

FINAL REPORT OF THE EDUCATIONAL PRIORITIES COMMITTEE

May 1, 2020



RUTGERS

Edward J. Bloustein School
of Planning and Public Policy

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DEAN'S CHARGE TO THE COMMITTEE – July 29, 2019

The Education Priorities Committee (EPC) is an advisory body to the EJB dean that is responsible for making recommendations concerning the growth and allocation of resources in support of new educational programs. The membership of EPC consists of faculty members, with ex-officio members who are EJB administrators and external members from the dean's advisory board. The committee will deliver short white papers to the dean with respect to each of the charges below. The committee should provide findings according to the schedule below.

Matters Flowing from the Educational Opportunities Committee

- To accomplish this prioritization, determine the needs and the means for consulting with and securing broader Bloustein faculty, staff and stakeholder input on the nine recommendations contained in the report completed in Spring 2019 by the Educational Opportunities Committee (EOC) chaired by Prof David Listokin, and ideas on new opportunities that might be raised that are not in the report.
- Identify criteria for prioritization of new educational programs that build on the ongoing work of the Marketing and Communications Committee (MCC) on vision, mission and branding, which will enable funding allocation decisions to be made in support of programs ranked high in desirable criteria.
- Prioritize new educational programs by building upon the EOC's work, and new opportunities that the committee identifies (including training and capacity-building programs), and recommend a prioritized list of programs and initiatives that should be delivered within short-term (1 to 3 years), medium-term (4 to 6 years), and longer-term (more than 6 years in the future). The committee may also decide that certain programs in the EOC report or any other ideas raised during the course of their consultation with faculty and staff, should not be pursued.
- Work with the MCC to link prioritization of educational programs to the overall EJB vision and mission, and to the recommended branding and marketing strategies, so that educational priorities stem from, and are aligned with, the overall vision and mission of EJB, in consultation with stakeholders.
- Advise on strategies for innovations in teaching and provide recommendations on the desirability and feasibility of technology-enhanced education possibilities for new EJB educational programs.

Provide recommendations on fostering a culture that supports pedagogical innovation across the school where faculty and staff explore ideas and practices easily and frequently.

Timeline

Present Interim Report to EJB Congress on #1 and #2 October 2019

Create subcommittees to examine #3-#6 by October 2019

Prepare Final Reports on these six items by spring meeting of EJB Congress April 2020

More General Questions Regarding Education at the Bloustein School

- Recommend strategies to evaluate teaching and to provide feedback.
- Recommend strategies for recruitment of faculty and students.
- Generate concrete action plans in support of diversity and inclusion.
- Advise on an organizational structure for ongoing dialogue and communication on educational excellence and for the implementation of the other recommendations.
- Discuss and make recommendations regarding the adequacy of the physical facilities for teaching, in terms of classroom sizes and configurations, and special requirements for studios, practicums, and computing-intensive courses.

Timeline

Present Interim Report to EJB Congress October 2020

Prepare Final Report to EJB Congress April 2021

Other Specific Educational Opportunities

- Pursue and periodically revisit opportunities to create cross-cutting courses that benefit more than one academic program (e.g., the graduate basic statistics class that is now shared by the MCRP & MPP programs).
- Discuss undertaking 1-credit course modules to allow more choice and flexibility in methods offerings. Think through how to ensure that both student credit-hour needs and faculty teaching loads balance out over the span of an academic year.
- Determine the feasibility and value of requiring attendance of EJB's seminars and external speaker series for credit.

Timeline

The committee should discuss whether these issues should be rolled into Item #3 above and whether the timeline above would be feasible with the inclusion of these items.

COMMITTEE RESPONSE

May 1, 2020

EXECUTIVE SUMMARY

When the Educational Priorities Committee (EPC) first began its work in Fall 2019, it was in a time of optimism and opportunity for the Bloustein School. The school was well on its way to a balanced budget, our academic programs were flourishing, student enrollments were up, new faculty were joining the ranks, and the timing for the development and introduction of new educational programs was opportune in concert with a new mission statement and marketing effort.

The arrival of the coronavirus pandemic at our doorstep, however, has direct implications for how Rutgers University pursues its mission as an academic institution and as a major employer in a state whose resources have been drastically reduced by significant losses in its tax base and mounting unemployment. Changes at Rutgers that are necessary to ensure its future must inevitably affect the operation of the Bloustein School and, of direct relevance to the Educational Priorities Committee, the nature of its educational programming, new and old.

Although 2020 is no longer a time in which to launch major programs that require additional investment in human and physical resources, this interim report reflects our continued optimism that there are new educational opportunities for the School that should be introduced within the next 18 months. We believe that these opportunities will serve to strengthen the value of our offerings for students, increase enrollment - particularly at the post-graduate level, generate a positive revenue stream, and require limited, if any, start-up investment.

This interim report, therefore, reflects a shift in our thinking away from finding the ‘blockbuster idea’ to identifying more subtle opportunities, and a recalibration of the criteria by which we determine the merits of particular ideas. These new criteria favor programs that meet all or most of the following:

- Can be initiated and implemented quickly
- Require no additional tenure, tenure-track or non-tenured faculty hires to initiate
- Require no additional PTL-support except in cases justified by an immediate cost benefit to the School and where in-house content expertise does not exist
- Build on courses or course content already offered or ‘on the books’ at the School
- Capitalize on existing strengths in more than one Bloustein program areas
- Attract new learners to Rutgers
- Are limited in risk, by virtue of modest roll-outs that expand on the basis of measurable success only
- Enhance Rutgers’ position relative to those universities that have been identified as its peers or aspirational peers, and regional competitors.

On this basis, the EPC puts forward the following recommendations for new programming subject to further development and review by the appropriate program directors and administrative officers. Several of these, for example the Certificate in Public and Urban Informatics, are already “in the approval pipeline” but are included here to provide as complete a picture of the School’s potential new offerings as possible.

SHORT-TERM PROGRAMMING

Post-graduate programs

1. **Standalone Certificate in Public Policy** (12-credit certificate for non-matriculated post-baccalaureate students and graduate students at Rutgers)
2. **Standalone Certificate in Public and Urban Informatics** (12-credit certificate for non-matriculated students)

Graduate programs

1. **Doctoral degree program in Health Administration (DHA)** (72-credit hybrid degree for senior healthcare executives and leaders)

Undergraduate programs

1. **Undergraduate Cancer Surveillance Certification** (18-credit certificate for EJB undergraduate public health majors and a standalone certificate to prepare to be Certified Tumor Registrars)
2. **Undergraduate Certificate in Public Health Analytics** (18-credit certificate open to all undergraduate students at Rutgers)
3. **Undergraduate Certificate in Global Public Health and Policy** (18-credit certificate open to all undergraduate students at Rutgers)

LONGER-TERM PROGRAMMING

1. **Concentration in Environmental Planning** as part of the existing Master’s degree programs in Planning
2. **Master’s degree program in Resilient Planning** (predicated on the development implementation, and evaluation by planning faculty of a Graduate Certificate in Resilient Planning)

We believe that implementation of short-term programming is feasible in the current fiscal climate and has the potential to be both mission-enhancing and revenue generating. While these short-term program ideas will only require modest outlays of resources to implement, we acknowledge that they will not be feasible without the enthusiastic and creative participation of the relevant faculty who are already part of the Bloustein School.

We want to emphasize that the recommendations put forward in this report are not intended to supplant the review and adoption of academic programs by the Bloustein faculty. With this in mind, we assume that each program idea will be referred back to the relevant program faculty/ies

for consideration. We recommend that the new review criteria set forth in this Executive Summary form the basis for these deliberations.

Having prioritized the review of new educational programs as its initial task, The EPC has yet to consider fully the Dean's charge to "advise on strategies for innovations in teaching and provide recommendations on the desirability and feasibility of technology-enhanced education possibilities for new EJB educational programs". However, the university's sudden transition to remote teaching prompted by the COVID19 outbreak in the Spring 2020 semester, and the potential that this mode of delivery may extend into Fall 2020, warrants the urgent and immediate review of opportunities to increase the School's capacity to offer a quality educational product in on-line formats. Doing so will require increased educational technology support as faculty move from remote teaching to on-line student-engaged active learning. At the same time, new financial constraints driven by the pandemic will require strategic approaches to maximize student enrollment without increasing the human, financial, and physical resources required to do so.

It should also be recognized that stand-alone programs targeting early and mid-career professionals will need to be available in formats that allow for course participation to occur after the normal work hours. This will require that current course offerings included in the new certificate programs be offered in the evening, on-line, and/or asynchronously in order to be attractive to this market. Careful consideration will need to be given to course modes of delivery and scheduling, as well as to how new demands on course faculty will be met. One model for this may be initiatives in Public Informatics, where five courses currently offered in the master's program are being converted to on-line formats this summer using funds from the Chancellor's office. Similar course conversions may be needed for the Public Policy certificate to maximize the likelihood of its success.

Further, expertise in education technology, on-line teaching, and marketing is underrepresented in the committee as constituted. In light of new opportunities and challenges posed by current events, we recommend that, to the extent warranted, working groups of faculty, staff and advisory board members possessing the necessary content expertise be formed to address the remaining aspects of the EPC's original charge.

Respectfully submitted,

Members of the Educational Priorities Committee^{1,2}
May 1, 2020

¹Committee Members: Juan Ayala, Francis Barchi (Chair), Larry Burrows, Jocelyn Crowley, Courtney Culler, Barbara Faga, Anita Franzione, Susan Gruel, Radha Jagannathan, Mike McDonough, Bill Rodgers

²Ex Officio Committee Members: Ray Caprio, Andrea Hetling, Kathe Newman, Dona Schneider, Stuart Shapiro

WHERE WE BEGAN - FALL 2019

The Educational Priorities Committee chose as its starting point the identification and preliminary exploration of significant new degree graduate programs and undergraduate majors, and the deferral of work directed at strategies to enhance and strengthen the School's existing academic offerings within current resource levels. Our mid-term goal was to provide the Dean with a prioritized set of recommendations to educational programs that would enhance the School's mission, provide meaningful opportunities for students, contribution to the School's reputation and provide a stable revenue stream. Using the April 2019 report of the Educational Opportunities Committee as a foundation, the EPC solicited ideas from all Bloustein faculty, administrative and research center staff, and, through Dean Thakuria, the Bloustein Advisory Board. From those ideas and suggestions (see Appendix A) we identified doctoral programs (1), masters degrees (20), Joint BS/MS degrees (2), undergraduate majors (10), graduate/post-graduate certificates (17) and undergraduate certificates (11) that we would consider in a 'first pass' at narrowing the field to those programs that seemed to warrant more in-depth development and analysis (Appendix B). Working sub-groups conducted a preliminary SWOT analysis to identify internal strengths and weaknesses and external threats and opportunities represented in each program idea. They considered the extent to which programs aligned with the School's mission, would its position among its peer and aspirational-peer institutions, and was warranted by anticipated student demand. A critical piece of this preliminary analysis was the estimation of currently available human, financial, and physical resources that would support each idea and the new resources that would need to be in place in order for the idea to be implemented. Ideas were then assigned to one of three groups: Group A (ideas for graduate degree/undergraduate majors most likely to be investment based on a preliminary SWOT analysis), Group B (ideas for degree/major programs that were interesting but that had one or more significant weaknesses based on the preliminary SWOT analysis) and Group C (unlikely program ideas). The ideas were assigned as follows:

GROUP A:

- Informatics/Analytics: Undergraduate major-Public Health Informatics; Master's degree in Health Analytics; 1-year Executive Masters in Urban and Public Informatics
- Health Administration: Doctoral degree in Health Administration; 5-year Master's degree in Health Administration – 3 years BS and 2 years to masters
- Environmental Planning, Design & Sustainability: Undergraduate major/minor; Master's degree program

GROUP B

Population Health Management; Community Development Finance; Dual degree programs with NJIT in Architecture and Real Estate; Urban Studies; Global Affairs/Studies; Design

GROUP C

Architecture and Real Estate; Community Building; Environmental Planning; Environmental Studies; Joint-degree programs in civic technology, public informatics & social entrepreneurship; Public Administration & Nonprofit management; Human ecology, Agriculture, Food and Resource Economics.

