

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE Academic Affairs

No.: AAC 21-04

COMMITTEE DATE: March 16, 2021

BOARD DATE: March 23, 2021

APPROVAL OF LETTER OF INTENT OF THE UNIVERSITY OF MASSACHUSETTS BOSTON TO AWARD THE BACHELOR OF ARTS IN URBAN PUBLIC HEALTH AND THE BACHELOR OF SCIENCE IN URBAN PUBLIC HEALTH AND AUTHORIZATION FOR FAST TRACK REVIEW

MOVED: The Board of Higher Education (BHE) has evaluated the Letter of Intent of the **University of Massachusetts Boston** to award the **Bachelor of Arts and the Bachelor of Science in Urban Public Health** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the programs and to make a final determination on degree-granting authority pursuant to the Fast-Track review protocol.

VOTED: Motion adopted by AAC 3/16/2021; adopted by BHE 3/23/2021.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b); AAC 18-40

Contact: Winifred M. Hagan, Ed.D., Senior Associate Commissioner for Strategic Planning and Public Program Approval

BOARD OF HIGHER EDUCATION
March 2021
University of Massachusetts Boston
Letter of Intent
Bachelor of Arts in Urban Public Health
Bachelor of Science in Urban Public Health

DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM

The mission of the University of Massachusetts Boston (UMB)'s proposed Bachelor of Arts in Urban Public Health and Bachelor of Science in Urban Public Health (BA/BS UPH) is to create an inclusive, student-centered learning environment that fosters creativity and innovation in research, scholarship, education, and service to promote health equity in urban populations. The proposed programs are intended to prepare public health professionals to work in multidisciplinary urban public health environments. It is expected that graduates of the programs will have opportunities to address health disparities and health education and promotion in urban contexts. The program is planned to provide knowledge of public health science, education, and practices and enable students to have an aptitude for critical problem solving, analysis and interpretation of data, and an understanding of socio-economic and cultural diversity among people in urban settings. The Bachelor of Arts is planned to focus on strategies to address social and behavioral determinants of health in an urban environment. The Bachelor of Science is planned to focus on quantitative approaches in public health research and management, with an emphasis on math and science. The core of each program is designed to offer a diverse student body a comprehensive review of determinants and distributions of health problems and the methods for improving the well-being of urban populations.

The proposed program for the Bachelor of Arts in Urban Public Health and Bachelor of Science in Urban Public Health was approved by the University of Massachusetts Board of Trustees on November 18, 2020. The LOI was circulated on January 13, 2021. No comments were received.

A. ALIGNMENT WITH MASSACHUSETTS GOALS FOR HIGHER EDUCATION

Address Gaps in Opportunity and Achievement in Alignment with Campus-Wide Goals

UMB reports that no UMass campus is better suited to address the BHE's Equity Agenda than itself. UMB holds that the public health needs of the greater Boston area and its location in Dorchester's racially, culturally, and linguistically diversified neighborhood, makes the institution well positioned to respond to significant needs. UMB further reports that several gaps in the current public health workforce, identified in a 2017 Public Health Workforce Interest and Needs Survey, indicates an urgent need for innovation, creativity and community partnerships, designed to improve health (Juliano, 2019)¹

Program or Department Supports to Ensure Student Retention and Completion

Department programs at UMB are organized such that students have academic advisors who support their retention and progression. UMB also uses a cloud-based software solution to monitor student progress with an early alert and registration system. In addition, the Office of Student Success and Engagement (OSSE) is designed to

¹ Juliano, C. Castrucci, B.C., Leider, J.P., McGinty, M.D., Bogaert, K. The Governmental Public Health Workforce in 26 Cities: PH WINS Results From Big Cities Health Coalition Members (2019). *Journal of Public Health Management and Practice*: 25(supp), S38-S48
Bogaert, K., Castrucci, B. C., Gould, E., Sellers, K., Leider, J. P., Whang, C., & Whitten, V. (2019). Research Full Report: The Public Health Workforce Interests and Needs Survey (PH WINS 2017): An Expanded Perspective on the State Health Agency Workforce. *Journal of Public Health Management and Practice*, 25(2 Suppl), S16.

strengthen the educational experience of UMB's diverse student population through a comprehensive set of resources and supports. OSSE provides a broad range of academic services for students in all programs within the College of Nursing and Health Sciences (CNHS). The CNHS has a first-year scholar's program that provides students with peer mentors and intrusive advising.

