



# Fitchburg State University

## Board of Trustees Academic Affairs Committee Meeting

Fitchburg State University Board of Trustees

Published on October 30, 2023 at 1:56 PM EDT

### Date and Time

Tuesday November 7, 2023 at 8:15 AM EST

### Location

Presidents' Hall, Mazzaferro Center, 291 Highland Ave., Fitchburg, MA 01420

Notice of a meeting of the Fitchburg State University Academic Affairs Committee on Tuesday, November 7, 2023 at 8:15 a.m. in Presidents' Hall, Mazzaferro Center, 291 Highland Ave., Fitchburg, MA 01420

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>8:15 AM</b>
<b>A.</b> Record Attendance			1 m
<b>B.</b> Call the Meeting to Order			
<b>C.</b> Approve minutes from the March 27, 2023 meeting - VOTE (12-23/24)	Approve Minutes		1 m
<b>II. Academic Affairs</b>			<b>8:17 AM</b>

	Purpose	Presenter	Time
<b>A.</b> Provost Remarks	Discuss		10 m
<b>B.</b> New Academic Program: Creative Arts Enterprise	Vote		15 m
<b>C.</b> New Academic Program: Expressive Arts Therapies	Vote		15 m
<b>D.</b> Potential Topics	Discuss		10 m
<b>III. Closing Items</b>			<b>9:07 AM</b>
<b>A.</b> Adjourn Meeting	Vote		1 m

## Coversheet

Approve minutes from the March 27, 2023 meeting - VOTE (12-23/24)

**Section:** I. Opening Items  
**Item:** C. Approve minutes from the March 27, 2023 meeting - VOTE (12-23/24)  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Board of Trustees Academic Affairs Committee Meeting on March 27, 2023  
VOTE Minutes.pdf

APPROVED



## Fitchburg State University

# Minutes

### Board of Trustees Academic Affairs Committee Meeting

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#### **Date and Time**

Monday March 27, 2023 at 8:00 AM

#### **Location**

Presidents' Hall, Mazzaferro Center, 291 Highland Ave., Fitchburg, MA 01420

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Notice of a meeting of the Fitchburg State University Academic Affairs Committee on Monday, March 27, 2023 at 8 a.m. in Presidents' Hall, Mazzaferro Center, 291 Highland Ave., Fitchburg, MA 01420

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#### **Committee Members Present**

E. Gregoire, J. Flanagan, L. Barrieau (remote)

#### **Committee Members Absent**

D. Phillips

#### **Guests Present**

A. Tourigny, B. Copper-Glenz, F. Barricelli, G. Doiron, J. Bry, J. Hanselman, J. Murdoch, L. Bayless, M. Bruun, N. Mani, P. Marshall, P. McCafferty, R. Lapidus, R. Toomey, S. Swartz

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### **I. Opening Items**

#### **A. Record Attendance**

#### **B. Call the Meeting to Order**

J. Flanagan called a meeting of the Academic Affairs Committee of Fitchburg State University to order on Monday Mar 27, 2023 at 8:02 AM.

**C. Approve minutes from the November 1, 2022 meeting - VOTE (23-22/23)**

L. Barrieau made a motion to approve the minutes from Board of Trustees Academic Affairs Committee Meeting on 11-01-22.

J. Flanagan seconded the motion.

The committee **VOTED** to approve the motion.

**Roll Call**

D. Phillips Absent

E. Gregoire Aye

L. Barrieau Aye

J. Flanagan Aye

**II. Academic Affairs**

**A. New Academic Program: M.S. in Construction Management - VOTE (24-22/23)**

J. Flanagan introduced Dr. Patricia Marshall, Provost and Vice President for Academic Affairs.

P. Marshall presented and discussed the new academic program, M.S. Construction Management, for consideration from the Engineering Technology Department.

The following introductions were made:

Dr. Jennifer Hanselman, Dean of Health and Natural Sciences

Dr. Becky Copper-Glenz, Dean of Graduate, Online and Continuing Education

Dr. Nirajan Mani, Department Chair, Engineering Technology

P. Marshall thanked them for their effort and hard work in putting this proposal together. She next talked about the processes and procedures in submitting a new program for approval to the Department of Higher Education. Once it leaves the campus, it will be submitted to the DHE where there will be an opportunity for the public to make comments. After the public period, the DHE will work with universities to align with system equity goals. Typically, this will be fast tracked. She discussed the program highlights, demand, mission, intent, academic content, enrollment projections and projected costs.

J. Hanselman talked about what constitutes construction management, and that the program goal is to prepare students at a high level. There is a growing need in this field. The program aligns with the Strategic Plan. There is already an undergraduate major, so this new program creates the potential for 4+1 program offering. This program meets the demands of an expanding market and will be affordable.

N. Mani reiterated that there is significant demand and that Fitchburg State would be the only institution offering this program in the public higher education space in Massachusetts.

J. Flanagan talked about the mission of the program and that it has a two-path option. The program itself has many complexities. Students will be engaged and able to apply to real-world problems.

N. Mani discussed the program requirements. J. Flanagan discussed the enrollment projections that are tied to the budget. B. Copper-Glenz stated the program would be flexible and affordable and completely online. It is expected that the first year will be the most difficult and slight financial losses are expected. The five-year plan estimates steady growth.

There was a discussion on the course completion expectations, partnerships, admissions requirements, advertising and the decision to offer the program online.

There was a discussion regarding the current undergraduate construction management program.

L. Barrieau made a motion to to approve the M.S. Construction Management Program.

E. Gregoire seconded the motion.

The committee **VOTED** to approve the motion.

**Roll Call**

D. Phillips Absent

E. Gregoire Aye

L. Barrieau Aye

J. Flanagan Aye

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:26 AM.

Respectfully Submitted,

J. Flanagan

**Fitchburg State University**  
**REQUEST FOR BOARD ACTION**

TO: Board of Trustees Academic Affairs Committee	DATE: November 7, 2023
FROM: The President	REQUEST NUMBER: 12-23/24
SUBJECT: March 27, 2023 Academic Affairs Committee minutes	

It is requested that the Fitchburg State University Academic Affairs Committee vote to approve the minutes from the March 27, 2023 meeting.

# Coversheet

## New Academic Program: Creative Arts Enterprise

**Section:** II. Academic Affairs  
**Item:** B. New Academic Program: Creative Arts Enterprise  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Creative Arts Enterprise Phase I LOI (1).pdf  
VOTE New Program Creative Arts Enterprise.pdf



**Institution:** Fitchburg State University

**Proposed Degree:** Creative Arts Enterprise

**PHASE I: LETTER OF INTENT TEMPLATE  
FOR BOARD VOTE ON APPROVAL PROCESS**

**Proposed Degree Title and Intent and Mission of the Program (200 words):**

The Creative Arts Enterprise (CAE) program equips individuals to be active and engaged artist entrepreneurs and practitioners across a variety of contexts. The courses in this Bachelor of Arts (B.A.) major allow students to develop a personalized and flexible set of skills, preparing them to meet the diverse demands of arts organizations and audiences in a shifting global economy.

The CAE program has a dual focus: students expand their knowledge of administration, publicity, and entrepreneurship through coursework in business, professional writing, and marketing communications while simultaneously honing their artistic skills as musicians, visual artists, or theatrical artists. This twofold approach prepares students for careers as active artists who are equipped to meet the administrative, promotional, and business needs of various types of arts organizations (theaters, orchestras, choirs, galleries, museums, studios, churches, etc.).

**Proposed CIP Code:**

50.9999: Visual and Performing Arts, Other

**Chief Academic Officer (CAO) Name and Title:**

Patricia A. Marshall, Provost and Vice President for Academic Affairs

**CAO Phone Number:**

978.665.3653

**CAO Email:**

pmarsha5@fitchburgstate.edu

**Has the Chief Academic Officer reviewed this LOI?**

Yes

**Date LOI was approved by governing authority:**

**A. Alignment with Massachusetts Goals for Public Higher Education**

**1. How does the program address institutional gaps in opportunity and achievement? How does the program align with campus goals?**

The CAE program addresses one of Fitchburg State’s primary institutional goals: progress toward education justice. Examination of fields of study within the humanities reveal continued underrepresentation of Hispanic and Black students in the visual and performing arts as compared to their White peers (Libassi, C.J. (2018). *The Neglected College Race Gap: Racial Disparities Among College Completers*. Center for American Progress. <https://www.americanprogress.org/article/neglected-college-race-gap-racial-disparities-among-college-completers>). These lower numbers may be due, at least in part, to concerns by students and their families about how an arts degree will be used post-graduation. Higher education requires a significant investment of time and funds, and the question of how a student’s program of study will position them for success is a legitimate one. The goal of the CAE program is to teach flexible and marketable skills to all of our students, including those students who have previously been marginalized, to allow them to pursue clearly recognizable and remunerative careers in the arts.

This program also aims to fill an even more direct institutional gap: at present, no art or music majors exist on our campus, which leaves us at a disadvantage when potential students interested in the arts are

**Institution:** Fitchburg State University**Proposed Degree:** Creative Arts Enterprise

exploring their options. (Currently, only minors or a concentration in theater exist.) The proposed program will create a meaningful option in the arts disciplines while also distinguishing that option through an innovative and interdisciplinary dual focus on arts training and administrative/entrepreneurial skills.

In 2016 Fitchburg State purchased a long-closed theater on Fitchburg's Main Street and has begun a major project to create a performing arts center at the site. The next phase of the project will be the construction of a new black box theater adjacent to the main building, designed to serve as both a teaching facility and a performance space. The project's final phase will be the renovation of the historic theater itself into a large modern performance venue. This major institutional/community initiative presents an incredible opportunity for CAE students to engage in professional learning, to work on actual performances and arts projects in the community, and to experience arts entrepreneurship from the inside. This opportunity will build upon our existing strong connection with the Fitchburg Art Museum (the *de facto* art museum of Fitchburg State University), where students already apply their learning through internships and coursework.

The CAE program is a particularly attractive way for Fitchburg State to address these goals and gaps, because it takes existing coursework and resources and packages them within an intentionally collaborative and cross-disciplinary framework. With minimal financial investment from the university, students will be able to draw on the expertise and experience of faculty from across the institution in a program designed to help them translate their love of the arts into a clear professional path.

## **2. What program or department supports and practices are in place to ensure that students persist and complete the certifications and degrees offered by the program?**

All students in the major will be required to meet regularly with a faculty advisor from within their concentration. Advising sessions will focus on career development and selection of appropriate elective options within the major's curriculum, building schedules with College Scheduler. EAB Navigate will provide advisors with predicted risk factors for their advisees and data related to attendance, midterm grades, and non-registration status that can also be disaggregated by race and ethnicity. The departmental curriculum committee will regularly analyze such data to help identify and eliminate potential barriers to student retention and graduation for specific identity groups. This platform can also be used to create alerts that facilitate timely interventions for students who may need assistance. Finally, physical and digital resources will be developed to enumerate additional student success assets and offices available to students. These resources will be shared during advising, and with the university's Career Services and Advising Center. The Career Services and Advising Center will also be an important resource for our students, in connection with the career competency mapping work done by majors across the university as part of a Davis Educational Foundation grant.

All incoming first-year students have access to peer mentors as part of the First Year Experience seminar at FSU. These peer mentors attend FYE classes with new students and offer academic success workshops. All CAE students who enter as first-year students will participate in this FYE experience. Transfer students will receive individual advising from the transfer office and the CAE coordinator to ensure smooth transition into the program and awareness of campus support services. We will also collaborate with our campus TRiO support services, which offer targeted assistance to first-generation students, students with disabilities, low-income students, and others who show academic need. Services include pre-advising, academic counseling, and multiple peer mentoring and tutoring opportunities, in addition to those offered by the university's Academic Coaching and Tutoring Center. Last year our TRiO office boasted the extraordinary retention rate of 96%.

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**3. Please describe relevant alliances and partnerships with PK-12, other institutions of higher education, and the employer community. If you have or plan to convene an advisory group for this proposed program, please explain. Describe how information from an advisory will be used to develop and refine the program.**

Faculty teaching in this program have extensive and longstanding relationships with area school districts, primarily through arts-based collaborative performances and projects, hosted both at the PK-12 schools and on the Fitchburg State campus. These collaborations have included student artists and performers from high schools in the nearby communities of Fitchburg, Leominster, Gardner, Harvard, Templeton, Princeton, and Winchendon.

Regular faculty collaborations also exist with community cultural organizations, including the North Worcester County Symphony Orchestra, Brattleboro (VT) Music Center, Pioneer Valley Symphony, Fitchburg Art Museum, Forge Theater Lab, and Christ Church Fitchburg, as well as extensive existing partnerships between area businesses and faculty within the program. For instance, faculty in Communications Media incorporate local companies as clients in project-based courses such as *Communicating Project Design* and *Client Project Production* (required for all CAE students), and journalism courses in English Studies (elective options for CAE students) often collaborate with the *Sentinel & Enterprise*, our local newspaper. These existing partnerships and collaborations can be leveraged immediately to create experiential learning opportunities for CAE students. For example, the program's required introductory course, *Arts in Community*, is specifically designed to connect students with creative artists, government officials, and community members working with the arts in a variety of capacities, examining how the arts are intertwined with community life in our immediate region. The capstone options will draw heavily on these partnerships, allowing students to engage in professional learning through internships or create original research or creative projects that culminate with public presentations.

