

BOARD OF HIGHER EDUCATION
REQUEST FOR BOARD ACTION

NO.: BHE 22- 53

BOARD DATE: June 21, 2022

**APPROVAL OF LETTER OF INTENT OF FITCHBURG STATE UNIVERSITY TO
AWARD THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE IN DIGITAL
MEDIA INNOVATION AND AUTHORIZATION FOR FAST TRACK REVIEW**

MOVED: The Board of Higher Education (BHE) has evaluated the Letter of Intent of Fitchburg State University to award the **Bachelor of Arts and Bachelor of Science in Digital Media Innovation** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the program and to make a final determination on degree-granting authority pursuant to the Fast Track Review protocol.

VOTED: Motion approved and advanced to the full BHE by the Executive Committee on 6/13/2022; and adopted by the BHE on 6/21/2022.

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
June 2022
Fitchburg State University
Letter of Intent
Bachelor of Arts and Bachelor of Science in Digital Media Innovation

DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM

The intent and mission of Fitchburg State University (FSU) Bachelor of Arts and Bachelor of Science (BABS) in Digital Media Innovation (DMI) is to utilize the digital media expertise of existing faculty to appeal to students seeking employment in diverse fields such as media journalism, social digital media management, web-development, data analytics, libraries / archives / museums, marketing and public relations, digital publishing and content development, educational and cultural programming, and higher education. The program is intended to explore digital media and how digital technology, and computing are changing social and cultural systems in most employment markets as new digital tools reshape industries. The courses in this major will enable students to develop a cross-section of disciplinary practices and skills that span social media, multimedia storytelling, information design, data studies, coding, and more.

The proposed Bachelor of Arts and Bachelor of Science in Digital Media Innovation was approved by the Fitchburg State University on Board of Trustees on March 29, 2022. The LOI was circulated on April 13, 2022. No comments were received.

A. ALIGNMENT WITH MASSACHUSETT'S GOALS FOR HIGHER EDUCATION

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

FSU's DMI major is expected to combine existing courses and research into a coherent and innovative, interdisciplinary digital curriculum, that is designed to provide students with the advanced digital skills that are in short supply in the marketplace. The pathways curricular design (detailed below in the Innovation section of this document), is meant to build the capacity for adaptation and evolution into the program. FSU expects this will mean that emerging trends in job markets and technological developments will be addressed by the program in real time. This is considered by FSU to be a necessary feature of a program designed to enable students to learn

innovative digital media skills for continuously changing and emergent job markets. FSU finds that as digital technology and content continues to expand and grow, there will be an increased need for a workforce that is able to move between disciplinary silos, communicate fluently, and translate between the languages of ethics, business, and technical knowledge. The proposed program is aligned with FSU's mission of education justice, highlighted in the recent strategic plan. Furthermore, the interdisciplinary nature of the program is designed to increase the numbers of women and students of color completing as graduates¹. The BA/BS DMI features a variety of classes that incorporate high impact practices such as civic engagement, study abroad, and intensive writing. It culminates with a capstone community-based project that features experiential learning. The proposed DMI program is committed to providing all majors with high impact educational experiences and in this way, it is intended to align with the BHE Equity Agenda.

Program or Department Supports to Ensure Student Retention and Completion

FSU plans that each student in the major will be assigned a faculty advisor to meet one-on-one at least once per semester for the purpose of focusing on career development and pathways selection and completion. EAB² Navigate³ will be utilized to support advisors and students and to collect data related to attendance, midterm grades, and non-registration status that can also be disaggregated by race and ethnicity. The Department will regularly analyze the data to support student retention and graduation. Faculty and staff can also use this platform to create alerts that facilitate quick interventions for students who may need assistance.

The size of the proposed program and the curriculum design are planned to provide students with the opportunity to complete a 33-credit major with an interdisciplinary focus. FSU considered that modern office culture and communication, driven by such technologies as Slack and Basecamp, require employees to learn to navigate, delegate responsibilities and complete collaborative tasks. The DMI major is explicitly designed with this ethos in mind. In addition, all incoming first-year students have access to peer mentors as part of the First Year Experience (FYE) at FSU. These

¹ . A 2013 AAC&U report highlights the positive impact of practices, including capstone projects, for student learning and retention. The report also cites work by George Kuh, which found benefit of high-impact practices for traditionally underserved populations citing evidence from the National Survey of Student Engagement (NSSE) that students from underserved populations are precisely those who tend to lack access to high-impact practices.