Alliances and Partnerships with PK-12, Other IHE's, Community Employers

The University of Massachusetts Dartmouth and the Boston Public Health Commission have endorsed UMB efforts in establishing the proposed program and contributed to the planning of the program. the planning committee. UMB also has partnerships with the Boston Public Schools in health promotion and wellness. It is anticipated that this programming will provide a pipeline for local students into the proposed program. Partnerships include the Admission Guaranteed Program for students at the nearby Dorchester, Burke and South Boston high schools. Students who take college prep courses and graduate with GPA of 2.75 are admitted. Upward Bound provides academic supports to low-income, first-generation high school students. Other programs target Latinx students in BPS with holistic family outreach that promotes student success. UMB also participates in a pathway starting with Madison Vocational High School through Bunker Hill Community College extending to UMB. UMB currently has articulation agreements with Cape Cod, Bunker Hill, and Roxbury Community Colleges and are working with Massasoit on an RN-BS program, such that students can transfer 90 core credits into the UMB program. It is expected that UMB will use these relationships and agreements to develop plans for articulations for the Urban Public Health program once it obtains approval by BHE. The program is designed to be flexible in anticipation that many students will have employment and family responsibilities that present competing demands. Knowledge, skills, and learning related to public health will be eligible for credit through a 3-credit waiver for practicum experience. UMB also plans for the

proposed program to include student employment intentions and plans, that will be captured through an exit interview. Undergraduates will be surveyed over a period of 12 months depending on their graduation date. Employment information is collected through a university-wide survey of graduates. UMB regularly polls major employers and expects this practice to extend into the proposed program.

Relationship to MassHire Regional Blueprints

UMB reports that according to the 2020 MassHire *Regional Labor Market Blueprint for Greater Boston*, the health care industry is the largest employer in the Boston area and is expected to continue to grow in the coming years. The report projects the impact of the COVID-19 pandemic on the workforce, citing that many adults in the hospitality field have become unemployed and need training for other employment. The ongoing pandemic has exacerbated the need for health care professionals, particularly those with training in public health. The need is especially urgent in diverse urban communities that continue to carry the greatest burden from the pandemic.²

Consistent with the aging of the US population, the 2017 WINS data indicates that nearly half of state public health agencies' workforce is planning to retire by 2023.³ Research indicates that shortages in the public health workforce result in fewer public health services and are likely to have a negative impact on health, subsequently increasing inequities.⁴ Racial disparities in health are profound in the current pandemic of COVID-19. Pandemic threats can only be managed with a greater commitment to the

² Brisolara KF, Smith DG. *Preparing Students for a More Public Health–Aware Market in Response to COVID-19*. *Prev Chronic Dis* 2020;17:200251. https://www.cdc.gov/pcd/issues/2020/20_0251.htm

³ Bogaert, K., Castrucci, B. C., Gould, E., Sellers, K., Leider, J. P., Whang, C., & Whitten, V. (2019). *Research Full Report: The Public Health Workforce Interests and Needs Survey (PH WINS 2017): An Expanded Perspective on the State Health Agency Workforce*. *Journal of Public Health Management and Practice*, 25(2 Suppl), S16.

⁴ Murray, L. R. (2011). *Future of public health workforce lies in better education, training*. *Perspectives of the president of APHA. The Nation's Health*. 2011;41:3.

public health professions in the US. UMB noted that public health related professions growth rates are estimated to be 20% in New England and 25.2% in Massachusetts for 2020.

Duplication

UMB reported that existing public universities that offer similar programs are University of Massachusetts Amherst and Lowell with Northeastern University offering a similar program in Boston. The UMB Public Health program will serve as the only one in Boston offered by a public university and the only one with a focus on urban public health. The proposed UMB program is expected to be distinct in its focus on urban contexts and on health equity, though similar in addressing the basic competencies required for disciplinary accreditation.

