advisory group to identify industry trends, emerging best practices, and areas for improvement. This iterative process will ensure that our program remains relevant, responsive to the community's needs, and aligned with industry standards.

By fostering strong partnerships and leveraging the expertise of our advisory group, we aim to develop a psychiatric mental health nurse practitioner program that not only meets accreditation standards but also prepares highly competent and compassionate professionals to address the mental health needs of our communities.

4. If the proposed program is designed for students to enter an employment area of demonstrated need in the regional and/or statewide labor market, provide evidence including references to workforce development plans.

The MassHire Regional Blueprints https://masshirehcwb.com/wp-content/uploads/2024/04/Pioneer-Valley-Labor-Market-Blueprint-2024-2025-FINAL.pdf, shows market need and employer engagement. The Blueprint directly aligns the need for mental health practitioners to the labor market, and identified healthcare and social assistance as the priority industry for Region 2 in Massachusetts.

Launching the Psychiatric Mental Health Nurse Practitioner program at Westfield State University will play a crucial role in addressing the demonstrated workforce need expressed by MassHire, the Pioneer Valley Labor Market Blueprint, and the Massachusetts Health Policy Commission's goals and initiatives. An explanation for how these programs would support the need for additional Psychiatric Mental Health Nurse Practitioners is as follows.

The Psychiatric Mental Health Nurse Practitioner programs offered by Westfield provide a solution to addressing identified workforce shortages consistent with the need to expand the behavioral health network (MassHire,2024. MassHire and regional labor market data have identified a gap in the behavioral health workforce and identify healthcare as a priority industry (MassHire, 2024). Psychiatric Mental Health Nurse Practitioners are prepared to address today's healthcare challenges; specifically in addressing the reported shortage of psychiatric prescribing practitioners as reported by the Massachusetts Health and Hospital Association (MHA) (MHA, 2022). On January 1, 2021, Massachusetts became the 23rd state to enact full practice authority for Nurse Practitioners (Massachusetts Legislature, 2021), keenly positioning them to take the lead in providing a complete and integrative approach to caring for the population. The Pioneer Valley Labor Market Blueprint highlights healthcare as a growth sector with specific demands for nurses (Pioneer Valley Planning Commission, 2024). Launching these programs aligns with the region's economic development goals such as expanding access to care (Pioneer Valley Planning Commission, 2024).

The Massachusetts Health Policy Commission aims to improve access to healthcare services, especially in underserved areas (Massachusetts Health Policy Commission, 2024). PMHNPs can address the growing mental health needs of the population, contributing to the mission of the newly established Behavioral Health Workforce Center (2024) of enhancing mental health services statewide.. The Massachusetts Health Policy Commission has identified that in contrast to a slow

growth in the supply of primary care physicians in recent years and also illuminates that nurse practitionerss have the potential to fill gaps in access to care, often working in underserved areas and with lower income populations (Massachusetts Health Policy Commission, 2024). In a scoping review, care received by PMHNPs was associated with positive outcomes (Weissinger et al, 2024), further solidifying the potential to the objectives of the Commission by educating PMHNP

Nurse Practitioners, as a general discipline, enter specialty areas and receive specialized training that directly aligns with the unique healthcare needs of their respective fields (American Association of Nurse Practitioners, n.d). This targeted education ensures that graduates are well-prepared to address specific healthcare challenges and provide high-quality care in their areas of expertise (American Association of Nurse Practitioners, n.d). Recent trends identify the nurse practitioner role as key to addressing the widening gap of mental health care providers (Cai et al, 2022). This proposal specializes in Psychiatric Mental Health. As stated above, the creation of this inaugural PMHNP program will set the foundation for building additional tracks to meet the healthcare needs outlined in the Pioneer Valley Labor Market Blueprint (2024).

Westfield State has established partnerships with local healthcare facilities, where a demand for PMHNP services exists. These partnerships provide students with practical experience and enhance their readiness for employment in the local workforce (Westfield State University, 2023). In addition, these partners have asked Westfield State University to expand its capacity to develop the nursing pipeline and produce practitioners ready to fill workforce gaps (Westfield State University, 2023). Westfield has a long-standing reputation for working as an interprofessional partner and fostering this value in our students (Westfield State University, 2023). The PMHNP program will emphasize interprofessional collaboration, addressing the need for healthcare providers who can work effectively in team-based care models, which is a priority in modern healthcare delivery (Westfield State University, 2023). As Westfield State currently does so for students in our pre-licensed and baccalaureate degree completion programs, we can commit to tracking the outcomes of PMHNP graduates, demonstrating their contributions to the healthcare workforce and patient outcomes (Westfield State University, 2023). This data can further support the value of these programs in meeting regional and state needs.

In conclusion, launching a PMHNP program at Westfield State University is not only a strategic response to the workforce needs identified by MassHire, the Pioneer Valley Labor Market Blueprint, and the Massachusetts Health Policy Commission but also a way to fulfill the University's role in supporting the health and well-being of its community and the broader region. These programs can produce highly skilled Psychiatric Mental Health Nurse Practitioners who can bridge gaps in primary care and mental health services, improving healthcare access and outcomes in line with regional and state goals.

American Association of Nurse Practitioners. (n.d.). All about nurse practitioners. All About NPs

Cai, A., Mehrotra, A., Germack, H. D., Busch, A. B., Huskamp, H. A., & Barnett, M. L. (2022). Trends In Mental Health Care Delivery By Psychiatrists And Nurse Practitioners In Medicare, 2011–19: Study examines trends in mental health care delivery by psychiatrists and nurse practitioners in Medicare. *Health Affairs*, *41*(9), 1222-1230.

Massachusetts Health Policy Commission. (2024). Annual Healthcare Cost Trends Report and Policy Recommendations .

Massachusetts Health and Hospital Association (2022) The Crisis Continues: The effect of behavioral workforce shortages on the availability of inpatient psychiatric services. [PowerPoint Presentation](#)

Massachusetts Legislature. (2021). H.2451: An Act to remove barriers to care for mental health. https://malegislature.gov/Bills/192/H2451

MassHire. (2024). Pioneer Valley labor market blueprint. https://www.masshirefhwb.org/home/pioneer-valley-labor-market-blueprint-2024-2025-final-final-december-2023-mdcs/

Westfield State University. (2023). Nursing partnerships. [Westfield State University, Holyoke Community College Partners in Dual-degree Nursing Program | Westfield State University](#)

Weissinger, G. M., Brom, H., Macneal, L., & Petoskey, C. (2024). Psychiatric Mental Health Nurse Practitioner Job and Patient Outcomes: A Scoping Review. *The Journal for Nurse Practitioners*, *20*(6), 105019.

Explain all relevant content that has been sourced using the internet. Use the full APA citation including retrieval date and the exact url where the content was   obtained [e.g. Last, First. M. (Year, Month Date Published). Article title. Retrieved from URL ...].
Do not rely on a hyperlink reference to information and data used in this section. The application serves as a permanent record. If the institution has commissioned market research regarding the proposed program, please attach a digital copy of the report(s) on which you relied to draw your conclusions and design your program. DHE utilizes Burning Glass to validate data.

5. Are there existing programs at other institutions (public and independent) in your region that offer a similar degree? If so, compare and contrast them with the proposed program.

The following table provides a comparison of other programs that offer the psychiatric mental health nurse practitioner degree pathway.

School	Program Type	Tuition per Credit	Program Length (years)
University of Massachusetts Amherst	Online	$825	2.5
MGH Institute of Health Professions	On-ground	$1618	2
Boston College	On-ground	$1804	2.5
Regis College	Online/On-ground	$1275	3
Northeastern University	Online/On-ground	$975	2.5
Simmons University	Online	$1235	2.5
University of Massachusetts Boston	Online/On-ground	$852	3

Westfield State University	Online	$690	2-3

Westfield State University's program is necessary to address the specific workforce needs in the Pioneer Valley and western Massachusetts. Training Psychiatric Mental Health Nurse Practitioners, the program helps fulfill the regional demand for mental health care professionals, particularly in light of the identified gaps in mental health care highlighted by the Massachusetts Health Policy Commission. Westfield State University's program is in Western Massachusetts, allowing students to gain local perspectives and experiences relevant to the region's healthcare landscape. Many, but not all, PMHNP programs offer an online option. With the knowledge that online programs offer flexibility for working professionals and having experience in offering distance education currently with WSUs RN to BSN completion program, we are confident that this delivery method would offer a flexible alternative for students.

Westfield State University's program is designed to align with the University's mission, goals, and resources, including offering high quality education at a reasonable price. Tuition costs range among Massachusetts PMHNP programs from $825 to over $1800 per credit. WSU's cost per credit will be $690, which will provide a more affordable option for students.

The program will leverage the institution's existing academic and clinical partnerships, faculty expertise, and support services to provide a comprehensive and high-quality educational experience for students pursuing a Psychiatric Mental Health Nurse Practitioner degree. Being a part of Westfield State University allows students in the program to access interprofessional collaboration opportunities with other healthcare programs and disciplines. Collaboration with faculty and students from related fields, such as social work, counseling, and psychology, will enhance students' understanding of integrated care models and prepare them to work effectively in interprofessional teams.

Westfield State University's PMHNP program is necessary to address the workforce needs, local community focus, and alignment with the University's resources and mission. The duration of the PMHNP programs in Massachusetts ranges from 2 to 3 years. This timeframe is optimal for balancing the rigorous and comprehensive curriculum with the demands faced by most working adults. Thus, in a program designed for adult learners with competing priorities, Westfield State University will add to the current workforce by producing well-equipped graduates to meet the specific challenges and provide quality care in the region.

6. Has the proposed program been planned to include any significant digital, experiential, competency-based or other innovative approaches? Please explain and provide examples.

The PMHNP program at Westfield State University has been meticulously designed to incorporate innovative approaches that align with the updated 2021 AACN Competency-Based Education (CBE) model. Recognizing the evolving landscape of healthcare and the increasing demand for competent psychiatric nursing professionals, our program integrates digital, experiential, and competency-based

learning methods to ensure that graduates are well-prepared to meet the challenges of modern psychiatric healthcare delivery.

A cornerstone of our program lies in the seamless integration of cutting-edge digital technologies to elevate the learning journey. At Westfield State, we take pride in our state-of-the-art simulation center, methodically designed to provide students with unparalleled educational experiences. This facility harnesses a myriad of innovative technologies, many of which offer remote accessibility, ensuring flexibility and accessibility for all learners. To ensure the highest standards of simulation-based education, we are fortunate to have a dedicated full-time Director of Simulation, who, with her team, is responsible for overseeing all aspects of learning within this dynamic environment. Leveraging this expertise, we extend comprehensive support to faculty and students enrolled in the PMHNP program.