Finally, faculty will be encouraged to explore additional relationships through the FSU Crocker Center for Civic Engagement, a center whose mission is to foster partnerships between the university and local organizations through the creation of civic-learning and community-based research and internships. Faculty will continue to connect with local artists and performers, community arts organizations, and other institutions using the arts as a means of community advancement, economic revitalization, creative placemaking, and education. An Advisory Board will be formed for the major, consisting of representatives from local stakeholders (including NewVue Communities, the Fitchburg Cultural Alliance, the Fitchburg Cultural Council, and the Fitchburg Art Museum, among others).

Faculty in the program already participate regularly in the Future Falcon Academy program run through the School of Education, wherein local middle school students are brought to campus for a week of activities and simulated coursework. As the program grows, we intend to partner with PK-12 schools through the Early College Pathways program, offering students the opportunity to earn 12 college credits at Fitchburg State while still in high school. We also intend to work with local community colleges, especially those with strong arts programs, to establish transfer agreements to facilitate students' transitions to our program, especially given the intentional flexibility and transfer-friendliness of the major's design.

**4. If the proposed program is designed for students to enter an employment area of demonstrated need in the regional and/or statewide labor market, provide evidence including references to workforce development plans showing market need and employer engagement. If it is not directly labor market aligned, identify the career options related to the proposed program and explain how students will be made aware of them.**

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The creative economy, a sector positioned at the crossroads of business, arts, culture, and technology, is a thriving area of the economy at the local, national, and international levels, leading to demand for artists and arts administrators of exactly the kind trained by this major – professionally trained arts practitioners and administrators with theaters, galleries, museums, orchestras, and other arts institutions. At the global level, in its *Creative Economy Outlook Report 2022*, the United Nations Conference on Trade and Development identified the creative economy as “one of the world’s fastest-growing sectors” (United Nations Conference on Trade and Development (2022). *Creative Economy Outlook 2022*.

<https://unctad.org/publication/creative-economy-outlook-2022>). According to the National Endowment of the Arts, in 2017 ~10% of U.S. adults engaged in visual arts learning, and ~14% engaged in music learning (from a 2022 market analysis by Webb Management Services, *Fitchburg Theater Block Market Update: Assessment & Opportunities: October 31st, 2022*). In addition, the U.S. Bureau of Economic Analysis noted that arts and culture economic activity nationwide increased by 13.7% in 2021, faster than real GDP, which increased by 5.9%. The same report also noted that arts and cultural employment nationwide increased 5% in 2021, including increases in 49 states (Bureau of Economic Analysis. (2023). *Arts and Cultural Production Satellite Account, U.S. and States*. [https://www.bea.gov/sites/default/files/2023-03/acpsa0323\\_0.pdf](https://www.bea.gov/sites/default/files/2023-03/acpsa0323_0.pdf)).

Statewide data from the U.S. Bureau of Economic Analysis finds that “arts and cultural production accounts for \$23,749,350,000 and 4.1% of the Massachusetts economy, contributing 125,091 jobs” (National Assembly of State Arts Agencies. (2022). *Creative Economy State Profiles 2022*. [https://nasaa-arts.org/nasaa\\_research/cesp-2022](https://nasaa-arts.org/nasaa_research/cesp-2022)). Even more locally, the North Central Massachusetts/Montachusett regional economy is home to a strong and growing arts sector. A 2019 ESRI Business Analysis Online study found that the region is home to 149 businesses in the “Arts, Entertainment and Recreation” sector that employ 1,237 individuals. Just a year later, the same sector in the same region supported 155 businesses with 1,290 employees. In addition, from 2000–2017 the “Arts, Entertainment, Recreation, Accommodation, and Food Services” sector was cited as the fastest growing in the region in terms of workforce percentage, surging by 37.3% in that period (Montachusett Regional Planning Commission. (2019). *Montachusett Region Comprehensive Economic Development Strategy: July 2019-July 2024*. [https://www.mrpc.org/sites/g/files/vyhli3491/f/uploads/2019\\_ceds.pdf](https://www.mrpc.org/sites/g/files/vyhli3491/f/uploads/2019_ceds.pdf)).

The aforementioned 2022 market analysis by Webb Management Services also contains an ESRI Market Index Analysis finding that “residents within a 30-mile radius of Fitchburg are much more likely to support and attend all arts disciplines than the national average,” a measurement that includes concerts, museums, galleries, and live theater. The report summary noted that “the market for the arts in and around Fitchburg is strong and broad-based in terms of age, income, and race and ethnicity.”

The North Central Massachusetts Regional Economic Development Plan from 2021 indicates that wage growth in the “Arts, Entertainment, and Recreation” sector was 14% since 2010, and 19% since 2014. In addition, this report divides North Central Massachusetts into six sub-regions and found that the “Arts, Entertainment, and Recreation” sector was the highest percentage growth sector in five of those six sub-regions (North Central Massachusetts Chamber of Commerce and North Central Massachusetts Development Corporation. (2021). *One North Central: A Roadmap for Regional Prosperity: June 2021*.

<https://www.northcentralmass.com/wp-content/uploads/2021/06/One-North-Central-A-Roadmap-for-Regional-Prosperity-Final.pdf>).

Into the future, the prospects for the arts sector in the region are even stronger. The aforementioned 2021 Regional Economic Development Plan specifically highlights being “recognized as a top destination for recreation and outdoor activity, family entertainment, and tourism” as a central goal. The plan singles out four industry sectors to be focused on over the next decade, and, as part of the above goal, “tourism

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and small business”—including arts and culture offerings—is one of the four privileged sectors. Recent campus work identifying career competencies as part of a Davis Educational Foundation grant will promote student awareness of these trends and career options.

**5. Are there existing programs at other institutions (public and independent) in your region that offer a similar degree? If so, compare and contrast them with the proposed program.**

There are a limited number of undergraduate arts entrepreneurship- and management-related programs in existence in Massachusetts, but none with the options and focus of our proposed CAE program. Our program is the only one in the region that offers students the option of specializing in music, visual art, or theater, combined with multidisciplinary and integrated coursework in business, management, and professional communication, preparing flexible arts professionals of the future.

With regard to differentiation of curriculum, some programs restrict the arts component, focusing solely on music (Music Business major at UMass Lowell, Music Management concentration within the Music major at Westfield State, majors at Berklee College of Music in Music Industry Leadership and Innovation and in Music Business/Management), or in the case of Simmons College, only music and visual art. Other programs focus solely on preparing students as management professionals within a creative industry, providing minimal artistic training (Creative Arts Management concentration within the Business and Management major at Wheaton College, Business of Creative Enterprises major at Emerson College, Arts Management major at Massachusetts College of Liberal Arts).

Our proposed CAE major would be the only broad-based interdisciplinary program in the region with specialization options across the disciplines of music, visual arts, and theater, allowing students to benefit from interdisciplinary cross-pollination of exactly the kind that is demanded by the creative economy.

**6. Has the proposed program been planned to include any significant digital, experiential, competency-based or other innovative approaches? Please explain and provide examples.**

The CAE program is explicitly designed in alignment with a nascent and innovative arts education approach, which incorporates both arts training and entrepreneurial skills meant to help students translate that training into a professional path. The program’s concentrations in music, visual art, and theater are all inherently experiential: students engage with the arts not just through analysis, but primarily through embodied expressive practice involving public audiences. This experiential focus is also highlighted through student engagement with the many educational, non-profit, and corporate partnerships outlined in A.3 above, community partnerships that will also be incorporated into the internship capstone option.

Students will be encouraged to think of their work in the context of the wider community beginning with the very first requirement in the major, the innovative, newly-developed introductory course titled *Arts in Community*. The main focus of the course is an investigation into how the arts are intertwined with economic and civic life in our region. Students will hear from creative artists, government officials, business leaders, and community members who are working with the arts in many different capacities, including arts in urban planning and creative placemaking, arts in social justice and community advancement, arts in healing and care settings, and arts in community education. Beyond preparing for a professional path, this community focus will prepare our students for a life as engaged citizens and active participants in civic life.

**B. Alignment with Campus Strategic Plan and Mission**

**1. Describe why the proposed program is a priority, and how it supports the campus’s approved strategic plan, in the context of the institution’s mission.**

The CAE major resonates strongly with Fitchburg State’s mission to “blend liberal arts and sciences and professional programs within a small college environment.” The blending in this case is direct, as this

**Institution: Fitchburg State University****Proposed Degree: Creative Arts Enterprise**

program allows students to bring the professional skills of entrepreneurship, administration, marketing, and management into conversation with the visual and performing arts. In addition, our mission to “provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth” finds a new expression in this program, preparing students to fill key cultural roles within the community.

Fitchburg State’s vision to be “nationally recognized for its excellence in teaching and learning in current and emergent fields” is also manifested in this program, which is at the forefront of arts training in higher education. Degree programs in the fine and performing arts have only recently begun to pivot to emphasize not only training in artistic practice, but also how to professionally leverage that training. The first related professional organization, the Society for Arts Entrepreneurship Education, was founded in 2014, and the only two peer-reviewed academic journals dedicated to arts entrepreneurship (*Artivate* and *Journal of Arts Entrepreneurship Education*) were established even more recently. In 2017, the National Association of Schools of Music added standards for “Preparation for the Professions” to their handbook for certification of music programs in higher education, a standard that includes leadership and entrepreneurial training. CAE clearly fits the definition of an emergent field.

In the FSU Strategic Plan 2020-25, Goal 3 is to “[b]e an engine of social, economic, civic, and cultural development in our city and region.” The city of Fitchburg is actively working to leverage the arts as a tool for downtown revitalization, both social and economic, and recently received 2-year funding through MassDevelopment’s Transformative Development Initiative Creative Cities program, which supports arts and culture partnerships in TDI districts. At Fitchburg State we have highlighted our institutional role as “stewards of place” by assigning a high value to the relevance of our academic work for the real lives of the people in our surrounding communities, two of which (Fitchburg and Leominster) are designated by the state legislature as “Gateway Cities.” The CAE major will enhance our institutional ties to the city, with mutual benefit to our students and arts initiatives in Fitchburg. The city’s focus on the arts as a means of renewal involves a growing number of arts projects and organizations, which create opportunities for our students and program graduates alike. Examples of projects that represent this growing focus include:

- The Fitchburg Arts Stewards Training program run by NewVue Communities, which has resulted in an active and growing Arts Stewards community group.
- The BF Brown/Fitchburg Arts Community project, currently underway, will create a large number of live-work artist studio spaces across the street from the Fitchburg Art Museum.
- The Community Mural Institute, which has installed three large-scale murals in Fitchburg’s downtown neighborhood, developed in collaboration with community groups to honor their work and history.
- The City of Fitchburg’s recent NEA-funded Main Street Arts Project, commissioning public art pieces for four key intersections downtown.

The university’s recent receipt of a \$500,000 Infrastructure and Capacity Building Grant by the National Endowment of the Humanities, to support the black box theater construction project and associated academic programs in the arts, will meaningfully foster this point of connection between the university and the city. With anticipated groundbreaking on the black box theater in 2024, there will be particularly compelling opportunities for student applied experiences, as well as full-time positions for our graduates, in both the administrative and artistic elements of the space.

Finally, in the FSU Strategic Plan 2020-25, Goal 1 is to “[f]orge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning.” Two specific strategies for achieving that goal are to “[p]romote greater interdisciplinary teaching and develop innovative combinations across academic departments,” and to “[l]everage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs.” The CAE major,

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as well as a new Expressive Arts Therapies major being developed simultaneously, both reach across disciplinary boundaries (connecting the arts to business administration, professional writing and communications, psychology, and human services) and combine existing offerings to create innovative new programs in areas of demonstrable need for the community.

**2. List the overall goals and learning objectives of the program and describe the strategy for achieving each goal.**

See Form B *LOI Program Goals and Objectives* table, particularly noting the program’s emphasis on educational justice through recruiting diverse students, and the emphasis on continuous reflection and improvement through creating annual summary reports of program growth and impact.

**C. Alignment with Operational and Financial Objectives of the Institution**

**1. Provide enrollment projections for the first five years of the program using the Program Enrollment form (Form C), Describe below any anticipated impact that the program may have on enrollment in other programs.**

There is the potential for impact by the CAE major on the B.S. Communications Media concentrations in Theater and Technical Theater, but Communications Media and Theater faculty have been crucial collaborative partners in the development of this program and have no concerns regarding negative impacts on enrollments on their concentrations. Rather, they anticipate mutual benefit.

Courses from across the university (Humanities Department, Communications Media Department, Business Administration Department, English Studies Department) are included in this major. All departments have approved the program and report no concerns about the impact of CAE student enrollments on their courses or majors.