² EAB is a consulting firm specializing in education institutions. The company's technology division focuses on enrollment management, student success, and institutional operations and strategy. EAB became an independent company and was acquired by the investment firm, Vista Equity Partners, for ~\$1.5B in 2017.

³ EAB Navigate unites students, administrators, advisors, faculty, and other staff in a collaborative network to improve student support...

peer mentors attend FYE classes and are available via office hours and offer academic success workshops. It is planned that all DMI students will be part of this FYE experience. Collaboration with TRIO support services and access to a grant-funded Hispanic Male Mentoring are also planned for the proposed program.

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

It is anticipated that the proposed program will build on the significant connections that already exist between the FSU Communications Media Department and Massachusetts employers. Facilitating and overseeing a 12-credit internship requirement for the last few decades has enabled faculty to be apprised of employment trends and the needs of employers in the areas of communication and digital media. Partnerships with the employer community contribute to a positive reputation regarding graduates as well as insight into emerging needs, which informs adaptations and updates to curriculum. Faculty involvement with “*ReImagine North of Main*”⁴, a partnership between FSU, local businesses, government, nonprofits, and residents committed to improving the Fitchburg community, is expected to bring community-based and civic learning projects into the proposed DMI program. For example, faculty and student teams have been awarded interdisciplinary research grants in GIS⁵ teaching, research, and community service projects. Community project topics have included crime hotspots mapping analysis, an urban structure study, and regional economic development mapping. FSU regularly partners with the Fitchburg Historical Society on cultural heritage projects, which involve students in research and production. Students have also developed a brochure and digital walking tour of historic downtown Fitchburg. These projects link disciplines through technology and are responsive to the needs of the community. Faculty have also revitalized the collaboration between students and the local Fitchburg newspaper, *The Sentinel & Enterprise*, including a major project that explored the regional impact of the opioid crisis. In addition, several student-led communication public discussions on ethics explore the impact of digitally disseminated fake news and net neutrality on social issues. These talks bring together FSU students and community members for important

⁴ ReImagine the City of Fitchburg's North of Main is a partnership committed to making a collective impact to be a neighborhood of choice and a place where residents and business owners want to live, work, play, and invest. The collaboration is focused on public safety, economic development & entrepreneurship, education, housing, health and community engagement, and future residents and businesses want to live, work, play, and invest.

⁵ GIS is a system or tool for displaying and analyzing data related to positions on Earth's surface. For example- using GIS to understand crime patterns in a city or to track wildlife as animals migrate from one area to another.

discussions and are expected to be a significant part of the proposed program. FSU has further collaborated on the development of the *ideaLab*, a space in downtown Fitchburg that is designed as a place for community innovation, bringing together students and the community. This space has been used as a small business incubator and to host hackathons. The DMI major plans to host a variety of events and collaborations between students, businesses, and community members in this space, facilitating and deepening the opportunities for engagement with the employer community. The FSU Crocker Center for Civic Engagement, whose mission is to foster partnerships between the University and local organizations, is also expected to have a significant role in the proposed DMI program. FSU also expects to partner with PK-12 schools through the Early College Pathways program, which offers students the opportunity to earn 12 college credits at Fitchburg State University or Mount Wachusett Community College while still in high school. Core courses in DMI such as *Introduction to Programming* or *Computer Science I* can be offered to high school students in school districts that may not offer a course like this.

Relationship to MassHire Regional Blueprints

FSU finds that there is consistent growth in the employment area of Digital Media and expects that the development of new jobs and entrepreneurial opportunities in innovative and emerging technologies will create a stronger demand. The DMI major is designed with a built-in flexibility that allows for adding and removing courses and pathways which can keep the program current for the job market, preparing students for innovative jobs that exist today, as well as those that will emerge in the near future. FSU cited recent research on the news product community to demonstrate the shift toward emerging jobs. FSU also reports that digital storytelling has become a vital tool for every business, even those not directly involved in inherently digital business models. Some restaurants have eliminated phone lines in favor of customer service and reservation models based on social media platforms. FSU further contends that companies are creating positions and hiring for digital storytelling skills. Examples included in the full proposal cite Digital Data Detective to mediate between data scientists and decision makers in organizations; Personal Memory Curator to consult with patients and stakeholders to generate virtual reality experiences that bring a particular time, place or event to life; Augmented Reality Journey Builder to collaborate with engineering leads and technical artists to create the essential elements to move through an augmented reality, setting mood, historical time, information, tone,

characters and more. FSU expects that graduates of the proposed program will be prepared for emerging opportunities in the Digital Media job market.