Through the strategic utilization of online learning platforms, immersive virtual simulations, and advanced telehealth technologies, our students are empowered to actively engage in interactive learning experiences. These dynamic digital resources not only complement traditional classroom instruction but also immerse students in lifelike clinical scenarios, mirroring the challenges and complexities they will encounter in their future roles as PMHNPs. By seamlessly blending theoretical knowledge with hands-on practical skills in a simulated clinical setting, we equip our students with the confidence and competence necessary to excel in the ever-evolving field of psychiatric nursing.

As a competency-based program, experiential learning is at the core of the PMHNP program's curriculum, providing students with hands-on clinical experiences that are essential for competency development and skill refinement. From practicum placements in diverse psychiatric settings to immersive case studies and interdisciplinary collaborations, students gain practical exposure to a wide range of mental health conditions and treatment modalities. Additionally, the program offers experiential opportunities for interprofessional education and collaborative practice, fostering a holistic understanding of patient care within a multidisciplinary context.

In alignment with the AACN CBE model, our program is focused on competency attainment, including the acquisition and demonstration of essential knowledge, skills, and abilities required for psychiatric nursing practice. Competency-based assessments will be used to evaluate student performance and progress throughout the program, ensuring that graduates are proficient in conducting comprehensive psychiatric assessments, formulating evidence-based treatment plans, and establishing therapeutic relationships with clients and interdisciplinary teams.

Westfield State University is committed to providing a dynamic and innovative learning environment that prepares PMHNP graduates to excel as psychiatric nursing leaders in an ever-changing healthcare landscape. By incorporating digital technologies, experiential learning opportunities, and competency-based approaches, our program equips students with the skills and competencies needed to deliver high-quality psychiatric care and improve outcomes for individuals with mental health needs.

B. Alignment with Campus Strategic Plan and Mission

Institution: Westfield State University
Proposed Degree: Psychiatric Mental Health Nurse Practitioner

1. Describe why the proposed program is a priority, and how it supports the campus's approved strategic plan, in the context of the institution's mission.

The proposed Psychiatric Mental Health Nurse Practitioner program is a priority and supports Westfield State University's approved strategic plan in multiple ways, aligning with the institution's mission as a public University offering accessible quality undergraduate and graduate programs in the liberal arts, sciences, and professional studies.

The PMHNP program contributes to Westfield State University's commitment to providing accessible quality programs. By offering the PMHNP program, the University expands its offerings to address the growing demand for mental health professionals. This program enables students to gain the necessary knowledge, skills, and character to serve as responsible leaders in the nursing field. Furthermore, with the launch of the PMHNP program, the opportunity for expansion to additional specialty tracks exists to further meet the demand for responsive educational programs.

The program enhances student engagement and success by offering a focused and relevant academic pathway. It provides students with opportunities for hands-on clinical experiences, research projects, and interprofessional collaboration, fostering active learning and engagement. By preparing students to address the health needs of the community, the program supports their success and helps them develop as competent and compassionate professionals.

The PMHNP program contributes to the economic, social, and cultural growth of the northeast region. Mental and general health care is an essential component of overall well-being and community development. By producing highly skilled practitioners, the program addresses the region's mental health workforce needs, improves access to care, and positively impacts the economic and social fabric of the community.

The program aligns with Westfield State University's mission of developing responsible leaders and engaged citizens. As PMHNPs graduates assume leadership roles in the delivery of health care, advocating for equitable access to services, and promoting holistic approaches to well-being. By instilling values of social responsibility, ethical practice, and community engagement, the program prepares graduates to be active contributors to society and engaged citizens in the northeast region.

In summary, the proposed PMHNP program at Westfield State University is a priority that supports the institution's mission by providing accessible quality programs, promoting student engagement and success, contributing to economic and social growth, and developing responsible leaders and engaged citizens. The program aligns with the University's commitment to education, community service, and the overall well-being of the northeast region.

2. List the overall goals and learning objectives of the program and describe the strategy for achieving each goal. Use the **LOI Program Goals and Objectives** table in addition to any narrative comments.

The PMHNP program at Westfield State University has been meticulously crafted to align with the competencies outlined by the American Association of Colleges of Nursing (AACN), the National

Organization of Nurse Practitioner Faculties (NONPF), and the Nurse of the Future (NOF). Each program goal, measurable objective, and strategy for achievement has been intentionally designed to ensure alignment with these competencies. Further, each course objective is directly linked to these competencies, ensuring that all required competencies are addressed. Through a curriculum emphasizing comprehensive psychiatric assessments, evidence-based treatment planning, and cultural humility, students develop the skills and attributes necessary to excel as advanced practice psychiatric mental health nurses. Strategies such as simulation-based learning, clinical rotations in diverse settings, and advocacy initiatives support the development of clinical competence, therapeutic communication, and leadership skills, thus preparing graduates to meet the evolving demands of healthcare while advancing the mental health needs of individuals, families, and communities.

C. Alignment with Operational and Financial Objectives of the Institution

1. Provide enrollment projections for the first five years of the program using the Program Enrollment form (Form C), Describe below any anticipated impact that the program may have on enrollment in other programs.

As outlined in Form C, enrollment projections show an additional 58 students by year 5. As the healthcare industry works toward building integrated healthcare teams to reduce overall health costs while increasing health outcomes, the graduates from the WSU PMHNP program will serve this workforce gap and bring an area of expertise that is lacking among healthcare teams.

With respect to the impact the program may have on other areas of enrollment, the required degree to enter the PMHNP program is a BSN. As we attract students interested in specialized mental health training, the program is expected to raise the overall visibility and appeal of WSU's healthcare and nursing programs. This heightened interest may lead to increased enrollment in related fields, such as the undergraduate nursing and RN to BSN degree completion programs, thus enhancing the university's reputation as a leader in comprehensive nursing and behavioral healthcare education. Additionally, the interdisciplinary nature of the PMHNP program will encourage collaboration and enrollment in complementary programs, such as psychology, social work, physician assistant, and public health.

2. Describe the resources that the program will require (additional faculty and/or staff, space and equipment, on-line infrastructure, startup and maintenance of the program). Please include a narrative or financial statement outlining the anticipated net impact of the program on the overall financial resources of the institution. Include five years of future projections of revenue and expense using the LOI Budget form **(Form D).**

As noted in Form D, the accreditation standards for the new PMHNP program at WSU will require specific resources to ensure its success. This includes the recruitment of a program director, a full-time faculty member, clinical coordinator, and part-time faculty with expertise in psychiatric mental health, as well as administrative staff to support program operations. A robust online infrastructure will be crucial for delivering remote instruction and virtual simulations, necessitating reliable IT

support and resources for faculty to develop high-quality online content. Initial funding will be needed for curriculum development, marketing, and recruitment, along with ongoing maintenance to support continuous faculty development, course material updates, and regular program assessments to meet accreditation standards and industry needs. Finally, funds need to be allocated to adequately market the PMHNP program to online adult learners. Westfield State University is dedicated to securing these resources to ensure the successful implementation and sustainability of the PMHNP program.

3. Complete the LOI Curriculum Outline form (Form A) with course titles and credits.

Form A describes the 48-credit program and delineates the 22 credits of core curriculum, and the 26 credits of the specialty track of PMHNP. Through the thoughtful design, additional specialty tracks can be added, i.e., family nurse practitioner, etc.

4. Complete the LOI Program Goals and Objective form (Form B).
Form B outlines the program goals and objectives that align with the accreditation standards set forth by the Commission on Collegiate Nursing Education.

Comments and Response

The submitted LOI will be reviewed for completeness by staff. This process typically occurs within 15 business days from when it is received. Once deemed complete, the LOI is circulated by the Deputy Commissioner of Academic Affairs and Student Success (the Deputy), to the AAC and SPC members of the BHE, public campus CAO's, and to the Association of Independent Colleges and Universities of Massachusetts (AICUM) representatives for relevant comments.

Formal commentary to an LOI must come from an institution's President, be addressed to the Commissioner of Higher Education, with a cc to the Deputy, and received within 20 business days from the date the LOI is circulated.

All commentary is sent to the community colleges and state University institution, where the proposed program LOI originated. University of Massachusetts commentary is sent to the Senior Vice President for Academic Affairs, and International Relations, who is responsible to forward the information to the specific campus

Responses to any commentary are required. Responses must come from the LOI institution President and be addressed to the Commissioner of Higher Education, with a cc to the Deputy and submitted to awilliams@dhe.mass.edu. This written response to commentary must be received within 20 business days from the date it is sent to the President.

Institution: Westfield State University
Proposed Degree: Psychiatric Mental Health Nurse Practitioner

A Note About Timelines

Program review is a serve-and-return process, which means that there are several communications back and forth between the institution and DHE staff as the submission is being reviewed.

A campus should expect that an LOI (or proposal application) template submitted for staff validation and review for completion will be subject to a **15-business-day period of review**. Following this time frame the campus can expect staff to provide information regarding any further data that is needed for the LOI to be deemed complete. This communication **resets the 15-business-day time frame**. Responsibility rests with the campus to provide data in a timely manner, this may be important to a campus working within a targeted timeline for program development and launch. Once the campus has responded to staff by submitting the additional data, **the 15-business-day** clock begins anew.

After an LOI is validated and deemed complete it is circulated by the Deputy to the AAC and SPC, public campus CAO's and to AICUM representatives for commentary (as described above). The **comment period is open for 20 business days**. At the end of this time frame, all comments are reviewed by staff and sent to the LOI institution's CAO, who then has **20 business days** to submit a written response to the Deputy. Comments and responses are included in the motion brought forward for BHE action.

An LOI is brought forward either within **20 business days** of receiving the institution's response or at the next scheduled AAC meeting.

Following AAC action, the next step of the process is submission of the application proposal, which must be submitted **within two years** of the BHE action on the LOI for either a Fast Track or Standard process review.

A proposed program application template is validated and reviewed for completion **within 20 business days** of receipt. As noted above, the campus can expect staff to provide information regarding any further data that are needed for the proposal to be deemed complete. As previously noted, this communication **resets the time frame**. Once the campus has responded by submitting the additional data, **the 15-business-day** clock begins anew. Once validated and deemed complete, Fast Track proposals are forwarded to the Commissioner with a recommendation for action **within 30 business days**. The 30-business day timetable begins on the date DHE staff notify the campus that the proposal is deemed complete. BHE follows the guidelines on all proposal applications in accordance with either the Fast Track or the Standard Process.