**2. Describe the resources that the program will require (additional faculty and/or staff, space and equipment, on-line infrastructure, startup and maintenance of the program). Please include a narrative or financial statement outlining the anticipated net impact of the program on the overall financial resources of the institution. Include five years of future projections of revenue and expense using the LOI Budget form (Form D).**

The CAE program is designed to take advantage of existing courses, resources and expertise at the university and, as such, the net impact of the program on the overall financial resources of the institution will be minimal. The modest costs related to program launch and coordination are outlined in the Form D *LOI Program Budget* table. Specific costs include a modest marketing budget to launch the program, a program coordinator stipend (shifting to a course release once the program is established), and \$1000 additional annual funding to the home department budget to support miscellaneous project costs.

**3. Complete the LOI Curriculum Outline form (Form A) with course titles and credits.**

**4. Complete the LOI Program Goals and Objective form (Form B).**

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**ATTACHMENTS:**

<b>Form A</b>	<b>LOI Curriculum Outline</b>
<b>Form B</b>	<b>LOI Goals and Objectives</b>
<b>Form C</b>	<b>LOI Enrollment Projections</b>
<b>Form D</b>	<b>LOI Budget</b>



**Institution:** Fitchburg State University**Proposed Degree:** Creative Arts Enterprise**Form A: LOI Undergraduate Program Curriculum Outline**

<i>Required (Core) Courses in the Major (Total # courses required = 5)</i>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
IDIS 1XXX	Arts in Community	[3]*
BSAD 2100	Introduction to Entrepreneurship	[3]
COMM 3304	Communicating Project Design	[3]
COMM 3470	Client Project Production	[3]
THEA 3002	Artist as Business	[3]
<b>Capstone options (choose one of the two below)</b>		
IDIS 3004	Interdisciplinary Studies Research Seminar	[3]*
IDIS 4004	Capstone Seminar	[3]*
<b>OR</b>		
IDIS 4XXX	Internship	[6]*
	<i>Sub Total Required Credits</i>	[21]
* Fulfills General Education requirements as well as major requirements		
<i>Elective Courses (Total # courses required = 16-24, depending on arts concentration)</i>		
<b>Communications elective (choose 3 credits)</b>		
COMM 3460	Public Relations	[3]
COMM 3810	Introduction to Graphic Design	[3]
COMM 4010	Information Design	[3]
COMM 4212	Marketing Communication	[3]
<b>Professional Writing elective (choose 3 credits)</b>		
ENGL 2030	News Reporting and Writing	[3]
ENGL 3830	College Newspaper Production	[3]
ENGL 3840	Freelance Writing for Magazine	[3]
ENGL/COMM 3860	Writing for Organizations	[3]
ENGL/COMM 3870	Feature and Magazine Writing	[3]
COMM 3430	Writing for Advertising	[3]
<b>Business elective (choose 3 credits)</b>		
BSAD 2030	Principles of Management	[3]
BSAD 2040	Fundamentals of Marketing	[3]
BSAD 3310	Consumer Behavior	[3]
BSAD 3320	Market Research	[3]
BSAD 3500	Business Law I	[3]
BSAD 3800	Digital Commerce	[3]

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BSAD 4600	Writing the Business Plan	[3]
<b>Combined elective (choose 3 credits) (a course selected for another category above cannot be counted again here)</b>		
BSAD 1700	Intro to Computer Information Systems for Business	[3]
BSAD 2030	Principles of Management	[3]
BSAD 2040	Fundamentals of Marketing	[3]
BSAD 3310	Consumer Behavior	[3]
BSAD 3320	Market Research	[3]
BSAD 3500	Business Law I	[3]
BSAD 3800	Digital Commerce	[3]
BSAD 4300	Sales Management	[3]
BSAD 4330	International Marketing	[3]
BSAD 4340	Developing Marketing Strategies	[3]
BSAD 4600	Writing the Business Plan	[3]
COMM 2005	Introduction to Social Media	[3]
COMM 3025	Social Media Advertising and Public Relations	[3]
COMM 3430	Writing for Advertising	[3]
COMM 3460	Public Relations	[3]
COMM 3810	Introduction to Graphic Design	[3]
COMM 4010	Information Design	[3]
COMM 4212	Marketing Communication	[3]
ENGL 2030	News Reporting and Writing	[3]
ENGL 3830	College Newspaper Production	[3]
ENGL 3840	Freelance Writing for Magazine	[3]
ENGL/COMM 3860	Writing for Organizations	[3]
ENGL/COMM 3870	Feature and Magazine Writing	[3]
<b>Complete one Arts Concentration (Theater, Visual Art, or Music)</b>		
<b>Theater Concentration (24 credits)</b>		
<b>Required courses (18 credits)</b>		
THEA 1700	Stage Movement	[3]
THEA 1720	Voice and Articulation	[3]
THEA 2100	Children's Theater	[3]
THEA 2700	Acting I	[3]

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THEA 3003	Dramaturgy	[3]
THEA 3550	Page to Stage Analysis	[3]
<b>Electives (choose 6 credits)</b>		
MUSC 2320	Concert Choir	[1]
MUSC 2330	Chamber Choir	[1]
MUSC 2600	Class Voice	[1]
THEA 2730	History of the Theater I	[3]
THEA 2740	History of the Theater II	[3]
THEA 2800	Acting II	[3]
THEA 2850	Applied Acting	[3]
THEA 3010	Acting for the Camera	[3]
THEA 3035	Playwriting	[3]
THEA 3400	Advanced Stage Movement	[3]
THEA 3500	Voice II	[3]
THEA 3600	Auditioning	[3]
THEA 3700	Directing the Play	[3]
<b>Visual Art Concentration (24 credits)</b>		
<b>Required courses (6 credits)</b>		
ART 1100	Art Appreciation	[3]
ART 1400	Drawing	[3]
<b>History elective (choose 3 credits)</b>		
ART 2050	Public Art	[3]
ART 3000	Contemporary Art	[3]
ART 3150	Modern Art	[3]
<b>3-D elective (choose 3 credits)</b>		
ART 1650	Three-Dimensional Design	[3]
ART 2004	Ceramics	[3]
ART 2030	Sculpture I	[3]
<b>Painting elective (choose 3 credits)</b>		
ART 2102	Introductory Painting	[3]
ART 2450	Water-Based Media	[3]
<b>Intermediate / Advanced elective (choose 3 credits)</b>		
ART 2250	Intermediate Drawing	[3]
ART 3002	Ceramics II	[3]

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ART 3020	Intermediate Painting	[3]
ART 3200	Advanced Open-Media Studio Art	[3]
<b>Combined electives (choose 6 credits) (a course selected for another category above cannot be counted again here)</b>		
ART 1650	Three-Dimensional Design	[3]
ART 2004	Ceramics	[3]
ART 2030	Sculpture I	[3]
ART 2102	Introductory Painting	[3]
ART 2150	The Art of Puppetry	[3]
ART 2200	Life Drawing	[3]
ART 2250	Intermediate Drawing	[3]
ART 2450	Water-Based Media	[3]
ART 3002	Ceramics II	[3]
ART 3020	Intermediate Painting	[3]
ART 3200	Advanced Open-Media Studio Art	[3]
<b>Music Concentration (24-26 credits)</b>		
<b>Required courses (9 credits)</b>		
MUSC 1000	Art of Music	[3]
MUSC 1400	Introduction to Music Technology	[3]
MUSC 1500	World Music	[3]
<b>Piano Proficiency (choose one of the two below) (0-1 credits)</b>		
MUSC 2500	Class Piano	[1]
MUSC 4800	Piano Proficiency Exam	[0]
<b>Dictation / Sight Singing Proficiency (choose one of the two below) (0-1 credits)</b>		
MUSC 1001	Ear Training	[1]
MUSC 4801	Dictation / Sight Singing Proficiency Exam	[0]
<b>Theory elective (choose 3 credits)</b>		
MUSC 2200	Basic Music Theory	[3]
MUSC 2240	Harmony I	[3]
<b>History elective (choose 3 credits)</b>		
MUSC 3100	Symphony	[3]
MUSC 3150	Music of the Stage	[3]
MUSC 3200	Opera	[3]
MUSC 3400	Twentieth-Century Music	[3]

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MUSC 3450	Appreciating the American Musical	[3]
MUSC 3500	American Music	[3]
MUSC 3600	Bach to Beethoven	[3]
MUSC 3650	Romanticism to Rock	[3]
MUSC 3700	19th Century Music	[3]
MUSC 3750	Music in Film	[3]
MUSC 3800	History of Jazz	[3]
MUSC 3900	Women, Music, and Society	[3]
<b>Group lessons elective (choose 1 credit)</b>		
MUSC 2600	Class Voice	[1]
MUSC 2700	Class Guitar	[1]
<b>Individual lessons electives (choose 4 credits) (these may be repeated)</b>		
MUSC 13XX	Level 1 Private Musical Instruction	[1]
MUSC 23XX	Level 2 Private Musical Instruction	[1]
MUSC 33XX	Level 3 Private Musical Instruction	[1]
MUSC 43XX	Level 4 Private Musical Instruction	[1]
<b>Ensemble performance electives (choose 4 credits) (these may be repeated)</b>		
MUSC 2320	Concert Choir	[1]
MUSC 2330	Chamber Choir	[1]
MUSC 2400	Jazz Band	[1]
MUSC 2401	Concert Band	[1]
MUSC 2402	Community Orchestra	[1]
	<b><i>Sub Total Elective Credits</i></b>	[36-38]
<b><i>Distribution of General Education Requirements</i></b>		<b># of Gen Ed Credits</b>
Arts and Humanities, including Literature and Foreign Languages		[24]*
Mathematics and the Natural and Physical Sciences		[12]
Social Sciences		[6]
Integrative Learning		[9]*
<b><i>Sub Total General Education Credits</i></b>		[51]*
* As indicated above, a total of 9 credits of these General Education requirements may be met by the major: 3cr of Fine Arts Expression and Analysis and 6 credits of Advancing and Applying Liberal Arts and Science Learning/Integrative High Impact Practice.		
<b><i>Curriculum Summary</i></b>		
Total number of courses required for the degree	18-27 courses, depending on concentration and capstone	

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

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**Form B: LOI Goals and Objectives**

Goal	Measurable Objective	Strategy for Achievement	Timetable
Perform a program review of the CAE major after 7 years (AY32) and every 7 years thereafter	We will use existing comprehensive program review criteria to complete a self-study of the program, followed by an external review. This program review process requires a specific action plan. In order to support DEI-related analysis, data on student success will be disaggregated by race, ethnicity, and gender.	Work with Dean of School of Arts and Sciences to add CAE to the program review rotation.  Work with Director of Assessment to adapt existing assessment methods.	Initial program review in AY32, and every 7 years thereafter
Perform an annual summary report of CAE program growth and impact	The department will work with University administrative offices to create an annual internal summary report of program growth and impact, including student and faculty surveys, faculty and community partner interviews, and enrollment data, starting in 2026 (second year of program's existence).	Work with Dean of School of Arts and Sciences, Associate Vice President for Institutional Research and Planning, and Associate Vice President of Enrollment Management to develop an information gathering procedure and timeline.	Initial summary report in AY26, and annually thereafter
Identify, attract, retain, and graduate a diverse student body	Retention rate: 75% Six-year graduation rate: 60% BIPOC enrollment: 40%	Work with Associate Vice President of Enrollment Management to target outreach and recruitment efforts, including admissions visits to underserved areas with high percentages of minoritized students, targeted communications campaigns aimed at prospective students identified as underserved who express interest in the arts, connecting directly with school counselors in underserved areas, and working with counselors at community-based organizations such as	AY32, which will allow rates based on three years of graduating students.

