

Specialized Admissions Requests
Proposal Documents
November 2022

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Specialized Admissions: Minimal Skills Requests for Board of Governors' Approval

Number	Institution	Degree Program	CIP Code	Qualifying Criteria
1	FAU	Architecture	04.0902	Minimal Skills
2	FAU	Visual Arts	50.0701	Minimal Skills
3	FGCU	Music Therapy	51.2305	Minimal Skills, Accreditation
4	FGCU	Music Performance	50.0903	Minimal Skills, Accreditation
5	FIU	Music	50.0901	Minimal Skills, Accreditation
6	FIU	Theatre	50.0501	Minimal Skills, Accreditation
7	FSU	Dance	50.0301	Minimal Skills, Accreditation
8	FSU	Interior Design	50.0408	Minimal Skills
9	FSU	Motion Pictures Arts	50.0602	Minimal Skills
10	FSU	Music Performance	50.0903	Minimal Skills, Accreditation
11	FSU	Music Theory and Composition	50.0904	Minimal Skills, Accreditation
12	FSU	Music Therapy	51.2305	Minimal Skills, Accreditation
13	FSU	Music	50.0901	Minimal Skills, Accreditation
14	FSU	Theatre	50.0501	Minimal Skills, Accreditation
15	FSU	Art	50.0702	Minimal Skills, Accreditation
16	UCF	Film	50.0602	Minimal Skills, Limited Resources
17	UCF	Music Education	13.1312	Minimal Skills, Accreditation
18	UF	Art	50.0702	Minimal Skills
19	UF	Theatre Performance	50.0501	Minimal Skills
20	UF	Graphic Design	50.0409	Minimal Skills
21	UF	Music Education	13.1312	Minimal Skills
22	UF	Music	50.0901	Minimal Skills
23	UF	Dance	50.0301	Minimal Skills
24	UNF	American Sign Language/English Interpreting	16.1603	Minimal Skills, Accreditation
25	UNF	Graphic Design and Digital Media	50.0409	Minimal Skills
26	UNF	Jazz Studies	50.0910	Minimal Skills, Accreditation
27	UNF	Music Performance	50.0903	Minimal Skills, Accreditation
28	USF	Dance	50.0301	Minimal Skills
29	USF	Graphic Design	50.0409	Minimal Skills
30	UWF	Music	50.0903	Minimal Skills
31	UWF	Theatre	50.0501	Minimal Skills



Board of Governors, State University System of Florida
**Specialized Admissions Status
Initial Approval Request Form**

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida Atlantic University _____

DEGREE PROGRAM: Bachelor of Architecture _____

CIP CODE: 04-0902 _____ **Effective Academic Year:** 2023-2024 _____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status. **YES**
2. Which criteria for specialized admissions status does the program meet?
 - ☐ Limited Resources (if approved, the status will last a maximum of four years)
 - ☒ Minimal Skills (if approved, the status will last a maximum of five years)
 - ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.
 - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
 - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.
The School of Architecture is accredited by the National Architectural Accrediting Board (NAAB). According to the NAAB Conditions for Accreditation Edition 2020, there is no indication of a requirement to have Limited access. The document can be found here: <https://www.naab.org/wp-content/uploads/2020-NAAB-Conditions-for-Accreditation.pdf>
4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Students applying for the lower division architecture program are evaluated on High School GPA, Standardized Test scores and Math level completed. The criteria are as

follows:

CRITERIA FOR ACCEPTANCE

			<i>Select highest test score (SAT or ACT)</i>				
	GPA		SAT	or	ACT		MATH
TIER I	3.75 minimum	+	Above 1180	or	Above 24	+	Successful completion of pre-req for College Algebra or higher
TIER II	3.6 minimum	+	Above 1100	or	Above 22	+	Successful completion of pre-req for College Algebra or higher
TIER III	3.5 minimum	or	Above 1050	or	Above 20	+	Successful completion of pre-req for College Algebra or higher

TIER I

Students who meet all TIER I criteria will be automatically accepted into the Lower Division Pre-Architecture program.

TIER II

Students who meet all TIER II criteria will be automatically accepted into the program after December 1.

TIER III

Students who meet the TIER III minimum GPA requirement or SAT /ACT requirement AND the minimum math requirement may be admitted after further evaluation of qualifications by the SoA. This evaluation will take place after February 1

All students applying for the Upper Division Bachelor of Architecture program must submit transcripts, an essay, and a portfolio of work completed in the Lower Division program at FAU or at other institutions. Applicants are evaluated by at least three faculty who review the portfolios and essays for design, representation and communication competency, and provide scores for the portfolio and essay. These scores and transcripts are then reviewed by the Admissions Committee of the School of Architecture, which is comprised of three faculty members, and decisions are rendered for acceptance, conditional acceptance or denial based on competencies presented in the portfolio, essay and transcripts. This multi-tiered approach ensures equal consideration and access for all applicants.