ATTACHMENTS:

Form A	**LOI Curriculum Outline**
Form B	**LOI Goals and Objectives**
Form C	**LOI Enrollment Projections**
Form D	**LOI Budget**

Form A1: LOI Undergraduate Program Curriculum Outline
(Insert additional rows as necessary)

Major Required (Core) Course		
Course Number	Course Title	Credit Hours
NURSXXXX	Advanced Pathophysiology	3
NURSXXXX	Advances Health Assessment Skills Across the Lifespan	4
NURSXXXX	Theoretical Basis for Advanced Nursing Practice	3
NURSXXXX	Advanced Pharmacology	3
NURSXXXX	Evidence Based Strategies to Improve Health	3
NURSXXXX	The NP role in Healthcare Policy	3
NURSXXXX	The NP Role in Healthcare Leadership and Innovation	3
	Sub-total # Core Credits Required	22
PMHNP Track Required Courses		
NURSXXXX	PMHNP: Psych Assessment & Differential Diagnosis	3
NURSXXXX	PMHNP: Neuro-Psychopharmacology	3
NURSXXXX	PMHNP: Integrated Treatment for Adults/Older Adults	3
NURSXXXX	PMHNP: Practicum I	3
NURSXXXX	PMHNP: Integrated Treatment for Child/Adol/Family	2
NURSXXXX	PMHNP: Practicum II	6
NURSXXXX	PMHNP: Practicum III	6
	Sub-total # Elective Credits Required	26

Curriculum Summary	
Total number of courses required for the degree	14
Total credit hours required for degree	48

Prerequisite, Concentration or Other Requirements:
BSN degree, RN license, minimum GPA 3.0, Resume, Personal statement, Two letters of recommendation

Form B: LOI Goals and Objectives

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

Program Goals	Measurable Objectives	Strategy for Achievement	Timetable
1. Participants will be proficient in conducting comprehensive psychiatric assessments, formulating differential diagnoses, and developing evidence-based treatment plans, including pharmacological and non-pharmacological interventions.	- Demonstrate competency in conducting psychiatric assessments, formulating differential diagnoses, and developing treatment plans.	1. Offer simulation and standardized patient encounters to practice assessment and diagnostic skills in controlled environments.	Throughout program
	- Achieve proficiency in selecting and implementing evidence-based pharmacological and non-pharmacological interventions.	2. Provide access to case studies, clinical guidelines, and practice expert-led workshops on treatment planning and intervention selection.	Throughout program
2. Participants will demonstrate skill in integrating current research evidence, best practices, and clinical expertise to provide high-quality, evidence-based care to diverse populations with psychiatric and mental health needs.	- Incorporate current research evidence and best practices into clinical decision-making and patient care.	1. Offer courses that integrate evidence-based practice, research methodologies, and critical appraisal of literature.	Program year 1
	- Demonstrate proficiency in applying evidence-based interventions to address the unique needs of diverse patient populations.	2. Facilitate clinical rotations in diverse settings to provide exposure to various patient populations and their specific needs.	Program year 2/3
3. Participants will be adept at establishing and maintaining therapeutic relationships with clients, families, and interdisciplinary teams to promote collaborative care and positive treatment outcomes.	- Develop skills in building rapport, active listening, and empathetic communication with clients and their families.	1. Provide role-playing exercises, communication workshops, and interpersonal skills training to enhance therapeutic relationship-building.	Program year 1
	- Collaborate effectively with interdisciplinary teams to coordinate care and optimize treatment outcomes.	2. Encourage participation in interdisciplinary case conferences, team-based	Throughout program

		projects, and collaborative care planning activities.	
4. Participants will demonstrate cultural humility in providing culturally sensitive care to individuals from diverse backgrounds, recognizing the impact of culture, ethnicity, and socio-economic factors on mental health.	- Acquire knowledge and understanding of diverse cultural backgrounds, beliefs, and practices related to mental health.	1. Integrate cultural competence training and experiential learning activities into the curriculum.	Program year 1
	- Demonstrate cultural humility through respectful engagement, active listening, and sensitivity to cultural nuances in clinical practice.	2. Provide opportunities for immersive experiences in culturally diverse communities and reflective exercises on personal biases and assumptions.	Program year 2/3
5. Participants will adhere to ethical principles and legal standards governing psychiatric and mental health practice, including confidentiality, informed consent, and professional boundaries.	- Demonstrate understanding of ethical principles, legal standards, and regulatory requirements in psychiatric nursing practice.	1. Offer courses, workshops, and case studies focusing on ethical decision-making, legal issues, and professional standards.	Throughout the program
	- Practice within the scope of legal and ethical guidelines, ensuring confidentiality, informed consent, and maintenance of professional boundaries.	2. Provide opportunities for ethical dilemma discussions, role-playing exercises, and shadowing experiences with experienced practitioners.	Program year 2/3
6. Participants will demonstrate advocacy for the mental health needs of individuals, families, and communities, and demonstrate leadership in promoting mental health awareness, reducing stigma, and advancing mental health policy.	- Engage in advocacy efforts to raise awareness of mental health issues, reduce stigma, and promote access to mental health services.	1. Facilitate participation in community outreach programs, mental health awareness campaigns, and advocacy initiatives.	Program year 1
	- Demonstrate leadership in advocating for policy changes that address systemic barriers to mental health care and support	2. Encourage involvement in professional organizations, policy forums, and legislative advocacy efforts.	Throughout the program

	mental health initiatives at local and national levels.		
7. Engage in continuous professional development, lifelong learning, and scholarly activities to stay abreast of advances in psychiatric and mental health nursing practice, research, and education.	- Participate in ongoing professional development activities, including conferences, workshops, and continuing education courses.	1. Provide access to resources such as journals, online databases, and professional development opportunities.	Throughout the program
	- Contribute to scholarly activities such as research projects, publications, presentations, and participation in academic conferences.	2. Encourage mentorship relationships with faculty members, collaboration on research projects, and scholarly dissemination of findings.	Program year 2/3

Form C: LOI Program Enrollment

	Year 1 2026	Year 2 2027	Year 3 2028	Year 4 2029	Year 5 2030
New Full-Time	8	13	16	18	18
Continuing Full-Time	-	8	13	16	18
PHMHNP Full-Time Totals	8	21	29	34	36
New Part-Time	5	6	7	7	7
Continuing Part-Time Yr. 2	-	5	6	7	7
Continuing Part-Time Yr. 3	-	-	5	6	7
PHMHNP Part-Time Totals	5	11	18	20	21
Totals	13	32	47	54	57

Enrollment Assumptions

- Full-Time students can complete the program in two years (48 credits; Year 1 = 24, Yr. 2 = 24)

- Part-Time students can complete the program in three years (48 credits; Year 1 = 15, Yr. 2 = 15, Yr. 3 = 18)

- Enrollment is projected to grow between 1-2% per year to account for any melt and to stabilize growth.

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

Form D: LOI Program Budget

One Time/ Start Up Costs			Annual Enrollment				
	Cost Categories	**Planning Year 2025**	**Year 1 2026**	**Year 2 2027**	**Year 3 2028**	**Year 4 2029**
176,076	Chair/Dean/Director *(Salary & Fringe)*	176,076	179,598	183,189	186,853	190,590
	Full Time Faculty *(Salary & Fringe)*				146,730	149,665
	Part Time/Adjunct Faculty *(Salary & Fringe) 18cr/yr*		23,381	35,773	36,488	37,218
	Clinical Coordinator *(Salary & Fringe)*			110,048	112,249	114,494
	Admin Support (PT) *(Salary & Fringe)*		57,200	58,916	60,683	63,503
500	General Administrative Costs	500	1500	1500	1500	1500
	Instructional Materials, Library Acquisitions		5000	5000	5000	5000
500	Travel	500	5000	5000	5000	5000
	Facilities/Space/Equipment					
	Field & Clinical Resources					
17,000	Marketing	17,000	17,340	17,687	18,522	20,060
2,000	Other (Specify) Accreditation Fees	2,000	10,985	3,710	3,770	3,820
	National Assoc of NP		4,000	4,000	4,000	4,000
TOTAL		(196,076)	(304,004)	(424,823)	(580,795)	(594,850)
One Time/Start-Up Support			Annual Income			
	Revenue Sources	**Planning Year**	**Year 1 2026**	**Year 2 2027**	**Year 3 2028**	**Year 4 2029**
	Grants					
	Tuition	0	184,230	470,976	704,358	830,088

	Fees					
	Departmental					
	Reallocated Funds					
	Other (specify)					
	TOTALS	(196,076)	(119,774)	46,153	123,562	235,238
Less Ed. Service Fee				6,750	9,900	11,475	12,375
Less 5% Overhead				8,874	23,054	34,644	40,886
Net Revenue/Loss			(196,076)	(135,398)	13,199	77,444	181,978

Westfield
STATE UNIVERSITY

Board of Trustees

February 20, 2025

MOTION

The granting of the Honorary Degree to Shannon A. Brown effective February 20, 2025.

_____   _____

Ali Salehi, Board Chair   DATE

Westfield State University
Honorary Degree Nomination Form

Westfield State Nominee: Shannon A. Brown

Contact Information for Nominee: █████████████████████████████

Nominator (Redacted for blind review): Date: 2/9/2025

Contact Information for Nominator (redacted for blind review):

Area of Achievement (List all that apply):
Artistic Creation **Humanitarianism** **Human Rights**
Innovation Research Scholarship Social
Activism Other (please specify):

Describe and explain the nature of the nominee's accomplishments:
Director

- President & CEO of BCS Consulting Services
- Retired Senior Vice President of Eastern Division U.S. Operations and Chief Diversity Officer, FedEx Express

Forty-four years ago, Shannon A. Brown began his FedEx career as a package handler at the company's Memphis World Hub. As the company grew, he grew as well and contributed greatly to the success of FedEx while mentoring many others along his extraordinary career journey. In November 2022, after a long and distinguished career, Brown retired from his position as Senior Vice President of Eastern Division U.S. Operations and Chief Diversity Officer at FedEx Express, the world's largest express transportation company. He is lauded as a business trailblazer and one of the most iconic executives in the company's 50-year history.

In his role as Senior Vice President of Eastern Division U.S. Operations and Chief Diversity Officer, Brown was responsible for station, hub and ramp operations in the eastern U.S. region. As Chief Diversity Officer, his work included maintaining an effective diversity and inclusion environment where every team member is valued and has an equal opportunity to succeed. His executive achievements also included serving as Senior Vice President and Chief Human Resources & Diversity Officer at FedEx Express and as Senior Vice President of Human Resources at FedEx Ground. His many honors included multiple FedEx Five Star Awards and the CEO Five Star Award.

Known admiringly as an innovative "man for all seasons," Brown's strong business acumen has propelled him to new heights as an executive consultant where he currently serves as Founder, President & CEO of BCS Consulting Services. His business focus areas include principles of strategic leadership, human resources, hiring and talent management, organizational effectiveness, workplace safety and security, and results-oriented corporate cultures.