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		<p>OneGoal, GEAR UP, and others.</p> <p>Work with the Director of Student Diversity, Equity, and Belonging Programs to build support systems into the major and the advising process in order to better retain and support students.</p>	
<p>Become a destination program that draws students from across the region</p>	<p>Reach and maintain 40 active majors</p>	<p>Work with Associate Vice President of Enrollment Management to create and reinforce transfer pathways for community college students, taking advantage of the major’s inherently flexible and transfer-friendly design, focusing particularly on community colleges with strong arts programs.</p> <p>Work with Associate Vice President of Enrollment Management to develop marketing and outreach plans for the major that highlight the program’s value proposition in comparison to other more expensive options, and that bring attention to the internship and professional learning opportunities within the major.</p> <p>Leverage existing partnerships with area schools and arts organizations to create public showcases of the program’s outward-facing curricular performances and exhibitions.</p>	<p>AY29, based on recruiting and retaining 5-15 students per year.</p>



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**Form C: LOI Program Enrollment**

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

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**Form D: LOI Program Budget**

<i>One Time/ Start Up Costs</i>		<b>Annual Enrollment</b>				
	<i>Cost Categories</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
\$0	Full Time Faculty <i>(Salary &amp; Fringe)</i>	\$0	\$0	\$0	\$0	\$0
\$0	Part Time/Adjunct Faculty <i>(Salary &amp; Fringe)</i>	\$0	\$0	\$0	\$0	\$0
\$0	Staff	\$0	\$0	\$0	\$0	\$0
\$0	General Administrative Costs	\$1000	\$1000	\$1000	\$1000	\$1000
\$0	Instructional Materials, Library Acquisitions	\$0	\$0	\$0	\$0	\$0
\$0	Facilities/Space/Equipment	\$0	\$0	\$0	\$0	\$0
\$0	Field & Clinical Resources	\$0	\$0	\$0	\$0	\$0
\$5000	Marketing	\$0	\$0	\$0	\$0	\$0
\$0	Other (stipend for coordinator)	\$1000	\$1000	\$5900*	\$5900*	\$5900*
* 3-credit APR (reassign teaching time) for coordinator assuming sufficient enrollment						
<i>One Time/Start-Up Support</i>		<i>Annual Income</i>				
	<i>Revenue Sources</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
\$0	Grants	\$0	\$0	\$0	\$0	\$0
\$0	Tuition	\$10,930	\$21,860	\$43,720	\$65,580	\$87,740
\$0	Fees	\$51,620	\$103,240	\$206,480	\$309,720	\$412,960
\$0	Departmental	\$0	\$0	\$0	\$0	\$0
\$0	Reallocated Funds	\$0	\$0	\$0	\$0	\$0
\$0	Other (specify)	\$0	\$0	\$0	\$0	\$0
<b>TOTALS</b>		\$62,550	\$125,100	\$250,200	\$375,300	\$500,400

**Fitchburg State University  
REQUEST FOR BOARD ACTION**

TO: Board of Trustees Academic Affairs Committee	DATE: November 7, 2023
FROM: The President	REQUEST NUMBER: 13-23/24
SUBJECT: Creative Arts Enterprise	

It is requested that the Fitchburg State University Academic Affairs Committee vote to approve the Creative Arts Enterprise new program.

# Coversheet

## New Academic Program: Expressive Arts Therapies

**Section:** II. Academic Affairs  
**Item:** C. New Academic Program: Expressive Arts Therapies  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Proposed Degree Expressive Arts Therapies.pdf  
VOTE New Program Expressive Arts Therapies.pdf

**Institution:** Fitchburg State University

**Proposed Degree:** Expressive Arts Therapies

**PHASE I: LETTER OF INTENT TEMPLATE  
FOR BOARD VOTE ON APPROVAL PROCESS**

**Proposed Degree Title and Intent and Mission of the Program (200 words):**

B.A. Expressive Arts Therapies with concentrations in Music, Visual Art, and Drama

The professional major in Expressive Arts Therapies (EAT) is designed for students interested in learning about expressive arts therapies and how modalities of drama, music, and visual art are utilized in working with children and adults in a variety of settings. This major combines the student’s chosen arts modality with pre-professional coursework in Human Services and Psychological Science. This program prepares students for graduate study in expressive therapies as well as entry-level positions as recreational therapists, activities directors, and assistant/technician roles in education and mental health counseling.

**Proposed CIP Code:** CIP 51.3206 Arts in Medicine/Health

**Chief Academic Officer (CAO) Name and Title:** Patricia Marshall, Provost and Vice President for Academic Affairs

**CAO Phone Number:** 978.665.3653

**CAO Email:** [pmarsh5@fitchburgstate.edu](mailto:pmarsh5@fitchburgstate.edu)

**Has the Chief Academic Officer reviewed this LOI?** Yes

**Date LOI was approved by governing authority:**

**A. Alignment with Massachusetts Goals for Public Higher Education**

**1. How does the program address institutional gaps in opportunity and achievement? How does the program align with campus goals?**

Fitchburg State’s vision, outlined in our strategic plan, states that “Fitchburg State University will strive for education justice” by “creating a student-ready university that provides equitable access to high-quality education [and] offering all students the opportunity to apply their learning so that they are career-ready.” Examination of fields of study within the humanities, however, reveals continued underrepresentation of Hispanic and Black students in the visual and performing arts as compared to their White peers (Libassi, C.J. (2018). *The Neglected College Race Gap: Racial Disparities Among College Completers*. Center for American Progress. <https://www.americanprogress.org/article/neglected-college-race-gap-racial-disparities-among-college-completers>). These lower numbers may be due, at least in part, to concerns by students and their families about how an arts degree will be used post-graduation. Higher education requires a significant investment of time and funds, and the question of how a student’s program of study will position them for success is a legitimate one. Across institutions, students are tending increasingly to favor degree programs with clear professional paths, and this new program applies that framework to the arts. The EAT program is an interdisciplinary program that incorporates a student’s choice of arts concentration with rigorous coursework in Human Services and Psychology. The curriculum provides a pathway for students to meaningful jobs in the arts and medical professions in positions such as art coaches, mental health workers, grief counselors, and recreation specialists as well preparing students for licensure programs in counseling and mental health fields. This partnership across disciplines, building upon the strength of our Human Services program (one of the only accredited Human Services programs at a public four-year institution in the Commonwealth), directly addresses regional workforce needs. Specifically, the Central Massachusetts Regional Workforce Blueprint 2018-

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2022 identifies health occupations as the top occupational group in terms of regional employee shortages, with the Healthcare and Social Assistance Industries serving as the largest employment sector (20.3%) (Commonwealth of Massachusetts. Retrieved August 25, 2023, retrieved from <https://www.mass.gov/doc/central-regional-workforce-skills-planning-initiative-regional-blueprint/download>). Graduates from the Expressive Arts Therapies program will help to fill positions in these critical areas.

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

Finally, on our campus, at present there are no art or music majors and only a theater concentration in the Communications Media major, which makes us an outlier in the higher education landscape and leaves a significant curricular hole for our institution. Fitchburg, in the heart of the Wachusett Valley, serves as a Gateway City to the citizens of North Central Massachusetts and, as such, it is critical that our students, and the surrounding communities, have access to both programs and programming in the arts, a goal that is aligned with the University's commitment to expanding the arts in this region. In 2016, Fitchburg State purchased a long-closed theater on Fitchburg's Main Street and has begun a major project to create a performing arts center at the site. Last year the University was awarded a \$500,000 National Endowment for the Humanities award of their Infrastructure and Capacity Building Challenge Grant project for the construction of a new black box theater adjacent to the main building, designed to serve as both a teaching facility and a performance space. The project's final phase will be the renovation of the historic theater itself into a large modern performance venue. These spaces will allow for greater opportunities for both instruction and performance related to students' chosen concentrations as well as increased exposure to the arts for the surrounding community.

## **2. What program or department supports and practices are in place to ensure that students persist and complete the certifications and degrees offered by the program?**

All students in the major will be assigned a faculty advisor in the Humanities department with whom they will be required to meet one-on-one at least once per semester. These advising sessions will focus on career development and helping students select and complete the course requirements that are part of the major's curriculum, drawing on data from EAB Navigate to do so. EAB Navigate provides advisors with predicted risk for their advisees and facilitates the collection of data related to attendance, midterm grades, and non-registration status that can also be disaggregated by race and ethnicity. The curriculum committee will regularly analyze such data to help identify and eliminate potential barriers to student retention and graduation. Faculty and staff can also use this platform to create alerts that facilitate quick interventions for students who may need assistance. Additionally, each department involved in the program has its own requirements for progression through their area of the curriculum, providing multiple checks and balances for determining student readiness for progression through the degree, regardless of area of concentration.

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All incoming first-year students have access to peer mentors as part of the First Year Experience (FYE) at Fitchburg State. These peer mentors attend FYE classes with new students, are available via office hours, and offer academic success workshops. TRIO support services on our campus also offer first-generation students, students with disabilities, low-income students, and other students who show academic need services that include pre-advising, academic counseling, as well as peer mentor and tutoring opportunities, supplementing those offered by the Academic Coaching and Tutoring Center.

**3. Please describe relevant alliances and partnerships with PK-12, other institutions of higher education, and the employer community. If you have or plan to convene an advisory group for this proposed program, please explain. Describe how information from an advisory will be used to develop and refine the program.**

The admissions and recruitment offices will publicize this major to students based on their existing relationships with high school counselors in underserved areas, working with counselors at community-based organizations, and utilizing their connections with programs such as TRiO, One Goal, Bottomline, Boston University Advising Corps., Gear Up, Educational Talent Search, Upward Bound, MassEd Co, and Gateway to College.

The University is also part of the Early College program established with Mount Wachusett Community College, Fitchburg High School, Leominster High School, Sizer School, and Gardner High School, which allow students to take up to 12 college credits. Through this program, students have the opportunity to explore an arts-based major at Fitchburg State before applying to college. Finally, the Young Falcons program, which brings 5<sup>th</sup>- and 6<sup>th</sup>-grade students from local public schools to campus for tours and classroom experiences with our faculty, will be harnessed to recruit students looking for arts-based majors when they enter college, ideally at Fitchburg State.

Once at our institution, building on the existing structure of our Human Services program, students will gain practicable skills through experiential and hands-on learning in their courses that will culminate in a required 6-credit internship in an expressive arts field in students' final semester. Students may pursue further experiences applying their learning in the expressive arts through the Falcon Internship Program, a program through Career Services that offers students access to additional paid and un-paid internships. For internships that are unpaid, students can apply for Inclusive Pathways funding or access the newly-establish Internship Opportunity Fund for Undergraduate Students (funded by an anonymous grant), so that a student's financial situation does not stand in the way of their gaining valuable, hands-on experience and exploring their areas of interest.

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

**4. If the proposed program is designed for students to enter an employment area of demonstrated need in the regional and/or statewide labor market, provide evidence including references to workforce development plans showing market need and employer engagement. If it is not directly labor market aligned, identify the career options related to the proposed program and explain how students will be made aware of them.**

The attached EAB study on the proposed expressive arts therapies states: "Growing employer demand indicates a favorable market for program graduates. Employer demand growth for bachelor's-level expressive arts therapy professionals outpaced employer demand growth for all bachelor's-level professionals across February 2020 to January 2023 statewide (i.e., average 3.77% vs. 0.08% per month, respectively)." This same study also states "Employment is projected to increase faster than average in all

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of the five top relevant occupations statewide. This indicates employment opportunities for graduates will likely increase across the next 10 years.” While the report does cite a declining student demand, it does not take into account general declines in student enrollment across higher education. Also, while the report identifies strong competition in the region, all of the programs it examines, based on their CIP codes, are at private colleges and universities. We are well-placed to offer students an affordable and quality public university option.

The Central Massachusetts Regional Workforce Blueprint identifies healthcare and social assistance as one of the top-growing occupational fields in our area. Specifically, an aging population will require increased medical care and other social services as the population moves into the post-retirement stage of life. Additionally, “there continues to be a rising need for health care workers at most levels of clinical services and at a variety of health care providers, including community health centers and patient triage clinics, long-term care facilities, and hospitals.” Overall, the fields of healthcare and social assistance present “a wide spectrum of entry-level jobs and wage-earning potential” (*The Central MA Regional Workforce Blueprint 2018-2022*. (2018, March). Commonwealth of Massachusetts. Retrieved August 25, 2023, retrieved from <https://www.mass.gov/doc/central-regional-workforce-skills-planning-initiative-regional-blueprint/download>). For students wishing to enter directly into the job market following graduation, a recent search of LinkedIn job listings in the various modalities of expressive therapies in the Boston metropolitan area reveals entry-level opportunities for graduates such as Expressive Arts Coordinator (Seven Hills Foundation), Therapeutic Mentor (Bay State Community Services), and Behavior Technician (Connections ABA of MA). Following completion of a more advanced degree, students will be prepared to move into positions such as Expressive Therapist (Beth Israel Deaconess Hospital Plymouth), Activity/Group Therapist (Fuller Hospital), and Clinical Therapist (The Artful Life Counseling Center and Studio).

Students will receive career advising and guidance throughout the EAT program. Supported by a Davis Educational Foundation Grant, most programs at Fitchburg State University have developed Career Action Plans, which help students connect their academic studies to career skills and identify additional experiences that help prepare them for entry into the workforce, and the EAT program has already begun to draft these materials as well. These materials provide students with a list of the specific career competencies they can expect to build in the program as well as providing a timeline for exploring potential career paths as a means to educate and guide students on how to prepare for their career prior to graduation.

**5. Are there existing programs at other institutions (public and independent) in your region that offer a similar degree? If so, compare and contrast them with the proposed program.**

There are currently no undergraduate expressive art therapies programs in New Hampshire, Vermont, or Maine, and the proposed EAT major at Fitchburg State would be the only program for expressive arts therapies in central Massachusetts. Additionally, most programs in the state are offered at private institutions, which may not be financially viable for all students. These private institutions also differ in their focus from our proposed program. Specifically, the program at Berklee College of Music is in music therapy only; Lesley University offers expressive art therapy (B.S.) and art therapy (B.S.); and Endicott College offers art therapy (B.F.A) and expressive arts therapy (B.S.) without a concentration. Only one other public institution offers majors related to our EAT program: art therapy prep (B.A.) and music therapy (B.M.) at Westfield State. Our program is unique, as it proposes offering our students a rigorous background in psychological science and an experiential curriculum in human services as well as competency building in their chosen arts area. The majors at the other institutions also have audition or



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portfolio entry requirements, and as such may not be accessible to students who have not been able to access training in their concentration area prior to attending college.