A short list of academic program ideas survived that review process. These included: a Doctoral degree in Health Administration, a Master's degree program in Resilient Planning and an undergraduate major in Public Health Analytics.

With respect to the evaluation of program ideas for new undergraduate minors and certificate programs at the undergraduate, graduate, and post-graduate level, the Committee reviewed and endorsed the current decision-making process for these types of academic offering. Under this process, all new ideas for certificate, minors, and one-off courses were to be referred to the relevant Program Directors in consultation with the Associate Dean for Academic Programs and, where appropriate, the Executive Director, Undergraduate Programs.

Further, the EPC agreed to consider strategies that would contribute to the 'internationalization' of the School's existing curricular offerings both in content and student enrollment.

MAY 2020 – A NEW REALITY

One year after the Educational Priorities Committee first began its work, the foundation on which these new initiatives was to rest has, at least in the near term, shifted dramatically. Today, our recommendations must take into account changes in the School's financial prospects, as well as the ability of university leadership to invest in new initiatives in a period of severe financial constraint. The EPC has therefore worked remotely to 'retool' its recommendations to bring them into alignment with these new realities while at the same time offering promising opportunities for growth. The sections that follow provide details on those programs which we recommend be shared with the relevant program directors and administrative officers for further analysis and considered for implementation as soon as is practical.

SHORT-TERM PROGRAMMING

STANDALONE CERTIFICATE IN PUBLIC POLICY

PROGRAM DESCRIPTION

CIP Code and Purpose of Certificate Program

Certificate in Public Policy, CIP Code: 44.0501

The purpose of this 12-credit standalone graduate certificate is to enable non-matriculated post-baccalaureate students and graduate students at Rutgers to enhance their knowledge and skills in the applied and interdisciplinary field of public policy. The certificate focuses on extending students' understanding of the forces that influence public debates, stimulate policy change, and build the public good. It is designed for students who are interested in applied, policy-related work.

This certificate is appropriate for professionals who are starting their careers or who are transitioning into a policy-related field. Mid-career professionals in related professional fields such as education, health, public advocacy and social work will find that this certificate program will help them upgrade and advance their skills.

Specialized Accreditation

None

Need/Demand

The necessity for training professionals in formulating and evaluating public policies has never been greater. According to the U.S. Bureau of Labor Statistics, employment for public policy workers is expected to grow by around 13% from 2014 to 2024, which is faster than the average for most other occupations.¹ The U.S. Census Bureau determined that those with additional training in public policy earn around \$19,000 per year more compared with those holding a bachelor's degree in similar positions.² As such, additional training via a graduate certificate program in public policy provides a rapid return on investment.

Public policies, including legislation and regulations, have far-reaching impacts. Professionals who can navigate and understand government actions at the local, state, and federal levels are of value to industries as diverse as pharmaceutical companies and non-profit homeless shelters. Government agencies are also searching for professionals with expertise in substantive fields who are interested to applying their expertise to the public sector, particularly policies related to health care, retirement benefits, the minimum wage, workforce education and training, economic development, workplace safety, monetary policy, consumer spending and more. Yet the transition into public service, particularly for careers focused on policy analysis, is accompanied by a steep learning curve. Some large federal agencies have designed internal fellowships and

¹ <https://www.healthgrad.com/healthcare/public-policy/>

² <https://www.careersinpublichealth.net/resources/mpp-public-policy-salary-outlook/>

training programs to support this transition, but local and state agencies, where the need is greater, do not have such resources. This certificate program fills that gap.

Admission Requirements

The proposed admission requirements are the following:

1. Completed application including short personal statement and resume
2. Graduate of 4-year undergraduate program at time of starting the certificate.
3. Undergraduate and, if applicable, graduate transcript.
4. TOFEL score for international students.

Curriculum

The proposed curriculum is the following:

- 833:510 Public Policy Formation (3)
- 833:530 Research Design (3)
- 833:543 Economics for Public Policy (3)
- 833:5xx Public Policy Elective (3)

Required Credits

The minimum number of credits for the certificate is 12 credits (four courses).

Learning Outcomes

The learning outcomes are the following:

1. Understand theories on public policy formation and implementation, including tri-sector influences on policy;
2. Understand the need for inclusion, diversity, equity, and access in public service and policy;
3. Analyze and evaluate how policies address various contemporary public problems, using economic, political, and social perspectives;
4. Synthesize research and analysis in various policy domains; and
5. Create policy memos and briefs for practitioner audiences

Relationship to Degree Program

The proposed certificate is related to the Master of Public Policy (48-credit program) and to the Executive Master of Public Affairs and Politics (30-credit program), both offered by the Bloustein School. Students that complete the certificate would be eligible to apply to one of the master's programs and, if admitted, use their credits as part of their degree requirements.

Mode of Delivery

The existing mode of delivery is in-class, along with the Canvas LMS as supplementary support. Course materials on Canvas were developed with the help of a full-time, in-house instructional technology specialist in accordance with national standards.

The Bloustein School has developed remote instruction for all courses at this time. The program will develop fully online versions of the classes for the certificate by AY 2021. Once the certificate becomes available fully online, the school will go through process of obtaining the authorizations to become registered in other states and countries with DoCS.

Location to be Offered

Bloustein School of Planning and Public Policy, Civic Square Building, New Brunswick, NJ and online through the Canvas LMS.

Resource Issues

At this time there are no resource issues.

STANDALONE CERTIFICATE IN PUBLIC AND URBAN INFORMATICS

PROGRAM DESCRIPTION

CIP Code and Purpose of Certificate Program

Certificate in Public and Urban Informatics, CIP Code: 52.1301 (STEM)

The purpose of this certificate is to enable non-matriculated students to enhance their data and informatics skills to the application of planning and public policy topics. The application of quantitative data techniques to planning and public policy is dramatically increasing with the increased digitization of information, rapid improvements in computer storage and processing speeds, and the advancement of machine learning, AI, and related statistical techniques. The Bloustein School anticipates that professionals who are starting their careers may pursue this certificate to enhance their skills and explore pursuing the Bloustein School's master's degree in public informatics. In addition, mid-career professionals may find this certificate of interest in order to upgrade and advance their quantitative and informatics capabilities.

Specialized Accreditation

None

Need/Demand

The demand for professionals with data and informatics skills is dramatically increasing. In a report commissioned by the Bloustein School completed in April 2020, the Melior Group, a higher education marketing research firm, found that "There is a robust and growing employment market for Masters-level data analysts with public sector domain knowledge."³ (p. 3).

Other external organizations have made similar findings. The Bureau of Labor Statistics of the U.S. Department of Labor reports that the 2014-24 job outlook for data analysts is expected to grow by 30% (much faster than the average), with almost 28,000 new jobs needing to be filled in this area.⁴ Management analysts will add an additional 103,400 jobs (a 14% increase).⁵ The New Jersey Big Data Alliance commission a Big Data Workforce Roadmap⁶ that found that a

³ The Melior Group, **Market Assessment for an Online Master of Urban and Public Informatics (MPI): Final Summary Report of Research Findings**, April 2020, p. 3.

⁴ <https://www.bls.gov/ooh/math/operations-research-analysts.htm>

⁵ <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm>

⁶ <https://bloustein.rutgers.edu/wp-content/uploads/2019/12/NJ-Big-Data-Workforce-Roadmap-Full-Report.pdf>

wide range of industries, all that have important intersections with planning and public policy, are experiencing large growths in the demand for employees in New Jersey and the U.S.

Admission Requirements

The proposed admission requirements are the following:

1. Completed application, including a short personal statement.
2. All undergraduate and, if applicable, graduate transcripts.
3. Proof of completion of a 4-year college degree before entering the certificate program.
4. One letter of recommendation.
5. If available, GRE or GMAT scores.
6. TOFEL score for international students.
7. Resume.

Curriculum

The proposed curriculum is the following:

1. Prerequisite: Basic Quantitative Methods (34:833:521) or passing placement exam.
2. Applied Multivariate Methods (34:833:525) or Discrete Choice Methods (34:970:630).
3. Theory and Practice of Public Informatics (34:816:502).
4. Big Data Analytics (34:816:634).
5. Urban and Public Informatics Elective such as Graduate Planning Studio (34:970:510) or Introduction to GIS (34:970:591).

Required Credits

The minimum number of credits for the certificate is 12 credits (four courses).

Learning Outcomes

The learning outcomes are the following:

1. Acquire fundamental quantitative skills in statistics and data analytics as applied to planning and public policy.
2. Understand the broader context, subject matter, and issues in the field of urban and public informatics.
3. Be able to apply data-driven and domain knowledge to problems in planning and public policy.

Relationship to Degree Program

The proposed certificate is related to the Master of Public Informatics, offered by the Bloustein School, a 36-credit program. Students that complete the certificate would be eligible to apply for the master's program and, if admitted, use their credits as part of their degree requirements.

Mode of Delivery

The existing mode of delivery is in-class with optional lecture-capture (and temporary remote pedagogy); however, the Bloustein School is expecting to develop fully online versions of two classes in AY 2020 with the expectation of a fully online certificate program by AY 2021.

Location to be Offered

Bloustein School of Planning and Public Policy, Civic Square Building, New Brunswick, NJ and online.

Resource Issues

At this time there are no resource issues.