Innovative Approaches to Teaching and Learning

The proposed program curricula are designed to align with competencies in the Council on Education in Public Health (CEPH) accreditation criteria and ensure that students gain the skills needed to perform successfully in the public health workforce. An experiential component, the 6-credit practicum, will immerse students in an urban public health context addressing health equity through interprofessional teamwork. It is further planned that students will develop the skills to understand and interpret public health big data, by learning to use advanced software and web-based utilities for public health monitoring and planning. UMB's College of Nursing and Health Sciences has existing community partnerships for student placements. Expanding and building on these partnerships specifically to identify projects with a public health focus is planned, as is creating new placements in urban public health organizations and local and state government agencies in the Boston area. UMB expects to work with students to identify opportunities for paid internships that will meet requirements for the practicum course. It is also planned that students will be given the option of a 3-credit waiver for

the 6-credit practicum experience if they have obtained knowledge and learning experience in public health.

B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION

Priority Rationale and Support of Strategic Plan and Overall Mission of Institution

The proposed BA/BS UPH includes a draft mission created to align with that of the University and the College (table 1). It is expected to be further refined by faculty and student experience once the program has been approved and is operational. UMB reports that as new public health challenges arise and population demographics shift, the need for professionals and specialists to work collaboratively in education and research will be significant. UMB expects to build on current programs, adding curricula in public health that reflect its urban mission, and prepare a uniquely competent workforce that can connect knowledge of urban health, research, and specialized training to public health practices.

Table 1. Alignment of Program, College and University’s Mission, Vision and Values, 2020

UMass Boston Mission Statement	CNHS Mission Statement	BA/BS UPH Program Mission Statement:
The University of Massachusetts Boston is a public research University with a dynamic culture of teaching and learning, and a special commitment to urban and global engagement. Our vibrant, multi-cultural educational environment encourages our broadly diverse campus community to thrive and succeed. Our distinguished scholarship, dedicated teaching, and engaged public service are mutually reinforcing, creating new knowledge while serving the public good of our city, commonwealth, nation, and world.	The CNHS provides an intellectually rich and inclusive environment that fosters innovation in teaching, research, and service, for students, faculty, and staff, advancing systemic solutions for health across the lifespan and equity across populations.	The Urban Public Health Program is to create an inclusive, student-centered learning environment that fosters creativity and innovation in research, scholarship, education, and service to promote health equity in urban populations, preparing public health professionals to work in multidisciplinary urban public health environments.

UMB underscored that the work of the campus in general is marked by a commitment to social justice as well as to urban places, people, and cultures in the context of

complex networks. The proposed degrees in urban public health are planned to focus on UMB's urban mission as it relates to social justice in health promotion and health inequities in cities and other global areas.

C. ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION

UMB plans that the proposed BA/BS UPH program will prepare high-quality public health graduates to perform the core functions of urban public health; provide high-quality, comprehensive, integrated, inter-professional public health curricular plan to advance the field of urban public health practice, research and service at the local, state, national and international levels; prepare diverse, locally and globally competent, experienced, and informed graduates, educated in public health principles and methodologies who are well prepared to be leaders in urban public health; increase research opportunities and funding at UMass Boston while advancing the field of urban public health; and play a significant role in UMass Boston's strategic plan by increasing visibility and commitment to the community while advancing social justice and helping address health inequities.

Enrollment Projections (Form C, Appendices)

UMB expects to recruit heavily from local high schools and community colleges, and to also compete in national and international recruitment markets. Recruiting at Boston Public Schools is planned, working through the existing Admission Guaranteed, Upward Bound and Urban Scholars programs (previously mentioned) among others. Working adult students will also be recruited from the network of community health centers in Boston, many of which are in neighborhoods close to the UMB campus.

UMB estimates that the student population will be approximately 70 percent traditional age, and 30 percent non-traditional age. It is planned that employees of community health centers and nonprofits who do not hold an undergraduate degree will represent 30 percent of the student population. It is also anticipated that students will reflect a typical UMB undergraduate demographic including, racially and economically diverse students with many first-generation, and immigrant students as well as international students.

