BOARD OF HIGHER EDUCATION
REQUEST FOR BOARD ACTION

NO.: BHE 26-63

BOARD DATE: May 19, 2026

APPROVAL OF LETTER OF INTENT OF BUNKER HILL COMMUNITY COLLEGE TO AWARD THE ASSOCIATE OF ARTS IN ENVIRONMENTAL STUDIES FOR FAST TRACK REVIEW

MOVED: The Board of Higher Education (BHE) has evaluated the Letter of Intent of **Bunker Hill Community College** to award the **Associate of Arts in Environmental Studies** 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 adopted by the BHE on 5/19/2026.

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
2026
Bunker Hill Community College
Letter of Intent
Associate of Arts in Environmental Studies

DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM

Intent and Mission of the Program:

The Environmental Science Department (Department) at Bunker Hill Community College proposes an Associate of Arts in Environmental Studies to complement the existing Associate of Science in Environmental Science, which was externally reviewed in 2019. External evaluators of the existing Associate of Science in Environmental Science Program recommended creating a new liberal arts focused pathway for students interested in environmental policy and stewardship.

The proposed degree program supports Bunker Hill's mission to provide equitable, workforce-aligned education that connects science, society, and sustainability. Data from the Massachusetts Clean Energy Center show that the Commonwealth's clean-energy workforce exceeded 115,000 workers as of 2023, and meeting state climate goals will require a substantial increase in clean-energy professionals by 2030 (MassCEC, 2023). The 2024 MassHire Greater Boston Workforce Board Regional Blueprint identifies clean energy and sustainability among the region's top growth sectors, offering strong career and transfer opportunities for program graduates. Additional analyses from the MassHire Cape & Islands Workforce Board (2024) and the MassHire Northeast Workforce Board (2024) further confirm statewide demand for environmental and climate-technology skills across Massachusetts regions. Labor-market analytics from Lightcast for the Boston–Cambridge–Newton metropolitan area also show continuing growth in employer demand for environmental-, sustainability-, and climate-tech-aligned roles through 2024 (Lightcast, 2024). Collectively, these data demonstrate a clear and rising need for graduates trained in environmental studies, sustainability, geospatial analysis (GIS), and climate adaptation, validating the proposed degree program as a timely and mission-aligned addition to BHCC's academic programming.

The proposed Associate of Arts in Environmental Studies was approved by Bunker Hill's Board of Trustees on May 15, 2025. The LOI was circulated on March 10, 2026. One institution submitted questions during the public comment period and Bunker Hill's response was deemed sufficient by DHE Staff.

A. **ALIGNMENT WITH MASSACHUSETTS GOALS FOR HIGHER EDUCATION**

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

The proposed degree program advances equity by expanding access to environmental fields for students who have been historically underrepresented in these professions. The proposed degree program provides early, hands-on experience with applied research and technology, preparing students for meaningful opportunities in clean energy, sustainability, and environmental fields. These experiences build technical skills, confidence, and a sense of belonging in growing environmental industries. Students will also benefit from Bunker Hill's comprehensive wraparound supports including tutoring, mentoring, advising, and service learning, which are proven to strengthen persistence and completion. Grounded in experiential and place-based learning, the proposed degree program emphasizes the cultural and ethical dimensions of environmental stewardship and prepares students to engage thoughtfully and effectively in advancing a more sustainable future.

The proposed degree program also contributes to the institutional goals of Bunker Hill, which include the development of partnerships and pathways, the promotion of student success, the enhancement of career and transfer readiness, the promotion of diversity, inclusion, and equity. Students acquire the analytical and problem-solving abilities necessary to persist and complete their studies by engaging in hands-on coursework in environmental science, GIS, renewable energy, and sustainability. Providing clear pathways to transfer and the workforce, the proposed degree program connects classroom learning to real opportunities in environmental professions, geospatial analysis, and sustainability. It encourages students from all contexts to perceive themselves as contributors to environmental solutions, a concept that is rooted in culturally relevant perspectives and inclusive teaching. The proposed degree program collaborates with community organizations, Indigenous partners, and local employers to ensure learning is pertinent and practical, while expanding upon students' network pertinent to their future career and education.

The proposed degree program is positioned as a model for inclusive, equity-driven education, preparing Bunker Hill students for meaningful jobs, engaged citizenship, and lifelong learning in an evolving and interconnected world, as a result of these priorities.