Duplication

FSU reports that some institutions offer minors in digital content, but the proposed program is unique as a major with multi-disciplinary options for students. Massachusetts College of Liberal Arts has a Digital Media Innovation minor and concentration focused on the media practices surrounding television and radio, while UMass Lowell has a new Digital Media program with an emphasis similar to MCLA's. UMass Amherst offers a 15-credit specialization in Digital Humanities or Games within the English Department. MIT has an undergraduate program in Comparative Media Studies but without the express focus on community engagement. The proposed DMI major is differentiated by its interdisciplinary emphasis and small credit load, which allows it to be paired easily with other majors. While standing on its own as a workforce-relevant major, the DMI program will also develop employable technological skills for traditional liberal arts majors. The proposed FSU major does not focus on traditional mass media but instead offers a wider range of coursework that includes digital storytelling and literacy tools from a variety of humanities, science, and social science disciplines to prepare students for a modern and varied workforce. The DMI major is significantly different from other programs as it is thoroughly interdisciplinary in design.

Innovative Approaches to Teaching and Learning

The pathways option in the proposed DMI program, in which students will complete two of three offered pathways that include Digital Storytelling, Data Studies, and Digital Culture and Preservation, is explicitly designed to leverage the innovative and adaptive pathway model to give students the opportunity to learn digital skills through hands-on experiential learning. The curriculum is designed to accentuate digital storytelling, culture, and societal applications of data. Students in the proposed DMI program will learn about text analysis, data mining and analysis, visualization, geospatial analysis and mapping, multimedia storytelling, information design, creative coding, virtual and augmented reality, digital preservation through active, hands-on experiential

approaches. Their capstone projects demonstrate the changing ways we construct narratives using data and create technologies and practices that reconsider the human experience in a digital age. While the DMI program was designed to meet the needs of a growing job market and align with FSU institutional goals, it is also designed to resonate with the core values of the liberal arts tradition. It is expected that students will think broadly about the impact they have on their community and of their place and purpose in increasingly digital social, economic, and cultural environments. The transformational quality of a college education is that it helps students find perspectives on the world, perspectives built from critical thinking and communal applications of their earned knowledge. Beyond preparing for a professional life, FSU expects that students will also be prepared for citizenship in their communities, digital, virtual, and in-person.

B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION

The DMI program is designed with institutional goals in mind, particularly those addressing interdisciplinarity and community-engagement. FSU has designed for high-impact innovation that repurposes many existing resources. The proposed program was developed to reflect the strategic plan goal to leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between the curriculum and community needs. By collaborating with faculty across nine disciplines, FSU constructed a program which combines and creates new courses that bring digital innovation to the forefront of students' experience. The flexible design of the curriculum allows for on-going innovation as faculty can revise and add pathways as the needs of the marketplace and community evolve or faculty expertise shift. Current pathways include courses from nine different disciplines. Thus, students will be explicitly encouraged to think about the interdisciplinarity of their work, which supports another strategic goal to promote greater interdisciplinary teaching and develop innovative combinations across academic departments. The proposed DMI program also targets increased community engagement. All students will complete a community-engaged capstone project and much of their coursework prior to capstone will prepare them to work collaboratively with constituents outside of an immediate academic environment. By making the culminating experience a community-focused project, the proposed curriculum helps the institution meet the strategic goal to encourage and support faculty and student scholarship that is community-focused and designed to help the city and region address critical challenges and opportunities. Furthermore, the proposed DMI program is the direct

curricular result of recent efforts in collaborating with the local community through the renovation of the downtown theater block, the opening of the IdeaLab, and grant supported work on economic development such as the ReImagine the North of Main project. This aligns with another strategic goal to pursue a coordinated, University-wide approach to community relations, and increase the number of faculty, staff, and students who embrace civic responsibility and actively engage with community beyond campus.

