

**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: 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?

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-

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.

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 5th- and 6th-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

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

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

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

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:

Form A	LOI Curriculum Outline
Form B	LOI Goals and Objectives
Form C	LOI Enrollment Projections
Form D	LOI Budget

Form A: LOI Undergraduate Program Curriculum Outline

<i>Required (Core) Courses in the Major (Total # courses required = 11)</i>		
Course Number	Course Title	Credit Hours
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]*
<i>Sub Total Required Credits</i>		[36]
* Fulfills General Education requirements as well as major requirements		
<i>Complete one Concentration in Music, Visual Art, or Drama (24 credits)</i>		
Music Concentration (24 credits)		
Required Courses (12 courses)		
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]

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]
Music Electives (choose 6 credits) any additional MUSC courses		
Visual Art Concentration (24 credits)		
Required courses (2 courses)		
ART 1400	Drawing	[3]
ART 1650	Three-Dimensional Design	[3]
History elective (choose 3 credits)		
ART 1100	Art Appreciation	[3]
ART 2050	Public Art	[3]
ART 3000	Contemporary Art	[3]
ART 3150	Modern Art	[3]
Painting elective (choose 3 credits)		
ART 2102	Introductory Painting	[3]
ART 2450	Water-Based Media	[3]
Art electives (choose 12 credits) Choose from the following list: (a course selected for another category above cannot be counted again here)		
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]
Drama Concentration (24 credits)		
Required Courses (8 courses)		
THEA 1700	Stage Movement	[3]
THEA 1720	Voice and Articulation	[3]

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

Form B: LOI Goals and Objectives

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

Form C: LOI Program Enrollment

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

Form D: LOI Program Budget

<i>One Time/ Start Up Costs</i>		Annual Enrollment				
	<i>Cost Categories</i>	Year 1	Year 2	Year 3	Year 4	Year 5
\$0	Full Time Faculty <i>(Salary & Fringe)</i>	\$0	\$0	\$0	\$0	\$0
\$0	Part Time/Adjunct Faculty <i>(Salary & 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>	Year 1	Year 2	Year 3	Year 4	Year 5
\$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
TOTALS		\$62,550	\$125,100	\$250,200	\$375,300	\$500,400