Throughout his career, Brown has remained actively involved with a variety of corporate, academic, and nonprofit institutions. He currently serves on the board of directors for Cadence Bank and the board of Universal Insurance Holdings, Inc. Additionally, he was appointed by former Tennessee Governor Bill Haslam to the Advisory Board of Western Governors University. He also serves on the board of the Intermodal Transportation Institute at the University of Denver and is HR Chair of the International Air Transport Association. His dedication to community service includes memberships on the Central Board of the Boys & Girls Clubs of Greater Memphis and the Orpheum Theatre Group in Memphis. His background also includes service as past Chairman of the Board for United Way of the Mid-South.

Brown's outstanding professional and civic leadership achievements have brought him to the forefront of media attention. He has been named to Black Enterprise magazine's lists of "100 Most Powerful Executives in Corporate America" and "Top Executives in Corporate Diversity," as well as Savoy magazine's "Top 100 Most Influential Executives in Corporate America." He is also a member of the Executive Leadership Council (ELC) and was featured in Forbes magazine's "Diversity at the Top" edition honoring the ELC's 30th anniversary.

Brown is a recipient of the National-Louis University Distinguished Alumni Award and as a graduate of Westwood High School in Memphis, was inducted into the Memphis City Schools Alumni Hall of Fame. His educational background also includes a bachelor's

degree in applied behavioral science from National-Louis University in Chicago and a master's degree in intermodal transportation from the University of Denver.

He and his wife, Beryl, currently reside in Memphis, TN and are the proud parents of two daughters.

Explain how the accomplishments reflect the goals and mission of Westfield State:

See the bio above. Mr. Brown is an excellent example to our students and his efforts in the future contribute to the university. He is a Horace Mann example, a tireless leader for underprivileged and generous to a fault.

After completing the above, mail this form electronically to sdavignon@westfield.ma.edu. Please attach a curriculum vita, resume, or significant biographical information.

SHANNON A. BROWN

Chief Executive Officer, ActionLogics, LLC

EXECUTIVE SUMMARY

- **Astute, results-oriented senior executive** with proven success in managing multi-million dollar operations. Superior strategic aptitude and visionary leadership qualities; expertise in operations and human resource management; talent for making accurate assessments of diverse situational challenges and responding with effective and timely solutions.
- **Strong domestic/international P&L management experience** driving market share, revenue and profit growth. Background includes achieving profitability within six months of assuming a new operation through the use of innovative expense and vendor management, strategic practices and diverse development of cross-functional teams.
- **Thought-leader and adept negotiator** who can apply extensive knowledge of industry and government regulations to rapid revenue and profit growth opportunities. Articles published in numerous trade journals.
- **Trusted board advisor and collaborator** on major industry and community issues. Frequently tapped to take on business, diversity and inclusion, and community organizational challenges and opportunities.

PROFESSIONAL EXPERIENCE

ACTIONLOGICS, LLC ▪ *Chief Executive Officer* ▪ 2023 – PRESENT

- Provide executive leadership in national organization devoted to addressing key human resource-related issues including attrition, employee engagement and productivity, workplace safety and communications.
- Develop effective infrastructures focused on strategic customer relations, organizational branding, corporate cultural analytics, employee talent development and success metrics, and overall organizational performance.

BCS CONSULTING SERVICES ▪ *Chief Executive Officer* ▪ Memphis, TN ▪ 2022 – PRESENT

- Founder and executive leader of organization focused on human resource customized programs, hiring and talent management, operations analysis, workplace safety and security, and corporate cultures that produce outstanding results.

FEDEX EXPRESS ▪ *Senior Vice President Eastern Division U.S. Operations/Chief Diversity Officer* ▪ Memphis, TN ▪ 2018 – 2022

Senior U.S. Operations Executive with full strategic planning and P&L management responsibility for Fortune 50 corporation.

- Provided leadership of station, ramp and hub operations in the eastern U.S. region at FedEx Express, the world's largest express transportation company; managed team of more than 48,000 employees.
- Managed technological advancements and equipment modernizations to enhance U.S. eastern division operations and ensure customer satisfaction.
- Implemented Quality Driven Management (QDM) processes throughout the organization designed to reduce costs and ensure high levels of efficiency in operations.
- Focused on safety and security as a priority in all aspects of company operations and functions.
- Provided leadership in maintaining a positive and healthy corporate culture through effective communications, executive visibility and engagement, mentoring and coaching programs, meaningful feedback, and success metrics.
- Maintained the highest standards of corporate governance by focusing on compliance activities throughout the company.
- Served as corporate Chief Diversity Officer and Chairman of the vice presidents' diversity council at FedEx Express -- designed to enhance diversity, equity and inclusion (D&I) throughout the organization and communities the company serves.

FEDEX EXPRESS ▪ *Senior Vice President/Chief HR & Diversity Officer* ▪ Memphis, TN ▪ 2008 – 2018

- Led HR global strategy designed to develop and retain a highly talented workforce.
- Directed the planning, development, and implementation of talent strategies and programs, including succession planning, compensation and benefits, recruitment, training, performance

SHANNON A. BROWN

Chief Executive Officer, ActionLogics, LLC

management, leadership development, diversity and inclusion, and employee relations programs.

- Provided internal leadership coaching to members of the CEO's executive staff and interacted with executive-level management on a peer basis.
- Facilitated an extensive employee relations culture which encompassed a guaranteed fair treatment program (GFTP) comprised of senior executives -- based upon the company's People-Service-Profit (PSP) philosophy.
- Maintained proprietary procedures, processes, policies and training materials to stay current with Human Resource Compliance and legal guidelines in response to government reporting requirements.
- Managed press/media relations including liaison with parent company communications and public relations relative to human resources.
- Served as chairman of the company's vice presidents' diversity council, designed to enhance diversity, equity and inclusion throughout the organization and communities the company serves.

FEDEX GROUND ▪ *Senior Vice President/HR/Chief Diversity Officer* ▪ **Pittsburgh, PA** ▪ **2005 – 2008**

- Developed tactics and strategies for employees and managed operating budget.
- Directed the interpretation and application of personnel policies, procedures, and programs.
- Ensured protection of employees in accordance with applicable governmental laws and regulations such as OSHA, ERISA, and the Civil Rights Act.
- Ensured that quality employment and recruitment activities were maintained to provide the corporation with high-quality human capital necessary to continue growth and profitability; maintained wage, benefit and associated personnel programs to ensure a productive, satisfied, and highly-motivated workforce.
- Exercised general supervision over the company's Equal Employment Opportunity/Affirmative Action programs.

FEDEX EXPRESS ▪ *Vice President/HR/Chief Diversity Officer* ▪ **Memphis, TN** ▪ **2003 – 2005**

- Developed tactics and strategies for approximately 334 employees, including Managing Directors, Senior Managers, Managers, Professionals and Non-Exempt/Clerical positions.
- Directed appropriate action to ensure corporate and employee goals were congruent through effective human resources programs.
- Directed the interpretation and application of personnel policies throughout the corporation to assure fair and consistent treatment of all employees.
- Ensured the corporate employment and recruitment functions were in compliance with all Equal Employment Opportunity/Affirmative Action requirements.
- Directed support of matrix relationships with management to ensure effective two-way communication and consistent workforce planning.
- Ensured that multimedia communications programs provided for adequate employee understanding and appreciation of corporate strategic personnel objectives and programs.
- Implemented a strategic plan designed to emphasize the global nature of the business through the use of vendor resources and the development of cross-functional teams.

FEDEX EXPRESS ▪ *Vice President/Air Ground Freight Services (AGFS) Southern Region - World Wide Vehicle Maintenance/GM* ▪ **Memphis, TN** ▪ **1999 – 2003**

- Developed tactics and strategies for staff of Managing Directors and 8,500 team members.
- Assisted in defining and implementing the long-term strategic surface movement and sorting network for domestic operations; ensured efficient operation for pickup and delivery of domestic freight product including equipment utilization and route planning.
- Implemented tactical elements for a smooth transition for conversion of contract trucking to FedEx-owned trucking; reviewed and authorized short and long-term objectives of major programs to ensure their effective integration with corporate plans and objectives.
- Defined and implemented all facets of aircraft/truck integration; directed freight sales efforts for the AGFS division.
- Coordinated movement of international products through regional hub customs clearance facilities

---

PREVIOUS POSITIONS (FEDEX EXPRESS)

- **Senior Vice President, HR**

- **Managing Director, Oakland & Hawaii Ramps**

- **Managing Director, International Clearance and Heavyweight**

- **Leadership Institute Preceptor**

- **Senior Manager, Ground Operations**

- **Operations Manager, Information Central**

- **Manager, Customer Service**

- **Customer Service Agent**

- **Package Handler**

and international gateway ramp locations.

FEDEX EXPRESS ▪ *Vice President, Day Sort Operations, Memphis Hub* ▪ Memphis, TN ▪ 1998 – 1999
- Developed tactics and strategies for staff of Managing Directors and 8,500 team members.
- Ensured on-time launch and effective service with maximum productivity in daily sort operations through planning, coordination and direction for the seven-day/weekend sort.
- Ensured appropriate facilities, equipment, training and conditions were provided for maximum motivation and utilization of hub personnel.
- Ensured effective design, installation and operation of automated information and communication systems. Ensured strong import/export operations through the development of close daily relationships with the global trade services organization.

EDUCATION

UNIVERSITY OF DENVER ▪ Master of Science ▪ Intermodal Transportation ▪ Denver, CO
NATIONAL LOUIS UNIVERSITY ▪ Bachelor of Science ▪ Evanston, IL

AWARDS & RECOGNITION
- Memphis, TN street named in honor of outstanding contributions of Shannon A. Brown
- Five-time recipient of FedEx Five Star Award (highest FedEx honor)
- Forbes Magazine, "Absolutely Positively Committed to Diversity & Inclusion"
- Black Enterprise "100 Most Powerful Executives in Corporate America"
- Black Enterprise "Top Executives in Corporate Diversity"
- Savoy Magazine's "Top 100 Most Influential Executives in Corporate America"
- National Louis University Distinguished Alumni Award
- Memphis City Schools Alumni Hall of Fame

Westfield STATE UNIVERSITY

Board of Trustees

February 20, 2025

MOTION

The granting of the Honorary Degree to Quinton Lucas effective February 20, 2025.

_____ _____

Ali Salehi, Board Chair   DATE

Westfield State University
Honorary Degree Nomination Form

Westfield State Nominee: Quinton Lucas, Mayor of Kansas City, MO

Contact Information for Nominee: ███████████████████████████

Nominator (Redacted for blind review):   Date: 2/5/2025

Contact Information for Nominator (redacted for blind review):

Area of Achievement (List all that apply):
Artistic Creation   **Humanitarianism**   **Human Rights**
Innovation   Research   Scholarship Social
Activism   Other (please specify):

Describe and explain the nature of the nominee's accomplishments:

As Mayor, he has built opportunity for Kansas Citians from all neighborhoods and at all income levels, including the adoption of one of the first zero-fare transit initiatives, which maintains fare free public transit for passengers on bus and rail transit citywide, putting hundreds of dollars back in passengers' pockets. Experiencing homelessness in his youth, Mayor Lucas created the City's first Housing Trust Fund, developing thousands of units of housing attainable for Kansas Citians at a time of rising housing and rent costs.

