

**BOARD OF HIGHER EDUCATION  
REQUEST FOR BOARD ACTION**

**NO.:** BHE 24-25

**BOARD DATE:** February 6, 2024

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**APPROVAL OF LETTER OF INTENT OF FITCHBURG STATE UNIVERSITY TO  
AWARD THE BACHELOR OF ARTS IN EXPRESSIVE ARTS THERAPIES WITH  
CONCENTRATIONS IN MUSIC, VISUAL ART, AND DRAMA 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 in Expressive Arts Therapies with concentrations in Music, Visual Art, and Drama** 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 1/29/2024; and adopted by the BHE on 2/6/2024.

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

**Contact:** Richard Riccardi, Sc.D., Deputy Commissioner for Academic Affairs and Student Success

**BOARD OF HIGHER EDUCATION**  
**February 6, 2024**  
**Fitchburg State University**  
**Letter of Intent**  
**Bachelor of Arts in Expressive Arts Therapies**  
**with concentrations in Music, Visual Arts, and Drama**

**DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM**

The Fitchburg State University (FSU) proposed Bachelor of Arts in Expressive Arts Therapies with concentrations in Music, Visual Art, and Drama (BA/EAT) is designed for students interested in learning about expressive arts therapies and how modalities of drama, music, and visual art are utilized in working with children and adults in a variety of settings. This major combines the student's chosen arts modality with pre-professional coursework in human services and psychological science. This program prepares students for graduate study in expressive therapies as well as for entry-level positions as recreational therapists, activities directors, and assistant/technician roles in education and mental health counseling.

The proposed Bachelor of Arts in Expressive Arts Therapies with concentrations in Music, Visual Arts and Drama, was approved by the Fitchburg State University Board of Trustees on November 14, 2023. The LOI was circulated on November 15, 2023. 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 vision, outlined in the campus strategic plan, indicates that it will strive for education justice by creating a student-ready university that provides equitable access and offers students the opportunity to apply their learning so that they are career-ready. FSU's examination of fields of study within the humanities revealed continued underrepresentation of Hispanic and Black students in the visual and performing arts as

compared to their White peers<sup>1</sup>. FSU reports that these lower numbers may be due, at least in part, to concerns by students and their families about how an arts degree will be used post-graduation, and the question of how a student's program of study will position them for success is significant. FSU further reports that across institutions, students increasingly tend to favor degree programs with clear professional paths, and that the proposed BA/EAT program applies that framework to the arts. It is an interdisciplinary program that incorporates a student's choice of arts concentration with rigorous coursework in human services and psychology. The curriculum provides a pathway to meaningful jobs in the arts and medical professions in positions such as art coaches, mental health workers, grief counselors, and recreation specialists as well preparing students for licensure programs in counseling and mental health fields. This partnership across disciplines, building upon the strength of FSU's accredited Human Services program, directly addresses regional workforce needs.

A component of FSU's vision is creating a student-ready university that provides equitable access to high-quality education. Students entering the proposed program may do so regardless of their previous level of experience in the arts and without the need for a portfolio review or an audition; there are no barriers to admission to this program. This new major will also allow for a smooth transition for students transferring from community colleges or other institutions with any number of degrees (e.g., music, art, theater, psychology, social work, human services). Even for those students transferring from more disparate degree programs, typical general education courses such as introductory music courses (e.g., MUSC 1000 Art of Music, required for music concentration), art (e.g., ART 1400 Drawing, required for visual art concentration), theater (e.g., THEA 2700 Acting I, required for the theater concentration), and Psychology (e.g., PSY 1100 Introduction to Psychological Science) would transfer into the proposed program, providing a significant on-ramp to this program for a broad range of students.