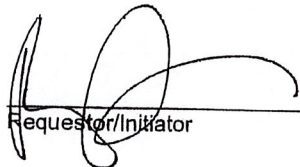
Portfolios may include up to 24 pages of student's representative work and should consist of a sequential process of development from design 1 to the highest Architectural Design level completed, with the greatest emphasis on recent works. Examples of past student work are most important, but other work – completed privately or in a professional setting are accepted. Architectural projects should be illustrated with clear reproductions and include a range of architectural representations: plans, elevations, sections, perspective drawings, sketches, models, and 3-dimensional images. All projects should include the following text information: A title, a short description of the project, the course for which the work was completed (where applicable), the date completed, and group work or professional work, the individual's role in the project. Each portfolio is evaluated by multiple faculty and scored from 1 to 5 (5 being the highest). A score of 3 or higher

would be considered acceptable to be admitted into the program. Student portfolios to show a basic understanding of space planning, two-dimensional and three-dimensional representation techniques, demonstration of analog and digital tooling skills, execution of strong craft, and a fundamental understanding of normative architectural constraints and conventions.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

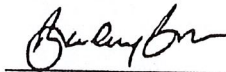
The race and gender profile of the program is diverse. The data provided by the FAU office for Institutional Effectiveness and Analysis indicates that on average, the racial / ethnic distribution of students in the School of Architecture has remained steady for the last 5 years, although we have seen a significant increase in enrollment of Hispanic students in the last two years. Hispanic students make up the largest block, and account for about 45% of the student body. They are followed by white students at 32%; black students at 14%; and Asian students at 3.7%. An additional 4% of students self-identify as Resident Alien. The remaining groups each account for less than 1 % of the student body. We will review best practices for diversity, equity and inclusion at peer and aspirational peer institutions. The School is also utilizing resources provided by the University Library to assist students with access to technology through their Computer Loaner program.

Required Signatures


Requestor/Initiator


08/10/2022

Date


Signature of College Dean

8/12/22

Date

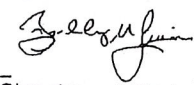

Signature of Campus EO Officer

8/12/2022

Date


Signature of Provost


Date


Signature of Chair of the Board of Trustees

8/30/2022

Date

8/23/2022
Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

Florida Atlantic University

INSTITUTION: _____

Bachelor of Fine Arts

DEGREE PROGRAM: _____ *Art*

CIP CODE 50.0701 **Effective Academic Year** 2022-2023

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

The specialized access applies to the B.F.A. Studio Art Program and the B.F.A. Program in Graphic Design.

2. Which criteria for specialized admissions status does the program meet?

☐ Limited Resources (if approved, the status will last a maximum of four years)

☒ Minimal Skills (if approved, the status will last a maximum of five years)

☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The B.F.A. degree is a professional focus in the realm of Studio Arts and Graphic Design, which are organized in separate tracks. It requires a minimum capacity of technical skill and conceptual development, which is cultivated in the foundational courses. While students that pass Portfolio Review (they make take it twice) are not required to pursue the B.F.A. program, most choose to do so. There is no specialization in Graphic Design apart from the B.F.A. program, also. Others choose the B.A. program because they have double majors or other professional goals (law, medicine, business, etc.). Portfolio Review is essential to determining that students entering the BFA have surpassed the requisite thresholds of skills and demonstrate the level of creative talent and drive necessary to be successful in the respective areas of art and design. The BFA programs include significant collaborative work in creating the final BFA shows on the Boca Raton campus and in Broward County, which requires a common focus and level of effort by the class cohort.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ■ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The Portfolio Review process, which takes place twice a year, once in the fall and once in the spring, is a blind review process that all students in the B.A. Studio major take, generally during or after their fourth semester. It is handled currently only by the Department of Visual Arts & Art History both for FAU FTIC students and for students that transfer from the Florida College System and/or other institutions. Qualified studio faculty and graphic design faculty perform the actual review, and there are portfolio preparation workshops that assist students offer advice, so that students may present their work in the strongest way. This system guarantees equal access to all students.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The tables added as an appendix to this report present data available from IEA on race and gender in the department's BA and BFA programs. Overall, it is clear that the distribution and proportion of students in these terms is generally the same on either side of the degree program divide. In fact, there is greater diversity in the restricted access BFA program, which is a program of choice, than in the basic BA program, which is a combination of choice and default. It would seem that already the blind review process of Portfolio Review and the preparation offered to students for it is sufficient in order to safeguard equal access and to promote and maintain diversity in the program.