*Resources and Financial Statement of Estimated Net Impact on Institution
(Form D Appendices)*

UMB provides the Health Equity Scholars Program (HESP) for undergraduate students as an example of a recruitment tool designed to train, support and mentor students from under-represented communities—Black/African American, Native American, Latino, Vietnamese, Cambodian & Filipino, first-generation college and low-income, interested in health disparities research and careers in the diverse field of global health. Current students will be eligible to enroll in the program. UMB expects that most will be new students. It is expected that the program will draw on established resources across campus. Program planning has involved many current tenure-track faculty from within the College of Nursing and Health Sciences and from other units including the colleges of Liberal Arts, Sciences and Mathematics, and Management, the School for the Environment, and the McCormack Graduate School of Policy Studies. As a result, UMB anticipates that implementing the program will require limited additional resources. Budget projections suggest that the BA/BS UPH program has the potential of generating a \$2 million surplus based on the five-year enrollment and expenditure projections. Annual stipend support for a new Department chair and 1 new tenure-track faculty member to be recruited in the fourth year of the program are included. In

addition, support for the CEPH accreditation process over the first 5 years of the program is anticipated. Revenue projections are based on student tuition and fees with in-state students comprising 80% of BA/BSPH students. Tuition and fee income is based on the 2019/2020 academic year tuition rates.

STAFF REVIEW AND VALIDATION

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Bachelor of Arts in Urban Public Health** and the **Bachelor of Science in Urban Public Health** submitted by the **University of Massachusetts Boston**. Staff validate that the **LOI** includes all data required by the Massachusetts Board of Higher Education. Staff recommendation is for BHE authorization for the Commissioner to review the program pursuant to the Fast-Track review protocol.

Form A1: Curriculum Outline: Bachelor of Arts in Urban Public Health

Major Required (Core) Courses (Total required courses = 15)		
Course Number	Course Title	Credit Hours
PH 210	Intro to Urban Public Health	3
EVNSCI 270	Cities and the Environment	3
PH 320	Intro to Epidemiology	3
PH/EHS 340	Health Behavior Change	3
PH 480	Project Implementation and Evaluation in Urban Public Health	6
UPCD 303	Quantitative Methods Community Development	3
PH 350	US Health Care System	3
PH 335	Health Policy/ Legal and Ethical Issues	3
NURS 212	Health Promotion and Teaching	3
HUMCTR 371	Diversity and Cultural Competence	3
ANTH 358	Social Determinants of Health	3
PH 420	Population Science of Health and Diseases	3
HLTH 344	Global Perspectives on Health: Exploring the intersection of Equity, Economics, and Culture	3
PH/COMM 330	Health Communication	3
PH/EHS 460	Research Methods I	3
	Subtotal Public Health Core Credits	48
	SubTotal of Elective BAPH Credits	12
	Total Public Health Credits	60

Urban Public Health Elective Courses

Public Health Elective Courses (Total required courses = 4; 12 credits)	
<u>ANTH - Anthropology</u>	<u>POLSCI - Political Science</u>
256 Anthropology of Mass Violence	325 Public Administration (A)
277 US Immigration: Contemporary Issues and Debates	335 Law and Public Policy (A)
301L Childhood in America	344 Problems of Urban Politics (A)
316 Nutrition, Growth and Behavior	
353 Urban Anthropology	<u>PSYCH - Psychology</u>
476L Current Issues in Native America	234 Psychology of Cross-cultural Relations
	235 Psychology and the Black Experience
<u>AFRSTY - Africana Studies</u>	238L Asian American Psychology

320 Problems in Urban Education	302 Human Motives and Emotions
	333 Group Dynamics
<u>AMST - American Studies</u>	337 Communication and Society
285 Food in American Culture	343 The Psychology of Adult Development and Human Aging
301L Childhood in America	403 Gender, Culture, and Health
405 The Immigrant Experience	436 Religion, Spirituality, and Health
476L Current Issues in Native America	463 Substance Abuse & The Brain
<u>COMM - Communication</u>	<u>SOCIOL - Sociology</u>
230 Intercultural Communication	220 The Sociology of Native Americans
240 Organizational communication	230 Race, Incarceration, and Deportation
300 Info Technology and Human Communication	231 Social Class and Inequality
340 Communication and Community Mobilization	261 Deviance and Social Control
	311 Inequality in Cities
<u>GERON - Gerontology Undergraduate</u>	316 Family Violence
250 Mental Health and Aging	367 Drugs and Society
260 Health and Physical Aspects of Aging	368 Substance Use, Abuse, and Addiction
355 Service Delivery Issues for Aging Populations	384 Sociology of Health, Illness, & Health Care
	386 The Sociology of Mental Health and Illness.
<u>HUMCTR - Human Services</u>	
320 Intervention with Individuals and Small Groups	<u>WGS - Women's, Gender Sexuality Studies</u>
322 Intervention with Large Systems	230G Reproductive Rights and Wrongs
	260 Women's Health Care
<u>LABOR - Labor</u>	
222G Labor and Migration	<u>YTHCTR - Youth Work Center</u>
390L Working-Class Boston	320 Models of Practice in Youth Work