DOCTORAL DEGREE PROGRAM IN HEALTH ADMINISTRATION [DHA]

PROGRAM DESCRIPTION

1. Appropriateness to Mission

The Edward J. Bloustein School of Planning and Public Policy seeks to improve our increasingly urbanized and interconnected world by exploring planning approaches and public policy solutions that are healthier, greener, fairer and generate greater prosperity than do current practices. In 2019, the Bloustein Educational Opportunities Committee was formed to assess future opportunities and areas of growth in Bloustein's educational offerings. The mission of the Committee is to have an innovative curriculum that addresses grand societal, public and urban challenges and that uses advanced modes of delivery to enable the School to reach out to alumni, professionals and other potential student markets. A Doctor of Health Administration [DHA] degree is a doctoral degree focused on an applied application approach in the field of health administration. The DHA degree involves the development of management and financial knowledge and skills exclusively to the health care domain. The DHA degree is an appropriate extension of the Master of Health Administration given our expanding interest in the planning, policy and overall management of health care services on a federal, state and local level.

2. Academic Plan

- a. Program goals – The DHA degree will give senior healthcare executives and leaders enhanced skills for dealing with an increasingly complex and dynamic health care arena.
- b. Curriculum overview – The DHA degree is a seventy-two [72] credit online degree requiring students to be physically present for 2 to 3 days at the start of each semester. The curriculum will center upon change management, financial analysis, innovation, governance, ethics and policy and law; healthcare analytics and research, and writing will be emphasized throughout the curriculum.
- c. Course offerings – to be developed, **draft for discussion:**
 - **The United States Healthcare Delivery System**
 - **Healthcare Financial Management and Economics**
 - **Healthcare Leadership and Systems Thinking**
 - **Human Resources Management for Healthcare Executives**
 - **Communications, Marketing and Public Relations for Healthcare Executives**
 - **Healthcare Quality Management**
 - **Health Law, Governance, Ethics and Policy**
 - **Trends and Issues in Healthcare Management**
 - **Research Theory, Design and Methods**
 - **Quantitative Reasoning and Analysis**

- **Dissertation Proposal**
- **DHA Dissertation**
- **DHA Dissertation Defense**
- **DHA Elective 1**
- **DHA Elective 2**

- d. Leadership and faculty qualifications – The DHA Program will be directed by the MHA Program Director who is responsible to the Dean of the School for the successful execution of the DHA and MHA [traditional and executive] programs. The existing faculty in health administration will serve as the initial faculty and will be supplemented by one additional tenure track health administration faculty member. Subject matter experts will be recruited for both course development and part-time teaching as necessary.

3. Need

Healthcare industry leaders are taking an extra step in their education to obtain the DHA degree. The current options for online doctoral degrees in health administration are limited. There are about a dozen online DHA degree offerings in the United States, none from a state university.

4. External Position – To what extent is this program unique?

The University of North Carolina at Chapel Hill is the only peer or aspirational peer school to offer the DHA degree. There are no competitors in the New Jersey region that offer a DHA degree.

5. Internal Position

- a. The Bloustein Master of Health Administration is the only related program at Rutgers, and the MHA program is the baseline for the DHA degree.
- b. There are faculties within several Rutgers schools that may wish to coordinate with the DHA degree, e.g. Biomedical and Health Sciences, Law, Business, Nursing.

6. Resource Sufficiency

- a. Given the success of its undergraduate and graduate degree programs in Health Administration, the time to secure our position in this domain is now. It is recommended that the Bloustein School move this doctoral program through the state approval process as soon as possible. As implementation of the program will require additional faculty resources, the School will need to delay the actual offering of the doctoral program until such time as it is in a financial position to hire new faculty and the university-mandated hiring freeze has been lifted.
- b. The Bloustein School has adequate physical facilities to undertake the DHA program.

7. Contribution to diversity and inclusiveness at the Bloustein School

The DHA program will contribute to diversity and inclusiveness at the Bloustein School by adhering to all University and School policies and procedures; and fostering a collaborative and welcoming online learning environment for its students.

SWOT ANALYSIS OF DOCTOR OF HEALTH ADMINISTRATION PROGRAM

<i>Proposal for a Doctor of Health Administration degree program (D.H.A. offered by Bloustein School)</i>	
Target: Senior level healthcare management executives with a Master degree (MHA, MBA, MPA, others) or FACHE, seeking a doctoral degree	
DRAFT Design overview: 24 credits in research design, stats, nature of applied research in healthcare management, advanced leadership and problem solving; 24 research credits. Total = 48	
Strengths	Weaknesses
Rutgers name	Small initial Core Faculty
Few leading schools offering the DHA	May not achieve accreditation until 2022 (2021 Goal)
Significant faculty capacity in areas of need (Applicants will all be HA competent; they will need research background (stats, survey, writing, etc. for quality applied research dissertation)	EJB Tenured faculty may not see the potential benefits
	May not move expeditiously, preempting instate competition
	Must have a senior tenured hire in HA to lead and run
Opportunities	Threats
No regional competition (yet)	Failure to achieve internal support
Decision makers able to spend on themselves (take advantage of the Principle Agent issue)	Competition from internal make-believe programs
Premium tuition rate (Consider at least \$1,000/credit or more)	Seton Hall, Hackensack, Rowan

UNDERGRADUATE CANCER SURVEILLANCE CERTIFICATION

PROGRAM DESCRIPTION

Purpose

To create a certificate in cancer surveillance that will allow EBJ undergraduate public health majors to prepare to be Certified Tumor Registrars and be competitive for related jobs in the cancer surveillance field. (CIP Code: 51:2299 Public Health, Other)

Specialized Accreditation

The proposed certificate program is aligned with the requirements for accreditation by the National Association of Cancer Registrars (NCRA) and will prepare the student to take the national CTR exam.⁷

Need/Demand

The North American Association of Central Cancer Registries (NAACCR), and the NCRA report a severe shortage of well-trained CTRs across the nation.² Cancer registrars are data information specialists who collect and report cancer statistics. Cancer registrars capture a complete history, diagnosis, treatment, and health status for every cancer patient in the U.S. Typically, CTRs are employed in hospital-based registries, state level central registries and specialty/private sector registry management agencies. According to the NCRA, average salaries in 2017 started at \$54,750, and the median salary was \$74,581. CTRs must be nationally certified under stringent NCRA requirements to work in the field.

While it is still possible for CTRs to hold associate degrees or obtain CTR certification from community colleges and commercially available programs,³ the field is rapidly changing as genomics, informatics and an evolving healthcare delivery system all shift the skill level required for success. Most employers now require higher educational degrees (BS, BA) because higher level learning and complex decision-making are now fundamental to success in this field.

Currently, there are only 12 NCRA-accredited CTR training programs in the nation. In New Jersey, only Rowan-Burlington Country offers CTR training; there is no accredited 4-year program associated with CTR training in the nation. To address this gap, national and international leaders in cancer surveillance from NAACCR, NCRA, the Centers for Disease

Control (CDC), and Surveillance, Epidemiology and End Results (SEER) recently approached faculty in the Bloustein School's nationally ranked undergraduate public health program⁴ to

⁷ <http://www.ncra-usa.org/CTR/Certification-Exam>

develop such a program. Leaders from NAACCR and the NCRA have agreed to collaborate on this project, including providing initial marketing support for the new CTR certificate program which, as designed, meets NCRA national certification requirements.

Admission Requirements

- Completed application, including a short personal statement.
- Transcripts from accredited colleges and universities showing the following pre-requisite courses with grades of C or better.
- A college-level basic statistics course (3-4 cr)
- Two semesters of human anatomy and physiology (3,3 or 4,4 cr)

Curriculum

- 832:335 Epidemiology (3) Pre-requisite: Approval of Program Director
- 501:410 Information Systems for Healthcare (3)
- Pre-requisite: Approval of Program Director
- 832:xxx Cancer Surveillance I (4)*
- 832:xxx Cancer Surveillance II (4)*
- 501:xxx Health and Disease Terminology (1)**
- 832:499 Professional Practice (3) – 160 hours under supervision of trained CTR

* Courses in development with the help of New Jersey State Cancer Registry staff; curricula aligned with NCRA-accreditation requirements.

** Course in development with the graduate health administration faculty

Required Credits

The minimum number of credits for the Cancer Surveillance Certificate is 18 credits. However, there are 9 credits of pre-requisites for application to the program.

Learning Outcomes

The learning outcomes are the following:

1. Acquire fundamental skills in data analytics as applied to cancer surveillance.
2. Understand the broader context, subject matter, and issues in the fields of cancer and health administration.
3. Apply data-driven and domain knowledge to solving problems in surveillance reporting.

Relationship to Degree Program

The proposed certificate is offered within the Bloustein School's undergraduate program in public health. Students that complete the certificate would be automatically eligible to complete the BS in public health and may use their credits as part of their degree requirements. The full BS program in public health, however, is not currently accredited as a fully online program.

Mode of Delivery

The existing mode of delivery is in-class, along with the Canvas LMS as supplementary support. Course materials on Canvas were developed with the help of a full-time, in-house instructional technology specialist in accordance with national standards. The Bloustein School is expecting to develop fully online versions of the three newly developed classes for the certificate early in AY

2021 with the expectation that all courses will be available fully online by the end of the year. Once the certificate becomes available, the school will go through the process of obtaining the authorizations to become registered in other states and countries.

Location to be Offered

Bloustein School of Planning and Public Policy, Civic Square Building, New Brunswick, NJ and online.

Resource Issues

The school pay co-ads from the New Jersey State Cancer Registry housed at CINJ to originally offer the courses in person as the online versions are developed. There are no other anticipated resource issues. In addition, NAACCR has agreed to support the program in curriculum and faculty development.

Cancer Surveillance Certificate SWOT Analysis

Strengths

Job opportunities for EJB PH students expanded
 PH largest UG major in EJB (Built in market)
 EJB Curriculum highly compatible with NAACCR national certification requirements
 Existing PH courses applicable (see proposed courses)
 EJB Administrative process for certificate program in place (e.g. CHES)
 Totally online curriculum possible (Canvas)
 EJB would be qualified to apply as an NAACCR certifying institution
 Potential to expand nationally and internationally exists
 Working relationship with key national stakeholders and EJB faculty established
 EJB internships align with required field work for certification
 Direct transfers from community colleges an option

Weaknesses

Certificate is disease specific and narrow
 Highly technical skills required
 Career Path requires marketing to students
 SAS requirements limit ability to complete degree and certificates for timely graduation
 Best suited for those who declare early
 Long approval process for a program with a short window of opportunity
 Slow start but significant potential long term

Opportunities

There is a severe shortage of CTRs nationally
 No other baccalaureate conferring university offers this certificate
 Jobs available in wide range of facilities, eg hospitals, large oncology practices, state governments and private contractors with flexible work at home positions common
 Field is becoming increasingly complex requiring higher educational levels than associate's degree
 Expanded relationships with community colleges possible
 Strong interest by NAACCR, NCI, CDC and NCRA (Key national stakeholders) in establishing this model program.
 This is a unique program – we will be a leader nationally
 Growth potential as a stand-alone certificate at national and international levels
 CDC agreed to cooperate with the program by providing marketing support and possible funding.