Market Pulsecheck



1



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

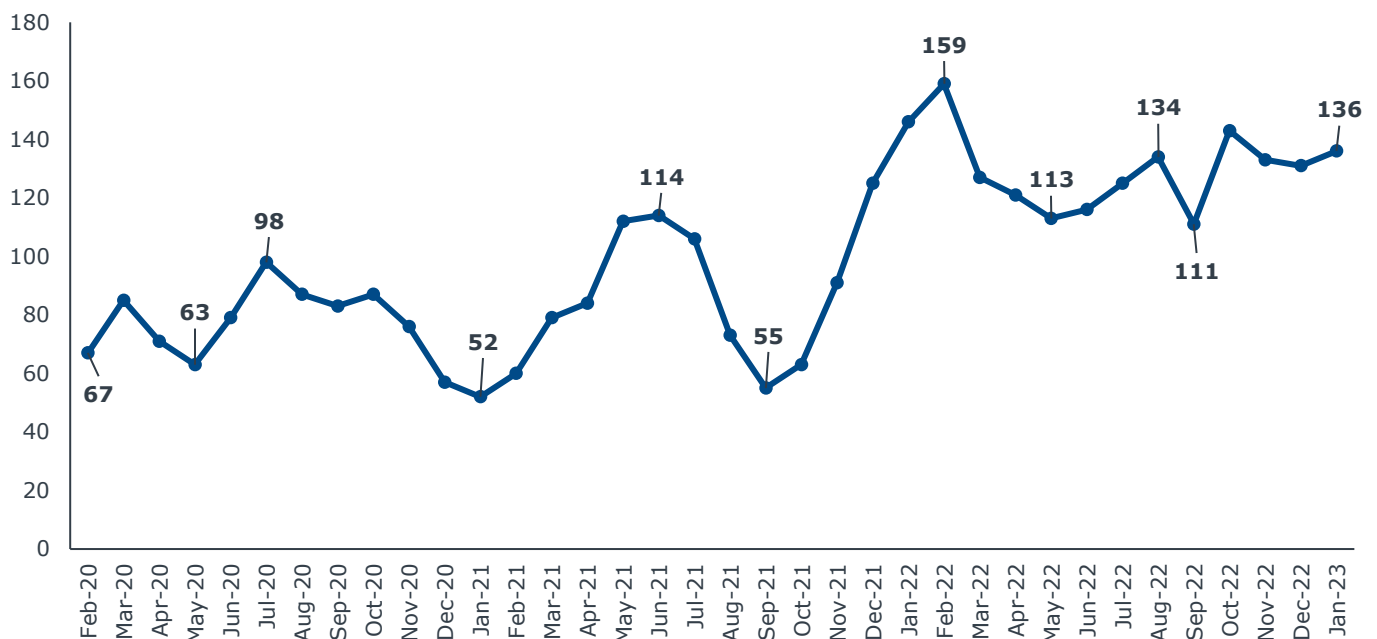
694 job postings

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

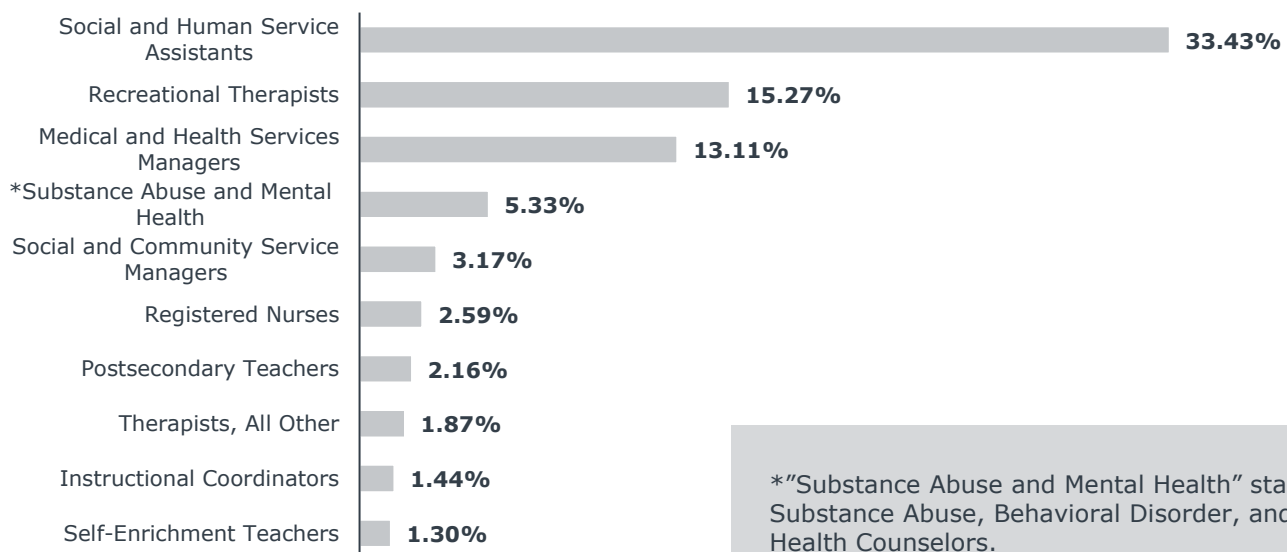
Employment is projected to increase faster than average in all of the five top relevant occupations statewide. This indicates employment opportunities for graduates will likely increase across the next 10 years.