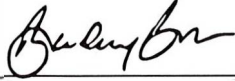
Required Signatures



Requestor/Initiator

8/4/22

Date



Signature of College Dean

8/11/22

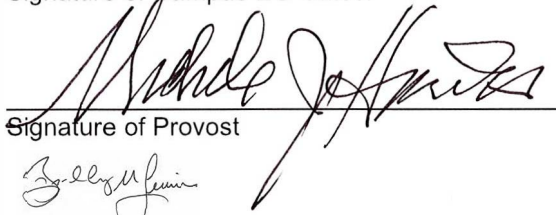
Date



Signature of Campus EO Officer

8/12/2022

Date



Signature of Provost

8/12/22

Date



Signature of Chair of the
Board of Trustees

8/30/2022

Date

8/23/2022

Date Approved by the Board of Trustees

Race and Ethnicity															
	VAAH Bachelor of Arts - Studio								VAAH Bachelor of Fine Arts						
Year (20xx)	White	2+	Non res	Hawaiian	Hispanic or Latinx	Black or African	Asian		White	2+	Non res	Hawaiian	Hispanic or Latinx	Black or African	Asian
13-14	26				7	2			24	3			30	4	6
14-15	31	2			10	4	1		41	4	1		25	4	3
15-16	31				13	3	1		33	3	1		29	8	1
16-17	25	1	1	1	4	3	2		25	3	2		39	6	2
17-18	29				12	1	1		22	1	3		29	12	3
18-19	43	1	1	1	13	5	1		25				21	4	2
19-20	30		2		12	3	1		25	4			33	10	5
20-21	34.5	5			10.5	1	1		16		2	1	25	6	2
21-22	42	5	1		12	9	2		20	1	1		20	5	1

Gender				
	VAAH Bachelor of Arts - Studio		VAAH Bachelor of Fine Arts	
Year (20xx)	Male	Female	Male	Female
13-14	14	26	22	44
14-15	15	36	19	61
15-16	9	28	25	49
16-17	11	21	22	54
17-18	11	25	26	44
18-19	18	26	14	38
19-20	13	18	28	49
20-21	7	27.5	12	40
21-22	8	34	15	32



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida Gulf Coast University

DEGREE PROGRAM: Music Therapy (B.M.T.)

CIP CODE 51.2305 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

The request for specialized admissions status applies to Music Therapy (B.M.T.) degree per 51.2305 CIP Code.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Students seeking admission to Music Therapy (B.M.T.) degree program must successfully pass an audition which consists of three parts: performance audition (including sight-reading test), music theory placement examination, and piano proficiency test. Students audition by performing on their instrument or voice for a faculty committee. The performance will demonstrate technical and musical ability appropriate to the level at which the student wishes to enter the program (lower or upper division).

A successful audition is a requirement for the National Association of Schools of Music accreditation. NASM standards as listed in Section V.A - G of the 2021-2022 NASM Handbook available at the following link:

<https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ■ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Successful entrance music audition serves as the program's admissions requirement. Students seeking admission must audition for a panel of faculty members. The audition consists of a performance audition (including sight-reading), music theory placement examination, and piano proficiency test. The audition may be conducted in person, on line, or through a recording. Applicants may be briefly interviewed regarding their educational and musical backgrounds and career plans. The faculty panel conducting the audition will determine each applicant's level of performance proficiency and basic aural acuity and recommend an appropriate program of study. Audition is also open to all students transferring from Florida College System ensuring equal access for all

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The Fall 2021 academic year race profile of Music Therapy (B.M.T.) program includes 28.85% Hispanic, 5.77% African American, 1.92% Asian, 53.85% White, 7.69% multi-race, and 1.92% no race indication. The gender profile includes 78.85% female and 21.15% male students. Bower School of Music & the Arts is committed to diversity, equity, and inclusion as its core principles. We value, embrace, and protect people of all races, ethnicities, genders, religions, abilities, and sexual orientations. We expect that as individuals and an institution of excellence, we exhibit the highest levels of respect, integrity, fairness, and honesty. To promote and maintain diversity, the Music Program implements the following measures: ensures that students from underrepresented groups are fairly considered for admission; creates an effective support network for minority students including the Coalition of College Musicians of Color; promotes diverse

Required Signatures

Digitally signed by kbiernacki
DN: dc=edu, dc=fgcu, dc=ad, dc=primary, ou=Florida Gulf Coast University,
ou=Faculty and Staff, cn=kbiernacki, email=kbiernacki@fgcu.edu
Date: 2022.08.01 14:29:12 -04'00'

Requestor/Initiator

08/01/2022

Date

clindsey

Digitally signed by clindsey
Date: 2022.08.02 15:32:53
-04'00'

Signature of College Dean

08/02/2022

Date

pgunter

Digitally signed by pgunter
DN: dc=edu, dc=fgcu, dc=ad, dc=primary, ou=Florida
Gulf Coast University, ou=Faculty and Staff,
cn=pgunter, email=pgunter@fgcu.edu
Date: 2022.08.03 11:46:18 -04'00'

Signature of Campus EO Officer

08/02/2022

Date


Mark Rieger

Digitally signed by Mark Rieger
Date: 2022.08.12 15:35:59
-04'00'

Signature of Provost

08/12/2022

Date



Signature of Chair of the
Board of Trustees

09/08/2022

Date

09/08/2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida Gulf Coast University

DEGREE PROGRAM: Music B.A.