Threats/Barriers

Short window of opportunity – other universities considering this approach (Illinois)
 HIMMS online programs offer this as non degree certificate
 Other colleges and universities and colleges will copy program
 Technology could impact field
 CTR culture slow to change
 Pay scale starting salary range (\$40-50 K) lower than skills required
 Dependent on national certification agency for curriculum requirements

UNDERGRADUATE CERTIFICATE IN PUBLIC HEALTH ANALYTICS

PROGRAM DESCRIPTION

This 18-credit certificate will be open to all undergraduate students at Rutgers, New Brunswick. It responds to an ever-growing demand by students, particularly Bloustein's undergraduate majors in public health, for more opportunities in this broad subject area. The combination of public health and analytical courses into a single certificate draws on a unique convergence of disciplines found at Rutgers in the Bloustein School. All courses in this certificate already exist, and thus the certificate can be implemented without requiring additional human or financial resources or the introduction and approval of new courses.

Should the demand for the certificate be demonstrated outside of the public health major, the certificate may be expanded into a separate undergraduate minor.

Admission to the certificate program requires:

- *Completion of the online application on the Bloustein School website*
- *Proof of good academic standing*
- *Completion of a college-level statistics class (3 cr) with a grade of C or better.*

Core: 9 credits (3 courses)

832:332 Public Health Economics (3)

832:333 Financial Aspects of Public Health (3)

832:334 Public Health Management (3) *or* 501:360 Principles of Public Management (3)

Electives: 9 credits (any 2 of the following courses)

832:346 Health Program Evaluation (3)

501:207 Accounting for Managers and Supervisors (3)

501:335 Population Health (3)

501:410 Information Systems in Health Care (3) (*Pre-Requisites: 501:203 Intro to Health Administration and 832:333 Financial Aspects*)

Resource Sufficiency

The certificate in public health analytics relies entirely on courses that are currently offered at the Bloustein School. No resources are needed unless the popularity of the certificate requires additional course sections and these would be offset by tuition revenues.

SWOT ANALYSIS FOR PUBLIC HEALTH ANALYTICS

INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)
<ul style="list-style-type: none"> • Strong academic discipline because it will be built off of the general public health major which would make this certificate more than a technical one • High interest by students • New and unique offering – would help with filling need for employers • There are available human resources • We will be able to use course offerings to build this program • Within the mission of the Bloustein School and it would give the opportunity to showcase Bloustein as a leader for providing skilled graduates to employers 	<ul style="list-style-type: none"> • We are limited by not enough full-time faculty. • Two-three part time faculty

EXTERNAL FACTORS	
OPPORTUNITIES (+)	THREATS (-)
<ul style="list-style-type: none"> • Most programs for this are online: Rutgers Newark School of Health Professions has an online health informatics program; Kean University has a BS in Health information Management; and NJIT and Ramapo College have BS degrees in Bioinformatics • There is a demand by students and employers for this skill • 	<ul style="list-style-type: none"> • No competing program at Rutgers, but Rutgers Newark School of Health Professions has an online health informatics program

UNDERGRADUATE CERTIFICATE IN GLOBAL PUBLIC HEALTH AND POLICY

PROGRAM DESCRIPTION

The Certificate in Global Public Health and Policy would be an 18-credit undergraduate certificate open to all students at Rutgers, New Brunswick. The certificate responds to an ever-growing demand by students, particularly Bloustein's undergraduate majors in public health, for more opportunities in this broad subject area. There is currently one course, *Global Health Perspectives* (10:832:240) that is a required course in the Public Health major, but a sufficient number of other courses are either currently taught or listed "on the books" as part of Bloustein's course offerings that the certificate could be implemented ***without requiring additional human or financial resources or the introduction and approval of new courses***. The combination of global health and health policy in a single certificate draws on a unique convergence of disciplines only found at Rutgers in the Bloustein School.

Subject to its performance as an 18-credit certificate, Bloustein offerings in Global Public Health and Policy could easily be expanded in the future to include this 18-credit certificate and a 21-credit Undergraduate Minor. Undergraduate majors in Public Health would be eligible to earn the certificate program, i.e. to apply course credits earned in fulfillment of the Public Health major towards the certificate program. Public Health majors would not be eligible for the minor if one were to be implemented in the future.

Academic Plan

While the precise composition of the certificate program academic requirements would be determined by members of the Bloustein faculty with content expertise in this area and approved by the undergraduate public health program, a number of courses that would easily 'fit' in such a certificate are readily identified:

Core: 6 credits (2 courses)

- 10:832:240 Global Health Perspectives
- 10:832:440 Global Public Health (aka 'Planetary Perspectives on Human Health')

Electives: 12 credits (any 4 of the following courses)

Bloustein offerings:

- 10:832:102 Intro to Public Policy
- 10:832:335 Epidemiology
- 10:832:338 Health and Public Policy
- 10:832:404 Emerging Infectious Diseases

10:832:414	Culture and Health
10:832:415	Women and Health
10:762:230	Global Poverty
10:762:419	Immigration Policy
10:762:462	Human Rights and Health
[new Sp22]	Ethical issues in Global Health and Development (can be added without additional personnel & cross-listed with 10:652 course offerings in Medical Ethics and Health Policy)

External Position

A summary of the global health undergraduate minors and certificates at Rutgers peer institutions follow. Two things are clear from these data. First, the majority of undergraduate public health programs offer a specialized program in global health, either in the form of concentrations, certificates, or minors. A few, not listed in the table, offer majors in global health. Second, almost all of the offerings capitalize on the strengths of the department or school in which the undergraduate public health program resides. A certificate in global health and health policy would, in fact, bring the Bloustein School more on a par with its peer institutions. If popular with students and revenue-generating or at worst cost-neutral to the school, the certificate can easily be used as the template for an undergraduate minor in global health & health policy simply with the addition of a 3-6 credit capstone project that requires students to engage in an independent study on a global health topic, participate in an international study abroad or service learning program, etc.

Internal Position

While there are several undergraduate certificates, minor, and majors at Rutgers-New Brunswick with an international focus, e.g. the Department of Geography Minor in International and Global Studies, there are none that have public health as a primary focus. There would be, however, a number of programs in the School of Arts and Sciences, and the School of Environmental and Biological Sciences that offer courses that could enhance the electives accepted in fulfillment of the certificate. Opportunities to reach across the aisle with these programs should be thoroughly explored and downstream partnerships considered in the event that a minor in global public health and policy were to move forward.

Resource Sufficiency

The certificate in global public health and policy relies entirely on courses that are currently being offered at the Bloustein School by its existing tenure and non-tenure faculty and part-time lecturers. No additional instructors would be needed unless the popularity of the certificate expanded demand for additional course sections, in which case new sections would be offset by tuition revenues.

No additional physical resources would be needed for this program as currently envisioned.

Institution	School	Name of Program	Total Credits	# Core Courses Credits	# Elective Courses Credit	Lang	Field/Research Required	Other
University of Arizona		Public Health major with an emphasis on Global Health	12 credits w/in major			No	not required- can earn up to 6 credits	Introduction to Mapping for Global health; Fundamentals of Evaluation; Global water, sanitation, and hygiene; Health and Disease across time and the world; The World's Food and Health; Health systems in global health; Infections and Epidemics; Study Abroad
Michigan State University	College of Human Medicine; Department of Epidemiology & Biostatistics	Minor in Global Public Health & Epidemiology	16 credits	6 courses	optional	No	None	Epi 200- A multidisciplinary approach to problems in GPH and Epi; Applied Analytic Methods in Health Studies I and II; Disease in Society- Intro to Epi and Public Health (4 credits); Intro to Public Health
Northwestern University	Weinberg College of Arts & Sciences	Global Health Studies Minor	Seven courses	4 courses	3 courses		Study abroad on a public health-focused study abroad program. (Most complete one of Northwestern's own global programs- China, France, Mexico, Serbia & Bosnia-Herzegovina & South Africa.)	Core: one must be Intro to International Public Health.
Ohio State University	College of Public Health	Global Public Health Minor	5 courses	none	none	No	None	Introduction to Global Public Health; Introduction to Epidemiology; Current Issues in Global Environmental Health; The Role of Behavior in Public Health; US and International Health Care
University of California, Berkeley	School of Public Health	Summer Minor or Certificate in Global Health	Five courses	3 courses	2 courses		Global Public Health Internship & Seminar	CORE: A Multidisciplinary Approach to Global health; Epidemiologic Methods; Introduction to Biostatistics;
University of California, Davis	College of Agricultural and Environmental Sciences	Global disease biology minor	20-22 credits	5 courses	1 course	No	None	transdisciplinary with a focus on concepts that cut across human, animal, and plant diseases offering a unifying ecological and quantitative perspective on disease. Students are required to take a minimum of two pathogen courses.
University of California, Irvine		Minor in Global Health	8 courses			No	Capstone/Public Health Independent Study	The Global Health Certificate Program is designed to educate undergraduate students about global health issues and provide opportunities to engage in global health fieldwork either abroad or in a local community. Students will be required to complete courses in global health related studies, participate in the Global Health Journal Club, and complete a capstone project at the end of the program. Students' work will be presented in an end-of-year Colloquium, where they will present on their experiences, and submit an opinion piece to be published in an undergraduate global health journal
University of California, Los Angeles	International Institute	Global Health Minor	Five upper division courses	1 course	4 courses	No	None	Pre-req: 2 Lower division courses: from following- engineering, community health sciences, general education, global studies, history, honors collegium, international and areas studies; molecular, cell & developmental biology, nursing; statistics; world arts and culture. ELECTIVE themes: Art; biological sciences; community health; environmental health; genetics; globalization & development; health humanities & communication; policy; society & cultural health; statistics & modeling

