

**BOARD OF HIGHER EDUCATION
REQUEST FOR BOARD ACTION**

NO.: BHE 24-24

BOARD DATE: February 6, 2024

**APPROVAL OF LETTER OF INTENT OF FITCHBURG STATE UNIVERSITY TO
AWARD THE BACHELOR OF ARTS IN CREATIVE ART ENTERPRISE AND
AUTHORIZATION FOR FAST TRACK REVIEW**

MOVED: The Board of Higher Education (BHE) has evaluated the Letter of Intent of **Fitchburg State University** to award the **Bachelor of Arts in Creative Art Enterprise** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the program and to make a final determination on degree-granting authority pursuant to the Fast Track Review protocol.

VOTED: Motion approved and advanced to the full BHE by the Executive Committee on 1/29/2024; and adopted by the BHE on 2/6/2024.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b), AAC 18-40

Contact: Richard Riccardi, Sc.D., Deputy Commissioner for Academic Affairs and Student Success

BOARD OF HIGHER EDUCATION
February 6, 2024
Fitchburg State University
Letter of Intent
Bachelor of Arts in Creative Arts Enterprise

DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM

The Fitchburg State University (FSU) proposed Bachelor of Arts in Creative Arts Enterprise (BA/CAE) program is intended to equip individuals to be active and engaged artist entrepreneurs and practitioners across a variety of contexts. The courses in this proposed program enable 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 proposed BA/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 prepared to meet the administrative, promotional, and business needs of various types of arts organizations (theaters, orchestras, choirs, galleries, museums, studios, churches, etc.).

The proposed Bachelor of Arts in Creative Arts Enterprise was approved by the Fitchburg State University Board of Trustees on November 14, 2023. The LOI was circulated on November 15, 2023. No comments were received.

A. ALIGNMENT WITH MASSACHUSETT'S GOALS FOR HIGHER EDUCATION

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

The proposed BA/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 peers¹. 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. The goal of the proposed program is to teach flexible and marketable skills to students, particularly traditionally underserved students, that will enable them to pursue clearly recognizable and remunerative careers in the arts. The proposed program is further designed to fill an institutional gap in which no art or music majors exist at FSU. It is expected that the proposed BA/CAE program will create options in the arts disciplines and provide an innovative and interdisciplinary dual focus on arts training and administrative/entrepreneurial skills.

In 2016 FSU 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 theater² 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 initiative presents an opportunity for FSU 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 FSU's existing connection with the Fitchburg Art Museum apply through experiential learning via internships and coursework.

The proposed BA/CAE program uses existing coursework and resources and packages them within an intentional, collaborative, and cross-disciplinary framework. FSU expects that 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 interest in the arts into a clear professional path.

¹ 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>.

² a simple indoor performance space with plain black walls and a level floor, typically designed to provide flexibility in the configuration of the stage and the audience seating. Retrieved 12/20/23: <https://www.languages/oup.com>

Program or Department Supports to Ensure Student Retention and Completion

FSU reports that 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 Scheduler³. FSU also plans that EAB Navigate⁴ 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 department's curriculum committee plans to 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. FSU anticipates that physical and digital resources will be developed to enumerate student success assets and available offices. These resources will be shared during advising, and with the university's Career Services and Advising Center, which is reported to be an important resource for students, due to significant career competency mapping work done by majors across FSU.

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. Students enrolled in the proposed BA/CAE program who enter as first-year students will participate in this FYE experience. Transfer students will receive individual advising from the transfer office and the BA/CAE program coordinator. FSU also plans to collaborate with campus TRIO support services, which offer targeted assistance to first-generation students, students with

³ College Scheduler is a Software as a Service (SaaS)-based platform which helps students schedule and manage their courses and time in schools and universities. It provides an automatic scheduler and a platform for administrators to assess course demand by reviewing what courses students are planning to take. College Scheduler was acquired by Civitas Learning Inc. as part of a plan to help universities with student retention. Retrieved 12/20/23: <https://tracxn.com/d/companies/college-scheduler>.