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

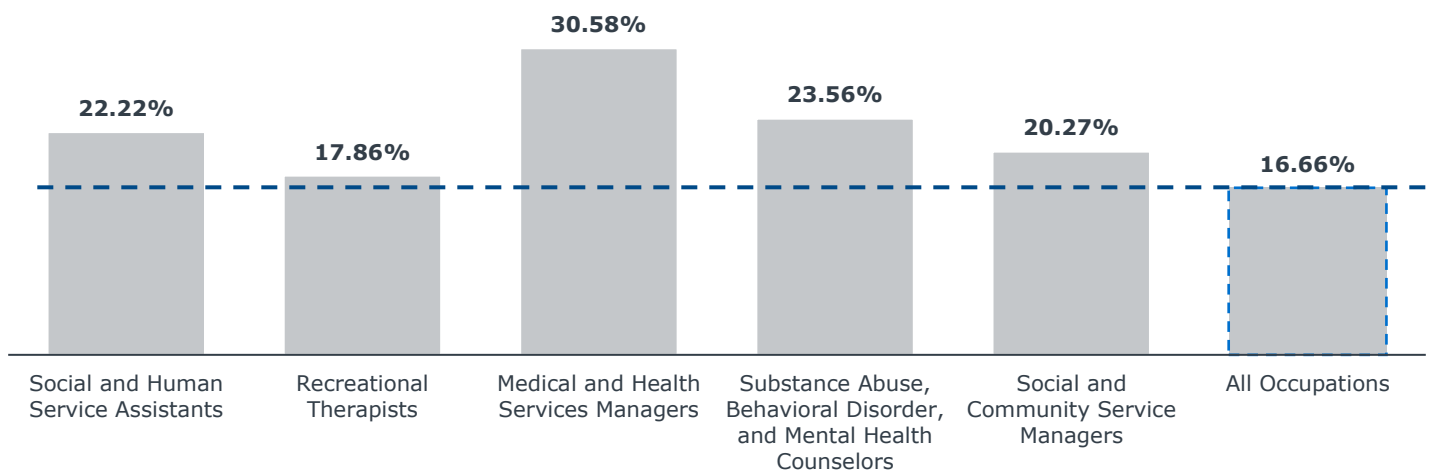
694 job postings



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

Projected Employment in Top Occupations¹

2022-2032, Statewide Data



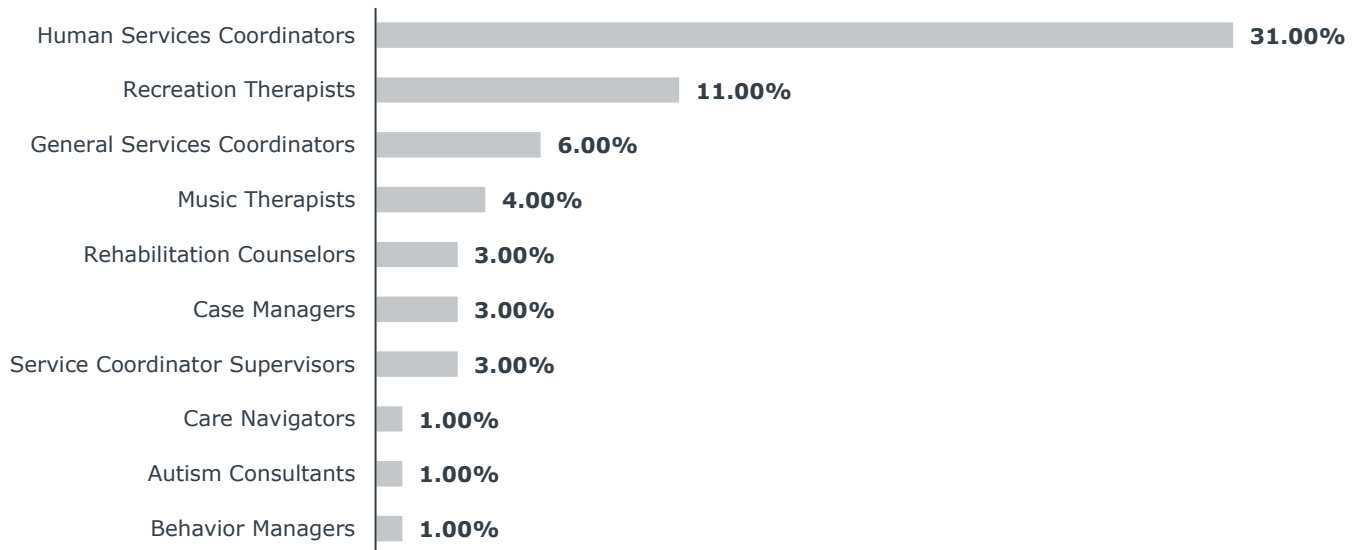
--- The dashed blue line represents the projected employment growth across all occupations from 2022 to 2032.