Recognizing the importance of safety in our communities, Mayor Lucas serves as national chair for criminal justice efforts in the United States Conference of Mayors and as an advocate to reduce gun violence on America's streets as co-chair of Mayors Against Illegal Guns.

Building strong relationships at every level, Mayor Lucas was able to bring more than $100 million in federal, state, and private grants to improve Kansas City's infrastructure, public safety, parks, and housing, while saving taxpayers millions of dollars.

Explain how the accomplishments reflect the goals and mission of Westfield State:
Mayor Lucas is an example servant leadership and civic engagement. Considered a rising star among politicians in the democratic ranks as a young and effective mayor, Mr. Lucas has risen to heights of the youngest Mayor of Kansas City utilizing opportunities afforded through his education. He exemplifies the spirit of Horace Mann and the inclusive mission of Westfield State University. Honoring him today will signal our prescient understanding outstanding leadership. He is an example of what we wish for all our students.

After completing the above, mail this form electronically to sdavignon@westfield.ma.edu. Please attach a curriculum vita, resume, or significant biographical information.

Honorable Quinton Lucas- Mayor of Kansas City, MO

Born and raised in Kansas City's inner city, Quinton Lucas serves as the 55th mayor of Kansas City, the youngest person elected to the role since 1855.

As Mayor, he has built opportunity for Kansas Citians from all neighborhoods and at all income levels, including the adoption of one of the first zero-fare transit initiatives, which maintains fare free public transit for passengers on bus and rail transit citywide, putting hundreds of dollars back in passengers' pockets. Experiencing homelessness in his youth, Mayor Lucas created the City's first Housing Trust Fund, developing thousands of units of housing attainable for Kansas Citians at a time of rising housing and rent costs.

Recognizing the importance of safety in our communities, Mayor Lucas serves as national chair for criminal justice efforts in the United States Conference of Mayors and as an advocate to reduce gun violence on America's streets as co-chair of Mayors Against Illegal Guns.

Building strong relationships at every level, Mayor Lucas was able to bring more than $100 million in federal, state, and private grants to improve Kansas City's infrastructure, public safety, parks, and housing, while saving taxpayers millions of dollars.

During his tenure, Mayor Lucas has promoted Kansas City domestically, bringing new businesses to the city and leading the city to its highest population in its history, and globally, securing Kansas City's position as one of only 11 American cities to host the 2026 FIFA Soccer World Cup.

Known as "Mayor Q" by many, he and his wife, Katherine, are the proud parents of two children. Mayor Lucas started his educational journey in the public schools of Hutchinson, Kansas, and graduated from The Barstow School in Kansas City. He obtained his college and law degrees from Washington University and Cornell University.

Westfield
STATE UNIVERSITY

Board of Trustees

February 20, 2025

MOTION

To approve the revised Acceptable Use of Information Technology Resources Policy (0380), as presented.

_____   _____

Ali Salehi, Board Chair   DATE

		Section:	Administrative
Westfield State University		**Number:**	0380
Policy concerning:		**Page:**	1 of 7

APPROVED: March 2000   **REVIEWED**:   February 2025

ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES

PURPOSE

The purpose of this policy is to provide guidelines for the appropriate use of information technology resources at Westfield State University ("University") and establish sanctions for violations of this policy. This policy is intended to protect the users of the University's information technology resources by ensuring a reliable and secure technology environment that supports the educational mission of the University. These resources are provided as a benefit to all Westfield State University employees, students, and authorized guests. The University seeks to ensure the integrity of information technology resources made available to the community and to prevent disruption to academic and administrative needs. This policy is not intended to inhibit the culture of intellectual inquiry, discourse, and academic freedom.

In general, the same ethical conduct that applies to the use of all University resources and facilities applies to the use of the University's information technology resources.

SCOPE

This policy applies to all students, faculty, and staff of the University, and to all other users who are authorized by the University to access its information technology resources. This policy is supplemented by the policies of those networks to which the University is interconnected, including, but not limited to, the University of Massachusetts Information Technology Systems group, the Commonwealth of Massachusetts' Information Technology Division, UMass Online, etc.

For the purposes of this policy, "Information Technology Resources" means all computer and communication facilities, services, data, and equipment that are owned, managed, maintained, leased, or otherwise provided by the University.

USER OWNERSHIP AND RESPONSIBILITIES

It is the responsibility of any person using the University's information technology resources to read, understand, and follow this policy. In addition, all users are expected to exercise reasonable judgment in interpreting this policy, and in making decisions about the use of information technology resources. Any person with questions regarding the application or meaning of this policy should seek clarification from his or her supervisor, or from the Office of Information and Instructional Technology.

The University owns and maintains the information stored in its information technology resources, and it limits access to its information technology resources to authorized users. Users of information technology resources have a responsibility to properly use and protect these resources, respect the rights of other users, and behave in a manner consistent with any local, state, and federal laws and regulations, as well as all University policies. Information technology resources, including Internet bandwidth, are shared among the community, and users must utilize these resources with this understanding.

	Section:	Administrative
Westfield State University	**Number:**	0380
Policy concerning:	**Page:**	2 of 7

APPROVED: March 2000   **REVIEWED**:   February 2025

_____

Users must respect all intellectual property rights, including any licensing agreements applicable to information and resources made available by the University to its community.

Information technology resources are provided to support the mission of teaching and learning and to conduct official University business. Therefore, the University bears no responsibility for the loss of any personal data or files stored or located on any system.

The University does not systematically monitor communications or files. Users must be aware of, or responsible for, material which community members may post, send, or publish using its network, servers, and other resources including the Web.

UNACCEPTABLE USES OF UNIVERSITY INFORMATION TECHNOLOGY RESOURCES

The University permits limited, occasional, or incidental personal use of its information technology resources. Even when occasional usage is permitted, faculty, staff, students, and other authorized users should use discretion when using information technology resources for personal reasons.

The University prohibits the use of its information technology resources for the following purposes:

- in furtherance of any illegal act, including the violation of any criminal or civil laws or regulations, whether local, state, or federal.
- for any political purpose.
- for any commercial purpose.
- to violate any University policy.
- to discriminate against any person on the basis of any legally protected characteristic.
- to harass any person based on any legally protected characteristic, including sex.
- to access or share sexually explicit, obscene, or otherwise inappropriate materials.
- to infringe any intellectual property rights.
- to gain, or attempt to gain, unauthorized access to any computer or network.
- for any use that causes interference with or disruption of network users and resources, including propagation of computer viruses or other harmful programs.
- to intercept communications intended for other persons.
- to misrepresent either the University or a person's role at the University.
- to libel or otherwise defame any person.
- to use e-mail or messaging services to threaten, harass or intimidate another person, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted e-mail, or by using someone else's name or user-id.
- to waste computing, network, or technology resources, for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain letters, unsolicited mass mailings or crypto mining.
- to add, remove or modify equipment comprising the Information technology resources at the University unless they have been explicitly authorized to make such changes by the Chief Information Officer or his representative.

	Section:	Administrative
Westfield State University	**Number:**	0380
Policy concerning:	**Page:**	3 of 7

APPROVED: March 2000   **REVIEWED**:   February 2025

_____

- to install on the University's network for any purpose or use any peer-to-peer file sharing applications. In addition, any other network-based, non-academic application that consumes the University's bandwidth may be limited or restricted. The Chief Information Officer must approve the installation of any server or server-based application on the University's network.

This list is illustrative and not exhaustive, and the University reserves the right to determine other prohibited activities and/or unauthorized uses that are not specifically identified in this policy.

DATA CONFIDENTIALITY

While performing their jobs, University employees and contractors often have access to confidential or proprietary information, such as personal data about identifiable individuals or commercial information about business organizations. Under no circumstances is it permissible for employees or contractors to acquire access to confidential data unless such access is required by their jobs. Under no circumstances may employees or contractors disseminate any confidential Information that they have rightful access to unless such dissemination is required by their jobs. Users of the University's information technology resources have a responsibility to protect the confidentiality of the information to which they have access.

Personnel must adhere to the information classification system and ensure that appropriate measures are taken to protect information commensurate with its value to the institution. The information classifications include Confidential, Sensitive, and Public (see *Data Classification Policy*). The confidentiality and integrity of information must be protected at rest, in use and in transit. Protection requirements also include information governed by compliance standards requiring additional information protection requirements that may not be specifically addressed in this policy.

The following are guidelines to safeguard confidential information at rest:

- Store all information on access-restricted and/or -controlled Shared Folders or Drives (e.g., local network drives, One Drive).
- Encrypt or password-protect removable media that contain confidential information such as USB drives and mobile devices.
- Dispose of confidential information only after confirming compliance with records retention laws.

The following are guidelines to safeguard confidential information in use:

- For access to systems that host confidential information, personnel must request access using an approved access request process/tool and be positively authenticated.
- Use the minimum amount of confidential information (e.g., Social Security numbers) to the minimum necessary to support business operations (e.g., the last four digits). Store the information in approved information repositories.

	Section:	Administrative
Westfield State University	**Number:**	0380
Policy concerning:	**Page:**	4 of 7

APPROVED: March 2000   **REVIEWED**:   February 2025

_____

- Where possible, do not store confidential information on laptops or desktops. Confidential information must be stored in Shared Folders, Shared Drives, or other secure institution systems.

The following are guidelines to safeguard Information in transit.

- Use institution-issued encryption solutions to protect the integrity of confidential information that will be transmitted outside of the institution. This can be achieved by the following:
- Use secure mail feature of email client by adding encryption the email when necessary.
- Password-protect files that contain confidential information.
- Use the institution-approved secure transfer solution for larger transfers.

COPYRIGHT PROTECTION

Computer programs are valuable intellectual property. Software publishers can be very aggressive in protecting their property rights from infringement. In addition to software, legal protections can also exist for any information published on the Internet, such as the text and graphics on a web site. As such, it is important that users respect the rights of intellectual property owners. Users should exercise care and judgment when copying or distributing computer programs or Information that could reasonably be expected to be copyrighted.

NETWORK SECURITY

In compliance with state and federal data security laws, the University seeks to protect the security of its information technology resources and of users' accounts, and to prevent unauthorized access by others, both on and off campus.

It is critically important that users take particular care to avoid compromising the security of the network. Most importantly, users should never share their passwords with anyone else and should promptly notify University personnel if they suspect their passwords have been compromised. In addition, users who will be leaving their PCs unattended for extended periods should log off the network.