Program or Department Supports to Ensure Student Retention and Completion

The Environmental Science Department at Bunker Hill is dedicated to student success and has integrated a range of support and practices to help students in the proposed degree program persist and complete their degrees. Faculty and professional staff at Bunker Hill's Student Central provide individualized academic advising, mentoring, and career guidance to help students set goals, monitor progress, and stay on track for graduation or transfer. Courses emphasize hands-on learning, fieldwork, and laboratory projects that build confidence and strengthen students' technical and scientific skills. In partnership with the Office of Internships and Career Development, faculty connect students to applied opportunities in sustainability, environmental research, and geospatial analysis. These experiences provide meaningful, real-world learning and foster a sense of belonging in STEM fields.

The Department also collaborates closely with Bunker Hill's network of student and academic support services to promote retention and completion. Students benefit from free tutoring through the Tutoring and Academic Support Center (TASC), peer-assisted learning through Bulldog PALS, and quantitative reasoning support in MathSpace. Additional wraparound programs such as Community Connect, Single Stop, and the DISH, address barriers related to finances, food insecurity, and belonging, ensuring that students' basic needs are met so they can focus on learning. Together, these departmental and institutional supports create an inclusive environment where Environmental Science students receive the academic, professional, and personal guidance needed to achieve their goals and persist in their studies in environmental studies.

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

Bunker Hill partners with area high schools to allow students to earn high school and college credits simultaneously through the Dual Enrollment Program. Staff advise students on placement testing, course selection, enrollment, and college expectations, while coordinating with faculty and high school

counselors to monitor performance, attendance, and assignment completion. Classes are taught by BHCC faculty, and students are connected to campus academic support resources.

The proposed degree program will support high school students' early-access to college-level coursework in environmental science and studies, aligning with Bunker Hill's equity mission by expanding STEM pathways. Dual Enrollment partnerships include Boston Public Schools, Cambridge Rindge & Latin High School, College Bound Dorchester, JVS Boston, Medford High School, Charlestown High School, Chelsea High School, Everett, and Malden.

The Environmental Science Department has established a strong partnership with UMass Boston and UMass Lowell where many Bunker Hill students transfer via articulation agreements. Through a jointly awarded grant project titled, NASA PATHs, the Department and UMass Boston co-developed workshops, programming, and student supports aimed at broadening participation in STEM. The Department also collaborates closely with employer partner Haley & Aldrich for professional-skills workshops, field trips, and career exploration in the environmental and geotechnical sectors.

Bunker Hill has a robust Learn & Earn Internship Program with an extensive employer partners list, which includes paid and credit bearing internships that build career readiness. These alliances enrich student learning and deepen exposure to real-world settings. Some of our internship partners include TRC Companies, Mass Clean Energy Center, Triumvirate Environmental, the Museum of Science, and the Isabella Gardner Museum.

While there are no current plans to implement an advisory board, the Department faculty conduct a comprehensive program review every five years to guide ongoing program improvement and meet accreditation standards established by the New England Commission of Higher Education (NECHE). During this process, department members review and analyze institutional data in collaboration with external reviewers from four-year environmental programs, providing feedback on enrollment trends, emerging skills, and curriculum relevance. This collaborative process strengthens alignment between academic pathways, transfer success, and workforce readiness. The NECHE five-year program review culminates in an institutional report and action plan for enhancement.

Relationship to MassHire Regional Blueprints

The proposed degree program aligns with documented regional and statewide workforce needs in clean energy, climate resilience, environmental technology, and sustainability sectors as identified across several MassHire Regional Workforce Blueprints and state strategic plans. Although the Greater Boston Workforce Blueprint (2024) prioritizes healthcare and information technology sectors, it explicitly identifies clean energy and climate technology as critical industry clusters with growing economic significance for the region (MassHire Greater Boston, 2024). Occupations in these clusters include environmental scientists, sustainability specialists, environmental field technicians, climate adaptation analysts and GIS technicians, requit the fundamental competencies provided by an environmental studies program.

Labor-market analysis confirms steady employer demand for environmental and sustainability related occupations across the Boston metropolitan area. Between 2019 and 2024, Burning Glass job-posting data show consistent demand for roles such as environmental scientist, sustainability coordinator, environmental health and safety (EHS) specialist, environmental technician, water-quality analyst, renewable-energy analyst, and GIS specialist (Lightcast, 2023–2024). This demand is accelerated by local municipal and state climate mandates, including net-zero planning, urban heat mitigation, coastal resilience, infrastructure modernization, and green building standards.