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

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

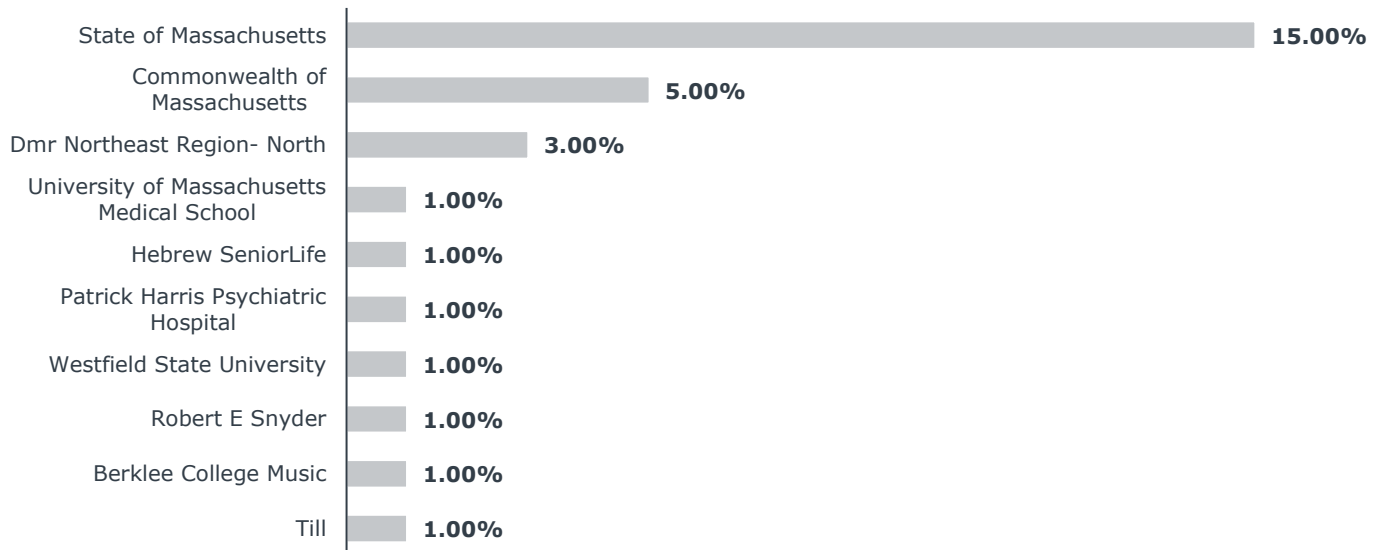


Source: EAB analysis. Lightcast Analyst.