ACCESS MANAGEMENT

The institutions must ensure that personnel are positively authenticated and authorized prior to receiving access to institution information resources. Access to systems shall be based on the user's role and must be limited to the minimum rights necessary to perform their job function. Access to information assets must be controlled through a defined process, which includes a periodic review of information system access (see *Access Management Guideline*)

1. All access must be requested on a role based need to know to perform the specific job function of the individual and their responsibilities in the department.

Westfield State University

Policy concerning:

Section: Administrative

Number: 0380

Page: 5 of 7

APPROVED: March 2000

REVIEWED: February 2025

_____

2. Supervisors will approve the applicable access forms (e.g. Banner Access, Network Access Request Form) and/or obtain all required signatures, physically and/or electronically.
3. Reviews of user's access to applications and/or technology infrastructure will be performed by supervisors at least bi-annually to ensure access is appropriate to perform their job responsibilities.
4. Segregation of duties: Users must not be granted access to information assets that would allow entitlements to perform job responsibilities that are not compatible with each other (e.g., having the ability to both request and approve a change).
5. The university reserves the right to make unannounced changes to the infrastructure or accessibility of any information technology resource.

SECURITY EDUCATION TRAINING AND AWARENESS (SETA)

Security Awareness is focused on the entire service population and is universally applicable to all echelons of the organization. Security awareness is an individual responsibility for all Westfield State University constituents and focuses individual attention on security needs or concerns and promotes positive security consciousness and facilitates proactive changes in security related behavior or reinforces good security practices.

Pursuant with the [Commonwealths Executive Office of Technology Services and Security (EOTSS) standards](#) personnel are required to participate in SETA programs, in the required time frame, as provided by the university to produce relevant security skills and competencies to support job performance and meet compliance requirements. (*see SETA Guidelines)*

SETA shall consist of:

- Within 30 days of hire/contract, all constituents shall be required to complete security education training and awareness.
- At a minimum, annual security education training and awareness must be completed by all constituents. Other specialized areas may require more frequent training based upon regulatory requirements or other factors necessitating more frequent training.
- At a minimum, monthly phishing tests will be sent to assess the university's security posture.

SECURE WORKSPACE

Personnel must keep their assigned workspace secure (e.g., lock confidential information in drawers, use cable locks if issued by the institution).

All personnel must be mindful of using mobile devices (e.g., smartphones and tablets) with access to institution information. Mobile devices must be secured with a password that meets or exceeds the access control requirements, where applicable, and must not be left unattended.

APPROVED: March 2000   **REVIEWED**:   February 2025

_____

Employees are responsible for protecting the devices and any confidential files from theft or security breaches. Any breaches of computer security or theft should be reported immediately to Public Safety and the Chief Information Security Officer.

When personnel are telecommuting or working remotely, institution-owned devices must not be left unattended in public spaces (e.g., public transportation, restaurant, coffee shop, airport, airplane, or in a doctor's office).

Documents containing confidential information should be sent utilizing a secure print solution (e.g., Papercut) for printing. Documents that are sent to a shared printer that has direct print capability must be retrieved immediately to reduce the risk of unauthorized access.

E-MAIL

In Massachusetts, e-mail is considered a public record and must be treated as such. E-mail is subject to production pursuant to a public record request, and it is subject to the Commonwealth's record retention policies in the same manner as paper records.

When using e-mail, there are several points users should consider. First, because e-mail addresses identify the organization that sent the message (first.last@westfield.ma.edu), users should consider e-mail messages to be the equivalent of letters sent on official letterhead. Finally, although many users regard e-mail as being like a telephone in offering a quick, informal way to communicate, users should remember that e-mails can be stored, copied, printed, or forwarded by recipients. As such, users should not write anything in an e-mail message that they would not feel just as comfortable putting into a memorandum. (see E-mail policy).

PRIVACY/CONFIDENTALITY

The University is the owner of all information technology resources, including e-mail. As such, no student, faculty member, staff member or other authorized user has a reasonable expectation of privacy in their e-mail or any other use of the University's information technology resources.

To that end, the University cannot guarantee privacy or confidentiality in the use of its information technology resources. Under certain circumstances, the University may be legally obligated to disclose information in response to court orders or other legal actions, in response to public record requests, in disciplinary processes, in health and safety emergencies, or when necessary to protect the integrity or security of its information technology resources. The University retains full discretion in reviewing and disclosing records to comply with these requirements.

Certain classes of data are also protected from disclosure by law or regulation. In compliance with those laws and regulations, the University seeks to protect any personally identifiable information managed on its information technology resources. All members of the University community with access to such data are required to maintain the confidentiality of such data in accordance with this policy.

		Section:	Administrative
Westfield State University		**Number:**	0380
Policy concerning:		**Page:**	7 of 7

APPROVED: March 2000   **REVIEWED**:   February 2025

_____

Information technology resources at the University are the property of the University and the Commonwealth of Massachusetts. As such, the University retains, and when reasonable and in pursuit of legitimate needs for supervision, control, and the efficient and proper operation of the workplace, the right to inspect any user's computer, any data contained in it, and any data sent or received by it. Any use of the University's information technology resources constitutes express consent for the University to monitor and/or inspect any data that users create or receive, any messages they send or receive, and any web sites that they access, in accordance with the requirements of the law and any relevant collective bargaining agreement.

ENFORCEMENT

Any behavior or activity that alters the normal functioning of the University's information technology resources, or which negatively impacts their use by any other member of the community, is strictly prohibited. The University retains the right to take any reasonable action necessary to protect the integrity and security of its information technology resources, to curtail illegal use of the resources, to ensure the resources are equitably shared, and to protect the rights and privacy of its users.

Users of information technology resources who violate this policy, gain unauthorized access, or violate any state, local or federal law will have their access to use information technology revoked and may be subject to the University's disciplinary processes and procedures. Violations of this policy may also result in disciplinary action, up to and including termination, expulsion, and/or legal action. Illegal acts may also subject users to prosecution by law enforcement authorities.

The use of the University's information technology resources constitutes an understanding of an agreement to abide by this policy.

REVIEW

This policy shall be reviewed annually by the Chief Information Officer.

To: Financial Affairs Committee, Board of Trustees

From: Alan Blair, Chief Information and Security Officer

Date: February 20, 2025

RE: Acceptable Use of Information Technology Resources Policy Changes

The changes to our current Acceptable Use of Information Technology Resources Policy are being proposed to put Westfield State University in alignment with the Executive Office of Technology Support Services (EOTSS) policies. After a thorough review and analysis of both organizations' practices and standards, we have identified several key areas where adjustments are required to ensure seamless integration and mutual success, which are annotated in the policy.

To achieve strategic alignment and operational synergy, the following policy changes proposed are in response to two critical areas:

- Annual Internal Control Certification
- The Commonwealths requirement for Security Awareness and Education Training.

Other areas were addressed that will bring more visibility to institutions' constituents about their responsibilities and requirements for acceptable use.

In our last Internal Control Certification submission, section 13, Westfield State commented that we were "compliant with the section in accordance with access to the information systems that are managed by the Commonwealth. However, we have our own set of policies as our requirements as an educational institution are different than those of the Comptroller's Office. To assess those differences and ascertain if these apply to us, we will utilize the Enterprise Information Security Standards Self-Assessment Questionnaire to guide us moving forward." We are still in the process of completing the questionnaire and have additionally created a crosswalk of Westfield State Technology related policies to EOTSS policies.

EOTTS Acceptable Use Policy includes the requirement for the institutions to "establish and maintain a security awareness training program. The purpose of the security awareness training program is to offer education to the institution's faculty and staff (any faculty/staff with access to institution resources including but not limited to email) on how to interact with institution assets and data in a secure manner." Although the university currently has a guideline for the creation, implementation and execution of a security training program, making it a university wide policy aligns us with the EOTSS requirement.

These policy changes are crucial for aligning our organization with EOTSS, fostering compliance, and protecting our institution. Your support and approval are essential for the successful implementation of these changes.

Thank you for your time and consideration.

Westfield State University

Policy concerning:

Section: Administrative

Number: 0380

Page: 1 of 8

APPROVED: March 2000 2025~~March 2023~~

REVIEWED: February

_____

ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES

PURPOSE

The purpose of this policy is to provide guidelines for the appropriate use of information technology resources at Westfield State University ("University") and establish sanctions for violations of this policy. This policy is intended to protect the users of the University's information technology resources by ensuring a reliable and secure technology environment that supports the educational mission of the University. These resources are provided as a ~~privilege~~ benefit to all Westfield State University employees, students, and authorized guests. The University seeks to ensure the integrity of information technology resources made available to the community and to prevent disruption to academic and administrative needs. This policy is not intended to inhibit the culture of intellectual inquiry, discourse, and academic freedom.

In general, the same ethical conduct that applies to the use of all University resources and facilities applies to the use of the University's information technology resources.

SCOPE

This policy applies to all students, faculty, and staff of the University, and to all other users who are authorized by the University to access its information technology resources. This policy is supplemented by the policies of those networks to which the University is interconnected, including, but not limited to, the University of Massachusetts Information Technology Systems group, the Commonwealth of Massachusetts' Information Technology Division, Umass Online, etc.

For the purposes of this policy, "Information Technology Resources" means all computer and communication facilities, services, data, and equipment that are owned, managed, maintained, leased, or otherwise provided by the University.

USER OWNERSHIP AND RESPONSIBILITIES

It is the responsibility of any person using the University's information technology resources to read, understand, and follow this policy. In addition, all users are expected to exercise reasonable judgment in interpreting this policy, and in making decisions about the use of information technology resources. Any person with questions regarding the application or meaning of this policy should seek clarification from his or her supervisor, or from the Office of Information and Instructional Technology.

The University owns and maintains the information stored in its information technology resources, and it limits access to its information technology resources to authorized users. Users of information technology resources have a responsibility to properly use and protect these resources, respect the rights of other users, and behave in a manner consistent with any

APPROVED: March 2000   **REVIEWED**:   February 2025~~March 2023~~

_____

local, state, and federal laws and regulations, as well as all University policies. Information technology resources, including Internet bandwidth, are shared among the community, and users must utilize these resources with this understanding.

Users must respect all intellectual property rights, including any licensing agreements applicable to information and resources made available by the University to its community.

Information technology resources are provided to support the mission of teaching and learning and to conduct official University business. Therefore, the University bears no responsibility for the loss of any personal data or files stored or located on any system.

The University does not systematically monitor communications or files. Users must be aware of, or responsible for, material which community members may post, send, or publish using its network, servers, and other resources including the Web.

UNACCEPTABLE USES OF UNIVERSITY INFORMATION TECHNOLOGY RESOURCES

The University permits limited, occasional, or incidental personal use of its information technology resources. Even when occasional usage is permitted, faculty, staff, students, and other authorized users should use discretion when using information technology resources for personal reasons.

