

**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

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%.

**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.**

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

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

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,

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).**

**Institution:** Fitchburg State University

**Proposed Degree:** Creative Arts Enterprise

**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>



Form A: LOI Undergraduate Program Curriculum Outline

<i>Required (Core) Courses in the Major (Total # courses required = 5)</i>		
Course Number	Course Title	Credit Hours
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]

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]

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	Playwrighting	[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]

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]

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	

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

**Form B: LOI Goals and Objectives**

Goal	Measurable Objective	Strategy for Achievement	Timetable
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.

		<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>



**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>

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