CIP CODE 50.0903 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

The request for specialized admissions status applies to Music B.A. degree per 50.0903 CIP Code.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Students seeking admission to Music B.A. degree program must successfully pass an audition which consists of three parts: performance audition (including sight-reading test), music theory placement examination, and piano proficiency test. Students audition by performing on their instrument or voice for a faculty committee. The performance will demonstrate technical and musical ability appropriate to the level at which the student wishes to enter the program (lower or upper division).

A successful audition is a requirement for the National Association of Schools of Music accreditation. NASM standards as listed in Section V.A - G of the 2021-2022 NASM Handbook available at the following link:

<https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ■ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Successful entrance music audition serves as the program's admissions requirement. Students seeking admission must audition for a panel of faculty members. The audition consists of a performance audition (including sight-reading), music theory placement examination, and piano proficiency test. The audition may be conducted in person, on line, or through a recording. Applicants may be briefly interviewed regarding their educational and musical backgrounds and career plans. The faculty panel conducting the audition will determine each applicant's level of performance proficiency and basic aural acuity and recommend an appropriate program of study. Audition is also open to all students transferring from Florida College System ensuring equal access for all

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The Fall 2021 academic year race profile of the Music B.A. degree includes 22.73% Hispanic, 0.0% African American, 0.0% Asian, 59.09% White, 18.18% multi-race, and 0.0% no race indication. The gender profile includes 54.55% female and 45.45% male students. Bower School of Music & the Arts is committed to diversity, equity, and inclusion as its core principles. We value, embrace, and protect people of all races, ethnicities, genders, religions, abilities, and sexual orientations. We expect that as individuals and an institution of excellence, we exhibit the highest levels of respect, integrity, fairness, and honesty. To promote and maintain diversity, the Music Program implements the following measures: ensures that students from underrepresented groups are fairly considered for admission; creates an effective support network for minority students, including the

Required Signatures

Digitally signed by kbiernacki
DN: dc=edu, dc=fgcu, dc=ad, dc=primary, ou=Florida Gulf Coast University,
ou=Faculty and Staff, cn=kbiernacki, email=kbiernacki@fgcu.edu
Date: 2022.08.01 14:29:12 -04'00'

Requestor/Initiator

08/01/2022

Date

clindsey

Digitally signed by clindsey
Date: 2022.08.02 15:32:10
-04'00'

Signature of College Dean

08/02/2022

Date

pgunter

Digitally signed by pgunter
DN: dc=edu, dc=fgcu, dc=ad, dc=primary, ou=Florida
Gulf Coast University, ou=Faculty and Staff,
cn=pgunter, email=pgunter@fgcu.edu
Date: 2022.08.03 11:43:56 -04'00'

Signature of Campus EO Officer

08/02/2022

Date

Mark Rieger

Digitally signed by Mark Rieger
Date: 2022.08.12 15:33:26
-04'00'

Signature of Provost

08/12/2022

Date



Signature of Chair of the
Board of Trustees

09/08/2022

Date

09/08/2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida International University

DEGREE PROGRAM: Music

CIP CODE 50.0901 **Effective Academic Year** 2023-2024

1. **Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.**

Limited access status currently covers the entire CIP of the Bachelor of Music (BM) and Bachelor of Arts (BA) in Music. Beginning in the 2023-2024 academic year, specialized admissions is requested through this initial application for the entire CIP.

2. **Which criteria for specialized admissions status does the program meet?**

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. **Provide a rationale for why the program meets the criteria selected above.**

- **If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.**
- **If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.**

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC HANDBOOK 2020-2021:

<https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2021/08/M-2020-21-Handbook-Final-08-10-2021.pdf>

The following accreditation standards reflect expectations for artistic aptitude of students and required control of program enrollment. The programs use a formal audition, evaluated by faculty, to ensure that students have the skills and abilities to succeed in these professional programs.

I.A.11: The institution shall have facilities and equipment adequate to the needs of its educational program. Discipline-specific facilities and equipment are required for teaching and learning in music. The program limits enrollment to ensure it can provide these adequate facilities and equipment.

II.B.1: Institutions shall maintain sufficient enrollment to support the specific programs offered including: (1) An appropriate number of faculty and other resources. The music programs limit enrollment in order to meet expectations of sufficient faculty and resources for the music degrees.

II.E.2.a: (1) The number and ratio of full- and part-time faculty positions, and their distribution among the specializations must be: (a) sufficient to achieve the music unit's purposes; (b) appropriate to the size and scope of the music unit's programs; and (c) consistent with the nature and requirements of specific programs offered. The music programs use auditions to limit enrollments in order to meet expectations of sufficient faculty for the music degrees.

II.F.1.c: The following equipment and technology shall be provided as appropriate to the student learning purposes and to the size and scope of (1) the music unit and (2) the degrees and programs offered: grand pianos; upright pianos; pipe and/or electronic organs; electronic instruments and equipment; recording equipment; audio and video playback equipment for libraries, listening rooms, and classrooms; orchestral and band instruments; computers; supplies; and, audio-visual aids. Discipline-specific equipment and technology are required for teaching and learning music. The music programs limit enrollment to ensure adequacy of provisions, including pianos, organs, practice rooms, and other recording equipment required by this standard.