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

February 2022-January 2023, Statewide

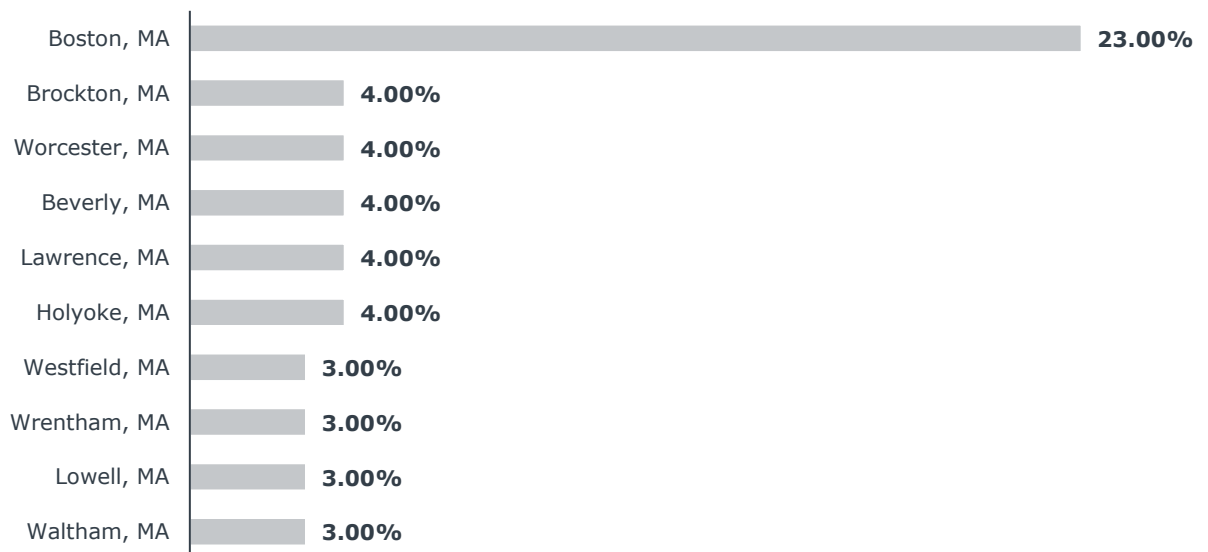
694 job postings



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

February 2022-January 2023, Statewide

694 job postings

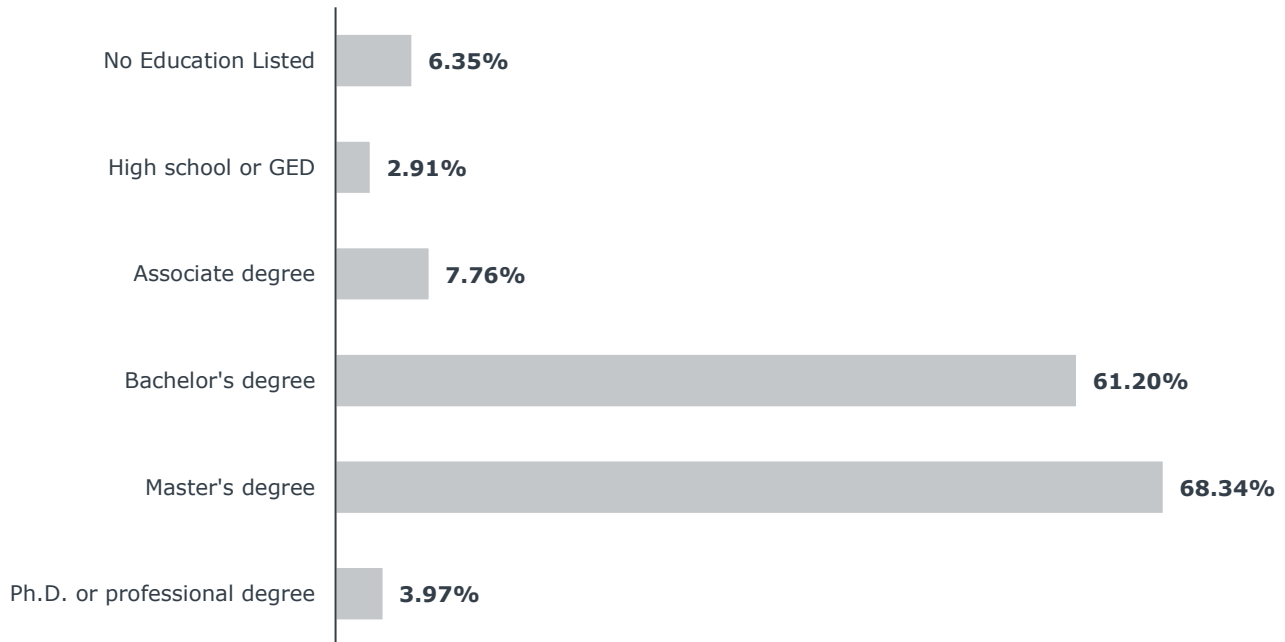


Source: EAB analysis. Lightcast Analyst.