Additional evidence from other MassHire regions reinforces the statewide demand for environmental and clean-energy talent. The Northeast Regional Workforce Blueprint (2024) designates clean energy and climate tech as a major emerging opportunity, tied to state investment, offshore wind development, coastal monitoring, environmental compliance, and climate-resilient infrastructure (MassHire Northeast, 2024). The Cape & Islands Workforce Blueprint (2024) identifies offshore wind and the blue economy as "vitally important" career pathways that depend on environmental science, marine resource management, sustainable land use, and GIS-enabled decision-making (MassHire Cape & Islands, 2024).

Statewide data from the Massachusetts Clean Energy Center (MassCEC) confirms and supports the MassHire regional analysis. According to MassCEC's Workforce Needs Assessment (2023), clean-energy occupations accounted for approximately 2.7% of all jobs in Greater Boston in 2022, with projected expansion driven by climate adaptation, environmental compliance, ecosystem restoration, and sustainable resource management. Many of these jobs require broad interdisciplinary training spanning natural sciences, social sciences, policy, field methods, GIS, and environmental literacy as offered through an Environmental Studies program.

Together, these statewide and regional sources demonstrate a clear and urgent labor-market need for graduates with environmental and sustainability competencies in the Greater Boston region. The proposed degree program directly aligns with:

- Regional workforce priorities in clean energy and climate technology.
- Statewide climate policy initiatives including climate-adaptation planning and decarbonization efforts.
- Employer demand validated through Burning Glass/Lightcast analytics.
- Existing transfer pathways to four-year programs in environmental science, sustainability, geography, urban planning, and related disciplines.

By preparing students for both transfer and workforce entry, the proposed degree program strengthens the Commonwealth's capacity to meet current and future climate, environmental, and sustainability goals.

References

1. Massachusetts Clean Energy Center. (2023, July 19). Powering the Future: A Massachusetts Clean Energy Workforce Needs Assessment. Retrieved October 24, 2025, from https://www.masscec.com/resources/massachusetts-clean-energy-workforce-needs-assessment?utm_source
2. MassHire Greater Boston Workforce Board. (2024). Greater Boston Regional Workforce Blueprint: 2024 update. Massachusetts Executive Office of Labor and Workforce Development. Retrieved October 24, 2025, from https://www.mass.gov/doc/2024-greater-boston-regional-workforce-blueprint/download
3. MassHire Cape & Islands Workforce Board. (2024, July). Cape & Islands Regional Labor Market Blueprint: 2024 update. Massachusetts Executive Office of Labor and Workforce Development. Retrieved October 24, 2025, from https://masshire-capeandislandswb.com/wp-content/uploads/2024/07/2024-CIWB-Regional-Blueprint.pdf
4. MassHire Northeast Workforce Board. (2024). Northeast Regional Labor Force Blueprint: 2024 update. Massachusetts Executive Office of Labor and Workforce Development. Retrieved October 24, 2025, from https://masshire-northshorewb.com/wp-content/uploads/NE-Mass-Labor-Force-Blueprint-Final-August-2024.pdf

5. Lightcast (formerly Burning Glass Technologies). (2023–2024). Labor market analytics for the Boston–Cambridge–Newton metropolitan region. Retrieved October 24, 2025, from https://lightcast.io/

Duplication

Currently, no other undergraduate institutions in the Greater Boston area offer an Associate of Arts degree in Environmental Studies. This positions Bunker Hill to fill an important regional gap, broaden student access to interdisciplinary STEM and humanities-based environmental coursework, and strengthen transfer pathways into four-year Bachelor of Arts programs in Environmental Studies. Beyond Bunker Hill's immediate service area, which is defined as a 10-mile radius of the Boston region, only two other Massachusetts community colleges offer comparable Associate of Arts degrees: North Shore Community College, which offers pathways in Environmental Advocacy and Environmental Science, and Cape Cod Community College, which offers an Associate of Arts with a concentration in Environmental Studies. These institutions lie well outside Bunker Hill's service population and therefore do not compete directly for the same students.

There are also no independent (non-state) two-year colleges in or near Boston offering this credential, nor do any Boston-area four-year institutions award an Associate of Arts in Environmental Studies. However, several four-year universities, including UMass Boston and Northeastern University, offer Bachelor of Arts degrees in Environmental Studies, making them ideal transfer destinations for Bunker Hill students who wish to continue their academic and professional advancement in the field.