Program Goals and Learning Objectives (Form B)

Form B details the program's emphasis on educational justice by recruiting diverse students and using an iterative disaggregated evaluation process to ensure students are work-ready once they complete the program.

ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION

Enrollment Projections (Form C, Appendices)

Courses from other departments (English Studies, Earth and Geographical Sciences, Biology/Chemistry, Mathematics, Computer Sciences, Criminal Justice, Humanities, Economics, History, and Political Science) make up the bulk of this program. All departments have approved the program and report no immediate concerns about the impact of enrollments of DMI students on their courses or programs with most eager to see higher enrollments as a result of the proposed DMI program.

Resources and Financial Statement of Estimated Net Impact on Institution

(Form D Appendices)

The proposed DMI program is designed to enhance curriculum that prepares students for the technology-driven economy. The net impact of the program on the overall financial resources of the institution is expected to be modest, leveraging existing faculty expertise and curricula. The costs related to program coordination, equipment, and software are outlined on Form D, and include the purchase of computers, software licenses to support student work in courses, a program coordinator stipend for the startup of the program, adjunct coverage until the program reaches capacity and a new faculty member can be hired, and \$1000 yearly additional funding to the home department

budget to support project costs.

STAFF REVIEW AND VALIDATION

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Bachelor of Arts and Bachelor of Science in Digital Media Innovation** submitted by **Fitchburg State University**. 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 A: LOI Undergraduate Program Curriculum Outline
BA & BS Digital Media Innovation**

| <i>Required (Core) Courses in the Major (Total # courses required = 3)</i> | | |
|---|--|----------------------------|
| <i>Course Number</i> | <i>Course Title</i> | <i>Credit Hours</i> |
| DMI 4000 | Capstone | [3] |
| Theory and Methods (Choose 6 credits): | | |
| COMM 4300 | Critical Making | [3] |
| COMM/ENGL 2325 | Introduction to Digital Humanities | [3] |
| GEOG 2400 | Intro to Geospatial Technologies | [3] |
| CSC 1000 OR CSC 1002 OR CSC 1500 | Intro to Programming OR Computational Thinking OR Computer Science I | [3] |
| | <i>Sub Total Required Credits</i> | [9] |
| <i>Elective Courses (Total # courses required = 8)</i> | | |
| Complete Two of Three Elective Pathways | | |
| Storytelling, Narrative, and Design: This pathway emphasizes new approaches to storytelling, narrative, and design afforded by emerging technologies (Choose 12 credits) | | |
| COMM 3810 | Introduction to Graphic Design | [3] |
| COMM 3306 | Web Design and UX Basics | [3] |
| COMM 4400 | Creative Coding | [3] |
| ENGL 2030 | News Reporting and Writing | [3] |
| ENGL 2710 | Introduction to Science Fiction and Fantasy | [3] |
| ENGL 3015 | Writing the Science Fiction and Fantasy Novel | [3] |
| ENGL 3045 | Media Conscious Storytelling | [3] |
| ENGL 3730 | Comics and the Graphic Novel as Literature | [3] |
| GAME 2000 | Elements of Game Design | [3] |
| GAME 2200 | Introduction to Game Art | [3] |
| GAME 3000 | Game Design Studio | [3] |
| GAME 3005 | Mobile Game Design | [3] |
| GAME 3010 | Game Narrative Design | [3] |
| GAME 3030 | Game Level Design | [3] |
| GAME 3040 | Virtual Reality Development | [3] |
| GEOG 3300 | Urban Geography | [3] |
| GEOG 4001 | Web GIS | [3] |
| HIST 3130 | Oral History and FSU's Past | [3] |