⁴ EAB Navigate is a technology that unites administrators, faculty, staff, and students in a collaborative network that supports the student experience, from recruitment to career. Partners are part of EAB's Student Success Collaborative, including a dedicated advisor, access to an expansive research library, networking experiences, and a community of peers. Retrieved 12/19/23: <https://eab.com/products/navigate360>.

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 FSU Academic Coaching and Tutoring Center. Last year FSU's TRIO office boasted a retention rate of 96%.

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

FSU faculty expected to teach in the proposed 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. One example provided by FSU in the LOI is that faculty in Communications Media incorporate local companies as clients in project-based courses such as *Communicating Project Design* and *Client Project Production*. These will be required courses for all CAE students. Similar collaborations exist in journalism courses in English Studies (elective options for CAE students) often with the *Sentinel & Enterprise*, the local newspaper. These existing partnerships and collaborations can be leveraged immediately to create experiential learning opportunities for students who will be enrolled in the proposed BA/CAE program. For instance, 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 the 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.

FSU further plans that 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, FSU intends 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. FSU also plans to work with local community colleges, especially those with strong arts programs, to establish transfer agreements to facilitate students' transitions to the program, especially given the intentional flexibility and transfer-friendliness of the major's design.

Relationship to MassHire Regional Blueprints

FSU reports that the creative economy, a sector positioned at the crossroads of business, arts, culture, and technology, is a thriving area of the economy at local, national, and international levels, leading to demand for artists and arts administrators – professionally trained arts practitioners and administrators with theaters, galleries, museums, orchestras, and other arts institutions.

Globally, the creative economy is considered to be a rapid-growing area⁵. According to the National Endowment of the Arts, in 2017 ~10% of U.S. adults engaged in visual arts

⁵ United Nations Conference on Trade and Development (2022). *Creative Economy Outlook 2022*. Retrieved October 2023: <https://unctad.org/publication/creative-economy-outlook-2022>.

learning, and ~14% engaged in music learning⁶. FSU additionally reports that, 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 states⁷.

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*”⁸. More locally, FSU reports that 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 Montachusett⁹.

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, 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,

⁶ From a 2022 market analysis by Webb Management Services, *Fitchburg Theater Block Market Update: Assessment & Opportunities: October 31st, 2022*.

⁷ 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.

⁸ National Assembly of State Arts Agencies. (2022). *Creative Economy State Profiles 2022*. Retrieved October 2023 https://nasaa-arts.org/nasaa_research/cesp-2022.

⁹ Regional Planning Commission. (2019). *Montachusett Region Comprehensive Economic Development Strategy: July 2019-July 2024*. Retrieved September 2023: https://www.mrpc.org/sites/g/files/vyhlf3491/f/uploads/2019_ceds.pdf.

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-regions¹⁰.

Duplication

There are a limited number of undergraduate arts entrepreneurship- and management-related programs in Massachusetts. The options and focus of the proposed BA/CAE program characterize it as the only program 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.

Some programs restrict the arts component, focusing solely on music (e.g., 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 (e.g., 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). FSU's proposed BA/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, enabling students to be prepared for the interdisciplinary cross-pollination learning experiences that are in-demand in the creative economy.

¹⁰ North Central Massachusetts Chamber of Commerce and North Central Massachusetts Development Corporation. (2021). *One North Central: A Roadmap for Regional Prosperity: June 2021*. Retrieved October 2023: <https://www.northcentralmass.com/wp-content/uploads/2021/06/One-North-Central-A-Roadmap-for-Regional-Prosperity-Final.pdf>

Innovative Approaches to Teaching and Learning

The CAE program is explicitly designed in alignment with an arts education approach that 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, 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, a new introductory course titled *Arts in Community*. The focus of the course is an investigation into how the arts are intertwined with economic and civic life in the 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. It is intended that beyond preparing for a professional path, this community focus will prepare students for a life as engaged citizens and active participants in civic life.

B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION

Priority Rationale and Support of Strategic Plan and Mission of Institution

The proposed program resonates strongly with FSU's mission to blend liberal arts and sciences and professional programs within a small college environment. The proposed program is planned to directly integrate student learning, such that students are enabled to bring the professional skills of entrepreneurship, administration, marketing, and management into conversation with the visual and performing arts. In addition, the FSU mission to provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the

Commonwealth finds new expression in this program, preparing students to fill key cultural roles within the community.