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<sup>1</sup> (Libassi, C.J. (2018). *The Neglected College Race Gap: Racial Disparities Among College Completers*. Center for American Progress. <https://www.americanprogress.org/article/neglected-college-race-gap-racial-disparities-among-college-completers>)

Currently FSU offers no art or music majors and only a theater concentration in the Communications Media major, creating an absence in an important area of study. Fitchburg, in the heart of the Wachusett Valley, serves as a gateway city to the citizens of North Central Massachusetts and because of this it is vital to provide access to programming in the arts. This is also a goal that is aligned with the University's commitment to expanding the arts in this region. In 2016, FSU purchased a long-closed theater on Fitchburg's Main Street where it is creating a performing arts center. Last year the University was awarded a \$500,000 National Endowment for the Humanities award of their Infrastructure and Capacity Building Challenge Grant project for the construction of a new black box theater adjacent to the main building, designed to serve as both a teaching facility and a performance space. The project's final phase will be the renovation of the historic theater itself into a large modern performance venue. These spaces will allow for greater opportunities for both instruction and performance related to students' chosen concentrations as well as for increased exposure to the arts for the surrounding community.

*Program or Department Supports to Ensure Student Retention and Completion*

FSU reports that all students in the proposed program will be assigned a faculty advisor in the Humanities department with whom they will be required to meet one-on-one at least once per semester. Advising sessions are planned to focus on career development and help students select and complete the course requirements that are part of the major's curriculum and draw on data from EAB Navigate<sup>2</sup> to do so. EAB Navigate provides advisors with predicted risk for their advisees and facilitates the collection of data related to attendance, midterm grades, and non-registration status that can also be disaggregated by race and ethnicity. The curriculum committee will regularly analyze such data to help identify and eliminate potential barriers to student retention and

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<sup>2</sup> EAB Navigate is a technology that unites administrators, faculty, staff, and students in a collaborative network that supports the student experience, from recruitment to career. Partners are part of EAB's Student Success Collaborative, including a dedicated advisor, access to an expansive research library, networking experiences, and a community of peers. Retrieved 12/19/23 <https://eab.com/products/navigate360>

graduation. Faculty and staff can also use this platform to create alerts that facilitate quick interventions for students who may need assistance. Additionally, it is planned that each department involved in the program will have identified a clear progression of coursework through their area of the curriculum and will provide multiple checks and balances to monitor and support student progress through the degree, regardless of the area of concentration. All incoming first-year students have access to peer mentors as part of the First Year Experience (FYE). Peer mentors are supported with FYE classes with new students, are available via office hours, and offer academic success workshops. TRIO support services also offer first-generation students, students with disabilities, low-income students, and other students with academic needs a range of support services that include pre-advising, academic counseling, peer mentor and tutoring opportunities, supplementing other service offered by the Academic Coaching and Tutoring Center.

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

FSU plans that, once BHE approval has been obtained, the admissions and recruitment offices will publicize this major to students based on their existing relationships with high school counselors in underserved areas, working with counselors at community-based organizations, and utilizing their connections with programs such as TRIO, One Goal, Bottomline, Boston University Advising Corps., Gear Up, Educational Talent Search, Upward Bound, MassEdCO, and Gateway to College.

FSU is also part of the Early College program established with Mount Wachusett Community College, Fitchburg High School, Leominster High School, Sizer School, and Gardner High School, all of which enable students to take up to 12 college credits.

Through this program, students have the opportunity to explore an arts-based major at Fitchburg State before applying to college. Finally, the Young Falcons program, which brings 5<sup>th</sup>- and 6<sup>th</sup>-grade students from local public schools to campus for tours and classroom experiences with the faculty, will be engaged to recruit students looking for arts-based majors when they enter college, ideally at Fitchburg State.

Building upon the existing structure of FSU's Human Services program, students in the proposed program will gain practicable skills through experiential and hands-on learning

in their courses that will culminate in a required 6-credit internship in an expressive arts field in students' final semester. It is planned that students may pursue further experiences applying their learning in the expressive arts through the Falcon Internship Program, a program through FSU Career Services that offers students access to additional paid and unpaid internships. For internships that are unpaid, students can apply for Inclusive Pathways funding or access the newly established Internship Opportunity Fund for Undergraduate Students<sup>3</sup>, such that a student's financial situation would not stand in the way of gaining valuable, hands-on experiences and exploring areas of interest.

FSU further expects that an advisory board consisting of current expressive therapies practitioners and social service program supervisors from local organizations such as Making Opportunity Count and LUK, Inc., will be created within the first year of program approval to ensure that the proposed BA/EAT continues to meet the needs of the expressive therapies market in Massachusetts.