University of California, San Diego		Global Health Minor	7 courses/28 units	3 courses/12 units	4 courses/16 units		Optional Global Health Experience: 100 hours, credit or noncredit	CORE: Intro to Global Health plus two of: global health & cultural diversity; essentials of global health; project management in health services
Institution	School	Name of Program	Total Credits	# Core Courses Credits	# Elective Courses Credit	Lang	Field/Research Required	Other
University of California, Santa Barbara		Women, Culture and Development minor	5 courses	2 courses	3 courses			
University of Florida		Medical geography in global health minor	9 courses	9 courses		No	No	Introduction to Medical Geography; People and plagues; Intro to Stats1; Spatial Maps and graphs; Geography of vector-borne disease; shelter and care options for US Elderly; Selected topics in Geography; GIS Models for Public Health; Introduction to Spatial networks.
University of Illinois	College of Liberal Arts & Sciences; LAS Global Studies & Women and Gender in Global Perspectives	Certificate in Global Health	15 hours	3 courses	6 hours	No	None	CORE: Global health; Global Health Policy; Global Health Intervention and Evaluation; ELECTIVES: Must be from more than one department and must be at least one at 300 or 400 level
University of Iowa	College of Liberal Arts & Sciences; LAS Global Studies & Women and Gender in Global Perspectives	Minor in Global Health	15 s.h.	6 courses				six courses may satisfy another major, minor or certificate.
University of Iowa	College of Liberal Arts & Sciences; LAS Global Studies & Women and Gender in Global Perspectives	Certificate in Global Health	18 s.h.	6 courses	4 courses	Yes- must demonstrate 4th semester level of proficiency	GPH project that culminates in a public presentation and written report	Either Certificate or minor; Required: Intro to GHP studies; Identifying and developing a global health project; global health conference; global public health; contemporary issues in global health; independent project in global health
University of Michigan	School of Nursing	Population Health in a Global Context	15 credits	n.d.	n.d.		Field experience required- US or abroad. Domestic experience must be in communities different from student's.	
University of Oregon		Global Health Minor	24 credits, 12 upper division				Field experience/internship (4 credits)	CORE: Global health and development. Two courses from Social Science and Humanities (8 credits) and two from the Natural Sciences (8 credits). 20 credits must be in residence. Maximum 12 credits in any one department.
University of Pittsburgh	Global Studies Center	Undergraduate Certificate in Global Health	18 credits	3 courses	3 courses		Completion of a digital portfolio; designed as a e-resume about global experience for prospective employers	Core: Introduction to Global Public Health
University of Washington	School of Public Health	Global Health Minor	30 credits	11 credits	19 credits	No		CORE: Intro (5x); At least one course each in Biologic Principles Global Health (3x); Perspectives Global Health Series (3x). ELECTIVES: one course in each area from approved list: Environment & Global Health; Comparative Health Systems & Approaches to Health; Sociocultural Ecology of Health; Regional and Area Studies. 15 credits unique to minor.
University of Wisconsin	Global Health Institute	Certificate in Global Health	15 credits	6 credits	6-9 credits		Field Experience- internship, site visits, service learning, mtgs. With govt agencies, nonprofits, community groups researchers. 1-3 credits 1 week to 1 semester.	CORE: Nutritional Sciences and either Population Health Sciences or Medical History & Bioethics

Institution	School	Name of Program	Total Credits	# Core Courses Credits	# Elective Courses Credit	Lang	Field/Research Required	Other
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LONGER-TERM PROGRAMMING

MASTER'S DEGREE IN RESILIENT PLANNING

(Prepared by EPC Subcommittee members Ayala, Burrows, Faga)

NOTE:

Considerable thought and effort has gone into the development of this proposed new master's degree program. Given this, we include it in its entirety in this report. However, given the current financial constraints, we do not recommend that a free-standing new degree program be implemented. We are instead recommending that a more tempered approach in the near term be considered by the Dean and the Urban Planning program faculty– the creation of a Graduate Certificate in Resilient Planning.

PROGRAM DESCRIPTION

Purpose

Create a path to a professional degree, Master's in Resilient Planning that provides graduates with the necessary skills to design more vibrant, inclusive, healthier, and environmentally balanced communities.

Background

Communities are facing accelerating disruptive challenges of economic decline, social inequality, health disparity, congestion, data insecurity, pandemics, and environmental degradation. The relationship amongst the built, natural and social fabric mandate interdisciplinary solutions and by extension the demand for a workforce able to work across disciplines in planning, transportation, public policy, health, and informatics.

Bloustein is perfectly positioned to play a leadership role in addressing these challenges given that many of the requisite skills and resources for such an interdisciplinary graduate program, are already “in house,” through its education, research, and service offerings in Planning & Design, Public Health, Public Policy, and Public Informatics programs, and its Research Centers and Institutes. (1) A Masters in Resilient Planning creates the opportunity to bring planners, public policy and health analysts and data scientists together to collectively develop graduates with the skills to work on and help solve these problems.

The Market

The national job outlook for Sustainability Specialist careers has been positive since 2014, growing at an annual 2.8% rate with 400,000 new jobs created 2014-2018. (2) This growth is being driven as a result of private and public recognition of the importance of addressing sustainability and linking sustainability to their enterprise strategy. (3) They are responding to the marketplace where over 80% of global consumers feel strongly that companies need to improve the environment (4), and where having a resilient purpose is vital to attracting and retaining talent. (5)

Job Outlook

Job placements include many of the same organizations that currently attract planners: regulatory agencies, local, state and national government, national and international consulting companies, and for-profit and not-for-profit real estate enterprises. In addition, the proposed degree has the potential to expand the employment market for Bloustein graduates by making them more attractive to general industry employers seeking employees to fill Sustainability Planner, Sustainability Analyst/Associate/Specialist, Resilience Manager, Sustainability Leader/Manager positions. (EXHIBIT A)

Job Skills and Requirements

The nature of the work involves: identifying, developing and implementing sustainability practices for the organization or its clients; monitoring the effectiveness of practices; and communicating results to internal and external stakeholders.

For entry level practitioners, the work in these positions typically involve data collection and analysis. More seasoned practitioners handle the implementation, communication, and engagement with stakeholders. Requirements for these types of positions include undergraduate or advanced degree with strong analytic and communication skills, problem-solving ability, familiarity with sustainability issues and metrics, an understanding of sustainable development, community engagement, environmental sustainability, and responsible sourcing. These skills align with Bloustein's strengths.

Association Support and Recognition

The marketplace reflects the importance of this emerging field as does many affiliated professional associations. The American Planning Association (APA) publicly acknowledged "the need for leadership on comprehensive approaches to sustainability is growing." The APA's Sustainable Communities Division's goal is to "help planners engage and collaborate on innovative approaches to this important emerging issue." (6) So too does the American Public Health Association (APHA) with its call to action, challenging members "to work together with built environment professionals to plan, build and support healthy communities." (7)

Other affiliated associations, including architecture, landscape architecture, development, engineering and public policy have institutes and/or resources to incorporate sustainability planning within their respective organizations. (8)

Peer Sustainability Offerings

Bloustein is late to the game; however; it is uniquely positioned to create a niche in a crowded degree field. In examining peers (within the region, Planetizen's Top Ten Planning Schools, and Rutgers Peers/Aspirational Peers), virtually all offer some type of sustainability degree. Sixteen universities offer a Sustainability Masters: Sustainable Communities, Sustainable Design, Sustainable Environments, Sustainable Management/Policy, Sustainable Engineering. These programs are housed in a variety of Colleges—Schools of Planning, Business, Environmental Science, Geology and Public Policy.

Most the other peer schools offer a sustainability concentration and/or certificate within a master's program (again, schools of Planning, Environment, Business, Engineering or Public

Policy). A defining characteristic of all the competitive programs is that they embrace the interdisciplinary, systems approach to successfully teach sustainability. Accordingly, all fully engage the resources of their respective departments (Planning, Design, Public Policy, Public Health, Informatics, Business, Geography, Engineering). (EXHIBIT B.)

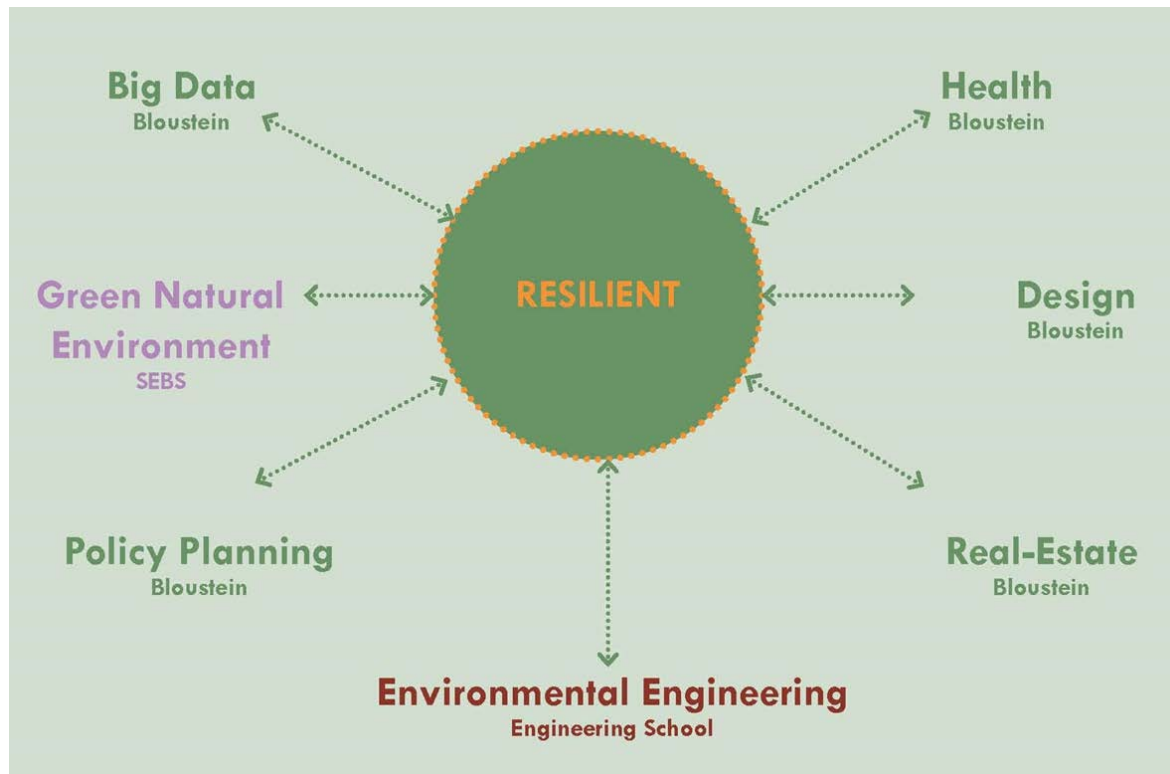
Curriculum

Bloustein's strength and uniqueness is that it already provides many of the needed building block courses through its Design & Development, Environmental, Human Health and Land Use Planning, Transportation and Urban Informatics offerings. Some of the sustainability gaps in physical, landscape and environmental design, business and engineering/infrastructure could be solved with collaboration with other current Rutgers offerings specifically within the School of Environmental and Biological Sciences (Environmental Sciences, Landscape Architecture and Human Ecology), the Business School Masters of Business and Science Sustainability concentration, and the Engineering School's Energy & Infrastructure Program—Weeks Institute of Sustainable System. (EXHIBIT C.)

By collaborating with relevant partners, Bloustein can identify credible sustainability champions to build support and expand the existing connections between SEBS and the Schools of Engineering and Business. Most importantly, the collaboration will serve the students in the programs because graduates will need to work across disciplines to address the challenges of sustainability. Collaboration is a win-win for all the relevant partners. Bloustein is an attractive partner for several reasons: its documented academic excellence, its top Planetizen ranking, and its uniqueness—no peer institutions have one unit that integrates all the elements of Planning and Design, Public Policy and Health, and Informatics.