Establishing the proposed degree program, alongside Bunker Hill's existing Associate of Science in Environmental Science and its GIS Certificate program, further strengthens the College's role as a regional leader in sustainability and environmental education. The proposed degree program expands equitable access to environmental and sustainability-focused careers, enhances academic and transfer partnerships, and directly supports statewide workforce-development priorities aligned with Massachusetts' growing green economy.

Innovative Approaches to Teaching and Learning

The proposed degree program incorporates several digital, experiential, competency-based, and interdisciplinary innovations designed to enhance student learning and prepare graduates for transfer and workforce pathways.

1. **Digital and Technology-Enhanced Learning**
    - Geospatial Mapping: Students use ArcGIS Pro and ArcGIS Online in their required Intro to GIS course to create digital maps addressing local environmental issues, integrating spatial data, policy analysis, and storytelling tools.
    - Data Literacy: Courses incorporate real environmental datasets (e.g., NOAA, MassGIS, USGS) to strengthen skills in data interpretation, visualization, and evidence-based decision-making.
    - Virtual Laboratories: Selected courses use interactive simulations (e.g., Labster, SimUtext, McGraw Hill-Connect) to model ecological processes, laboratory techniques, and field-based scenarios.
2. **Experiential and Place-Based Learning**
    - Fieldwork in Local Ecosystems: Students conduct environmental observations, biodiversity surveys, and water-quality analyses in Greater Boston ecosystems and restoration sites through their Environmental Science course.
    - Service Learning: A new course, Community Health & the Environment, incorporates service-learning projects with local partners in environmental justice communities.
    - Museum and Cultural Engagement: Through the Pozen Community College Program, Bunker Hill students receive free access to the Museum of Science to explore exhibits related to ecology, climate, and technology.
3. **Competency-Based and Skills-Integrated Approaches**
    - Students develop competencies in sustainability literacy, scientific communication, environmental ethics, systems thinking, and policy analysis through scaffolded writing, research, and problem-solving activities.
4. **Innovative, Interdisciplinary Approaches**
    - Indigenous Knowledge: Students engage with Indigenous frameworks related to land stewardship, relational ecology, and cultural perspectives on landscapes taught by local tribal elders as part of a new course offering titled, Indigenous Perspectives on Landscapes.

- Climate Adaptation Modules: Coursework addresses nature-based climate solutions, coastal resilience, urban sustainability, and community adaptation planning.
- Renewable Energy Coursework (Chelsea Campus): An existing course in renewable-energy introduces students to energy systems, community solar, electrification, energy equity, and local climate-resilience initiatives.
- Cross-Disciplinary Integration: The program intentionally bridges natural sciences, social sciences, and humanities to support holistic understanding of environmental issues (e.g., environmental science, environmental ethics, environmental policy, humanities)

5. Alignment With Existing BHCC/Department Innovations

- GIS Certificate Pathway: Students gain early exposure to geospatial technologies and may continue into the GIS Certificate program to build advanced digital mapping skills. Elective courses in the Program include *Advanced GIS, Remote Sensing, and a GIS Capstone Course*.

B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION

Goals and Objectives (Form B)

The proposed degree program is a priority because it directly advances Bunker Hill's mission to provide "accessible, affordable, and high-quality education" that prepares students for transfer, workforce participation, and civic engagement (Bunker Hill Community College, 2024a). By offering an interdisciplinary program focused on environmental literacy, sustainability, climate resilience, and geospatial skills, the proposed degree program supports the College's strategic goal to "strengthen career, transfer, and workforce readiness" and expand programs that meet evolving regional and statewide needs (Bunker Hill Community College, 2024a). The proposed degree program also aligns with the 2024–2029 Strategic Plan, which prioritizes academic innovation, equity, community partnerships, and pathways that respond to employer and community needs, especially in high-demand fields such as clean energy and environmental sustainability (Bunker Hill Community College, 2024b). In doing so, the proposed degree program reinforces Bunker Hill's commitment to equity-minded education, regional workforce development, and serving as an educational and economic asset for the Greater Boston community.

References:

Bunker Hill Community College. (2024a). Mission, vision, and goals. Retrieved October 25, 2025, from https://www.bhcc.edu/missionvisionandgoals/
Bunker Hill Community College. (2024b). Strategic plan 2024–2029. Retrieved October 25, 2025, from https://www.bhcc.edu/strategicplans/

C. ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION

Enrollment Projections (Form C)

Bunker Hill predicts strong interest in the proposed degree program but has predicted moderate enrollment growth in both full-time and part-time students for the first 5 years. The budget reflects this enrollment based on full-time students taking 24 credits per year and part-time students taking 12 credits per year. Calculations were based on a tuition rate of $24 per credit and a fee of $228 per credit.