#### *Relationship to MassHire Regional Blueprints*

An EAB study of expressive arts therapies (attached to the Letter of Intent (LOI)) indicates that there is growing employer demand and a favorable market for graduates of expressive therapies programs. Employer demand growth for bachelor's-level expressive arts therapy professionals outpaced employer demand growth for all bachelor's-level professionals across February 2020 to January 2023 statewide. The EAB study also states, "*Employment is projected to increase faster than average in all of the five top relevant occupations statewide. This indicates employment opportunities for graduates will likely increase across the next 10 years.*" Also, the report identifies strong competition in the region, but all of the programs it examines are at private colleges and universities. FSU considers itself to be well placed to offer students an affordable and quality public university option.

Specifically, the Central Massachusetts Regional Workforce Blueprint 2018-2022 identifies health occupations as the top occupational group in terms of regional

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<sup>3</sup> This resource is funded through an anonymous grant.

employee shortages, with the Healthcare and Social Assistance Industries serving as the largest employment sector<sup>4</sup>. FSU anticipates that graduates from the proposed BA/EAT program will help to fill positions in these critical areas.

The *Central Massachusetts Regional Workforce Blueprint* identifies healthcare and social assistance as a top-growing occupational field. Specifically, an aging population will require increased medical care and other social services as the population moves into the post-retirement stage of life. Additionally, there continues to be a rising need for health care workers at most levels of clinical services and at a variety of health care providers, including community health centers and patient triage clinics, long-term care facilities, and hospitals. Overall, the fields of healthcare and social assistance present a wide spectrum of entry-level jobs and wage-earning potential<sup>5</sup>.

For students wishing to enter directly into the job market following graduation, FSU's recent search of Linked-In job listings in the various modalities of expressive therapies in the Boston metropolitan area reveals entry-level opportunities for graduates which were itemized in the full LOI.

FSU plans that students will receive career advising and guidance throughout the program. Supported by a Davis Educational Foundation Grant, most programs at FSU have developed career action plans, which help students connect their academic studies to career skills and identify additional experiences that help prepare them for entry into the workforce. The proposed BA/EAT program has already begun to draft these materials, which will provide students with a list of the specific career competencies they can expect to build in the program as well as provide a timeline for exploring potential career paths prior to graduation.

### *Duplication*

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<sup>4</sup> (20.3%) Commonwealth of Massachusetts. Retrieved August 25, 2023, <https://www.mass.gov/doc/central-regional-workforce-skills-planning-initiative-regional-blueprint/download>.

<sup>5</sup> *The Central MA Regional Workforce Blueprint 2018-2022*. (2018, March). Commonwealth of Massachusetts. Retrieved August 25, 2023, <https://www.mass.gov/doc/central-regional-workforce-skills-planning-initiative-regional-blueprint/download>.

There are currently no undergraduate expressive art therapies programs in New Hampshire, Vermont, or Maine, and the proposed BA/EAT major at FSU is expected to be the only program for expressive arts therapies in central Massachusetts. Additionally, most programs in the state are offered at private institutions, which differ in their focus. Specifically, the program at Berklee College of Music is in music therapy only; Lesley University offers expressive art therapy (B.S.) and art therapy (B.S.); and Endicott College offers art therapy (B.F.A) and expressive arts therapy (B.S.) without a concentration. Only one other public institution offers majors related to the proposed BA/EAT program: art therapy prep (B.A.) and a Bachelor of Music in Music Therapy at Westfield State University. The proposed FSU program is unique in offering students a rigorous background in psychological science and an experiential curriculum in human services as well as competency building in their chosen arts area. The majors at other institutions require an audition or a portfolio as part of admissions and may not be accessible to students who have not had access to or prior training in their concentration area.