The University prohibits the use of its information technology resources for the following purposes:

- in furtherance of any illegal act, including the violation of any criminal or civil laws or regulations, whether local, state, or federal.
- for any political purpose.
- for any commercial purpose.
- to violate any University policy.
- to discriminate against any person on the basis of any legally protected characteristic.
- to harass any person based on any legally protected characteristic, including sex.
- to access or share sexually explicit, obscene, or otherwise inappropriate materials.
- to infringe any intellectual property rights.
- to gain, or attempt to gain, unauthorized access to any computer or network.
- for any use that causes interference with or disruption of network users and resources, including propagation of computer viruses or other harmful programs.
- to intercept communications intended for other persons.
- to misrepresent either the University or a person's role at the University.
- to libel or otherwise defame any person.

_____

- to use e-mail or messaging services to threaten, harass or intimidate another person, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted e-mail, or by using someone else's name or user-id.
- to waste computing, network, or technology resources, for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain letters, unsolicited mass mailings or crypto mining.
- to add, remove or modify equipment comprising the Information technology resources at the University unless they have been explicitly authorized to make such changes by the Chief Information Officer or his representative.
- to install on the University's network for any purpose or use any peer-to-peer file sharing applications. In addition, any other network-based, non-academic application that consumes the University's bandwidth may be limited or restricted. The Chief Information Officer must approve the installation of any server or server-based application on the University's network.

This list is illustrative and not exhaustive, and the University reserves the right to determine other prohibited activities and/or unauthorized uses that are not specifically identified in this policy.

DATA CONFIDENTIALITY

While performing their jobs, University employees and contractors often have access to confidential or proprietary information, such as personal data about identifiable individuals or commercial information about business organizations. Under no circumstances is it permissible for employees or contractors to acquire access to confidential data unless such access is required by their jobs. Under no circumstances may employees or contractors disseminate any confidential Information that they have rightful access to unless such dissemination is required by their jobs. Users of the University's information technology resources have a responsibility to protect the confidentiality of the information to which they have access.

Personnel must adhere to the information classification system and ensure that appropriate measures are taken to protect information commensurate with its value to the institution. The information classifications include Confidential, Sensitive, and Public (see *Data Classification Policy*). The confidentiality and integrity of information must be protected at rest, in use and in transit. Protection requirements also include information governed by compliance standards requiring additional information protection requirements that may not be specifically addressed in this policy.
The following are guidelines to safeguard confidential information at rest:

- Store all information on access-restricted and/or -controlled Shared Folders or Drives (e.g., local network drives, One Drive).
- Encrypt or password-protect removable media that contain confidential information such as USB drives and mobile devices.

APPROVED: March 2000

~~2025~~March 2023

REVIEWED: February

_____

- Dispose of confidential information only after confirming compliance with records retention laws.

The following are guidelines to safeguard confidential information in use:

- For access to systems that host confidential information, personnel must request access using an approved access request process/tool and be positively authenticated.
- Use the minimum amount of confidential information (e.g., Social Security numbers) to the minimum necessary to support business operations (e.g., the last four digits). Store the information in approved information repositories.
- Where possible, do not store confidential information on laptops or desktops. Confidential information must be stored in Shared Folders, Shared Drives, or other secure institution systems.

The following are guidelines to safeguard Information in transit.

- Use institution-issued encryption solutions to protect the integrity of confidential information that will be transmitted outside of the institution. This can be achieved by the following:
- Use secure mail feature of email client by adding encryption the email when necessary.
- Password-protect files that contain confidential information.
- Use the institution-approved secure transfer solution for larger transfers.

COPYRIGHT PROTECTION

Computer programs are valuable intellectual property. Software publishers can be very aggressive in protecting their property rights from infringement. In addition to software, legal protections can also exist for any information published on the Internet, such as the text and graphics on a web site. As such, it is important that users respect the rights of intellectual property owners. Users should exercise care and judgment when copying or distributing computer programs or Information that could reasonably be expected to be copyrighted.

NETWORK SECURITY

In compliance with state and federal data security laws, the University seeks to protect the security of its information technology resources and of users' accounts, and to prevent unauthorized access by others, both on and off campus.

APPROVED: March 2000   **REVIEWED**:   February 2025March 2023

_____

It is critically important that users take particular care to avoid compromising the security of the network. Most importantly, users should never share their passwords with anyone else and should promptly notify University personnel if they suspect their passwords have been compromised. In addition, users who will be leaving their PCs unattended for extended periods should log off the network.

ACCESS MANAGEMENT

The institutions must ensure that personnel are positively authenticated and authorized prior to receiving access to institution information resources. Access to systems shall be based on the user's role and must be limited to the minimum rights necessary to perform their job function. Access to information assets must be controlled through a defined process, which includes a periodic review of information system access (see *Access Management Guideline*)

1. All access must be requested on a role based need to know to perform the specific job function of the individual and their responsibilities in the department.
2. Supervisors will approve the applicable access forms (e.g. Banner Access, Network Access Request Form) and/or obtain all required signatures, physically and/or electronically.
3. Reviews of user's access to applications and/or technology infrastructure will be performed by supervisors at least bi-annually to ensure access is appropriate to perform their job responsibilities.

4. Segregation of duties: Users must not be granted access to information assets that would allow entitlements to perform job responsibilities that are not compatible with each other (e.g., having the ability to both request and approve a change).
5. The university reserves the righ to make unannounced changes to the infrastructure or accessibility of any information technology resource.

The University reserves the right to make unannounced changes to the infrastructure or accessibility of any information technology resources.

SECURITY EDUCATION TRAINING AND AWARENESS (SETA)

Security Awareness is focused on the entire service population and is universally applicable to all echelons of the organization. Security awareness is an individual responsibility for all Westfield State University constituents and focuses individual attention on security needs or concerns and promotes positive security consciousness and facilitates proactive changes in security related behavior or reinforces good security practices.

Pursuant with the Commonwealths Executive Office of Technology Services and Security

APPROVED: March 2000

2025~~March 2023~~

REVIEWED: February

_____

(EOTSS) standards personnel are required to participate in SETA programs, in the required time frame, as provided by the university to produce relevant security skills and competencies to support job performance and meet compliance requirements. (*see SETA Guidelines)*

SETA shall consist of;

- Within 30 days of hire/contract, all constituents shall be required to complete security education training and awareness.
- At a minimum, annual security education training and awareness must be completed by all constituents. Other specialized areas may require more frequent training based upon regulatory requirements or other factors necessitating more frequent training.
- At a minimum, monthly phishing tests will be sent to assess the university's security posture.

SECURE WORKSPACE

Personnel must keep their assigned workspace secure (e.g., lock confidential information in drawers, use cable locks if issued by the institution).

All personnel must be mindful of using mobile devices (e.g., smartphones and tablets) with access to institution information. Mobile devices must be secured with a password that meets or exceeds the access control requirements, where applicable, and must not be left unattended.

Employees are responsible for protecting the devices and any confidential files from theft or security breaches. Any breaches of computer security or theft should be reported immediately to Public Safety and the Chief Information Security Officer.

When personnel are telecommuting or working remotely, institution-owned devices must not be left unattended in public spaces (e.g., public transportation, restaurant, coffee shop, airport, airplane, or in a doctor's office)

Documents containing confidential information should be sent utilizing a secure print solution (e.g., Papercut) for printing. Documents that are sent to a shared printer that has direct print capability must be retrieved immediately to reduce the risk of unauthorized access.

Westfield State University

Policy concerning:

APPROVED: March 2000

~~2025~~March 2023

_____

E-MAIL

In Massachusetts, e-mail is considered a public record and must be treated as such. E-mail is subject to production pursuant to a public record request, and it is subject to the Commonwealth's record retention policies in the same manner as paper records.

When using e-mail, there are several points users should consider. First, because e-mail addresses identify the organization that sent the message (first.last@westfield.ma.edu), users should consider e-mail messages to be the equivalent of letters sent on official letterhead. Finally, although many users regard e-mail as being like a telephone in offering a quick, informal way to communicate, users should remember that e-mails can be stored, copied, printed, or forwarded by recipients. As such, users should not write anything in an e-mail message that they would not feel just as comfortable putting into a memorandum. ~~Please refer to the Westfield State University Electronic Mail~~ (see E-mail policy).

PRIVACY/CONFIDENTALITY

The University is the owner of all information technology resources, including e-mail. As such, no student, faculty member, staff member or other authorized user has a reasonable expectation of privacy in their e-mail or any other use of the University's information technology resources.

To that end, the University cannot guarantee privacy or confidentiality in the use of its information technology resources. Under certain circumstances, the University may be legally obligated to disclose information in response to court orders or other legal actions, in response to public record requests, in disciplinary processes, in health and safety emergencies, or when necessary to protect the integrity or security of its information technology resources. The University retains full discretion in reviewing and disclosing records to comply with these requirements.

Certain classes of data are also protected from disclosure by law or regulation. In compliance with those laws and regulations, the University seeks to protect any personally identifiable information managed on its information technology resources. All members of the University community with access to such data are required to maintain the confidentiality of such data in accordance with this policy.

Information technology resources at the University are the property of the University and the Commonwealth of Massachusetts. As such, the University retains, and when reasonable and in pursuit of legitimate needs for supervision, control, and the efficient and proper operation of the workplace, the right to inspect any user's computer, any data contained in it, and any data sent or received by it. Any use of the University's information technology resources constitutes express consent for the University to monitor and/or inspect any data that users create or

APPROVED: March 2000 2025~~March 2023~~

REVIEWED: February

_____

receive, any messages they send or receive, and any web sites that they access, in accordance with the requirements of the law and any relevant collective bargaining agreement.

~~MOBILE DEVICES~~

~~Employees using mobile devices offsite are responsible for protecting the computer and any confidential files from theft or security breaches. This may include using a power-on password and encryption software. Any breaches of computer security or theft should be reported immediately to Public Safety and the Chief Information Officer.~~

ENFORCEMENT

Any behavior or activity that alters the normal functioning of the University's information technology resources, or which negatively impacts their use by any other member of the community, is strictly prohibited. The University retains the right to take any reasonable action necessary to protect the integrity and security of its information technology resources, to curtail illegal use of the resources, to ensure the resources are equitably shared, and to protect the rights and privacy of its users.

Users of information technology resources who violate this policy, gain unauthorized access, or violate any state, local or federal law will have their ~~privileges~~ access to use information technology revoked and may be subject to the University's disciplinary processes and procedures. Violations of this policy may also result in disciplinary action, up to and including termination, expulsion, and/or legal action. Illegal acts may also subject users to prosecution by law enforcement authorities.

The use of the University's information technology resources constitutes an understanding of an agreement to abide by this policy.

REVIEW

This policy shall be reviewed annually by the Chief Information Officer.

Westfield STATE UNIVERSITY

Board of Trustees

February 20, 2025

MOTION

To approve the FY26 tuition and fee schedule, as presented.