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

The proposed degree program is built on courses that fit well into the existing resources based on the existing Associate of Science in Environmental Studies program. No initial start-up resources are budgeted, and courses will be delivered by part-time faculty. Net revenue increases significantly over the five-year period of the proposed degree program, from a first-year profit of $26,014 to a profit of $339,678 in the fifth year.

STAFF REVIEW AND VALIDATION

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Associate of Arts in Environmental Studies** program submitted by **Bunker Hill Community College**. 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: Curriculum Outline

Required (Core) Courses in the Major (Total # courses required = 6)		
Course Number	Course Title	Credit Hours
ENV-110	Sustainable Resource Conservation	4
REL-111	World Religions	3
ECO-220	Environmental Economics	3
ENV-222	Environmental Policy, Law, & Management	3
ENV-223	Environmental Ethics	3
ENV-250	Global Environmental Change	4
	Sub Total Required Credits	20
Elective Courses (Total # courses required = 4***)*** *(attach list of choices if needed)*		
Behavioral & Social Science Elective: Take either SOC-109 or SOC-110		
SOC-109	Cultural Anthropology	3
SOC-110	Physical Anthropology	3
Political Science Elective: Take either POL-210 or POL-211		
PSC-210	State/Local Politics	3
PSC-211	Intro to Comparative Politics	3
Program Elective: Take either BIO-105, CSC-125, ENV-111, ENV-113, ENV-115, or ENV-120		
BIO-105	Introduction to Biology	4
CSC-125	Python Programming	3
ENV-111	Survey of Renewable Energy	4
ENV-113	Introduction to Oceanography	4
ENV-115	Earth Science	4
ENV-120	Tropical Field Studies	4
Career Elective: Take either: GIS-225, GIS-230, BIO-210, ENV-211, MAT-197, HON-200, MAT-281, or INT-299STM		
GIS-225	Advanced Geographic Information Systems	3
GIS-230	Remote Sensing	3
MAT-197	Precalculus	4

HON-200	Honors Seminar	3
MAT-281	Calculus I	4
INT-299STM	STEM Learn & Earn Internship	3
	Sub Total Elective Credits	12-14
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits) (Total # General Education courses required = ***9)***		# of Gen Ed Credits
General Education Requirement English Composition/Writing: Take ENG-111 and ENG-112		
ENG-111	ENG-111 College Writing I	3
ENG-112	ENG-112 College Writing II	3
General Education Requirement Behavioral and Social Sciences for STEM: Take ENV-112 and ENV-225		
ENV-112	Indigenous Perspectives on Landscapes	3
ENV-225	Community Health and the Environment	3
General Education Requirement for Natural and Physical Sciences: Take ENV-105 and GIS-224		
ENV-105	Environmental Science/Lab	4
GIS-224	Introduction to Geographical Information Systems	4
General Education Requirement Mathematics/Quantitative Reasoning: Take MAT-181		
MAT-181	Statistics I	3
General Education Requirement for Humanities and Fine Arts: Take HUM-120 and One Creative Work General Education Course		
HUM-120	Self, Culture and Society	3
One Creative Work General Education Course from the following list*: ARB-102, CHN-102, COM-101, COM-102, ELL-101**, ELL-102**, ELL-103**, ELL-110**, ELL-111**, ELL-112**, ELL-113**, ENG-203, ENG-231, ENG-232, ENG-233, ENG-234, FRE-102, GER-102, INT-110, ITL-102, JPN-102, LIT-201, LIT-203, LIT-204, LIT-206, LIT-		3-6

207, LIT-211, LIT-212, LIT-217, LIT-218, LIT-219, LIT-220, LIT-221, LIT-223, LIT-224, LIT-225, LIT-227, LIT-229, LIT-230, LIT-231, LIT-233, LIT-241, LIT-242, LIT-250, MUS-101, MUS-130, MUS-137, MUS-141, MUS-144, MUS-147, PHL-101, POR-102, RUS-102, SPN-102, SPN-280, THR-107, THR-111, THR-115, VMA-104, VMA-112, VMA-113, VMA-122, VMA-123, VMA-124, or VMA-161 *See attached list for detailed information (e.g., Course Numbers, Titles, and Credits) for Creative Work General Education Courses **Courses designated with ELL are 6 credits	
Sub Total General Education Credits	29-32
Curriculum Summary	
Total number of courses required for the degree	19
Total credit hours required for degree	61-66
Prerequisite, Concentration or Other Requirements:	