Bloustein's Positioning

A Master's in Resilient Planning connects how planning and design has the capacity to create healthier communities and improve human and environmental health.



Steps to Build Our Program

If a Masters in Resilient Planning is not “ripe for today,” there is an opportunity to leverage our current curriculums within Bloustein to build the program specifically:

- Establish a Resilient Communities Summer Institute
- One week or two weekends
- Audience is professionals and grad students
- Lead with expert speakers from the government and industry
- Program elements include Table-Top Exercises
- Certificate would be awarded
- Certificate Program(s). Bloustein currently offers two Sustainability Certificates: The Undergraduate, “Community Sustainability Certificate,” and the Graduate Coastal Climate-Risk and Resilience (C2-R2). Both could be better markets and the Undergraduate could be expanded to the Graduate School.
- Offer Continuing Education
- Offer these programs On-Line
- Create a Graduate Concentration in Resilient Planning

Other Opportunities

Bloustein’s Research Centers and Institutes provide another potential area for collaboration and impact. A distinguishing feature of several peer programs is their linkage to Sustainability Institutes/Research Centers (i.e. Montclair State’s PSEG Institute of Sustainable Studies). Bloustein currently has several units focused on sustainability. This new program would provide the opportunity to fully leverage and align (possibly consolidate) several of its research

centers/institutes that focus on sustainability (1), and to collaborate with SEBS' Center for Urban Environmental Sustainability and the Engineering School's Energy Laboratory for Sustainable Infrastructure.

SWOT Analysis

Strengths, Weaknesses, Opportunities and Threats are detailed below.

Two additional points:

If a Masters in not appropriate today, Bloustein should feel confident in ultimately developing a program as 1) most of the resources and classes are already in place and, 2) Bloustein has demonstrated success with program building evidenced by its' Public Health program.

A weakness is Bloustein's marketing. Hopefully, this will be addressed through the Marketing Committee.

INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)
<ul style="list-style-type: none"> Fits Bloustein mission; health, planning & design, public policy, informatics Enhances EJB's competitive advantage in the field by highlighting its unique multidisciplinary programs and expertise eg healthy communities, sustainability, design & development, public policy, informatics Offers potential growth to EJB programs by infusing new students and expanding opportunities for funding Utilizes existing faculty, courses and resources efficiently within EJB Helps leverage (expand) new informatics degree Prepares students through interdisciplinary approach with 'essential' job skills including teamwork, collaboration, communication, and critical thinking. Integrates existing sustainability Research Centers and Institutes (Planning Healthy Communities, Center for Green Building, Voorhees Transportation Center, Center for Energy, New Jersey Climate Change) into student training Consolidates the many "sustainability" Research Centers/Institutes and create/leverage one large Research Center 	<ul style="list-style-type: none"> Requires change management to promote an interdisciplinary effort to break down silos and enhance cooperation across EJB Requires the creation of an interdisciplinary curriculum that assures attendant buy-in (i.e. who gets credit/paid) Increases risk of cannibalizing current degree programs—particularly in within EJB (Planning) and SEBS. Requires skilled negotiation and planning around complex relationships in short time because program is late into the field. Needs strong marketing to position and brand program to external stakeholders Involves buy in from SEBS and other RU partners to support science and business components of program Involves negotiations and cooperation from other Rutgers programs who also lay claim to this field (i.e. SEBS, Engineering, Business)
EXTERNAL FACTORS	
OPPORTUNITIES (+)	THREATS (-)
<ul style="list-style-type: none"> Offers the potential to expand with other programs outside Bloustein such as School of Environmental and Biological Sciences (Environmental Sciences, Landscape Architecture and Human Ecology), Business School's Concentration in Sustainability, and the Engineering school's Energy & Infrastructure Program—Weeks Institute of Sustainable Systems) Increases job opportunities for graduates in government, engineers, architects, developers, consultants both within NJ and nationally Focuses on 'hot and trendy' topic with funders (RWJF, Bloomberg) Takes advantage of high student interest both locally and nationally Offers growth potential in NJ and region due to strong interest in sustainability by companies like J & J, PSE&G, Horizon etc. 	<ul style="list-style-type: none"> Demands significant "hard" skills for students to gain meaningful employment Must deal with strong peer school competition with virtually all schools (regionally, Planetizen's Top 10 Planning Schools, and Rutgers Peers/Aspirational Peers) offering some slice of sustainability Involves emerging field that is developing rapidly so program must be agile and resilient to be successful Suffers from limited awareness of this new field by potential student

References

- (1) Planning Healthy Communities Initiative, Center for Green Building, Voorhees Transportation Center, Center for Energy, Economic and Environmental Policy, Environmental Analysis and Communications Group, and New Jersey Climate Change.
- (2) LinkedIn's Recruiter.com
- (3) Over 90% of CEO's state that sustainability is important to their company's success and are creating sustainability positions to develop products and services. "The Next Phase of Business Sustainability," Andrew John Hoffman, University of Michigan Ross School of Business, Paper No. 1381. Companies are realizing that sustainability is not just about compliance or efficiency—but company innovation and transformation. "Chief Sustainability Offices: Who Are They and What Do They Do," George Serafeim, Harvard Business School and Kathleen Miller, March 2014.
- (4)) The 2020 Conference Board Global Consumer Confidence Survey <https://www.conference-board.org/data/bcicountry.cfm?cid=15>
- (5) 2016 Cone Communications Millennial Employee Engagement study <https://www.conecomm.com/research-blog/2016-millennial-employee-engagement-study>
- (6) <https://www.planning.org/divisions/sustainable/>
- (7) <https://www.apha.org/topics-and-issues/environmental-health>
- (8) National Association of Office and Industrial Parks (NAIOP), Urban Land Institute (ULI), Association of Public Policy Analysts and Management (APPAM), American Public Works Association (APWA), American Institute of Architects (AIA), American Society of Landscape Architects (ASLA), American Association of Civil Engineers (ACE), and the Institute of Transportation engineering (ITE).

EXHIBIT A

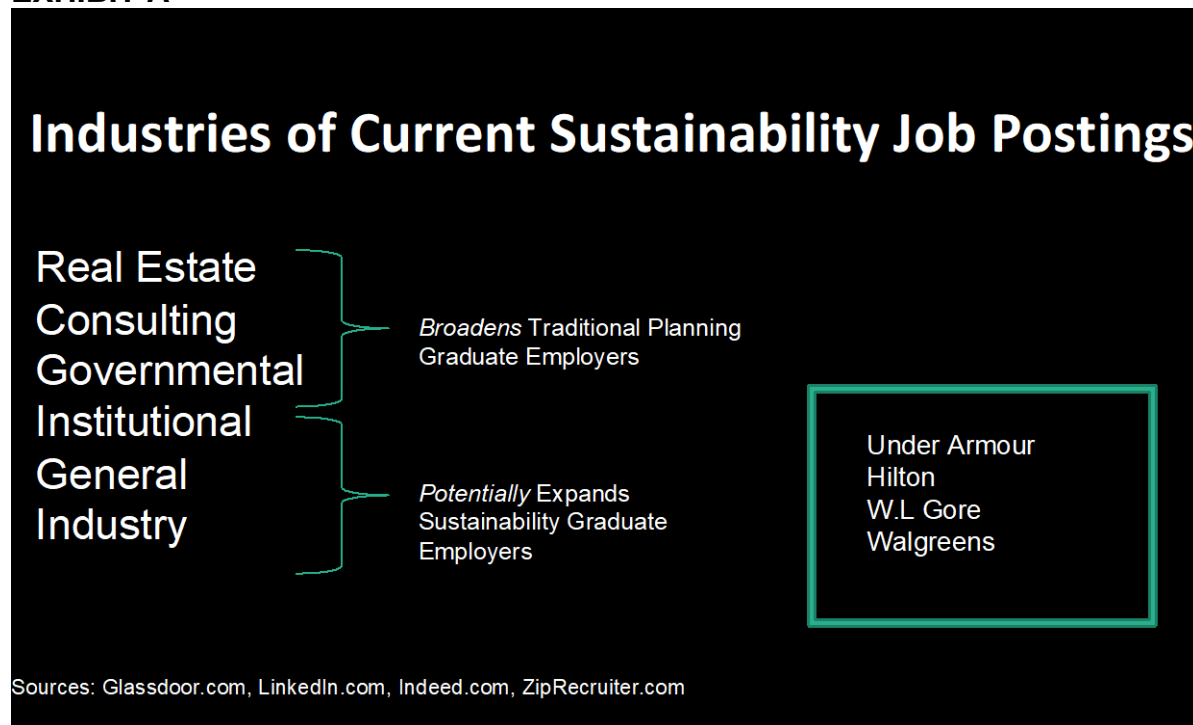


EXHIBIT B: Competitive Schools in the Region

No Masters Sustainability Offering	No Masters But Sustainability Concentration And/or Certificate	Masters In Sustainability
Ramapo College (no longer offering Masters of Arts In Sustainability)	Fairleigh Dickinson (Certificate)	Columbia: MS Sustainable Management
Rider College (Undergraduate minor in Sustainable Studies)	Monmouth College (Concentration)	Montclair State: MS Sustainable Science
Stockton University (Undergraduate degree only in Sustainability)	NYU (Certificate and Stern Business School has concentration)	NJIT: MS Environment and Sustainable Policy
College Of New Jersey (no degree programs but they have a Sustainability Institute)	Princeton (Certificate)	NYU: MA Historical and Sustainable Architecture
Kean University (Undergraduate degree in Sustainable Science)	Rowan University (Joint degree-- undergraduate degree in Environmental & Sustainable Studies combined with an MBA)	University Of Pennsylvania: Multiple Masters Offerings: Environmental Studies, Environmental Building Design, Sustainability Risk Management

EXHIBIT B (Continued) Top 10 Planetizen Competitive Schools

No Masters Sustainability Offering	No Masters But Sustainability Concentration And/or Certificate	Masters In Sustainability
Georgia Institute of Technology	MIT multiple programs: (Certificate, and within the Masters In Planning, concentrations in Environment & Sustainability, Sustainable Design & Healthy Cities & Public Health)	
	Berkley: Planning Program has concentrations in Healthy Cities/Public Health) and Design & Innovation Sustainable Cities)	Berkeley: Masters (Sustainable) Development Practice-MDP
	UCLA (Certificate)	UCLA: Masters in Environment & Sustainability but it's intended for those continuing on towards PhD.
	University of North Carolina (Planning Program has concentrations in Healthy Cities/Public Health)	
	Harvard (Certificate and within the Masters in Planning, concentrations in Environment/Sustainability, Healthy Cities/Public Health, and Sustainable Design). School of Environment has Concentrations in Informatics and Sustainable Systems	
	University of Michigan (Certificate and within the Masters in Planning, concentrations in Environment/Sustainability, Healthy Cities/Public Health, and Sustainable Design)	