II.F.1.d: Facilities, equipment, and technology shall be adequate to support teaching and learning in all curricular offerings and for all faculty and students engaged in them and be appropriately specialized for advanced work. Discipline-specific facilities, equipment, and technology are required for teaching and learning music. The music programs limit enrollment to ensure adequacy of provisions required by this standard.

II.F.1.h: Acoustical treatments appropriate to music facilities shall be provided. The music programs limit enrollment to ensure the ability to provide all required acoustical treatments.

V.A. Admission Criteria: Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling. The music programs use the audition and review of past academic performance to ensure applicants have the skills and abilities to succeed in the program.

V.D.1 Auditions and Evaluations: At some point prior to confirmation of degree candidacy, member institutions must require auditions, examinations, or other evaluations consistent with the purpose of the degree as part of the admission decision. Member institutions are urged to require such auditions and evaluations prior to matriculation. The music programs use the audition prior to matriculation to ensure this standard is met.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale.

☒ **Not applicable.**

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

All applicants (native and transfer) must meet University minimum admission requirements. An audition is required of all candidates wanting to enter into the music programs. In addition, applicants must take a placement test in Music Theory. Past

academic performance is also considered.

Transfer applicants must meet all the lower-division requirements and have completed 60-semester hours.

Music students at the University come from a wide variety of academic backgrounds from Florida, other states, and countries. Because of this diversity, the faculty of music gives basic preliminary examinations to assist the student in eliminating any deficiencies: 1. Music History – consisting of all periods of history; and, 2. Music Theory - consisting of sight singing, melodic and harmonic dictation and written harmonization and analysis.

FIU Connect4Success (C4S) is an access-rooted, nationally-recognized transfer pathway that includes Bridge Advisors housed at our largest sending partner colleges, Miami Dade College, Broward College, and Palm Beach State College. These advisors help students become “transfer ready” through individual advising, transition workshops, meetings with advisors from Limited Access (now to be known as Specialized Admissions) majors, and access to online resources, such as detailed transfer guides for all majors. In addition, FIU convenes an annual meeting (e.g., “FIU-MDC Day”) solely focused on transfer student success; the meeting includes faculty, staff, and senior leaders from each of our partner colleges, with representation from all disciplines. These efforts have ensured equal access and representation of transfer students in our programs.

In Fall 2021, transfer students constituted 42 percent of total upper-division student enrollment, thereby signifying access for qualified transfer students, including those from the Florida College System.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Gender	Fall 2021 Enrollment	
	Headcount	%Total
Female	60	44.8%
Male	74	55.2%
Total	134	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
Asian	4	3.0%
Black or African American	8	6.0%
Hispanic	104	77.6%
Nonresident Alien		
Two or More Races	3	2.2%
White	15	11.2%
Total	134	

Specialized Admission impact on race and gender diversity:

The Bachelor of Music and Bachelor of Arts in Music degrees were approved for Limited Access implementation in Fall 2010.

The National Association of Schools of Music (NASM) provides statistics on music students by degree program, gender, and race: Asian (4.5%), Black/African American (7.5%), and Hispanic (13.6%). The FIU School of Music data for undergraduates of the

program show parallel results for Black/African American at 6% (for Fall 2021), while significantly increased results for Hispanic at 77.6% (for Fall 2021). The FIU School of Music data for undergraduate female enrollment consist of 44.8% (60 females out of a total of 134); this finding surpasses the NASM data of 41.4% total female enrollment nationwide (<https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2020-2021-HEADS-Data-Summaries.pdf>).

Strategies to be implemented to continue to promote and maintain diversity in the program:

The FIU School of Music seeks a diverse music population and extends outreach to underserved areas in the tri-county area for recruitment of diverse students in each of the studios (vocal and instrumental performances). Faculty actively recruit in underserved populations across Miami-Dade, Broward, and Palm Beach counties. The School of Music also has partnerships with neighboring high schools and music organizations that are serving underserved populations, such as the [Miami Music Project](#) that uses music as an instrument for social transformation. This organization empowers students to acquire values and impact their society through the power of music. The Project provides free music instruction to Title I Miami-Dade County Public Schools children. With funding support from The Gala and Stanley Cohen Endowment, students have the opportunity to continue their music education at FIU.

The FIU School of Music has implemented for many years a blind review and “behind the curtain” audition for all ensembles, which guarantees equitable opportunity for seating placement in all our ensembles. While students are in the School of Music obtaining an education, the School provides numerous opportunities through diverse music programming including, but not limited to, Black/African American composers, Hispanic composers, Native American composers, as well as traditional and contemporary music. The overriding goal is to achieve a diverse cultural and musical experience.