Our program provides a significant and rigorous background in human services and psychology as well as the student’s chosen expressive arts concentration and is the only program that offers the choice of all three art modalities. Students in our program will have introductory classes together regardless of their chosen concentration, building a strong cohort. Our B.A. also requires a demonstration of intermediate foreign language proficiency, which will make students more marketable in human services and clinical settings. A recent feature in the American Psychological Association Monitor noted that “language barriers can limit access to quality care” and a nationwide APA survey found that “only 5.5 percent of psychologists who may be Hispanic or another race or ethnicity, said they can provide services in Spanish” (Smith, B.L. (2018). *Spanish-speaking psychologists in demand*. Monitor on Psychology: American Psychological Association. <https://www.apa.org/monitor/2018/06/spanish-speaking>). With approximately 55% of the student population in primary and secondary schools in Fitchburg identifying as Latinx students, the language requirement in the EAT program may be used as a recruitment tool for bringing students with a passion for arts and human services into the major while, at the same time, ultimately assisting our students with employment and allowing our students to better serve our community.

**6. Has the proposed program been planned to include any significant digital, experiential, competency-based or other innovative approaches? Please explain and provide examples.**

All students will complete a 6-credit internship in an expressive-therapies setting as well as engage in additional experiential learning in their coursework in Human Services. In their chosen arts field, students will not only learn about the arts, but they will explore how to engage others in the arts, participate in the creation or art, and publicly present their art. In one of their required foundational courses titled “Arts in Community,” they will examine the intricate play between the arts, economic dynamics, and civic involvement in our region. They will benefit from diverse perspectives, including those of creative artists, government officials, business leaders, and engaged community members active in various facets of the arts. They will explore topics such as the role of the arts in urban planning, creative placemaking, social justice, community advancement, healing and caring environments, and community education. This course, with its emphasis on community engagement, will seek to instill a sense of civic responsibility in our students.

**B. Alignment with Campus Strategic Plan and Mission**

**1. Describe why the proposed program is a priority, and how it supports the campus’ approved strategic plan, in the context of the institution’s mission.**

Fitchburg State University’s mission states that we are “committed to excellence in teaching and learning and blend[ing] liberal arts and sciences and professional programs within a small college environment.” The proposed EAT major does exactly that in its thoughtful integration of arts education with professional skills and experiences. Additionally, the University’s 2020-2025 Strategic Plan identified six main strategic goals oriented around the concept of education justice. The creation of the EAT major directly relates to these goals in the following ways:

**Goal One:** *Forge Innovative paths to knowledge acquisition, career readiness, social mobility and lifelong learning.* Two specific strategies for achieving Goal 1 are to “[p]romote greater interdisciplinary teaching and develop innovative combinations across academic departments,” and to “[l]everage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs.” The EAT major, as well as a new Creative Arts Enterprise major being developed

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**Proposed Degree:** Expressive Arts Therapies

simultaneously, both reach across disciplinary boundaries (connecting the arts to psychology, human services, business administration, professional writing, and communication) and combine existing offerings to create innovative new programs in areas of demonstrable community need. Upon graduation, students will be prepared to work directly in expressive therapy-related areas as well as for admittance into master’s level programs.

**Goal Three:** *Be an engine of social, economic, civic and cultural development in our city and region.* The creation of an expressive arts therapies program at Fitchburg State University will allow the institution to build and expand a wide variety of cultural and economic partnerships. Our regional economic blueprint has identified healthcare and social services as an area with rising needs for workers. Our graduates will provide needed employable workers in this sector at a local level, helping to drive social and economic development.

**Goal Five:** *Assert our distinctive value proposition and institutional learning outcomes boldly and widely.* With the creation of this program at Fitchburg State, we would be the only public program in expressive arts therapies that offers concentrations in all three areas of the arts. Our ability to offer this program at a reduced cost in comparison to private institutions makes it a value proposition. Additionally, creating a program that highlights our university’s interdisciplinary strengths across several departments aligns with the University’s strategic plan of creating graduates with a broad set of skills and knowledge, increasing their opportunities for success after graduation.

**Goal Six:** *Steward physical and financial resources responsibly and navigate a path to long-term organizational sustainability.* This program is built primarily with courses already present in our curriculum, leveraging the skills of existing faculty across campus.

**2. List the overall goals and learning objectives of the program and describe the strategy for achieving each goal.**

See Form B *LOI Program Goals and Objectives* table, particularly noting the program’s emphasis on educational justice through recruiting diverse students, and the emphasis on continuous reflection and improvement through creating annual summary reports of program growth and impact.

**C. Alignment with Operational and Financial Objectives of the Institution**

**1. Provide enrollment projections for the first five years of the program using the Program Enrollment form (Form C), Describe below any anticipated impact that the program may have on enrollment in other programs.**

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

**2. Describe the resources that the program will require (additional faculty and/or staff, space and equipment, on-line infrastructure, startup and maintenance of the program). Please include a narrative or financial statement outlining the anticipated net impact of the program on the overall financial resources of the institution. Include five years of future projections of revenue and expense using the LOI Budget form (Form D).**

EAT would be a low-cost addition to our program offerings as much of the program it is built primarily from existing courses and uses existing resources. Currently we can staff the new major with

**Institution:** Fitchburg State University

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existing faculty but as the major grows, there may be interest in expanding the program by hiring additional full-time faculty. For the first two years, we propose compensation for a program coordinator (faculty member) of a \$1000 annual stipend. As the program expands, we envision needing a faculty program coordinator with a 3-credit course release, in order to effectively cover the coordination of course offerings across departments and advising majors in the program. The current library holdings and departmental liaisons will support the major as outlined here. As demand grows in the major, additional musical instruments, art supplies and equipment may need to be purchased

**3. Complete the LOI Curriculum Outline form (Form A) with course titles and credits.**

**4. Complete the LOI Program Goals and Objective form (Form B).**

**Institution:** Fitchburg State University

**Proposed Degree:** Expressive Arts Therapies

**ATTACHMENTS:**

<b>Form A</b>	<b>LOI Curriculum Outline</b>
<b>Form B</b>	<b>LOI Goals and Objectives</b>
<b>Form C</b>	<b>LOI Enrollment Projections</b>
<b>Form D</b>	<b>LOI Budget</b>

**Institution:** Fitchburg State University

**Proposed Degree:** Expressive Arts Therapies

**Form A: LOI Undergraduate Program Curriculum Outline**

<i>Required (Core) Courses in the Major (Total # courses required = 11)</i>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
IDIS 1XXX	Arts in Community	[3]*
IDIS 2XXX	Fundamentals of Expressive Arts Therapies	[3]
PSY 1100	Introduction to Psychological Science	[3]
PSY 1200	Lifespan Development	[3]
PSY 2350	Abnormal Psychology	[3]
HMSV 1100	Introduction to Human Services	[3]
HMSV 2400	Crisis Intervention	[3]
HMSV 2500	Interviewing Techniques	[3]
HMSV 3700	Professional Issues	[3]
PSY or HMSV elective	Take one of the following: HMSV 2900 Group Work, HMSV 3410 Building Community Supports for Persons with Disabilities, HMSV 3500 Abuse and Neglect within the Family, PSY 2001 Memory, PSY 2110 Intro to Research Methods, PSY 2010 Child Development, PSY 2030 Biological Psychology, PSY 2220 Adult Development, PSY 2230 Adolescent Development, PSY 2300 Psychology of Personality, PSY 2500 Social Psychology, PSY 3020 Cultural Psychology, PSY 3200 Developmental Psychopathology, PSY 3430 Sensation and Perception, PSY 3500 Psychology of Learning, PSY 3550 Cognition	[3]
IDIS 4XXX	Internship	[6]*
<b><i>Sub Total Required Credits</i></b>		[36]
* Fulfills General Education requirements as well as major requirements		
<b><i>Complete one Concentration in Music, Visual Art, or Drama (24 credits)</i></b>		
<b>Music Concentration (24 credits)</b>		
<b>Required Courses (12 courses)</b>		
MUSC 1001	Ear Training	[1]
MUSC 1351	2 Semesters of Studio Applied Piano	[2]
MUSC 2240	Harmony 1	[3]
MUSC 2700	Class Guitar	[1]
MUSC 2500	Class Piano	[1]
MUSC 2XXX	Instrumental Skills	[3]
MUSC 3XXX	Conducting	[3]

**Institution:** Fitchburg State University**Proposed Degree:** Expressive Arts Therapies

MUSC 1000 or MUSC 1500	Art of Music or World Music	[3]
MUSC 2320 or MUSC 2330	1 Semesters of Vocal Ensembles (Concert Choir and/or Chamber Choir)	[1]
<b>Music Electives (choose 6 credits) any additional MUSC courses</b>		
<b>Visual Art Concentration (24 credits)</b>		
<b>Required courses (2 courses)</b>		
ART 1400	Drawing	[3]
ART 1650	Three-Dimensional Design	[3]
<b>History elective (choose 3 credits)</b>		
ART 1100	Art Appreciation	[3]
ART 2050	Public Art	[3]
ART 3000	Contemporary Art	[3]
ART 3150	Modern Art	[3]
<b>Painting elective (choose 3 credits)</b>		
ART 2102	Introductory Painting	[3]
ART 2450	Water-Based Media	[3]
<b>Art electives (choose 12 credits) Choose from the following list: (a course selected for another category above cannot be counted again here)</b>		
ART 1300	Intro to Studio Art: Drawing, Painting, and Sculpture	[3]
ART 1600	Design	[3]
ART 2004	Ceramics	[3]
ART 2030	Sculpture I	[3]
ART 2102	Introductory Painting	[3]
ART 2150	The Art of Puppetry	[3]
ART 2200	Life Drawing	[3]
ART 2250	Intermediate Drawing	[3]
ART 2450	Water-Based Media	[3]
ART 3002	Ceramics II	[3]
ART 3020	Intermediate Painting	[3]
ART 3200	Advanced Open-Media Studio Art	[3]
<b>Drama Concentration (24 credits)</b>		
<b>Required Courses (8 courses)</b>		
THEA 1700	Stage Movement	[3]
THEA 1720	Voice and Articulation	[3]

**Institution:** Fitchburg State University

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THEA 2100	Children’s Theater	[3]
THEA 2700	Acting I	[3]
THEA 2850	Applied Acting	[3]
THEA 3003	Dramaturgy	[3]
THEA 3400	Advanced Stage Movement	[3]
THEA 3350	Page to Stage Analysis	[3]
<b><i>Distribution of General Education Requirements</i></b>		<b># of Gen Ed Credits</b>
Arts and Humanities, including Literature and Foreign Languages		[24]*
Mathematics and the Natural and Physical Sciences		[12]
Social Sciences		[6]
Integrative Learning		[9]*
<b><i>Sub Total General Education Credits</i></b>		<b>[51]*</b>
* As indicated above, a total of 9 credits of these General Education requirements may be met by the major: 3cr of Fine Arts Expression and Analysis and 6 credits of Advancing and Applying Liberal Arts and Science Learning/Integrative High Impact Practice.		
<b><i>Curriculum Summary</i></b>		
Total number of courses required for the degree	19-25 courses, depending on concentration	
Total credit hours required for degree	120 credit hours	
<b><i>Prerequisite, Concentration or Other Requirements:</i></b> As a B.A. degree, students are also required to demonstrate intermediate foreign language proficiency (potentially requiring up to 12 credits, although these fulfill General Education requirements).		

**Institution:** Fitchburg State University

**Proposed Degree:** Expressive Arts Therapies

**Form B: LOI Goals and Objectives**

Goal	Measurable Objective	Strategy for Achievement	Timetable
Work-Ready Students	All students will complete an internship in an expressive therapies setting during their undergraduate studies	Building on existing partnerships through Behavioral Sciences and establishing new partnerships with expressive therapies services.	AY 29 The first students are scheduled to graduate from the program.
Identify, attract, retain and graduate diverse student body	Retention rate: 78%; Six-year graduation rate 62%; BIPOC enrollment 35%	Working with Associate Vice President of Enrollment Management to target outreach and recruitment efforts, including admissions visits to underserved areas with high percentages of minoritized students, targeted communications campaigns aimed at prospective students identified as underserved who express interest in the arts, connecting directly with school counselors in underserved areas, working with counselors at community-based organizations, and building on relationships with programs such as OneGoal, GEAR UP, and others. Working with the Director of Student Diversity, Equity, and Belonging Programs to build support systems into the major and the advising process in order to better retain and support students.	AY 32 Will allow three years of graduation in the program to establish retention and completion rates.
Become a destination program for central Massachusetts	Reach 40 active majors	Using established transfer pathways for community college students; Working with AVP of Enrollment Management to develop marketing and outreach plans for the major.	AY 20 Based on recruiting 5-15 students per year.