General Education Courses

<i>Distribution of General Education Requirements (18 courses)</i>	# of Credits
Attach List of General Education Offerings (Course Numbers, Titles, and Credits)	
Requirements include:	
ENGLISH 101 and 102	6
First year seminar	4
Intermediate Seminar	3
Arts and Humanities (two courses)	6

Foreign Language (four courses)	16
Natural Science	4
Quantitative Reasoning (Q114)	3
Social/Behavioral Sciences (two courses)	6
Diversity Courses (one US, one international)	6
Sub Total General Education Credits	54
2 General Education electives	6
Total General Education Credits	60

Form A1(2): Curriculum Outline: Bachelor of Science in Urban Public Health

<i>Major Required (Core) Courses (Total required courses = 15)</i>		
Course Number	Course Title	Credit Hours
PH 210	Intro to Urban Public Health	3
EVNSCI 270	Cities and the Environment	3
PH 320	Intro to Epidemiology	3
PH/EHS 340	Health Behavior Change	3
PH 480	Project Implementation and Evaluation in Urban Public Health	6
PH/EHS 280	Biostatistics I	3
PH 360	Introduction to Statistical Computing	3
PH 331	Health Informatics	3
PH 335	Health Policy/ Legal and Ethical Issues	3
PH 350	US Health Care System	3
ECON 480	Health Economics	3
ANTH 358	Social Determinants of Health	3
PH 420	Population Science of Health and Diseases	3
PH/COMM 330	Health Communication	3
PH/EHS 460	Research Methods I	3
	Subtotal Urban Public Health Core Credits	48
	Sub-Total of Elective Credits	12
	Total Public Health Credits	60

BS Urban Public Health Electives

<i>Public Health Elective Courses (Total required courses = 4; 12 credits)</i>	
BIOL - Biology	260 Health and Physical Aspects of Aging
290 Population Biology	342L Aging and Society
354 Ecology and Evolution of Infectious Diseases	
	<u>HUMCTR - Human Services</u>
CS - Computer Science	220 The Life Cycle and the Environment
433 Big Data Analytics	322 Intervention with Large Systems
	371 Diversity and Cultural Competence
EHS - Exercise and Health Sciences	
150 Introduction to Nutrition	<u>HLTH Health</u>
260 Physical Activity and Health	212 Health Promotion and Teaching
	344 Global Perspectives on Health: Exploring the intersection of Equity, Economics, and Culture
ENVSCI - Environmental Sciences	
225 Weather and Climate	<u>POLSCI - Political Science</u>
256 Health and Medical Geography	203 Public Policy
260 Global Environmental Change	318 The Legislative Process
375 Urban Planning	325 Public Administration
	344 Problems of Urban Politics
MATH - Mathematics	
303 Introduction to Mathematical Biology	<u>PSYCH - Psychology</u>
	201 Introduction to Behavioral Research
<u>ANTH - Anthropology</u>	215 Abnormal Psychology
316 Nutrition, Growth and Behavior	271L Introduction to Cognitive Science
317 Human Epidemiology	463 Substance Abuse & The Brain
352 Applied Social Anthropology	
353 Urban Anthropology	<u>PH – Public Health</u>
357 Culture, Disease and Healing	356 Immigrant Health
358 Health Disparities	359 Occupational and Environmental Health
412 Issues in Biological Anthropology	
<u>AFRSTY - Africana Studies</u>	<u>SOCIOL - Sociology</u>
200 Living While Black: Contemporary Issues in the African Diaspora	211G Race and Power in the US
	230 Race, Incarceration, and Deportation
<u>COMM - Communication</u>	311 Inequality in Cities