The proposed program provides rigorous learning in human services and psychology as well as the student's chosen expressive arts concentration and is the only program that offers the choice of three art modalities. Students will experience introductory classes together regardless of their chosen concentration, which is designed to build a strong cohort. The FSU B.A. requires a demonstration of intermediate foreign language proficiency, which will make students more marketable in human services and clinical settings. A recent feature in the American Psychological Association Monitor noted that "language barriers can limit access to quality care" and a nationwide APA survey found that "only 5.5 percent of psychologists who may be Hispanic or another race or ethnicity, said they can provide services in Spanish"<sup>6</sup>. FSU reports that with approximately 55% of the student population in primary and secondary schools in Fitchburg identifying as Latinx, the language requirement in the proposed BA/EAT program will be a recruitment tool for bringing bilingual students with a passion for arts and human services into the major.

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<sup>6</sup> Smith, B.L. (2018). *Spanish-speaking psychologists in demand*. Monitor on Psychology: American Psychological Association. <https://www.apa.org/monitor/2018/06/spanish-speaking>.

### *Innovative Approaches to Teaching and Learning*

FSU plans that all students will complete a 6-credit internship in an expressive-therapies setting as well as engage in additional experiential learning in their coursework in human services. In their chosen arts field, students will learn about the arts, explore how to engage others in the arts, participate in the creation of art, and publicly present their art. In one of their required foundational courses titled “Arts in Community,” they will examine the intricate play between the arts, economic dynamics, and civic involvement in the region. They will benefit from diverse perspectives, including those of creative artists, government officials, business leaders, and engaged community members active in various facets of the arts. Students will explore topics such as the role of the arts in urban planning, creative placemaking, social justice, community advancement, healing and caring environments, and community education. This course, with its emphasis on community engagement, will seek to instill in students a well-defined sense of civic responsibility.

### **B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION**

#### *Priority Rationale and Support of Strategic Plan and Mission of Institution*

FSU noted that its mission states a commitment to excellence in teaching and learning and in blending liberal arts and sciences and professional programs within a small college environment. The proposed program is designed to embody that commitment through its integration of arts education with professional skills and experiences. Additionally, the University’s 2020-2025 Strategic Plan identified six main strategic goals oriented around the concept of education justice. The creation of the proposed major directly relates to several particular FSU goals as follow: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning; Be an engine of social, economic, civic and cultural development in our city and region; assert our distinctive value proposition and institutional learning outcomes boldly and widely; Steward physical and financial resources responsibly and navigate a path to long-term organizational sustainability. The full LOI provided an explanation for how the proposed

program aligns with each of these strategic goals.

#### *Program Goals and Objectives (Form B)*

FSU's program goals and objectives emphasize educational justice through recruiting diverse students. They also emphasize continuous reflection and improvement of the program through creating annual summary reports of its growth and impact.

### **C: ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION**

#### *Enrollment Projections (Form C, Appendices)*

With the exception of a concentration in theater offered through a Communications Media major, Fitchburg State does not currently offer majors in the arts. This new program would at once create a meaningful curricular option in the arts, while also distinguishing itself through its focus on arts training and on preparation for a master's degree in the arts therapies field. Development of this program has included the departments of Humanities (Visual Art and Music), Psychological Science, Behavioral Sciences (Human Services), and Communications Media (Theater). All programs have indicated that they can accommodate the projected increases in enrollments in their courses.

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

FSU plans that the proposed BA/EAT program will be a low-cost addition because much of the program is built from existing courses and resources. FSU expects to staff the new major with existing faculty. As the major grows, expanding the program and hiring additional full-time faculty is a possibility. For the first two years, a \$1000 stipend will compensate the faculty member who serves as program coordinator. FSU expects the faculty program coordinator to need a 3-credit course release, in order to effectively cover the coordination of course offerings across departments and advising majors in the program. The current library holdings and departmental liaisons will support the major as outlined on Form D. As demand grows in the major, it is expected that additional musical instruments, art supplies and equipment will need to be purchased.