The FIU School of Music provides diverse performance opportunities for our music students, as well as the university community and non-music majors. The opportunities to perform in diverse music experiences include the FIU Gospel Choir, FIU Wind Ensemble, FIU Concert Choir, Latin Jazz Ensemble, Jazz Big Band Ensemble, Jazz Vocal Ensemble, New Music Ensemble, Collegium, and others. While each opportunity individually specializes in a unique music experience, collectively they provide a culturally enriching musical experience that includes diverse cultures and music experiences.

The School of Music also provides opportunities for students to engage in, rehearse, and perform with a diverse population of nationally and internationally recognized guest artists/music performers, such as musicians from the [Sphinx organization](#), the [Santa Fe Opera](#), and many others. These entities provide, as part of their mission, a diverse musical and culturally enriching experience and advance a commitment to diversity and social justice.

Through a cultural campaign - [Music, Diversity, & Social Justice](#) - the School of Music has expanded the music curriculum to ensure students receive a diverse music education with an enriching curriculum that includes courses such as: Music of the World, African American Music History, Latin Jazz Ensemble, World Music Cultures, Latino Music in the United States, Women in Music, Music of Latin American - Folklore & Beyond, Survey of Asian Music, and many more. The FIU School of Music has a well-rounded perspective on attracting a diverse prospective student population, maintaining a diverse unbiased view of current musical talents through the blind review/behind the curtain process. The School continues to improve courses and curricula that engage music students and the University community; the curricula provide a diverse view of music and how it enriches and identifies cultures around the world.

Required Signatures

karen S.Fuller veloz

DocuSigned by:

karen S. P. Veloz

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7/15/2022

Requestor/Initiator

Date

Brian Schriener

DocuSigned by:

Brian Schriener

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7/13/2022

Signature of College Dean

Date

BAIS

Signature of Campus EO Officer

8/10/2022

Date

[Signature]

Signature of Provost

08/17/2022

Date

DocuSigned by:

Dean Colson

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9/26/2022

Signature of Chair of the
Board of Trustees

Date

September 22, 2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida International University

DEGREE PROGRAM: Theatre

CIP CODE 50.0501 **Effective Academic Year** 2023-2024

1. **Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.**

Limited access status currently covers the entire CIP of the Bachelor of Arts (BA) and Bachelor of Fine Arts (BFA) in Theatre. Beginning in the 2023-2024 academic year, specialized admissions is requested through this initial application for the entire CIP.

2. **Which criteria for specialized admissions status does the program meet?**

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. **Provide a rationale for why the program meets the criteria selected above.**

- **If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.**
- **If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.**

NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE HANDBOOK 2021-2022:

<https://nast.arts-accredit.org/wp-content/uploads/sites/4/2021/08/T-2021-22-Handbook-Final-08-10-2021.pdf>

The following accreditation standards reflect expectations for artistic aptitude of students and required control of program enrollment. The degree programs use a formal audition, evaluated by faculty, to ensure that students have the skills and abilities to succeed in these professional degree programs.

I.A.9: The institution shall have facilities and equipment commensurate with the needs of its educational program. Discipline-specific facilities and equipment are required for teaching and learning in theater. The program limits enrollment to ensure it can provide these adequate facilities and equipment.

II.E.6.b: (1) Classes in creative work generally should not exceed 16 students. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 16. The accrediting body sets the expectation for class sizes no larger than 16 students. The program limits enrollment to ensure that it can meet the faculty-to-student ratio expected by this standard.

II.F.1.c: The number of rehearsal, performance, and classroom spaces and the amount and availability of equipment must be adequate to serve the scope of the program and the number of students enrolled. The program limits enrollment to ensure availability of rehearsal and performance spaces for students as required by this standard.

V.D.1: Auditions and Evaluations: At some point prior to confirmation of degree candidacy, member institutions must require auditions, examinations, or other evaluations consistent with the purpose of the degree as part of the admission decision. Member institutions are urged to require such auditions and evaluations prior to matriculation. The program uses the audition prior to matriculation to ensure this standard is met.

V.D.4: Professional Undergraduate Degrees: Admission procedures for professional undergraduate degrees in theatre should develop evidence that the candidate possesses exceptional talent, the potential to develop high-level theatre competencies, artistic sensibilities, and a strong sense of commitment. The program uses the audition to ensure students possess the talent and artistic sensibilities required by this standard.

- 4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale.**

☒ **Not applicable.**

- 5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program**

All applicants (native or transfer) must meet University minimum admission requirements. An audition or portfolio review and/or interview is required of all candidates wanting to enter into the theatre programs. Students admitted to the university are admitted directly to their chosen major. Transfer students must complete the 60 credit hours, general education requirements, and common pre-requisites in addition to the audition.