_____   _____

Ali Salehi, Board Chair   DATE

Westfield State University
Financial Affairs Committee

FY26 Tuition and Fee Schedule
February 20, 2025

Overview

The FY26 Planning Assumptions were presented to the Board of Trustees last October with the expectation that cost of attendance increases would fall within a range of 2.0% to 2.5% as the rate of inflation was declining. The campus is still committed to keeping the overall cost of attendance as reasonable as possible. However, given the current overall rate of inflation at 2.9%, a fee increase is unavoidable. One of the significant changes this year is to roll the optional Fitness Center annual fee into the general fee. Most students take part in buying the Fitness Center Fee and by including it in the general fee, it lowers the cost for all students and is treated as a "cost of doing business", as other sister institutions have already built it into their cost structure.

The recommendation for the full-time undergraduate tuition and fee increase is 3.6%, which includes the Fitness Center fee of $156.00. The recommendation for full-time students living in residence halls (including tuition /fees) is a total increase of 2.5% (see attached Schedule of Annual Tuition and Fees).

The campus is also recommending inflationary fee increases for the Division of Graduate and Continuing Education (DGCE) as follows:

- Undergraduate Programs, 3%
- RN to BSN Program, 2%
- Graduate Programs, 3%
- MSW Program, 3%
- Physician's Assistant Program, 2.0%

The President's Cabinet has discussed these fees, and the President is recommending them to the Board of Trustees.

Comparison of Tuition and Fees

Tuition and mandatory fees at Westfield State are still in line with all the other state universities. While Westfield State fees are slightly above the average, they remain in the middle of the fees charged by the other state universities, which is our desired market position. It is important to note that the posted tuition and fee rates are partially offset by financial aid, state waivers, institutional grants and other state provided funding and that the net price most students pay is less than the "sticker price" on tuition and fees approved today.

Residential Life Fees

Residential Life is continuing its pricing strategy of using a flat fee structure to increase upper class retention rates (reduce the gap of residential hall rates). This change is incentivizing returning students to stay on campus in their junior and senior year and normalize the price for first year students. The result is a year over year room rate increase of 2.5%. Campus housing remains more cost effective for students than the local housing rental market. The campus will also continue to offer premium single rates (double size room for one person).

Dining Services Fees

Dining Services will not be increasing their rates for next year as last year's increase was 5%. Cost saving measures have been developed to reduce the overall cost of food through a contractual partnership with UMASS Amherst. This collaboration will likely result in lower food costs next year, which will be enough to offset expected commodity price increases.

New Campus Fee

The President has approved a request from the Art Department to implement a new Art Studio Fee of $40.00 per course for specific courses. This new fee will be charged to students who are enrolled in specific art studio courses to purchase equipment, materials and other supplies. This is not a "mandatory fee" charged to all students; therefore, the President has the authority to approve a non-mandatory fee or increase.

Summary

The recommended increases are within, or close to, the planning parameters previously presented and discussed at prior Board of Trustee meetings this year. Vice President Taksar has met with SGA twice, along with Residential Life and Dining Service staff to discuss the issues and the recommendations presented today. As previously noted, the President's Cabinet recommended, and the President approved, the fee changes proposed in this document. The price sensitivity of our students is of the utmost importance; however, the current challenging economic conditions have resulted in unavoidable increases in labor, supplies and utilities.

WESTFIELD STATE UNIVERSITY
Schedule of Annual Tuition and Fees
FY25 - FY26 Comparison
FY26 Recommendations - 2/20/25

	FY25 Approved	FY26 DRAFT	$ Change	% Change
TUITION:				
√ Resident	970	970	0	0.0%
Proximity	1,455	1,455	0	0.0%
Non-Resident & Foreign	7,050	7,050	0	0.0%
MANDATORY FEES:				
Student Activity	162	162	0	0.0%
General Fee	10,217	10,654	437	4.3%
Capital Improvement Fee	100	100	0	0.0%
Technology Fee	730	730	0	0.0%
√ Total Mandatory Fees	**11,209**	**11,646**	**437**	**3.9%**
Total In-State Tuition/Fees	**12,179**	**12,616**	**437**	**3.6%**
ROOM RATES:				
√ Standard Room Rate (double, triple, quad)	**8,810**	**9,030**	**220**	**2.5%**
Single Room Rate	9,310	9,530	220	2.4%
Premium Single Room	10,810	11,030	220	2.0%
MEAL PLAN RATES:				
√ Nestor's Plan	**5,208**	**5,208**	**0**	**0.0%**
On The Go	1,704	1,704	0	0.0%
Blue 15	4,978	4,978	0	0.0%
Gold 160	4,920	4,920	0	0.0%
Hoot! 7	3,302	3,302	0	0.0%
Commuter 5	2,838	2,838	0	0.0%
Dining Dollar Commuter Plan	1,600	1,600	0	0.0%
Total Recommended Change in Mandatory Fees	**26,197**	**26,854**	**657**	**2.5%**
OTHER FEES:				
Bad Check Fee	25	25	0	0.0%
ID Card Replacement Fee	40	40	0	0.0%
Late Payment Fee	100	100	0	0.0%
Late Registration Fee	25	25	0	0.0%
Nursing Fee [1]	1,794	1,794	0	0.0%
Parking	100	100	0	0.0%
Parking - CGCE	60	60	0	0.0%
Practical Exam, Equipment and Clinical Fee	240	240	0	0.0%
Reinstatement Fee	50	50	0	0.0%
Student Teaching (practicum) Fee	250	250	0	0.0%
Study Abroad Fee	50	50	0	0.0%
WAIVABLE FEES:				
Lifetime Owls (opt in fee)	75	75	0	0.0%
*Student Health Insurance (see note below)	3,941	pending	0	0.0%
Fitness Center	185	0	(185)	-100.0%

√ Average student annual change in fees is calculated using the gray shaded areas.

* Student Health Insurance Plan rate is to be determined once rates are made known by the state

Note:

1. The Nursing Fee includes coverage for clinical requirements by healthcare facilities and payment for Assessment Technology Institutes (ATI).

2. Actual cost of attendance is determined by financial aid and may vary from the weighted average estimated cost of attendance.

3. The fitness center fee of $185 will be eliminated and $156 will be permanently added to the general fee.

WESTFIELD STATE UNIVERSITY
Schedule of DGCE Annual Tuition and Fees
FY25 - FY26 Comparison
FY26 Recommendations - 2/20/25

Graduate and Continuing Education	FY25 Approved	FY26 Proposed	$ Change	% Change
MANDATORY FEES:				
Undergraduate (per credit)	368	379	11	3%
RN-to-BSN (per credit)	361	368	7	2%
Graduate - General (per credit)	418	431	13	3%
Graduate - Social Work (per credit)	546	562	16	3%
Physician's Assistant Exam Fee	420	420	0	0%
Physician's Assistant (per credit) (see note below)	912	930	18	2%
OTHER CGCE FEES:				
Lab Fee	10	10	0	0%
Student Teaching (practicum) Fee	250	250	0	0%
Nursing Fee*	1,794	1,794	0	0%
RN-BSN Capstone Placement Fee**	150	150	0	0%
Physician's Assistant program Fee	1,000	1,000	0	0%
Psychology Practicum	100	100	0	0%
School Guidance Counseling Practicum Fee	250	250	0	0%
Prior Learning Portfolio Assessment Fee	150	150	0	0%
Late Registration Fee	50	50	0	0%
Late Payment Fee	100	100	0	0%
Returned Check Fee	25	25	0	0%
Late Withdrawal Fee	25	25	0	0%
Replacement ID Card	40	40	0	0%
Parking-CGCE	60	60	0	0%

Note:

The Physician's Assistant per credit increase is applicable to the new FY26 cohort only. The FY25 cohort will continue to pay $912/credit/$18,240 per trimester. The FY26 cohort, with the approved increase, will be $930/credit/$18,600 per trimester.

*The Nursing fee applies to full-time enrolled B.S.N Nursing students and rates are recommended by the Day School.
**The RN-BSN Capstone Placement Fee applies to RN-BSN students completing a practicum placement in a hospital setting.

Westfield State University

5-Year Tuition/Fee History

Year	Amount	$ Change	% Change
FY2021	11,140	290	2.7%
FY2022	11,140	-	0.0%
FY2023	11,500	360	3.2%
FY2024	11,882	382	3.3%
FY2025	12,179	297	2.5%
Average		**266**	**2.3%**

5-Year CPI and Tuition/Fee Comparison

Year	CPI (Calendar)	Tuition/Fees (Fiscal)	Change
2020	1.2%	4.0%	-2.8%
2021	4.7%	2.7%	2.0%
2022	8.0%	0.0%	8.0%
2023	4.9%	3.2%	1.7%
2024	2.9%	3.3%	-0.4%
2025		2.5%	
5 Yr Average	4.3%	2.6%	1.7%
Note:			
1. Negative change is above CPI, Positve change is below CPI			
2. On average, Fee increases have been less than CPI			
3. Averages based on 2020 - 2024.			

5-Year Tuition and Fee Comparison

Segment	Institution	FY-2019	FY-2020	FY-2021	FY-2022	FY-2023	FY-2024	1 Yr % Chg
(Based on Fall Resident Undergraduate State-Supported Rates)								
State Universities	Bridgewater State University	$10,368	$10,732	$10,732	$10,732	$11,056	$11,390	3%
State Universities	Fitchburg State University	$10,354	$10,504	$10,654	$10,654	$10,920	$11,044	1%
State Universities	Framingham State University	$10,520	$11,100	$11,380	$11,380	$11,380	$11,630	2%
State Universities	Massachusetts College of Art and Design	$13,200	$13,700	$14,200	$14,200	$14,570	$14,960	3%
State Universities	Massachusetts College of Liberal Arts	$10,560	$10,930	$11,306	$11,306	$11,590	$11,884	3%
State Universities	Massachusetts Maritime Academy	$9,728	$10,018	$10,314	$10,516	$10,776	$11,092	3%
State Universities	Salem State University	$10,882	$11,284	$11,674	$11,674	$11,978	$11,978	0%
State Universities	Westfield State University	$10,430	$10,850	$11,140	$11,140	$11,500	$11,882	3%
State Universities	Worcester State University	$10,162	$10,162	$10,586	$10,586	$10,786	$11,286	5%
Weighted Average	University of Massachusetts*	$15,151	$15,629	$15,699	$15,703	$16,205	$16,607	2%
Weighted Average	State Universities*	$10,562	$10,895	$11,149	$11,150	$11,439	$11,732	3%

Comparisons to State Universities	
State University Weighted Average	$11,732
Westfield State	$11,882
Variance	$150
Percent	1.3%

Comparison to UMASS	
UMass Weighted average	$16,607
Westfield State	$11,882
Variance	($4,725)
Percent	-28.5%