## **STAFF REVIEW AND VALIDATION**

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Bachelor of Arts Expressive Arts Therapies with concentrations in Music, Visual Arts, and Drama** 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 Expressive Arts Therapies

<i>Required (Core) Courses in the Major (Total # courses required = 11)</i>		
Course Number	Course Title	Credit Hours
IDIS 1700	Arts in Community	[3]*
IDIS 2050	Fundamentals of Expressive Arts Therapies	[3]
PSY 1100	Introduction to Psychological Science	[3]
PSY 1200	Lifespan Development	[3]
PSY 2350	Abnormal Psychology	[3]
HMSV 1100	Introduction to Human Services	[3]
HMSV 2400	Crisis Intervention	[3]
HMSV 2500	Interviewing Techniques	[3]
HMSV 3700	Professional Issues	[3]
PSY or HMSV elective	Take one of the following: HMSV 2900 Group Work, HMSV 3410 Building Community Supports for Persons with Disabilities, HMSV 3500 Abuse and Neglect within the Family, PSY 2001 Memory, PSY 2110 Intro to Research Methods, PSY 2010 Child Development, PSY 2030 Biological Psychology, PSY 2220 Adult Development, PSY 2230 Adolescent Development, PSY 2300 Psychology of Personality, PSY 2500 Social Psychology, PSY 3020 Cultural Psychology, PSY 3200 Developmental Psychopathology, PSY 3430 Sensation and Perception, PSY 3500 Psychology of Learning, PSY 3550 Cognition	[3]
IDIS 4950	Internship	[6]*
	<b><i>Sub Total Required Credits</i></b>	[36]
* Fulfills General Education requirements as well as major requirements		
<b><i>Complete one Concentration in Music, Visual Art, or Drama (24 credits)</i></b>		
<b>Music Concentration (24 credits)</b>		
<b>Required Courses (12 courses)</b>		
MUSC 1001	Ear Training	[1]
MUSC 1351	2 Semesters of Studio Applied Piano	[2]

MUSC 2240	Harmony 1	[3]
MUSC 2700	Class Guitar	[1]
MUSC 2500	Class Piano	[1]
MUSC 2140	Instrumental Skills	[3]
MUSC 3000	Fundamentals of Conducting	[3]
MUSC 1000 or MUSC 1500	Art of Music or World Music	[3]
MUSC 2320 or MUSC 2330	1 Semesters of Vocal Ensembles (Concert Choir and/or Chamber Choir)	[1]
<b>Music Electives (choose 6 credits) any additional MUSC courses</b>		
<b>Visual Art Concentration (24 credits)</b>		
<b>Required courses (2 courses)</b>		
ART 1400	Drawing	[3]
ART 1650	Three-Dimensional Design	[3]
<b>History elective (choose 3 credits)</b>		
ART 1100	Art Appreciation	[3]
ART 2050	Public Art	[3]
ART 3000	Contemporary Art	[3]
ART 3150	Modern Art	[3]
<b>Painting elective (choose 3 credits)</b>		
ART 2102	Introductory Painting	[3]
ART 2450	Water-Based Media	[3]
<b>Art electives (choose 12 credits) Choose from the following list: (a course selected for another category above cannot be counted again here)</b>		
ART 1300	Intro to Studio Art: Drawing, Painting, and Sculpture	[3]
ART 1600	Design	[3]
ART 2004	Ceramics	[3]
ART 2030	Sculpture I	[3]
ART 2102	Introductory Painting	[3]

ART 2150	The Art of Puppetry	[3]
ART 2200	Life Drawing	[3]
ART 2250	Intermediate Drawing	[3]
ART 2450	Water-Based Media	[3]
ART 3002	Ceramics II	[3]
ART 3020	Intermediate Painting	[3]
ART 3200	Advanced Open-Media Studio Art	[3]
<b>Drama Concentration (24 credits)</b>		
<b>Required Courses (8 courses)</b>		
THEA 1700	Stage Movement	[3]
THEA 1720	Voice and Articulation	[3]
THEA 2100	Children's Theater	[3]
THEA 2700	Acting I	[3]
THEA 2850	Applied Acting	[3]
THEA 3003	Dramaturgy	[3]
THEA 3400	Advanced Stage Movement	[3]
THEA 3350	Page to Stage Analysis	[3]
<b><i>Distribution of General Education Requirements</i></b>		<b># of Gen Ed Credits</b>
Arts and Humanities, including Literature and Foreign Languages		[24]*
Mathematics and the Natural and Physical Sciences		[12]
Social Sciences		[6]
Integrative Learning		[9]*
<b><i>Sub Total General Education Credits</i></b>		<b>[51]*</b>
* As indicated above, a total of 9 credits of these General Education requirements may be met by the major: 3cr of Fine Arts Expression and Analysis and 6 credits of Advancing and Applying Liberal Arts and Science Learning/Integrative High Impact Practice.		