EXHIBIT B (Continued) Rutgers Peers and Aspirational Peers

No Masters Sustainability Offering	No Masters But Sustainability Concentration And/or Certificate	Masters In Sustainability
University of Kansas: Masters in Environmental Assessment	UC San Diego: Certificate and Sustainability concentrations within Urban Planning Program University of Iowa: Masters in Geography with Concentration in Sustainability Sciences--geared less towards professional practice and more towards research	University of Illinois: Masters Sustainable Urban Management; Masters Sustainable Urban Design Iowa State University: Masters of Design in Sustainable Environments
University of Oregon: Masters in Environmental Studies	University of Missouri: Certificate	University of Maryland: Developing a Masters in Sustainability
Stony Brook University: No Masters Program but has BA in Sustainable Studies	Ohio State: Concentrations in Sustainability in the Planning, Business and Environmental Sciences schools	University of Minnesota: Masters Sustainable Development

Rutgers Peers Competitive Schools

No Masters Sustainability Offering	No Masters But Sustainability Concentration And/or Certificate	Masters In Sustainability
SUNY: Masters in Environmental Sciences	Penn State: Certificate and Concentrations in Sustainability School of Public Policy Purdue: Sustainability Concentration in MBA Program	University of Pittsburgh: Masters in Sustainable Engineering State University of New York, Binghamton: Masters in Sustainable Communities
	Texas A&M: Certificate	
	University of Texas: Certificate	University of Texas: Masters Sustainable Design
	University of Virginia: Sustainability Concentrations in Planning, Environmental and Business Schools	University of Wisconsin: Masters Sustainable Management
	University of Washington: Sustainability Concentrations in Planning, Environmental and Business Schools	

EXHIBIT C Masters in Resilient Planning

Core Courses

- Introduction to Sustainability (SEBS)
- Sustainability Decision Tools (SEBS)
- Sustainable Environmental Management (SEBS)
- Fundamentals of Sustainability (Business School)

Planning & Design

- Planning and Land Use Administration
- Infrastructure Planning
- Community Development
- Green Building
- Planning & Design I
- Planning & Design II
- Community Economic Development
- Sustainable Landscape Technologies (SEBS)
- Green Infrastructure for Water Management (Engineering School)

Transportation

- Transportation and the Environment
- Transportation and Land Use
- Transportation Equity
- Sustainable Transportation Infrastructure (Engineering School)

Public Health

- Bridging Public Health and Urban Planning
- Issues in Health Disparities
- Population Health

Business/Finance

- Environmental Economics & Policy
- Lean Six Sigma
- Cost Benefit Analysis
- Supply Chain Environmental Management/Green Purchasing (Business School)

Methods

- Global Data Analytics
- Big Data Analytics
- Data Analytics: Using Big Data
- Graphical Communications
- Introduction to GIS
- Communicating Quantitative Information

Management & Leadership

- Negotiation and Conflict Resolution
- Communicating with Decision Makers
- Communicating Science with Decision Makers
- Leadership and Professional Development
- Managing People & Organizations
- Global and Regional Climate Change (SEBS)
- Sustainability, Jobs & Justice (SEBS)

Red = Current Bloustein Offerings, White = Current Rutgers Offerings

EXHIBIT C Masters in Resilient Planning

Public Policy

- Social Justice in Planning and Public Policy
- Climate Change & Society (Geography)
- Environment & Development (Geography)
- Energy Sustainability and Policy (Business School)
- Global Change and Ecology (Business School)

Environmental

- Hazard Mitigation Planning Prevention, Resilience and Sustainability
- Industrial Ecology
- Environmental Law and Public Policy
- Energy Sustainability and Policy
- Climate Change and Society (Geography)
- Environment and Development (Geography)
- Environmental Sustainability (SEBS)
- Urban Ecology (SEBS)
- Environmental Design Analysis (SEBS)
- Environment & Society (SEBS)
- Sustainable Energy (Business School)
- Sustainable, Renewable Clean Energy (Business School)
- Climate Change and the Coast (Business)

Red = Current Bloustein Offerings, White = Current Rutgers Offerings

CONCENTRATION IN ENVIRONMENTAL PLANNING

PROGRAM DESCRIPTION

Faculty Advisers

Clinton Andrews (Coordinator), Michael Greenberg, Eric Seymour

Overview

This concentration features several tracks: (1) Coastal Resilience, (2) Environmental and Human Health Planning (3) Environmental Policy, and (4) Land Use Planning. Because there are many connections among these topics, students may choose to blend tracks for a custom concentration. We urge students to work with their advisers. Students should take at least four courses for the concentration, one required and three recommended, as shown below.

This concentration prepares students to plan and manage the human-environment interface. The Coastal Resilience track brings the science of sea level rise and storm risk together with planning and engineering responses to make coastal settlements safer. The Environment and Human Health track focuses on the application of planning and risk analysis tools to improve human health outcomes. The Environmental Policy track focuses on policy approaches to managing local, regional and global environmental problems. The Land Use Planning track emphasizes land-use planning, master planning, and zoning regulation at the scale of towns, cities, and states. All students in this concentration will develop familiarity with design, regulatory and managerial approaches. Recommended Methods courses include Graphical Communication for Planners (34:970:590), Introduction to GIS for Planning and Policy (34:970:591), and Topics in GIS (34:970:592). At least one graduate planning studio in environmental, coastal risk, comprehensive planning or other physical planning is strongly recommended.

Required Course (All tracks)

34:970:618 Environmental Planning and Management I (fall)

Recommended Courses for Coastal Resilience Track (choose at least three additional courses)

34:970:XXX Hazard Mitigation Planning: Prevention, Resilience and Sustainability (spring)

34:970:631 Communicating Science With Decision Makers (spring)

16:218:502 Transdisciplinary Perspectives on Coastal Climate Risk and Resilience (fall)

16:460:571 Climate Change Risk Analysis (fall)

16:450:612 Natural Hazards (co-listed as undergrad course 01:450:31 1)(fall undergrad)

Landscape Architecture

Recommended Courses for Environment and Health Track (choose at least three additional courses)

34:970:619 Bridging Public Health and Urban Planning (fall 20, alt. years)

34:501:520 Population Health (fall, spring)

34:970:572 Green Building (fall 22, alt. years)
34:970:552 Transportation and the Environment (fall 21, alt. years)
34:970:563 Community Development (fall)
16:450:508 Environment and Development

Recommended Courses for Environmental Policy (choose at least three additional courses)

34:970:619 Environmental Economics and Policy (fall 21, alt. years)
34:970:571 Industrial Ecology (spring 22, alt. years)
16:375:534 Environmental Sustainability: Life-Cycle Assessment Tools 34:970:523 34:970:620
Energy Sustainability and Policy (spring)
Environmental Law and Policy (spring)
34:816:637 Global Data Analytics (fall)
16:450:370 Climate Change and Society (spring)
16:790:580 Global Environmental Politics and the United Nations (Political Science) (online)
16:375:530 Hazardous Waste Management

Recommended Courses for Land Use Track (choose at least three additional courses)

34:970:508 Comprehensive Planning (spring)
34:970:520 Planning and Land Use Administration (spring)
34:970:602 Zoning for Urban Planning (fall)
34:970:521 Historic Preservation (spring)
34:970:600 Planning and Design I (fall) (pre- or co-req of 34:970:590)
34:970:601 Planning and Design II (spring)
34:970:604 Land Development Practice (spring 22, alt. years)
34:970:622 Urban Redevelopment (fall)
34:970:606 Real Estate Finance and Investment Analysis (fall)
34:970:621 Infrastructure Planning (spring)
34:970:551 Transportation and Land Use (fall 21, alt. years)
16:450:606 Geography Seminar: Integrated Land Use Change (occasional)
11:550:431 Advanced Landscape Architecture (studio course, requires design background)
11:372:444 Watershed Management: An Interdisciplinary Perspective

Recommended Courses for All Tracks (consider substituting one of these as your fourth course)

34:833:572 Negotiation and Conflict Resolution (spring)
34:970:550 Introduction to Transportation (fall)
34:970:553 Methods of Transportation Planning (spring)
34:970:556 Bicycle and Pedestrian Planning (fall 20, alt. years)
16:450:605 Geography Seminar: Environmental Change Topics (occasional)

Graduate Certificates

Students in this concentration may be interested in graduate certificates in Human Dimensions of Environmental Change, Historic Preservation, Coastal Climate Risk and Resilience, Energy and Geospatial Information Science.

APPENDICES

APPENDIX A

INITIAL GRADUATE AND UNDERGRADUATE PROGRAMS ANALYZED BY EDUCATIONAL PRIORITIES COMMITTEE

SUBJECT	NOTES
Multiple Offerings: Doctoral, Masters, Undergraduate	
Health Administration	<p>Suggested as: Doctoral Program in Health Administration AND BS in Health Administration (3 years) with MS Health Administration (2 years)</p> <p>The BS/MHA program represents an opportunity to make the undergraduate health administration program more attractive to top students while assuring a high-quality source of students for the MHA program. Several top tier CAHME approved schools including Sloan Program in Health Administration at Cornell University and Penn State's College of Health and Human Development offer the 5-year integrated program. Students apply at the end of their Sophomore year and start in Junior year with at least a 3.35-3.5 GPA. Intro to HA, Leadership and Professional Practice courses can be used for transition from undergraduate to graduate levels. Programs such as this make the undergraduate program much more appealing to top students and assures high-quality students for the MHA program. HA undergrads are constantly asking about the possibility of this option. In addition, and it is a very strong point, many of our instructors, highly qualified instructors, teach both undergraduate and graduate courses thus we have the capability right now to go forward with this program.</p>

Population Health Management	Suggested as an undergraduate minor and master's degree program. "PHM incorporates elements of public health, health administration, policy and informatics - all of which we are currently engaged in. A few new courses would be created, but the key ingredients are already at Bloustein. I see PHM as something that could be of interest to other programs at Bloustein and strengthen the relationship between them. For our undergrads in public health, it would make them more desirable in the workforce. About two years back we conducted a focus group with our public health practitioners. One of the key points raised was that there is a growing need for a population health systems approach that is complimentary to public health objectives. That's what a minor/certificate (or even masters) in PHM could offer. As part of the program, students would learn how to do a community needs assessment. This directly translates into something useful in the marketplace."
Sustainable Development/Sustainable Cities (working title only)	Suggested as undergraduate major and minor, and masters-level degree, and masters-level certificate. Undergraduate program that reflects the unique and multidisciplinary nature of the Bloustein School and expose students to issues surrounding sustainable development from the vantage points of health, urban planning, public policy, transportation, land use, etc.
Real Estate	Suggested as undergraduate minor and master's degree programs. Intersection of real estate, urban design, and new media and technology
Architecture	Suggested as an undergraduate major and a master's degree: Urban design, landscape architecture, graphic design, industrial design, digital design
Health Informatics	Suggested as Undergraduate Minor, Masters-level degree program, and Masters-level Certificate Program

Cross-disciplinary studies on implications of climate change

Masters-level cross disciplinary certificate program (public policy/urban planning) associated with long-term sustainable, equitable, and science-informed solutions to climate change futures.