**Institution:** Fitchburg State University

**Proposed Degree:** Expressive Arts Therapies

**Form C: LOI Program Enrollment**

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

**Institution:** Fitchburg State University

**Proposed Degree:** Expressive Arts Therapies

**Form D: LOI Program Budget**

<i>One Time/ Start Up Costs</i>		<b>Annual Enrollment</b>				
	<i>Cost Categories</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
\$0	Full Time Faculty <i>(Salary &amp; Fringe)</i>	\$0	\$0	\$0	\$0	\$0
\$0	Part Time/Adjunct Faculty <i>(Salary &amp; Fringe)</i>	\$0	\$0	\$0	\$0	\$0
\$0	Staff	\$0	\$0	\$0	\$0	\$0
\$0	General Administrative Costs	\$1000	\$1000	\$1000	\$1000	\$1000
\$0	Instructional Materials, Library Acquisitions	\$0	\$0	\$0	\$0	\$0
\$0	Facilities/Space/Equipment	\$0	\$0	\$0	\$0	\$0
\$0	Field & Clinical Resources	\$0	\$0	\$0	\$0	\$0
\$5000	Marketing	\$0	\$0	\$0	\$0	\$0
\$0	Other (stipend for coordinator)	\$1000	\$1000	\$6250*	\$6250*	\$6250*
* 3-credit APR (reassign teaching time) for coordinator assuming sufficient enrollment						
<i>One Time/Start-Up Support</i>		<i>Annual Income</i>				
	<i>Revenue Sources</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
\$0	Grants	\$0	\$0	\$0	\$0	\$0
\$0	Tuition	\$10,930	\$21,860	\$43,720	\$65,580	\$87,740
\$0	Fees	\$51,620	\$103,240	\$206,480	\$309,720	\$412,960
\$0	Departmental	\$0	\$0	\$0	\$0	\$0
\$0	Reallocated Funds	\$0	\$0	\$0	\$0	\$0
\$0	Other (specify)	\$0	\$0	\$0	\$0	\$0
<b>TOTALS</b>		\$62,550	\$125,100	\$250,200	\$375,300	\$500,400



# Market Pulsecheck





# Market Pulsecheck Overview

An evaluation of employer demand for graduates from the proposed bachelor's-level expressive arts therapy program in the statewide market, and student demand for similar programs.

Analysis Includes:

- Job Posting Trends
- Top Occupations
- Top Titles
- Top Skills
- Top Employers
- Top Industries
- Top Cities
- Education and Experience Levels
- Degree Completion Trends

This analysis considered demand:

- Statewide (i.e., Massachusetts)

## Declining Student Demand and Strong Regional Competition May Challenge Program Launch, Despite Growing Employer Demand

### *Preliminary Program Outlook*

**Growing employer demand indicates a favorable market for program graduates.** Employer demand growth for bachelor's-level expressive arts therapy professionals outpaced employer demand growth for all bachelor's-level professionals across February 2020 to January 2023 statewide (i.e., average 3.77% vs. 0.08% per month, respectively). Further, employers advertised a limited number job postings over the past year (i.e., 694 job postings). Additionally, all of the five top relevant occupations are-projected to grow faster than average across the next 10 years. These trends signal program graduates may face a limited but growing labor market.

**Declining statewide student demand and intense competition indicate an unfavorable outlook for program launch.** Between the 2016-2017 and 2020-2021 academic years, statewide relevant degree completions declined by an average 0.46% annually. Further, the top two institutions reporting the most completions-collectively held the majority of the market (i.e., 80.00%). Notably, all the profiled institutions are private indicating the market lacks a public offering. Fitchburg State University may struggle to capture student interest amidst declining student demand and strong market leaders.

### *Research Limitations*

Additional bachelor's-level expressive arts therapy programs may exist in the profiled geographic regions but are not captured in this analysis as institutions may report completions under other, less relevant CIP codes.

# Labor Market Intelligence

## Statewide Analysis of Job Postings for Bachelor's-level Expressive Arts Therapy Professionals

Local employer demand trends suggest a limited but growing need for bachelor's-level expressive arts therapy program graduates. Relevant employer demand grew an average 3.77% per month from February 2020 to January 2023, outpacing employer demand growth for all bachelor's-level professionals (i.e., an average 0.08% growth per month). However, employers posted a low number of relevant job postings in the last 12 months (i.e., 694). These trends suggest a growing labor market with limited employment opportunities for program graduates.

**+3.77%**

### Average Monthly Demand Growth

February 2020-January 2023, Statewide Data

- Average monthly growth of 2 job postings.
- During the same period, demand for all bachelor's-level professionals declined 0.08%.

**99 job postings**

### Average Monthly Demand

February 2020-January 2023, Statewide Data

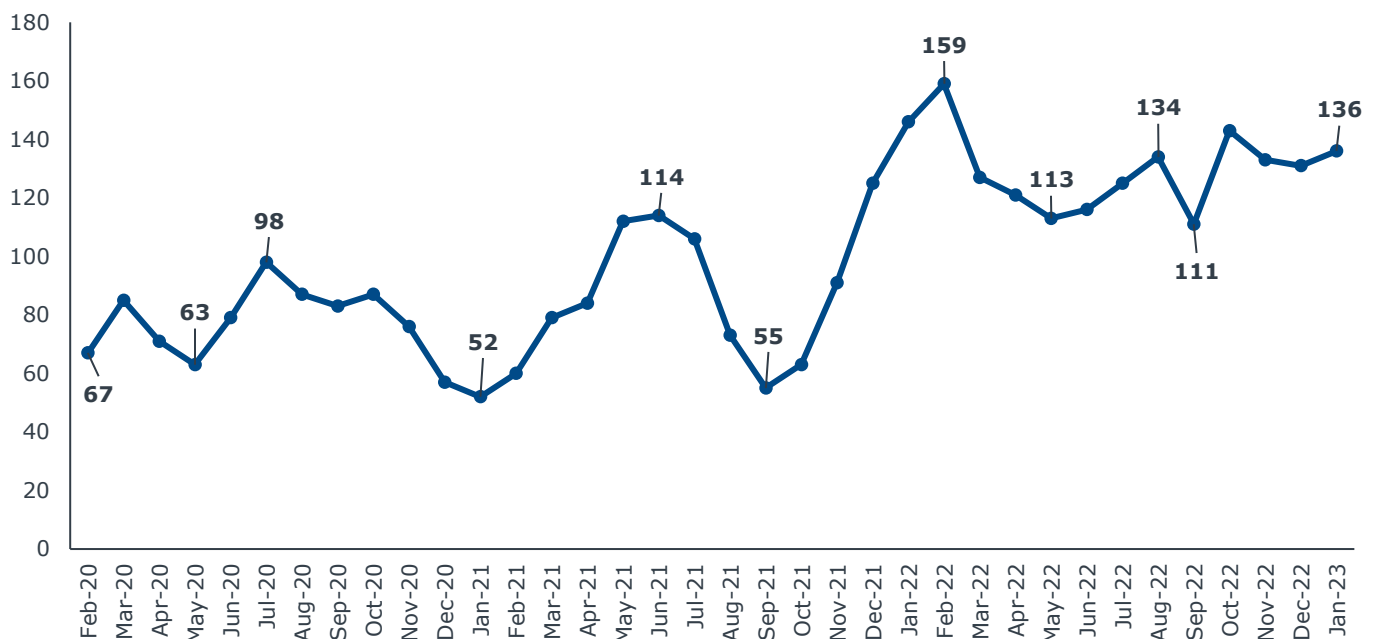
**694 job postings**

### Relevant Jobs Posted in the Past Year

February 2022-January 2023, Statewide Data

## Job Postings for Bachelor's-level Expressive Arts Therapy Professionals

February 2020-January 2023, Statewide Data



Source: EAB analysis. Lightcast.

## Statewide Analysis of Job Postings and Future Employment for Expressive Arts Therapy Professionals

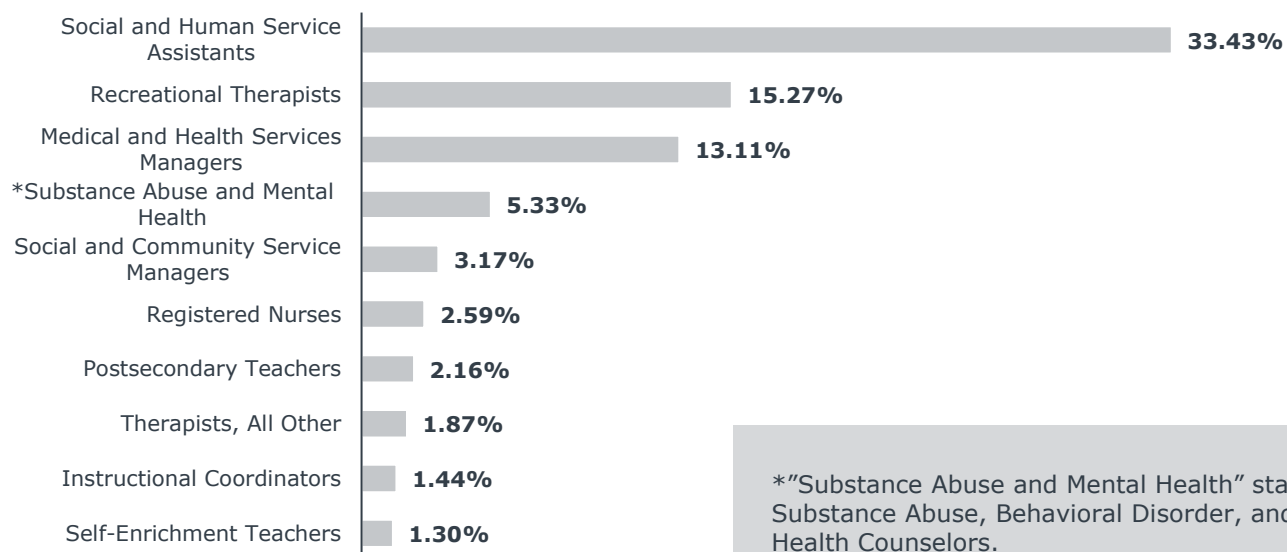
Employment is projected to increase faster than average in all of the five top relevant occupations statewide. This indicates employment opportunities for graduates will likely increase across the next 10 years.

While these occupations represent the most common occupations appearing in job postings for bachelor's-level expressive arts therapy Professionals, the projected employment data considers all jobs within an occupation at all degree levels.

### Top Occupations Across Job Postings for Bachelor's-level Expressive Arts Therapy Professionals

February 2022-January 2023, Statewide Data

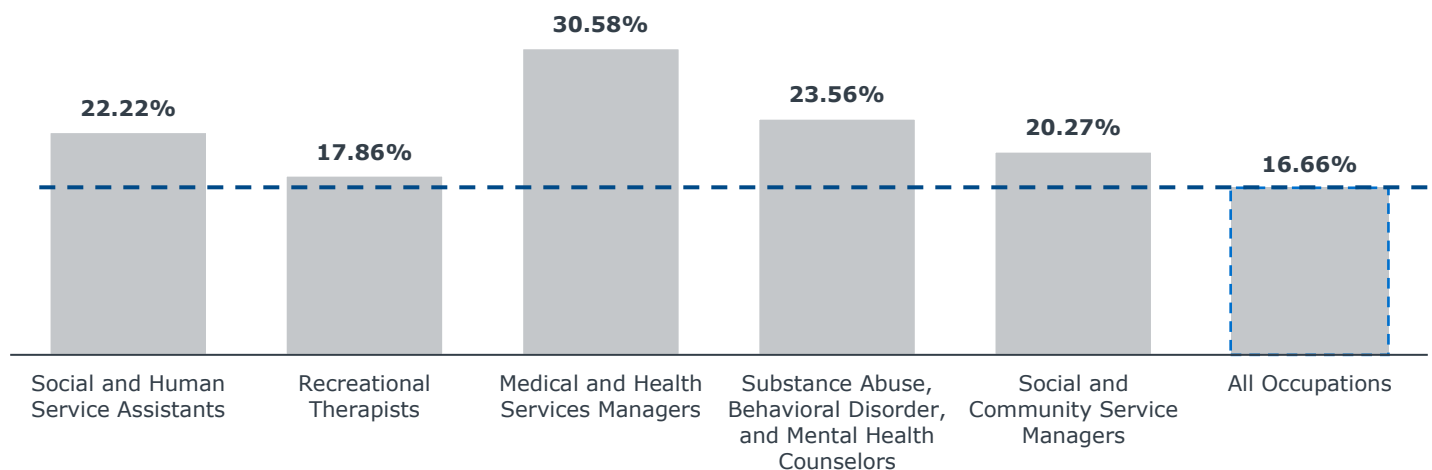
694 job postings



\*"Substance Abuse and Mental Health" stands for Substance Abuse, Behavioral Disorder, and Mental Health Counselors.

### Projected Employment in Top Occupations<sup>1</sup>

2022-2032, Statewide Data



--- The dashed blue line represents the projected employment growth across all occupations from 2022 to 2032.