***Curriculum Summary***

Total number of courses required for the degree	19-25 courses, depending on concentration
Total credit hours required for degree	120 credit hours
<b><i>Prerequisite, Concentration or Other Requirements:</i></b> As a B.A. degree, students are also required to demonstrate intermediate foreign language proficiency (potentially requiring up to 12 credits, although these fulfill General Education requirements).	

**Form B: LOI Goals and Objectives**

Goal	Measurable Objective	Strategy for Achievement	Timetable
Work-Ready Students	All students will complete an internship in an expressive therapies setting during their undergraduate studies	Building on existing partnerships through Behavioral Sciences and establishing new partnerships with expressive therapies services.	AY 29 The first students are scheduled to graduate from the program.
Identify, attract, retain and graduate diverse student body	Retention rate: 78%; Six-year graduation rate 62%; BIPOC enrollment 35%	<p>Working with Associate Vice President of Enrollment Management to target outreach and recruitment efforts, including admissions visits to underserved areas with high percentages of minoritized students, targeted communications campaigns aimed at prospective students identified as underserved who express interest in the arts, connecting directly with school counselors in underserved areas, working with counselors at community-based organizations, and building on relationships with programs such as OneGoal, GEAR UP, and others.</p> <p>Working with the Director of Student Diversity, Equity, and Belonging Programs to build support systems into the major and the advising process in order to better retain and support students.</p>	AY 32 Will allow three years of graduation in the program to establish retention and completion rates.
Become a destination program for central Massachusetts	Reach 40 active majors	Using established transfer pathways for community college students; Working with AVP of Enrollment Management to develop marketing and outreach plans for the major.	AY 32 Based on recruiting 5-15 students per year.

**Form C: LOI Program Enrollment**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Full-Time	5	5	10	10	15
Continuing Full-Time	0	5	10	20	25
New Part-Time	0	0	0	0	0
Continuing Part-Time	0	0	0	0	0
Totals	5	10	20	30	40

**Form D: LOI Program Budget**

<i>One Time/ Start Up Costs</i>		<b>Annual Enrollment</b>					
	<i>Cost Categories</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
\$0	Full Time Faculty <i>(Salary &amp; Fringe)</i>	\$0	\$0	\$0	\$0	\$0	
\$0	Part Time/Adjunct Faculty <i>(Salary &amp; Fringe)</i>	\$0	\$0	\$0	\$0	\$0	
\$0	Staff	\$0	\$0	\$0	\$0	\$0	
\$0	General Administrative Costs	\$1000	\$1000	\$1000	\$1000	\$1000	
\$0	Instructional Materials, Library Acquisitions	\$0	\$0	\$0	\$0	\$0	
\$0	Facilities/Space/Equipment	\$0	\$0	\$0	\$0	\$0	
\$0	Field & Clinical Resources	\$0	\$0	\$0	\$0	\$0	
\$5000	Marketing	\$0	\$0	\$0	\$0	\$0	
\$0	Other <i>(stipend for coordinator)</i>	\$1000	\$1000	\$6250*	\$6250*	\$6250*	
* 3-credit APR (reassign teaching time) for coordinator assuming sufficient enrollment							
<i>One Time/Start-Up Support</i>		<b>Annual Income</b>					
	<i>Revenue Sources</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
\$0	Grants	\$0	\$0	\$0	\$0	\$0	

\$0	Tuition	\$10,930	\$21,860	\$43,720	\$65,580	\$87,740
\$0	Fees	\$51,620	\$103,240	\$206,480	\$309,720	\$412,960
\$0	Departmental	\$0	\$0	\$0	\$0	\$0
\$0	Reallocated Funds	\$0	\$0	\$0	\$0	\$0
\$0	Other (specify)	\$0	\$0	\$0	\$0	\$0
	<b>TOTALS</b>	\$62,550	\$125,100	\$250,200	\$375,300	\$500,400