Education Levels Requested of Expressive Arts Therapy Applicants¹

February 2022-January 2023, Statewide

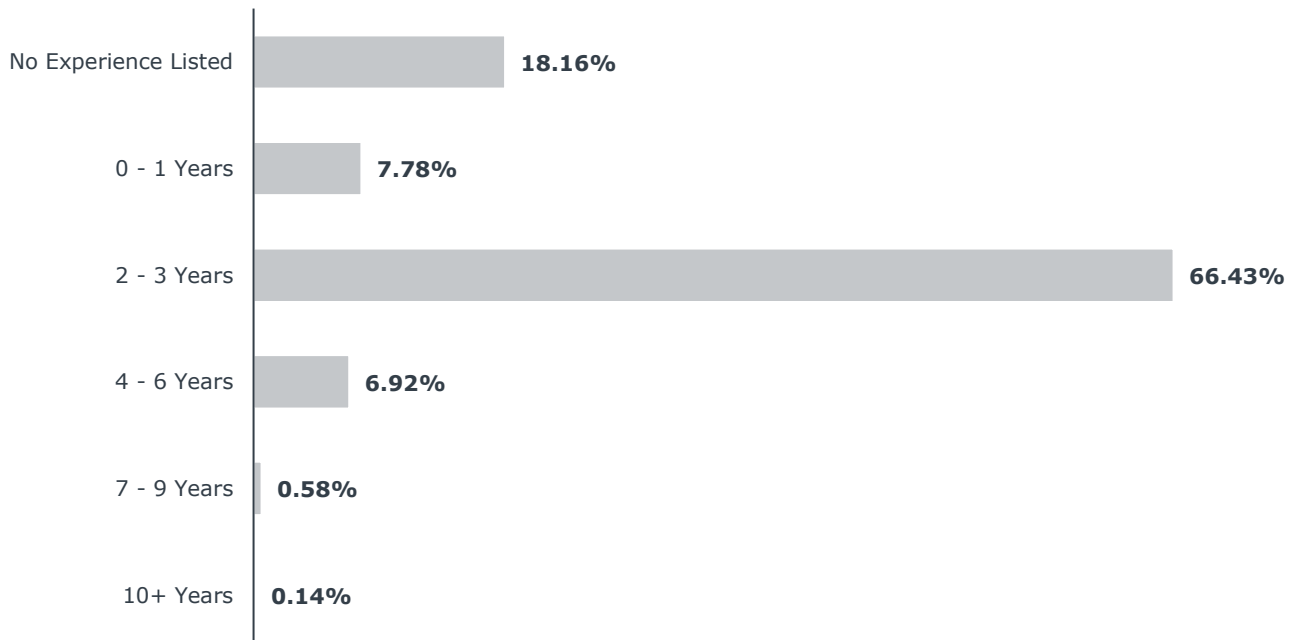
1,134 job postings



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.

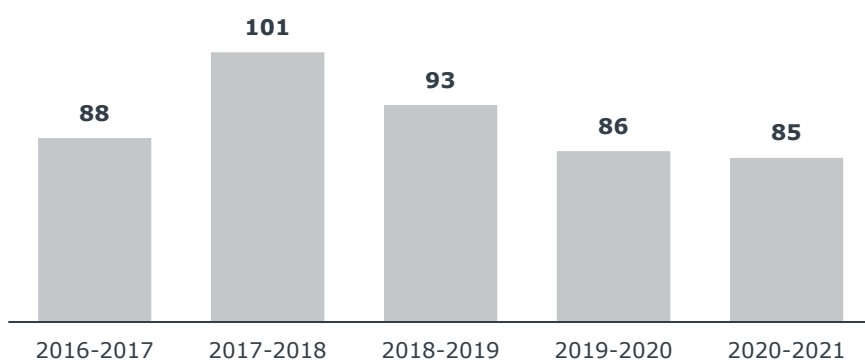
Competitive Intelligence

Statewide Analysis of Expressive Art Therapy-Related CIP Codes¹ 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%