300 Information Technology & Human Comm.	367 Drugs and Society
351 Communication Research Methods	384 Sociology of Health, Illness, and Health Care
372 Social Media and Strategic Communication	386 The Sociology of Mental Health and Illness.
<u>GERON - Gerontology Undergraduate</u>	<u>WGS - Women's, Gender Sexuality Studies</u>
240 Policy and Aging	230G Reproductive Rights and Wrongs
250 Mental Health and Aging	243L Rethinking the Family: Cross-Cultural Perspectives
	260 Women's Health Care
	302L Psych Sexual Orientation & Gender Identities

<i>Distribution of General Education Requirements (18 courses)</i> Attach List of General Education Offerings (Course Numbers, Titles, and Credits)	# of Credits
<u>Requirements include:</u>	
ENGLISH 101 and 102	6
First year seminar	4
Intermediate Seminar	3
Arts and Humanities (two courses)	6
World Language/Culture (two courses)	6
Natural Science or Mathematics*	8
Social/Behavioral Sciences (three courses)	9
Diversity Courses (one US, one international)	6
Sub Total General Education Credits	48
3 General Education electives	12
Total General Education Credits	60

*BS requires Biology 111 (Gen. Biology) and Biology 207 (Anatomy & Physiology)

<i>BSPH Curriculum Summary</i>	
Total number of courses required for the degree	37
Total credit hours required for BSPH degree	120

Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable
	Provide a comprehensive curricular plan that meets the knowledge, skills, core competencies and standards of public health	<ul style="list-style-type: none"> Offer courses that are competency based and that meet standards of accreditation 	Ongoing
	Provide students with experiential learning opportunities in a variety of community settings	<ul style="list-style-type: none"> Offer internships in local urban settings Expand the number and quality of internship settings Evaluate practice settings, faculty, and community-based projects 	Ongoing
	Recruit high quality and diverse applicants consistent with target timeline, from a local, regional, and national, applicant pool	<ul style="list-style-type: none"> Market BA/BSPH to high schools, colleges and companies Announce BA/BS UPH in academic newsletters and professional meetings Develop a strong web presence Advertise to alumni Recruit at local, national, and international partner institutions 	Market 6 months before program launch, then ongoing
	Retain and graduate high-quality students within projected timelines (four years for BA/BS UPH degree. Set an 80-90% target retention rate for first-year enrollees and an 80-95% target graduation rate by year 5 for BA/BS UPH students.	<ul style="list-style-type: none"> Recruit high-quality applicants matched to program strength Provide routine high-quality faculty and student advising Continually monitor student progress Manage course offerings Manage faculty/staff support 	Ongoing
	Facilitate employment of graduates in quality positions in government, community, academic, research, global or other private-employment positions. Target 85% rate of job placement in public health or enrollment in graduate school within 1 year of BA/BS UPH graduation.	<ul style="list-style-type: none"> Produce high-quality graduates with superior skill sets Create formal partnerships with potential employers to enhance our students' "track" on possible jobs. Partner with non-governmental organizations, international organizations and governments to facilitate student experiences Leverage UMass Boston international university partnerships Support student career networking 	Ongoing

		<ul style="list-style-type: none"> • Hold annual career fair with Career Services • Support professional conference participation 	
	Advance public health practice, research, and service locally and globally	<ul style="list-style-type: none"> • Promote public health competencies and standards of practice 	Ongoing
	Increase the number of Community-based participatory research and service projects	<ul style="list-style-type: none"> • Provide students with opportunities to be involved with faculty research • Increase the number of student joint faculty and community research projects • Collaborate with community partners to create opportunities 	Ongoing.
	Increase scholarly activities through peer reviewed publications.	<ul style="list-style-type: none"> • Increase support for student and faculty research activities • Increase number of research-active faculty 	Ongoing
	Increase research/CBPR applications and awards.	<ul style="list-style-type: none"> • Mentor faculty grant- writing opportunities • Prepare and submit interdisciplinary CPBR grant applications 	Ongoing
	Recruit strong diverse (local, national, and international) student candidates who are ethnically and culturally diverse and have the potential to excel in their area of study and in the health care field	<ul style="list-style-type: none"> • Promote BA/BS UPH program throughout partnering Boston area hospitals, health care centers, government agencies and international/global partners who serve ethnically and culturally diverse populations • Market program to hospitals, health centers, government and global organizations who serve disadvantaged populations • Build a significant web presence, advertising the program locally and globally in areas where there is a shortage of diverse workforce • Reach out to current students in related programs, alumni, community, and international partners 	Begin promoting 6 months before the program launch, maintain promotions
	Ensure that students receive professional development through impactful and supportive placements that benefit employment goals	<ul style="list-style-type: none"> • Offer high-quality placements at partnering hospitals, community health centers, schools, and nonprofits organizations so that students gain significant experience in urban public health settings 	Ongoing each semester