| | | |
|--|---|-----|
| PHIL 4300 | Philosophy of Science | [3] |
| Data Studies: This pathway develops the necessary skills to understand how data is being leveraged by companies, organizations, and governments to make decisions, generate profits, and persuade citizens (Choose 12 credits) | | |
| CJ 2130 | Criminal Justice Research Methods | [3] |
| CJ/GEOG 3004 | GIS for Criminal Justice | [3] |
| CJ 3140 | Criminal Studies Data Analysis | [3] |
| COMM 3304 | Interactive Media Project Design | [3] |
| COMM 4007 | Data & Society | [3] |
| COMM 4010 | Information Design | [3] |
| COMM 9022 | Quantitative Research Methods | [3] |
| COMM 9025 | Data and Analytics | [3] |
| ECON 3002 | Basic Data Skills | [3] |
| ENGL 2323 | Big Data, Artificial Intelligence, and Journalism | [3] |
| ENGL 3600 | Language, Literature, and the Digital Humanities | [3] |
| GEOG 3000 | Geographic Economic System | [3] |
| GEOG 3120 | Computer Cartography | [3] |
| GEOG 4000 | Geographic Information Systems | [3] |
| GEOG 4003 | GIS II | [3] |
| MATH 1100 | Math in Society | [3] |
| MATH 1700 | Applied Statistics | [3] |
| Digital Culture, Heritage, History, and Preservation: This pathway explores questions about how technology helps us record our present and interpret our past while considering the challenges the future poses from obsolescence to innovation (Choose 12 credits) | | |
| BIOL 1750 | Decoding Your Genome | [3] |
| BIOL 3700 | Biological Ethics | [3] |
| COMM 2003 | History of Interactive Media | [3] |
| COMM 2005 | Intro to Social Media | [3] |
| COMM 2420 | History of TV | [3] |
| COMM 3025 | Social Media Campaigns | [3] |
| COMM 4200 | Human Communication | [3] |
| COMM 4230 | Communication Law and Ethics | [3] |
| COMM 7006 | New and Emerging Media | [3] |
| COMM 4008 | Rhetoric in Greece | [3] |
| ENGL 2890 | Storytelling and the Oral Tradition | [3] |

| | | |
|--|--|---------------------|
| ENGL 3880 | Folklore in America | [3] |
| GAME 2001 | Games and Art in Japan | [3] |
| GAME 3050 | Serious Games | [3] |
| GAME 3510 | Contemporary Issues in Games | [3] |
| GAME/HIST 3003 | History by Design | [3] |
| GAME 4000 | Game Studies Seminar | [3] |
| HIST 2021 | Reading Historical Landscapes | [3] |
| HIST 2022 | Constructing History | [3] |
| HIST 2014 | Worlds of the Past on the Digital Frontier | [3] |
| MUSC 1400 | Introduction to Music Technology | [3] |
| | <i>Sub Total Elective Credits</i> | [24] |
| <i>Distribution of General Education Requirements</i> Attach List of General Education Offerings (Course Numbers, Titles, and Credits) | | # of Gen Ed Credits |
| Arts and Humanities, including Literature and Foreign Languages | | [18] |
| Mathematics and the Natural and Physical Sciences | | [9] |
| Social Sciences | | [12] |
| Integrative Learning | | [9] |
| <i>Sub Total General Education Credits</i> | | [45] |
| <i>Curriculum Summary</i> | | |
| Total number of courses required for the degree | | 11 courses |
| Total credit hours required for degree | | 120 credit hours |
| <p><i>Prerequisite, Concentration or Other Requirements:</i> students seeking the B.A. in DMI must demonstrate intermediate foreign language proficiency (potentially requiring up to 12 additional credits).</p> <p>To ensure exposure to a wide range of disciplines, students may count no more than five courses in the same discipline toward their coursework in the DMI major.</p> <p>To allow for double majors, particularly in English Studies, Communications Media, Game Design, History, and Earth and Geographic Sciences, students may count up to three courses that fulfill requirements in both majors.</p> | | |