FIU Connect4Success (C4S) is an access-rooted, nationally-recognized transfer pathway that includes Bridge Advisors housed at our largest sending partner colleges, Miami Dade College, Broward College, and Palm Beach State College. These advisors help students become "transfer ready" through individual advising, transition workshops, meetings with advisors from Limited Access (now to be known as Specialized Admission) majors, and access to online resources, such as detailed transfer guides for all majors. In addition, FIU convenes an annual meeting (e.g., "FIU-MDC Day") solely focused on transfer student success; the meeting includes faculty, staff, and senior leaders from each of our partner colleges, with representation from all disciplines. These efforts show FIU's commitment to equal access of transfer students in our programs.

In Fall 2021, transfer students constituted 37 percent of total upper-division student enrollment thereby signifying access for qualified transfer students, including those from

the Florida College System.

6. **What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?**

Gender	Fall 2021 Enrollment	
	Headcount	%Total
Female	76	71.0%
Male	31	29.0%
Total	107	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
Asian		
Black or African American	11	10.3%
Hispanic	80	74.8%
Nonresident Alien	2	1.9%
Two or More Races	3	2.8%
White	11	10.3%
Total	107	

Specialized Admission impact on race and gender diversity:

The Limited Access status for this CIP code was approved for implementation in Fall 2010.

DATA USA provides demographic information for degrees awarded in General Drama & Theatre Arts, including Race & Ethnicity and Gender; the most recent data available are presented below (<https://datausa.io/profile/cip/general-drama-theater-arts#demographics>):

2020 RACE & ETHNICITY PERCENTAGES FOR UNIVERSITY THEATRE STUDENTS
(Source: Data USA)

Ethnicity/Race	2020
Asian	2.5%
Black or African American	8%
Hispanic	15%
Nonresident Alien	3%
Two or More Races	4%
White	62%

Race and Ethnicity: The FIU theatre student demographics differ from the national average. FIU enrolls more Hispanic and Black students and less White students compared to the national average.

Gender: According to DATA USA, females account for the majority (64.9%) of graduates from the five institutions that graduate the most students in General Drama & Theatre. The FIU theatre student enrollment demographics reflect this national trend.

Strategies to be implemented to continue to promote and maintain diversity in the program:

The theatre program has a strategic plan to further promote and maintain diversity. For example, the theatre program seeks to aggressively recruit top female candidates of color for new faculty searches. The theatre program needs more female faculty of color to better reflect our student demographic, which is predominantly female and Hispanic. A more diverse faculty and student body also allow more variety of play selection and production. The theatre program

needs to better reflect the world at-large so that students and audiences can have research and performance opportunities that will help them gain a better world perspective.

As part of its community outreach and recruitment of future students, the theatre program offers an on-campus summer camp program to introduce diverse segments of the population to FIU's dynamic theatre offerings.

Required Signatures

Joel Murray

DocuSigned by:

Joel Murray

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7/18/2022

Requestor/Initiator

Date

Brian Schriener

DocuSigned by:

Brian Schriener

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7/13/2022

Signature of College Dean

Date

EAB

Signature of Campus EO Officer

8/10/2022

Date

[Signature]

Signature of Provost

08/17/2022

Date

DocuSigned by:

Dean Colson

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9/26/2022

Signature of Chair of the
Board of Trustees

Date

September 22, 2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University_____

DEGREE PROGRAM: Bachelor of Fine Arts in Dance_____

CIP CODE 50031_____ **Effective Academic Year** 2023-2024_____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

School of Dance Response: Yes, this request for specialized admissions status applies to the entire BFA Dance program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

School of Dance Response Regarding Minimal Skills: FSU School of Dance (SoD) is an accredited member of the National Association of Schools of Dance (NASD), which delineates standards of training for professions in Dance.

The students we admit have the skills essential to consistently achieve desirable outcomes in the dance curriculum (in the average semester at least 95% maintain a minimum 3.0 in the dance major). Students who don't have these skills do not have the technical and artistic foundation to achieve these outcomes. Students are screened through a dance audition process and assessed by SoD's faculty audition committee. This process includes observing applicants in classical, contemporary, cultural, and social dance technique forms.

Skill sets necessary for entry into the program are informed by an individual's physical capabilities and athleticism, ability to analyze and embody dance

technique forms, and observed processes of assessments and critiques inherent in dance. These features are important principal elements of dance training. Given what is referenced in the above, students without these minimal skills will struggle to complete the program and may not have the demonstrated proficiency to A) successfully complete the program and graduate, and B) successfully market themselves for professional placement in the dance industry.

In addition to ensuring student success, our national reputation is the outcome of our current rigorous approach to admissions and training. If we admit students who do not have the essential minimal skills for academic and professional success, and these students subsequently do not achieve desirable academic and professional outcomes, this will diminish our standing in the field and will negatively impact our ability to recruit future talent. The success FSU's School of Dance has had in training Dance artists includes recognition of their propensity to work collaboratively, engage with diverse populations, ability to articulate and communicate in both word and form, cognitive understanding of the physical form for health and safety (within and outside of the studio), and development of sound leadership skills. These acquired qualities contribute to SoD alumni establishing successful entrepreneurial career paths, serving as artistic directors, choreographers and designers, as well as educators and administrators at institutions and universities across the U.S. and abroad.