		<ul style="list-style-type: none"> Maintain relationships with site partnering organizations and academic institutions 	
	Facilitate role of faculty engaged in service of public health professional and service organizations	<ul style="list-style-type: none"> Expand opportunities for faculty and students in service-learning activities 	Ongoing
	Provide students with opportunities to conduct their own research or be mentored by research productive faculty	<ul style="list-style-type: none"> Provide undergraduate students opportunities for independent study 	Ongoing opportunities
	Increase research in urban public health	<ul style="list-style-type: none"> Mentor faculty and students to engage in research studies having to do with their areas of study in urban and global public health 	Ongoing opportunities
	Increase grant generation in urban and global public health.	<ul style="list-style-type: none"> Support faculty and student grant writing opportunities 	Ongoing opportunities
	Increase UMass Boston's visibility	<ul style="list-style-type: none"> By promoting the new program and garnering more students and partners, UMass Boston's visibility will grow 	Ongoing
	Make a difference in the Boston community by placing students in hospitals, community health centers, local government agencies, schools and nonprofit organizations	<ul style="list-style-type: none"> Support student placements and efforts in providing resources to Boston residents 	Ongoing

Form C: LOI BA/BS UPH Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New FTE Students	25	25	25	25	25
Continuing FTE Students	--	25	50	75	100
Totals	25	50	76	100	125

Form D: LOI Program Budget

Form D: Budget						
One Time/ Start Up Costs		Annual Expenses				
	Cost Categories	Year 1	Year 2	Year 3	Year 4	Year 5
\$15,000	Personnel					
	Full Time Faculty* (Salary & Fringe)	\$-	\$-	\$-	\$128,062	\$131,782
	Part Time/Adjunct Faculty* (Salary & Fringe)	\$-	\$-	\$-	\$-	\$-
	Dept: Dept Chair stipend	\$8,600	\$8,600	\$8,600	\$8,600	\$8,600
	General Administrative Costs					

Accreditation costs includes travel costs for evaluators	\$1,000	\$5,500	\$8,500	\$3,750	\$3,750						
Supplies	\$-	\$-	\$-	\$-	\$-						
Support and Overhead											
Instructional Materials, Library Acquisitions	\$-	\$-	\$-	\$-	\$-	Facilities/Space/Equipm ent	\$197,934	\$389,621	\$603,284	\$860,851	\$897,789
Field & Clinical Resources	-	-	-	-	-						
Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000						
Other (Specify): Teaching Assistants	\$-	\$-	\$-	\$-	\$-						
\$15,000	TOTALS	\$212,534	\$408,721	\$625,384	\$1,006,264		\$1,046,921				

* Presented are new costs as the program will utilize existing faculty.

Note: The facilities/Space/Equipment expenses listed under Support and Overhead on Form D above do not represent new university or program expenses. This number represents this program's share of covering university overhead and other support expenses..

One Time/Start Up Support		Annual Income										
		Year 1	Year 2	Year 3	Year 4	Year 5						
\$15,000	Revenue Sources											
	Grants	\$-	\$-	\$-	\$-	\$-						
	Out of State Tuition:	\$171,540	\$334,544	\$514,091	\$711,618	\$725,850	In-State Tuition:	\$327,900	\$639,484	\$982,689	\$1,360,263	\$1,413,826
	Fees	\$15,625	\$29,875	\$45,009	\$61,080	\$62,009						
	Sub-Total Tuition & Fees	\$515,065	\$1,003,903	\$1,541,789	\$2,132,961	\$2,201,685						
	Departmental											
	Reallocated Funds											
	Other (specify)	\$-	\$-	\$-	\$-	\$-						
	\$15,000	TOTALS	\$515,065	\$1,003,903	\$1,541,789	\$2,132,961	\$2,201,685					