FSU'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 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. The proposed BA/CAE program clearly fits the definition of an emergent field.

In the FSU Strategic Plan 2020-25, Goal 3 is to be an engine of social, economic, civic, and cultural development in the 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. FSU has highlighted its institutional role as stewards of place by assigning a high value to the relevance of academic work for the real lives of the people in FSU's surrounding communities, two of which (Fitchburg and Leominster) are designated by the state legislature as Gateway Cities. The proposed BA/CAE program will further strengthen institutional ties to the city, with mutual benefit to 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 students and program graduates alike. FSU included examples of projects that represent this growing focus as follow:

- The Fitchburg Arts Stewards Training program run by NewVue Communities¹¹, which has resulted in an active and growing Arts Stewards community group.
- The BF Brown/Fitchburg Arts Community project¹², currently underway, will create many live-work artist studio spaces across the street from the Fitchburg Art Museum.
- The Community Mural Institute¹³, 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.

Additionally, FSU'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 theater in 2024, it is expected that there will be particularly compelling opportunities for student applied experiences, as well as full-time positions for graduates, in both the administrative and artistic elements of the space.

Finally, in the FSU Strategic Plan 2020-25, Goal 1 is to forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning. Two specific strategies for achieving that goal are to promote greater interdisciplinary teaching and develop innovative combinations across academic departments, and to leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between the curriculum and community needs. It is expected that the proposed BA/ CAE major will support FSU's success in this endeavor by

¹¹ Led by community members of diverse incomes and backgrounds, NewVue Communities is the only community development corporation serving the 240,000 residents of North Central Massachusetts, a region of 22 municipalities stretching from Harvard to Athol. A strategic four-pronged approach to fuel economic and social progress through housing development, homeownership, small business development and community organizing is used. FSU is a strategic partner of NewVue. Retrieved 12/21/23: <https://newvuecommunities.org>

¹² The BF Brown was a Fitchburg junior high school that was lost to a fire several years ago. NewVue Communities is transforming the three-building complex, including the city stables and annex building, into the Fitchburg Arts Community, a development with 50 to 60 residential units of artist-preference housing. The project is part of ReImagine North of Main, a multiyear initiative to transform the neighborhood with the help of residents, the city, the Montachusett Opportunity Council, Fitchburg State University, the Fitchburg Art Museum, the North Central Massachusetts Minority Coalition and other community agencies. Retrieved 12/21/23: <https://www.telegram.com/story/news/local/north/2018/11/28>

¹³ The Fitchburg Community Mural Institute (CMI) is a joint project of [GoodSpace Murals](#) and Common Wealth Murals, in partnership with the City of Fitchburg, MA. 12 local artists received training in community-engaged mural design and painting, and polytab mural creation and installation. Through the course of the CMI, they created three 1700sf murals, guided by the visions of the North Central Minority Coalition, the Fitchburg Art Stewards and the YMCA Teen Center. The murals were installed in June, 2022. Retrieved 12/21/23: <https://www.commonwealthmurals.org/2022/12/4/fitchburg-community-mural-institute>.

reaching across disciplinary boundaries (connecting the arts to business administration, professional writing and communications, psychology, and human services) and combining existing offerings to create innovative new programs in areas of demonstrable need for the community.

Program Goals and Objectives (Form B)

FSU plans that the program's emphases will be on educational justice through recruiting diverse students, and on continuous reflection and improvement through creating annual summary reports of program growth and impact.

C: ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION

Enrollment Projections (Form C, Appendices)

FSU anticipates that there will be potential for impact by the proposed program on the B.S. Communications Media concentrations in Theater and Technical Theater. It also reports that 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, it is anticipated to be mutually beneficial. 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 student enrollments from the proposed BA/CAE program on courses or majors.

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

The proposed BA/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 is expected to 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 project costs.