Form B: LOI Goals and Objectives

Upon Completion of the Associate of Arts in Environmental Studies, BHCC Graduates will be able to:			
Goal	**Measurable Objective**	**Strategy for Achievement**	**Timetable**
1. Formulate intentional inquiries and critically examine environmental issues, seeking to understand underlying causes and potential solutions.	Students will demonstrate the ability to evaluate environmental problems using credible evidence and propose evidence-based solutions.	Integrate scaffolded methods of research inquiry and systems thinking across 100- and 200-level courses (e.g., case studies, field investigations, laboratory reports, research papers); use standardized rubrics to assess inquiry and analysis.	Year 1: Ensure/embed scaffolded assignments across introductory courses. Year 2: Evaluate inquiry skills through assessments. Revise assignments based on assessment data.
2. Communicate environmental concepts effectively by summarizing diverse perspectives and presenting clear, and audience-appropriate arguments in spoken or written form.	Students will demonstrate proficiency in written and oral communication by earning satisfactory rubric scores on at least one major written assignment and one presentation.	Embed communication focused assignments (e.g., position papers, reflective writing, digital storytelling, presentations) across core courses; Provide instructor feedback using communication-focused rubrics.	Year 1: Ensure/embed writing and presentation activities across core courses. Introduce communication rubrics. Year 2: Assess students' communication skills based on rubric scores. Adjust instruction and curriculum based on results.
3. Collaborate in diverse teams, enact innovative solutions, and	Students will participate in at least one collaborative	Incorporate structured group assignments (e.g., community-based	Year 1: Pilot collaborative activities in introductory Environmental Studies and Community Health & Environment courses.

integrate knowledge to address environmental challenges.	project and meet defined competencies for teamwork and shared problem-solving.	assignment, group case study, GIS project, or renewable-energy service-learning activity) into required courses; Use teamwork rubrics and peer feedback processes aligned with program outcomes.	Year 2: Expand group projects to additional courses; Assess using standardized teamwork rubrics and peer feedback data. Modify/adjust instruction and curriculum based on data.
4. Analyze the interconnectedness of environmental issues with social and economic factors, demonstrating critical thinking in evaluating their impacts.	Students will successfully demonstrate the ability to analyze environmental issues through social, cultural, and economic lenses.	Embed modules on environmental justice, socioeconomic factors, cultural perspectives, and policy frameworks across the curriculum (e.g., environmental justice analysis, policy brief, or socioeconomic case study). Assess student work with a critical-thinking rubric aligned with institutional outcomes.	Year 1: Infuse environmental justice and socioeconomic lessons into introductory courses. Year 2: Evaluate student learning in 200-level courses based on rubric data. Refine curriculum and instruction, as necessary.

Form C: LOI Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Full-Time	5	15	20	25	35
Continuing Full-Time	0	5	14	25	35
New Part-Time	2	10	15	20	25
Continuing Part-Time	0	2	10	20	32
Totals	7	32	59	90	127

Form D: LOI Program Budget

One Time/ Start Up Costs		**Annual Expenses**				
	Cost Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	Full Time Faculty *(Salary & Fringe)*	$0	$0	$0	$0	$0
	Part Time/Adjunct Faculty *(Salary & Fringe)*	$8,274	$29,577	$33,096	$41,370	$41,370
	Staff	$0	$0	$0	$0	$0
	General Administrative Costs	$2,000	$2,000	$2,000	$2,000	$2,000
	Instructional Materials, Library Acquisitions	$0	$250	$500	$750	$1,000
	Facilities/Space/Equipment	$0	$0	$0	$0	$0
	Field & Clinical Resources	$0	$0	$0	$0	$0
	Marketing	$0	$0	$0	$0	$0
	Expenses Total	$10,274	$31,827	$35,596	$44,120	$44,370
One Time/Start-Up Support		***Annual Income***				
	Revenue Sources	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	Grants	$0	$0	$0	$0	$0
	Tuition	$3,456	$14,976	$26,784	$40,320	$36,576
	Fees	$32,832	$142,272	$161,424	$383,040	$347,472
	Departmental	$0	$0	$0	$0	$0
	Reallocated Funds	$0	$0	$0	$0	$0
	Other (specify)	$0	$0	$0	$0	$0
	Income Total	$36,288	$157,248	$188,208	$423,360	$384,048

Based on FT students taking 24 credits per year/ PT students taking 12 credits per year. Tuition $24 Fee $228 per credit