Form B: LOI Goals and Objectives

| Goal | Measurable Objective | Strategy for Achievement | Timetable |
|---|--|--|---|
| Perform a program review of the DMI Major after 7 years (AY29) and every 7 years thereafter | Using existing comprehensive program review criteria, the department will complete a self-study of the program and an expert external to the university will assess the program in 2029 and every 7 years thereafter. In order to support DEI-based analysis, data on student success will be disaggregated by race, ethnicity and gender. | Dean of School of Arts and Science will add DMI to the program review rotation. Director of Assessment to work with the department to establish assessment methods. | Initial Program Review in AY29 and every 7 years thereafter. |
| Work-Ready Students | 100% of majors will either complete an internship or engage in a community-based capstone project during their undergraduate experience. | Build on existing partnerships and develop new community partnerships that enable students to complete service-learning capstone projects as part of their capstone experience. | AY26, the first year students will graduate from the program. |
| Identify, attract, retain, and graduate a diverse student body | Retention rate: 77%; Six-year graduation rate: 62%; BIPOC enrollment: 40% | Work with Associate Vice President for Enrollment to target outreach and recruitment efforts. Collaborate with the Center for Diversity and Inclusiveness to build support systems into the major and advising process in order to better retain students. | AY29, which will allow rates based on three years of graduating students. |
| Become a destination program that draws outstanding students from across the region | Reach 45 active majors | Create transfer pathways for students from community colleges; On-campus promotion of the ability to easily double major in DMI; recruit adult learners seeking a second Bachelor's degree; Work with AVP of Enrollment to develop marketing and outreach plans for major. | AY26, based on recruiting 5-15 students per year. |

Form C: LOI Program Enrollment

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------|---------------|---------------|---------------|---------------|---------------|
| New Full-Time | 5 | 5 | 10 | 15 | 15 |
| Continuing Full-Time | 0 | 5 | 10 | 20 | 30 |
| New Part-Time | 0 | 0 | 0 | 0 | 0 |
| Continuing Part-Time | 0 | 0 | 0 | 0 | 0 |
| Totals | 5 | 10 | 20 | 35 | 45 |

Form D: LOI Program Budget

| <i>One Time/Start Up Costs</i> | | <i>Annual Enrollment</i> | | | | |
|---|--|--------------------------|---------------|---------------|---------------|---------------|
| | | <i>Year 1</i> | <i>Year 2</i> | <i>Year 3</i> | <i>Year 4</i> | <i>Year 5</i> |
| | <i>Cost Categories</i> | | | | | |
| | Full Time Faculty <i>(Salary & Fringe)</i> | \$0 | \$0 | \$0 | \$0 | \$60,414* |
| | Part Time/Adjunct Faculty <i>(Salary & Fringe)</i> | \$11,718 | \$11,718 | \$17,577 | \$23,436 | \$0 |
| | Staff | \$0 | \$0 | \$0 | \$0 | \$0 |
| | General Administrative Costs | \$1000 | \$1000 | \$1000 | \$1000 | \$1000 |
| | Instructional Materials, Library Acquisitions | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2 iMacs \$3,598; HP Elitedesk desktop \$850, HP 23" Monitor \$255 | Facilities/Space/ Equipment | \$27,690 | \$27,690 | \$27,690 | \$27,690 | \$27,690 |
| | Field & Clinical Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| \$5000 | Marketing | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Other (Specify) Stipend for Coordinator | \$1000 | \$1000 | \$5900** | \$5900** | \$5900** |

*Faculty hire is dependent on meeting or exceeding enrollment goals

**3 credit APR (reassign teaching time for coordinator of program) for coordinator assuming sufficient enrollment

| <i>One Time/Start-Up Support</i> | | <i>Annual Income</i> | | | | |
|----------------------------------|---|----------------------|---------------|---------------|---------------|---------------|
| | | <i>Year 1</i> | <i>Year 2</i> | <i>Year 3</i> | <i>Year 4</i> | <i>Year 5</i> |
| | <i>Revenue Sources</i> | | | | | |
| | Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Tuition | \$10,930 | \$21,860 | \$43,720 | \$64,350 | \$86,210 |
| | Fees (does not include MASSPIRG or Health Ins) | \$48,420 | \$98,777 | \$201,505 | \$359,686 | \$471,702 |
| | Departmental | \$0 | \$0 | \$0 | \$0 | \$0 |

| | | | | | | |
|--|-------------------|-----|-----|-----|-----|-----|
| | Reallocated Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
|--|-------------------|-----|-----|-----|-----|-----|

| | | | | | | |
|--|-----------------|----------|-----------|-----------|-----------|-----------|
| | Other (specify) | \$0 | \$0 | \$0 | \$0 | \$0 |
| | TOTALS | \$59,350 | \$120,637 | \$245,225 | \$424,036 | \$557,912 |