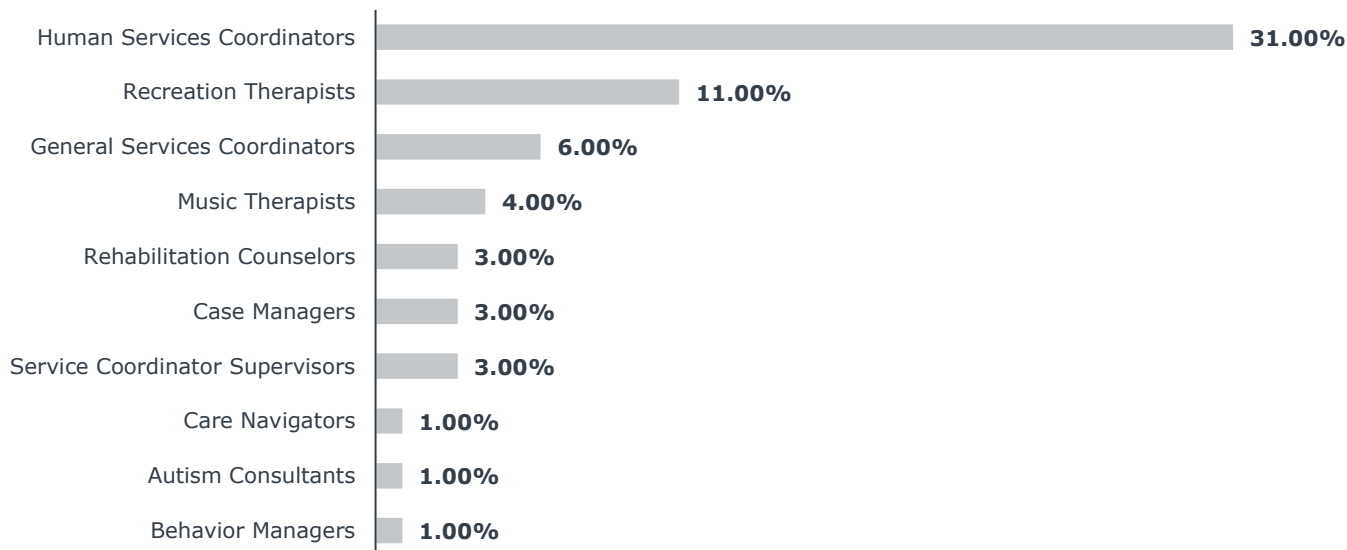
1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Source: EAB analysis. Lightcast.

### Top Titles in Job Postings for Bachelor's-level Expressive Arts Therapy Professionals

February 2022-January 2023, Statewide

694 job postings



### Top Skills in Job Postings for Bachelor's-level Expressive Arts Therapy Professionals

February 2022-January 2023, Statewide

694 job postings



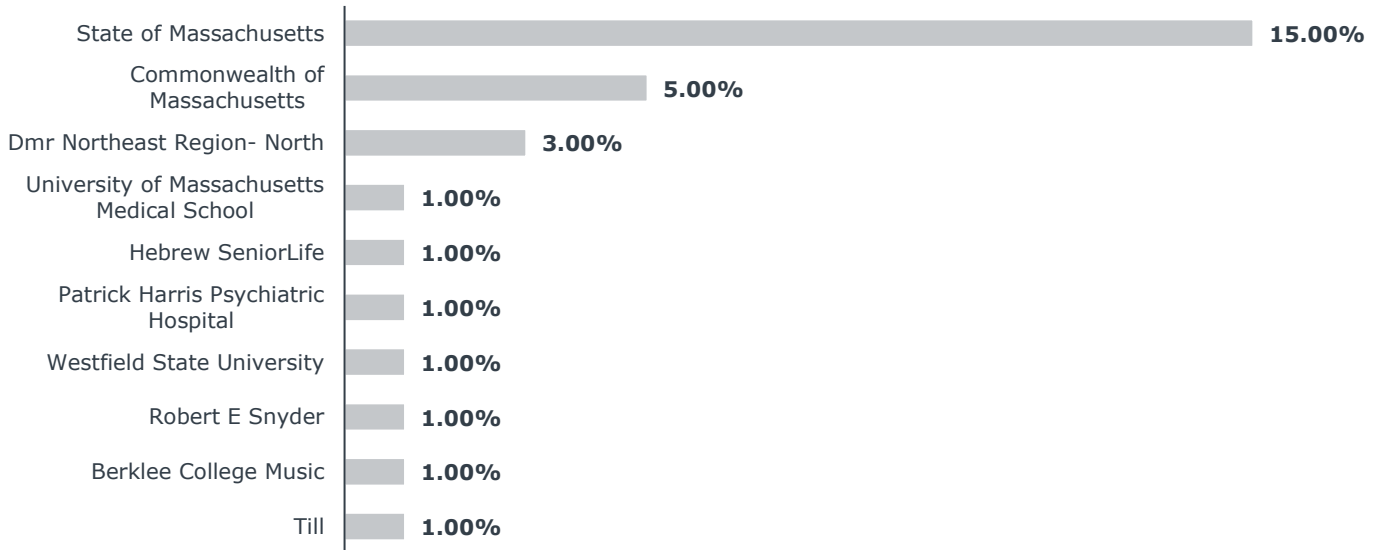
Source: EAB analysis. Lightcast Analyst.

Market Pulsecheck: Labor Market Intelligence

### Top Employers in Job Postings for Bachelor's-level Expressive Arts Therapy Professionals

February 2022-January 2023, Statewide

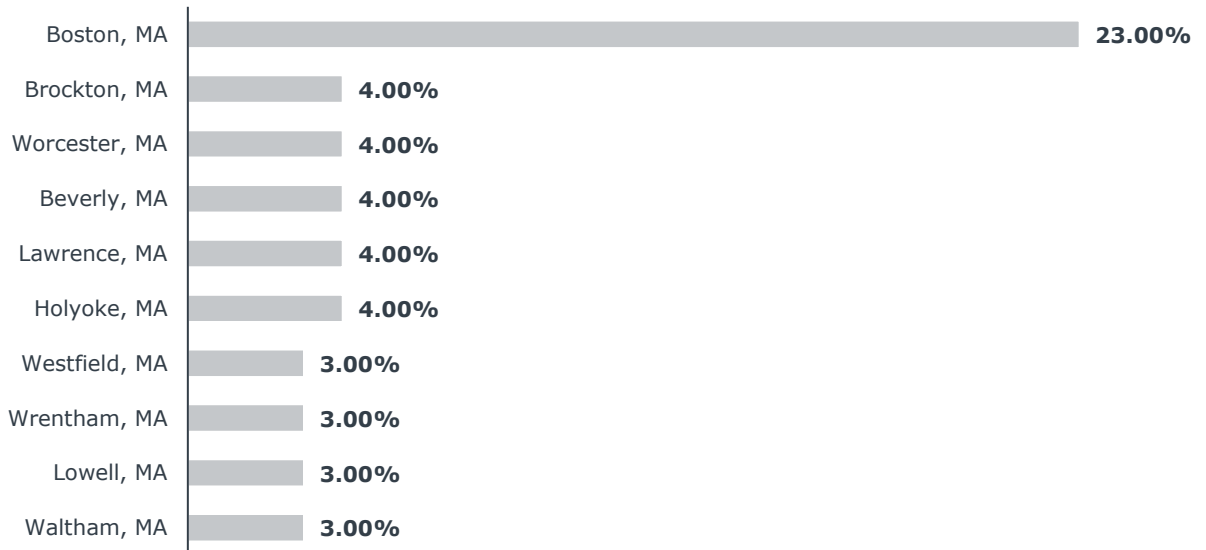
694 job postings



### Top Cities Seeking for Bachelor's-level Expressive Arts Therapy Applicants

February 2022-January 2023, Statewide

694 job postings



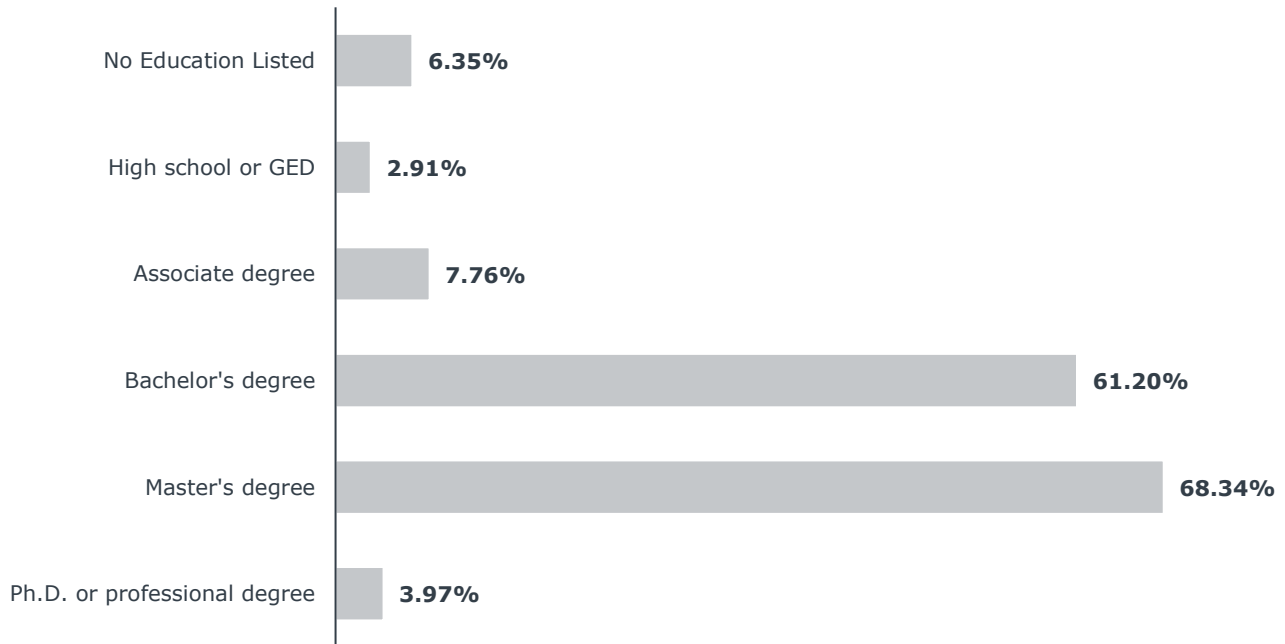
Source: EAB analysis. Lightcast Analyst.



### Education Levels Requested of Expressive Arts Therapy Applicants<sup>1</sup>

February 2022-January 2023, Statewide

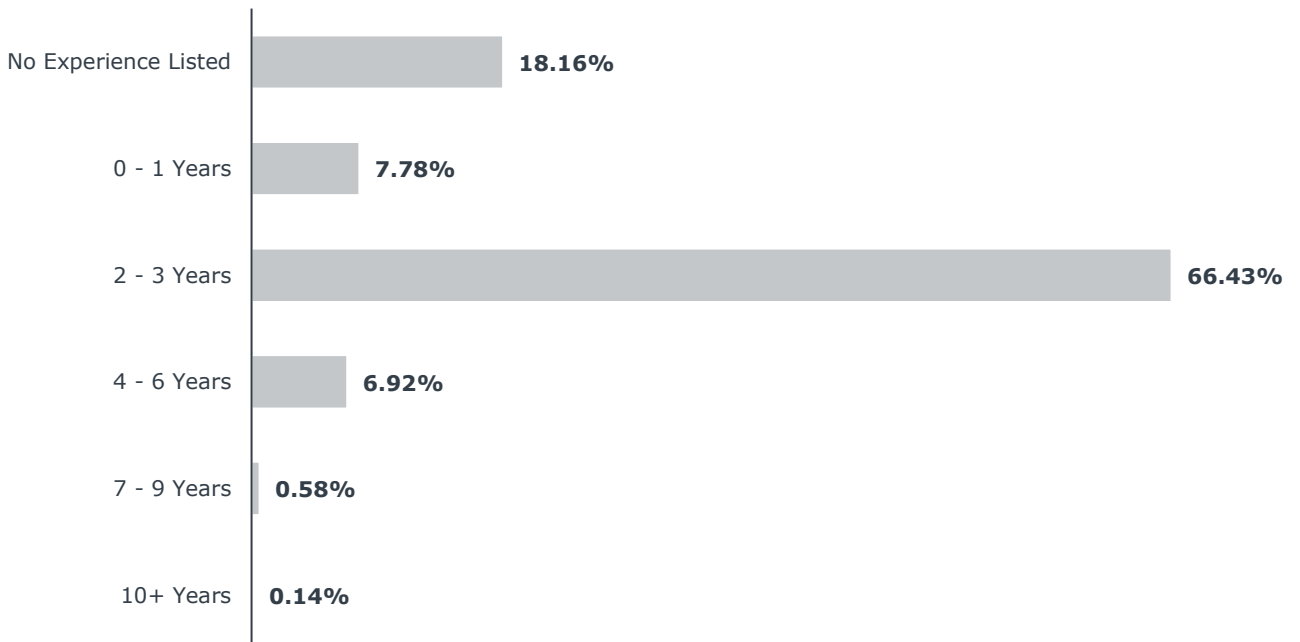
1,134 job postings



### Experience Levels Requested of for Bachelor's-level Expressive Arts Therapy Applicants

February 2022-January 2023, Statewide

694 job postings



1) The n-value reflects the number of job postings requesting any degree level expressive arts therapy applicants rather than the number of postings requesting only those at the focus degree level.