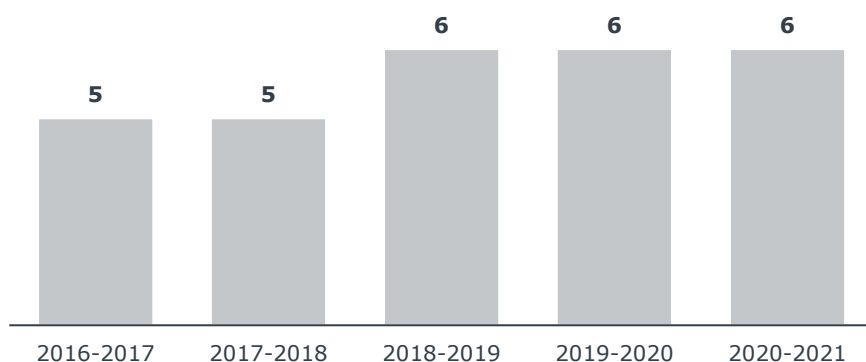
Average Annual Completions Decline

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



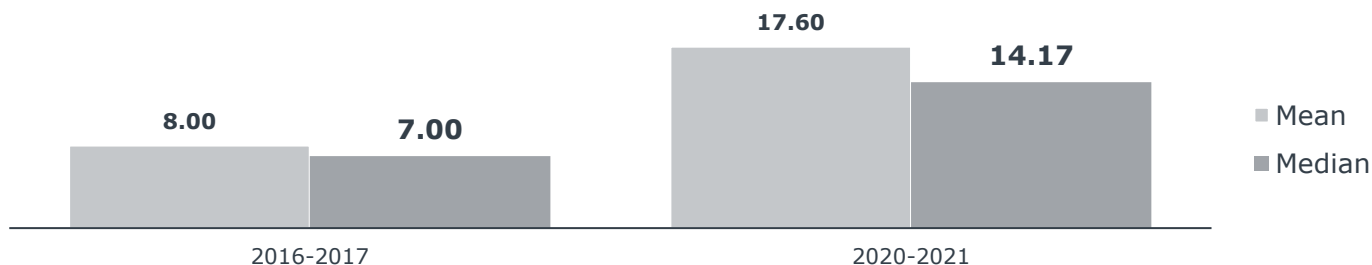
0.00%

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)¹ bachelor's-level expressive arts therapy Completions

Source: EAB analysis. National Center for Education Statistics.

Statewide Analysis of Expressive Art Therapy-Related CIP Codes¹ 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)¹ 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

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 or (208) 883-3500.

Experiential Learning

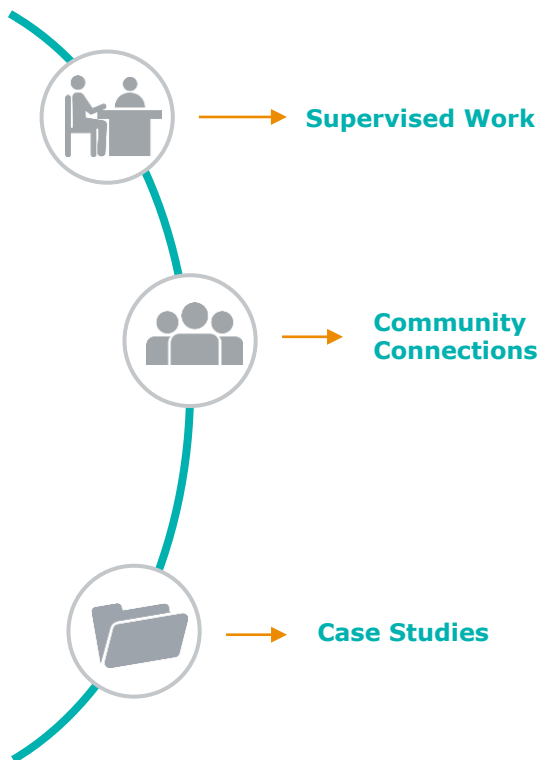
Profiled Programs' Experiential Learning Opportunities

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">• 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.• Similarly, Anna Maria College students are required to engage in a supervised clinical experience in community settings.	<ul style="list-style-type: none">• 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.• 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.	<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
Lesley University	Northeast	1,757 / 4,010	Doctoral/Professional Universities
Anna Maria College	Northeast	1,119 / 1,521	Master's Colleges & Universities: Medium Programs
Berklee College of Music	Northeast	7,177 / 7,943	Master's Colleges & Universities: Larger Programs
Carlow University	Northeast	1,246 / 1,984	Master's Colleges & Universities: Larger Programs
Temple University	Northeast	25,967 / 35,626	Doctoral Universities: Very High Research Activity



Education's Trusted Partner to Help Schools and Students Thrive



Your Imperatives Determine Ours

INSTITUTIONAL STRATEGY

Prepare Your Institution for the Future

Executive guidance rooted in research to support your strategic priorities

MARKETING AND ENROLLMENT

Achieve Your Enrollment and Growth Goals

Tailored partnerships powered by a recruitment ecosystem with unrivaled reach to enroll your future classes

STUDENT SUCCESS

Build a Student-Centric Campus

Technology trusted by 850 schools to retain, graduate, and empower more students

DIVERSITY, EQUITY, AND INCLUSION

Advance DEI on Campus and in Your Community

Technology, research, and bold initiatives to strengthen your DEI strategy and eliminate equity gaps

DATA AND ANALYTICS

Embrace Digital Transformation

Data and analytics solutions built for higher education to guide decisions and accelerate innovation

We partner with **2,500+** institutions to accelerate progress and enable lasting change.

95%+ of our partners return to us year after year because of results we achieve, together.



202-747-1000 | eab.com

 @eab  @eab_  @WeAreEAB  @eab.life

ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.