Undergraduate course (pre-cursor to the development of a certificate program) that takes an interdisciplinary approach (public health, health administration, planning, and policy) to the in's and out's of climate change and the implications for those professions.

BS in Coastal Resilience combined with a Masters in Planning or Public Policy

Suggested as 3-2 Program (undergrad & masters)

Multiple Offerings: Masters-level Programs (MS degrees and certificates)

Urban and Public Informatics

Suggested as an Executive Master's Program and as a Masters-level Certificate

Multiple Offerings: Undergraduate only (some combination of majors, minors, & certificates)

Sustainable Development (working title only)

Suggested as undergraduate major and minor.

Undergraduate program that reflects the unique and multidisciplinary nature of the Bloustein School and expose students to issues surrounding sustainable development from the vantage points of health, urban planning, public policy, transportation, land use, etc.

Undergraduate Majors

**Global Studies
Data Science for Urban Planning, Public Policy, and Smart Cities**

Architecture

**Science, technology, and society
Public Informatics**

Urban design, landscape architecture, graphic design, industrial design, digital design

Focus on future innovation and society, or more policy-oriented or more urban-oriented

Public Health Informatics

This is a major that fits the Public Informatics field well and is fairly innovative with most SPH and Business schools focusing on biostatistics or health informatics. Hospitals, government agencies, pharmaceutical /biotech companies and health care consulting are all expanding job opportunities in this field and they like undergrads because they can train them easily. It also aligns the public health major firmly within the school's graduate programs. It is different from the health informatics program within RBHS.

Undergraduate Minors

Global Health and Nutrition Global Health and International Development Diversity Studies

Joint minor with SEBS Department of Nutrition

Possibly in conjunction with SAS Department of Geography

Arts and Culture in Planning

(perhaps something that would be developed by working further with Mason Gross- but a minor exploring place making and how planning intersects with art and culture- either through visual media and/or as a communication/engagement strategy.)

Geographical Techniques Operations Research

Undergraduate Certificate Programs

Cancer Tumor Registrar Certificate

ready for review 10.18.19

Concept paper and SWOT analysis prepared by Ann Marie Hill

Food Planning and Public Policy Diversity Studies

joint with SEBS

Geographical Techniques (GIS Mapping)

Public Policy Economics

Joint with SAS Department of Economics (which already has one)

Masters-level Degree Programs

Community Development Finance

Dual-degree programs with NJIT, particularly in infrastructure and/or real estate

Urban Studies

Global Affairs/Global Studies

Health Analytics	A graduate degree program that brings together the strengths of the MHA and MPI programs in a logical way. This is a hot field with significant demand. Other HA and Business Informatics programs are jumping on this so I think it could be a winner. Demand is high for graduates in pharmaceutical industry, hospitals/healthcare systems and healthcare consulting. It is different from other health informatics or biostatistics programs in RBHS.
Community Building	(Possibly with Mason Gross)
Environmental Planning	Program with Landscape Design Maybe a dual MCRP/MLA degree?
Environmental Studies	
Urban and Public Informatics	Executive Master's Program
Joint degree programs in civic technology, public informatic & social entrepreneurship	Graduate programs focusing on generating new startup and venture ideas by leveraging developments in civic technology, global and domestic strategy, and strategic management.
Design	Program with urban design, landscape architecture, graphic design, industrial design, digital design with possibility of special certificate programs, e.g. public sector management of large-scale infrastructure projects or technology projects, or mid-career or executive programs in public administration.
Public administration and non-profit management	
Human ecology, Agricultural Food and Resource Economics	
Joint law/public policy degree	
Program Evaluation	Idea would take advantage of school's program areas.
Masters-level Certificate Programs	
LEAN/Six Sigma Certification in Healthcare	
Project Management in Health Care	
Data analysis for Healthcare Decision-making	
Long-term Care Management	
Food Planning and Policy (with SEBS)	
Aging Infrastructures	

**Health Administration
(Veterans and Active
Military)
Global Health
Administration Summer
Program**

Professional Development Programs

**Planning Healthy
Communities Summer
Institute**

The Rutgers University Planning Healthy Communities Summer Institute will offer short, intensive courses in basic and advanced planning, public health, and policy topics. Professional development classes will be taught at Rutgers by experts and offered in a 2 to 3 day hands-on learning format to accommodate professionals, students and other interested individuals. The courses will provide participants with the opportunity to use online tools, data, and resources as part of specific “real world” topics of their choosing where they would like to advance health in all policies approaches in their community. The Summer Institute will provide continuing education credits with the intention of offering university credits in the future. The proposed institute builds on health policy, planning and impact assessment work supported by the Bloustein School’s Planning Healthy Communities Initiative (PHCI.rutgers.edu). This proposal is to fund coursework development that will be piloted in the summer of 2020.

APPENDIX B

EDUCATIONAL PROGRAM IDEAS SUBMITTED BY BLOUSTEIN COMMUNITY

As part of its efforts, the Educational Priorities Committee solicited ideas from Bloustein staff, faculty and advisory board members. As there were many more ideas submitted than could be reasonably examined fully by the committee, those that seemed to offer the greatest potential given the human, financial, and physical resources of the Bloustein School were selected for further analysis. The full list, however, is included here as a starting point should a future expansion of educational offerings be warranted.

Undergraduate Majors

Sustainable Development (working title only)

- a 'generalist' major that reflects the unique and multidisciplinary nature of the Bloustein School and expose students to issues surrounding sustainable development from the vantage points of health, urban planning, public policy, transportation, land use, etc.

Global Studies

Data Science for Urban Planning, Public Policy, and Smart Cities

Architecture- urban design, landscape architecture, graphic design, industrial design, digital design

Science, technology and society: undergraduate program focusing on future innovation and society, or more policy oriented or more urban oriented.

Public Informatics

Public Health Informatics.

This is a major that fits the Public Informatics field well and is fairly innovative with most SPH and Business schools focusing on biostatistics or health informatics. Hospitals, government agencies, pharmaceutical /biotech companies and health care consulting are all expanding job opportunities in this field and they like undergrads because they can train them easily. It also aligns the public health major firmly within the school's graduate programs. It is different from the health informatics program within RBHS.

Medical Ethics and Health Policy (building on existing Minor)

Undergraduate Minors

Global health and nutrition (Joint minor with Department of Nutrition/SEBS)

Global health and international development

Diversity Studies

Arts and Culture in Planning-

(perhaps something that would be developed by working further with Mason Gross- but a minor exploring place making and how planning intersects with art and culture- either through visual media and/or as a communication/engagement strategy.)

Health Informatics

Real estate: Intersection of real estate, urban design, and new media and technology

Geographical Techniques

Operations Research

Sustainable Cities

Population Health Management-

“PHM incorporates elements of public health, health administration, policy and informatics - all of which we are currently engaged in. A few new courses would be created, but the key ingredients are already at Bloustein. I see PHM as something that could be of interest to other programs at Bloustein and strengthen the relationship between them. For our undergrads in public health, it would make them more desirable in the workforce. About two years back we conducted a focus group with our public health practitioners. One of the key points raised was that there is a growing need for a population health systems approach that is complimentary to public health objectives. That’s what a minor/certificate (or even masters) in PHM could offer. As part of the program, students would learn how to do a community needs assessment. This directly translates into something useful in the marketplace.”

Undergraduate Certificate Programs

Cancer Tumor Registrar Certificate [READY FOR REVIEW 10.18.19]

Food Planning and Public Policy (joint with SEBS)

Diversity Studies

Geographical techniques (GIS mapping)

Real estate: Intersection of real estate, urban design, and new media and technology

Public Policy Economics (joint w/economics, which already has one)

Public Health Management

Health Information Technology

3-2 Programs (5-year bachelors/masters)

BS in Health Administration (3) leading to Masters in Health Administration (2)

Coastal resilience BS Science degree with a masters’ planning or policy degree

Master’s-level Degree Programs

Community Development Finance

Dual degree programs with NJIT, particularly in infrastructure and/or real estate

Urban Studies

International Affairs

Sustainable Cities

Health Informatics

Health Analytics

A graduate degree program that brings together the strengths of the MHA and MPI programs in a logical way. This is a hot field with significant demand. Other HA and Business Informatics programs are jumping on this so I think it could be a winner. Demand is high for graduates in pharmaceutical industry, hospitals/healthcare systems and healthcare consulting. It is different from other health informatics or biostatistics programs in RBHS.

Global Studies

Community Building (possibly with Mason Gross).

Environmental planning (program with Landscape Design)- maybe a dual MCRP/MLA degree

Environmental Studies or Sustainability Studies

Urban and Public Informatics (Executive Masters Program)

Joint degree programs in civic technology, public informatics & social entrepreneurship:

Graduate programs focusing on generating new startup and venture ideas, by leveraging developments in civic technology, global and domestic strategy, and strategic management

Design: program with urban design, landscape architecture, graphic design, industrial design, digital design

Architecture- urban design, landscape architecture, graphic design, industrial design, digital design

Public Administration and non-profit management

(with possibility of specific certificate programs, say on public sector management of large-scale infrastructure projects or technology projects; or mid-career or executive programs in public administration.)

Human Ecology, Agricultural Food and Resource Economics

Joint law/public policy degree

Population Health Management

Master's-level Certificate Programs

LEAN/Six Sigma Certification in Healthcare

Project Management in Healthcare

Data analysis for Healthcare Decision Making

Long-term Care Management

MPI Certificate program (Public Informatics)

Food planning and policy (joint with SEBS)

Aging infrastructures

Health Administration (Veterans and Active Military)

Global Health Administration Summer Program

Urban and Public Informatics

Sustainable Cities

Doctoral Degree Programs

Doctoral program in Health Administration

Post-graduate/professional Certificate Programs

Public Informatics post-graduate certificate

Post-graduate certificate in real estate development building on RBS/Bloustein existing certificate in Real Estate Development and Redevelopment

Physician Leadership Certificate in Health Administration

Corporate Compliance Certificate in Health Administration

Assisted Living Certificate

Planning Healthy Communities Summer Institute

New/Expanded Academic Focus Areas within which specific educational programming could be developed

1. Programs that infuse the planning perspective into how governments and businesses are evaluated (moving beyond ESG/Environmental, Social, and Governance criteria)

2. Expansion of international offerings in existing masters-level programs
3. A general expansion of joint programs with Mason Gross, e.g. the former course on Arts Policy (possible collaborator suggested: Mary Nucci, Assistant Dean, Community Engagement and Research Assistant Professor for Human Ecology.)
4. Planning in and around Health Care Environments/Cities: Transportation, Planning and Politics
5. Land use in Community Development
6. Gentrification: The Stigma
7. Intensive weekend or summer break courses targeting alumni