Source: EAB analysis. Lightcast.

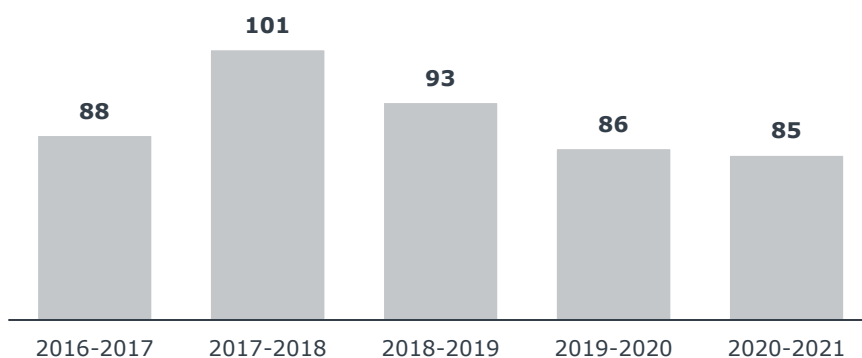
# Competitive Intelligence

## Statewide Analysis of Expressive Art Therapy-Related CIP Codes<sup>1</sup> Bachelor's-Level Expressive Arts Therapy Completions

Relevant completions for bachelor's-level expressive arts therapy programs decreased by an average 0.46% annually between the 2016-2017 and 2020-2021 academic years (i.e., net decline of three completions). In the same period, the number of institutions reporting relevant completions increased by one institution. Overall, decreasing student demand amid competition growth suggests a challenging outlook for program launch in the state.

### Completions Reported Over Time

2016-2017 to 2020-2021 Academic Years, Statewide



**-0.46%**

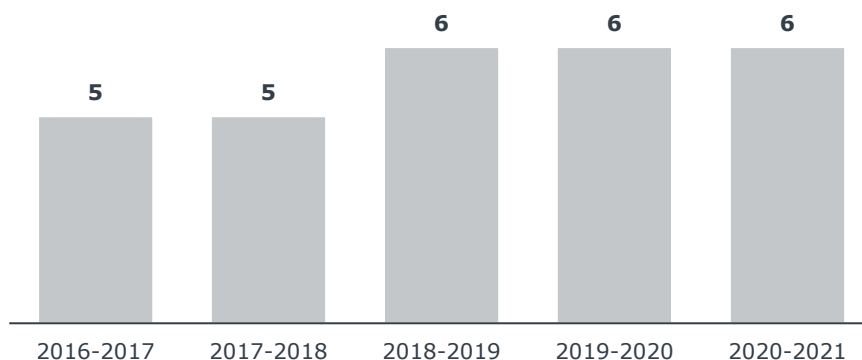
#### Average Annual Completions Decline

2016-2017 to 2020-2021 Academic Years, Statewide

- Net growth of one institution in the same period.

### Institutions Reporting Completions Over Time

2016-2017 to 2020-2021 Academic Years, Statewide



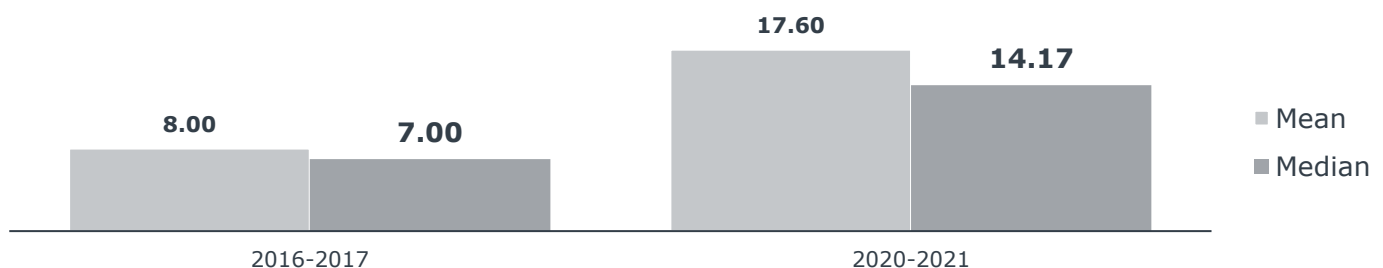
**0.00%**

#### Institutions Reporting Completions with a 100% Distance-Delivery Option

2020-2021 Academic Year, Statewide

### Completions per Institution Reporting

2016-2017 to 2020-2021 Academic Years, Statewide



1) CIP Codes "Music Therapy/Therapist" (51.2305), "Art Therapy/Therapist" (51.2301), "Drama Therapy/Therapist" (51.2315), and "Arts in Medicine/Health" (51.3206)<sup>1</sup> bachelor's-level expressive arts therapy Completions

Source: EAB analysis. National Center for Education Statistics.

## Statewide Analysis of Expressive Art Therapy-Related CIP Codes<sup>1</sup> Bachelor's-level Expressive Arts Therapy Completions

Between the 2016-2017 and 2020-2021 academic years, three of the six institutions reporting completions increased their market share and two of the six institutions increased the number of completions reported, indicating a limited number of programs managed to grow amid declining demand. Notably, all the profiled institutions are private indicating the market lacks a public offering. The top two market leaders in the region, Lesley University and Berklee College of Music, held 80.00% market share in the 2020-2021 academic year, signaling strong competition. Combined with the dwindling pool of students, this signifies an unfavorable market for program launch. Fitchburg State University may struggle to capture student interest amidst declining student demand and strong market leaders.

### Institutions with Most Reported Completions

2016-2017 to 2020-2021 Academic Years, Statewide

Institution	Reported Completions, 2016-2017	Market Share, 2016-2017	Reported Completions, 2020-2021	Market Share, 2020-2021	Completions Reported via Distance-Delivery, 2020-2021
Lesley University	26	29.55%	37	43.53%	No
Berklee College of Music	42	47.73%	31	36.47%	No
Anna Maria College	8	9.09%	10	11.76%	No
Emmanuel College	4	4.55%	4	4.71%	No
Springfield College	8	9.09%	3	3.53%	No
Assumption University	Not Offered	0.00%	0	0.00%	No

80.00%

### Conferrals by top 20% of institutions

2020-2021 Academic Year, Statewide

1) CIP Codes "Music Therapy/Therapist" (51.2305), "Art Therapy/Therapist" (51.2301), "Drama Therapy/Therapist" (51.2315), and "Arts in Medicine/Health" (51.3206)<sup>1</sup> bachelor's-level expressive arts therapy Completions

Source: EAB analysis. National Center for Education Statistics.



# Appendix

- 
- Sample Curricula
  - Research Process and Sources

## Research Questions

The requesting partner asked:

- **How has demand for graduates of my program evolved over time?**
- **In what positions do employers demonstrate the greatest need for graduates?**
- **What skills should the program teach to prepare students to meet employer demand?**
- **Which employers demonstrate the greatest demand for graduates?**
- **In which cities do employers demonstrate the greatest demand for potential graduates?**
- **What education level do employers most frequently request from relevant professionals?**
- **What experience level do employers most frequently request from program graduates?**
- How many students graduate from similar programs regionally, and how has this changed over time?
- How are similar programs structured?
- How are similar programs delivered?
- What experiential or practical learning do similar programs offer?
- What accreditation do similar programs hold?

**Bolded** questions were answered in this analysis. Remaining questions will be answered if the partner requests additional research.

## Research Limitations

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand. Unless stated otherwise, this report includes data from online job postings from February 2022 to January 2023. To best estimate employer demand for master's-level student affairs and higher education professionals, the Forum analyzed job postings for master's-level professionals with relevant skills (e.g., "art therapy," "music therapy").

## Definitions

"CIP" code refers to the Classification of Instructional Programming code.

"Statewide" refer to the following states: Massachusetts

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## Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries
- Lightcast Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)

## Labor Market Intelligence Partner: Lightcast

This report includes data made available through EAB's partnership with Lightcast (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Lightcast curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Lightcast's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Lightcast tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Lightcast tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Lightcast and its software and services, please contact Bob Hieronymus, Vice President of Business Development at [bob.hieronymus@economicmodeling.com](mailto:bob.hieronymus@economicmodeling.com) or (208) 883-3500.

# Experiential Learning

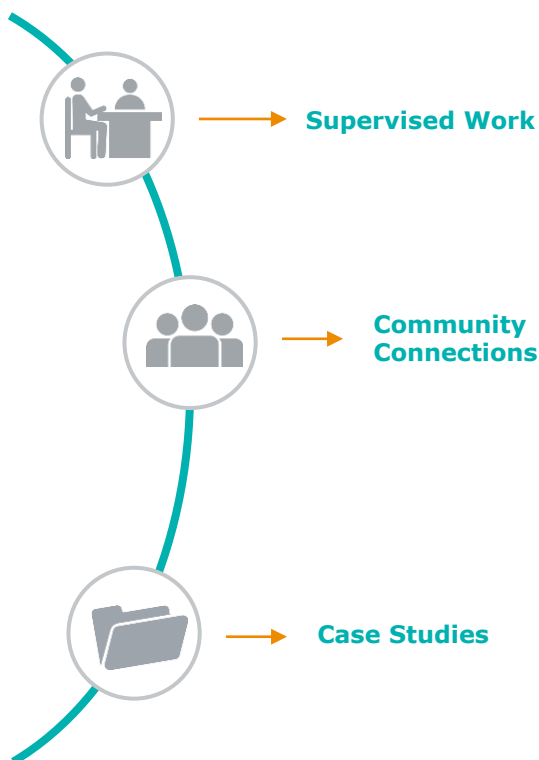
## Profiled Programs' Experiential Learning Opportunities

All profiled programs have an experiential learning requirement in the form of an internship, practicum, or fieldwork.

Internship	Practicum	Fieldwork
<ul style="list-style-type: none"> <li>Lesley University students are required to work under the supervision of an experienced professional in an approved clinical site with an expressive arts therapy focus for 180 hours throughout the semester or summer term.</li> <li>Similarly, Anna Maria College students are required to engage in a supervised clinical experience in community settings.</li> </ul>	<ul style="list-style-type: none"> <li>Berklee College of Music requires a music therapy practicum in which students are assigned to a different clinical setting. Students advance their knowledge of and ability to implement the stages of the music therapy treatment process.</li> <li>Carlow University requires an art therapy practicum. The practicum allows students to engage in therapeutic clinical art experiences under the supervision of a registered art therapist.</li> </ul>	<p>Temple University requires bachelor's in art therapy majors to engage in fieldwork experience as art facilitators with individuals and groups at pre-approved fieldwork sites. During student's time in the field, a variety of in-depth concepts are explored, such as philosophies of therapeutic art making and understanding resources for diverse individuals.</p>

## Elements of Experiential Learning in Profiled Programs

Based on the profiled programs courses, experiential learning projects can be broken into three elements: supervised work, community connections, and case studies.



- Professors and faculty play a huge role in facilitating and guiding students during their project development.
- All institutions require that students are connected to local industry partners to work under their supervision.
- Institutions encourage students to use their projects to better help the community. For instance, at Lesley University students often work with hospitals, substance abuse centers, community mental health centers, and arts-based community programs.
- Berklee College of Music partners with Mass General Cancer Center and supervises students as they work in a variety of units within the hospital.
- Carlow University offers internships through [UPMC Children's Hospital of Pittsburgh's Dream Big Studio](#), a television and radio studio for children that is part of the hospital's Creative and Expressive Arts Therapy program.
- Most of the profiled program's experiential learning courses culminated in students developing a case study based on their experiences.
- Case studies require students to go through the steps of an in-depth analysis of identifying a problem, defining a solution, justifying its benefits, and reporting results.
- Institutions often require students to present their projects at the end of the accompanying course.

## Profiled Institutions

The Forum profiled programs via secondary research at the following institutions. The Forum profiled programs with a similar curricular focus as the proposed program at the Fitchburg State University.

### A Guide to Institutions Profiled in this Brief

*Similar Programs in the Northeast*

Institution	Location	Approximate Institutional Enrollment (Undergraduate / Total)	Carnegie Classification
<b>Lesley University</b>	Northeast	1,757 / 4,010	Doctoral/Professional Universities
<b>Anna Maria College</b>	Northeast	1,119 / 1,521	Master's Colleges & Universities: Medium Programs
<b>Berklee College of Music</b>	Northeast	7,177 / 7,943	Master's Colleges & Universities: Larger Programs
<b>Carlow University</b>	Northeast	1,246 / 1,984	Master's Colleges & Universities: Larger Programs
<b>Temple University</b>	Northeast	25,967 / 35,626	Doctoral Universities: Very High Research Activity





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**Fitchburg State University  
REQUEST FOR BOARD ACTION**

TO: Board of Trustees Academic Affairs Committee	DATE: November 7, 2023
FROM: The President	REQUEST NUMBER:  14-23/24
SUBJECT: Expressive Arts Therapies	

It is requested that the Fitchburg State University Academic Affairs Committee vote to approve the Expressive Arts Therapies new program.