STAFF REVIEW AND VALIDATION

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Bachelor of Arts in Creative Arts Enterprise** submitted by **Fitchburg State University**. Staff validate that the **LOI** includes all data required by the Massachusetts Board of Higher Education. Staff recommendation is for BHE authorization for the Commissioner to review the program pursuant to the Fast Track review protocol.

Form A: LOI Undergraduate Program Curriculum Outline

BA Creative Arts Enterprise

<i>Required (Core) Courses in the Major (Total # courses required = 5)</i>		
Course Number	Course Title	Credit Hours
IDIS 1700	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]
Capstone options (choose one of the two below)		
IDIS 3004	Interdisciplinary Studies Research Seminar	[3]*
IDIS 4004	Capstone Seminar	[3]*
OR		
IDIS 4950	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>		
Communications elective (choose 3 credits)		
COMM 3460	Public Relations	[3]
COMM 3810	Introduction to Graphic Design	[3]
COMM 4010	Information Design	[3]
COMM 4212	Marketing Communication	[3]
Professional Writing elective (choose 3 credits)		
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]
Business elective (choose 3 credits)		

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]
Combined elective (choose 3 credits) (a course selected for another category above cannot be counted again here)		
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]
Complete one Arts Concentration (Theater, Visual Art, or Music)		
Theater Concentration (24 credits)		
Required courses (18 credits)		
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]
Electives (choose 6 credits)		
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]

Visual Art Concentration (24 credits)		
Required courses (6 credits)		
ART 1100	Art Appreciation	[3]
ART 1400	Drawing	[3]
History elective (choose 3 credits)		
ART 2050	Public Art	[3]
ART 3000	Contemporary Art	[3]
ART 3150	Modern Art	[3]
3-D elective (choose 3 credits)		
ART 1650	Three-Dimensional Design	[3]
ART 2004	Ceramics	[3]
ART 2030	Sculpture I	[3]
Painting elective (choose 3 credits)		
ART 2102	Introductory Painting	[3]
ART 2450	Water-Based Media	[3]
Intermediate / Advanced elective (choose 3 credits)		
ART 2250	Intermediate Drawing	[3]
ART 3002	Ceramics II	[3]
ART 3020	Intermediate Painting	[3]
ART 3200	Advanced Open-Media Studio Art	[3]
Combined electives (choose 6 credits)		
(a course selected for another category above cannot be counted again here)		
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]
Music Concentration (24-26 credits)		
Required courses (9 credits)		
MUSC 1000	Art of Music	[3]
MUSC 1400	Introduction to Music Technology	[3]
MUSC 1500	World Music	[3]
Piano Proficiency (choose one of the two below) (0-1 credits)		
MUSC 2500	Class Piano	[1]
MUSC 4800	Piano Proficiency Exam	[0]
Dictation / Sight Singing Proficiency (choose one of the two below) (0-1 credits)		
MUSC 1001	Ear Training	[1]
MUSC 4801	Dictation / Sight Singing Proficiency Exam	[0]
Theory elective (choose 3 credits)		
MUSC 2200	Basic Music Theory	[3]
MUSC 2240	Harmony I	[3]
History elective (choose 3 credits)		
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]
Group lessons elective (choose 1 credit)		
MUSC 2600	Class Voice	[1]
MUSC 2700	Class Guitar	[1]
Individual lessons electives (choose 4 credits) (these may be repeated)		
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]
Ensemble performance electives (choose 4 credits) (these may be repeated)		
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]
	<i>Sub-total Elective Credits</i>	[36-38]
<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: 3 cr of Fine Arts Expression and Analysis and 6 credits of Advancing and Applying Liberal Arts and Science Learning/Integrative High Impact Practice.		

Curriculum Summary

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
<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
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	AY32, which will allow rates based on three years of graduating students.

		<p>organizations such as 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</p>	<p>AY29, based on recruiting and retaining 5-15 students per year.</p>

		curricular performances and exhibitions.	
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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 <i>(stipend for coordinator)</i>	\$1000	\$1000	\$5900*	\$5900*	\$5900*	
* 3-credit APR (reassign teaching time) for coordinator assuming sufficient enrollment							
<i>One Time/Start-Up Support</i>		Annual Income					
	<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