Students who do not exhibit the required minimal skills during the audition – and thus do not gain entry to the BFA program – are welcome to re-audition. Additionally, all students admitted to FSU have the opportunity to enroll in School of Dance courses as part of our general curriculum for non-majors. As such, students who are not admitted to our program may continue their dance training through a variety of courses offered to non-majors.

School of Dance Response Regarding Accrediting Body: The National Association of Schools of Dance (NASD). See pages 70 (Section H-1b) and 90 (Section D-3) of NASD Handbook (link provided below).

<https://nasd.arts-accredit.org/wp-content/uploads/sites/5/2022/04/D-2021-22-Handbook-Final-04-08-2022.pdf>

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

School of Dance Response: The School of Dance BFA program is currently

classified as limited access. Having exhibited success with our admissions process overtime, exemplified by our program's national reputation, our alumni's service to the community by way of performance and community initiatives, and the success of our BFA graduates who are working in quality positions across many roles in the performing arts sector, our existing process will continue unchanged.

Our process is as follows: Prospective applicants to the BFA Dance program will apply to the university and complete the Dance Supplemental Application, in which they will submit a resume highlighting dance training, experience, and a statement of career goals. The Dance Supplemental Application will also require the applicant to select an in-person audition date or the remote audition option. Applicants must meet all university and program deadlines for submission of application materials. Applicants selecting an in-person audition date will attend the onsite audition they have selected, and applicants selecting the remote option will submit the required audition video portfolio. Applicants' technical proficiency and creative artistry will be assessed by School of Dance studio faculty who serve on the Audition Committee. The School of Dance Audition Committee will then discuss each applicant in a review system using multiple evaluation criteria to render final admissions decisions. All prospective applicants have equal access to the audition process and are considered based on the same evaluation criteria, regardless of whether they choose the on-site or remote audition format or are FTIC or transfer applicants.

If specialized admissions status is denied, the School of Dance would lose the opportunity to assess students for their likelihood of success in the field based on its current review system. This, in turn, would negatively affect alumni's success in securing the current range and quality of employment options post-graduation. First and foremost, we want to continue to offer the kind of outstanding education in the culture of professionalism that has made the School of Dance at Florida State University an outstanding program in the country. Maintaining specialized admissions will allow us to continue to assure student success.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

School of Dance Response: As of Spring 2022, the race/ethnicity profile of our BFA student body (n=73) is as follows: Hispanic or Latino (n=12), American Indian or Alaska Native (n=1), Asian (n=2), Black or African American (n=9), White (n=42), two or more races (n=4), race/ethnicity unknown (n=3). As of Spring 2022, the gender profile of our BFA student body (n=73) is as follows: Female (n=70), Male (n=3). These numbers are the outcome of our current limited access audition/admission process accessible to all prospective applicants, which has resulted in a 42% non-White student body reflecting the diversity of the United States. Given the national reputation of our program, we attract a demographically diverse pool of applicants each year, and all applicants are evaluated fairly, based on their skills. Regarding the noticeable gender imbalance, this reflects demographic trends present in most collegiate dance programs and in the dance

industry as a whole. The overwhelming majority of applicants to our BFA program (and most other collegiate dance programs) are female, and the number of males accepted to our program is proportionate to the number of male applicants compared to the ratio of female admits and applicants in a normal admissions cycle. To assist in the recruitment of male dancers, the School of Dance has been approved to offer a Men's Scholarship as a recurring source of financial support.

Although we are returning to in-person auditions for our BFA program (auditions were remote during the pandemic), to further make the BFA program more accessible we will continue to offer a remote option for applicants who are unable to travel to our Tallahassee location for an in-person audition. This increases accessibility to the audition process particularly for those who may not be able to afford travel expenses associated with an in-person audition.

Required Signatures

Anjali Austin
Requestor/Initiator


August 4, 2022
Date


Signature of College Dean

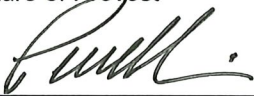
Augusts 5, 2022
Date

Reniche Gibbs
Signature of Campus EO Officer

8/11/22
Date


Signature of Provost

8/7/22
Date


Signature of Chair of the
Board of Trustees

9/23/22
Date

September 23, 2022
Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University

DEGREE PROGRAM: Bachelor of Science degree in Interior Design

CIP CODE 50.0408 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This request applies to the Bachelor of Science and Bachelor of Arts degrees in interior design. It excludes the Master of Science and Master of Fine Arts programs.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
The mission of the Department of Interior Architecture & Design's Bachelor of Science and Bachelor of Arts degree programs is to provide students the knowledge necessary to pursue careers as interior designers who create functional, sustainable and beautiful environments that positively impact human health, safety and well-being. As such, its curriculum and philosophy are significantly influenced by professional design practice requirements and expectations. The Department is informed by and references these requirements from bodies including the National Association of Schools of Art and Design, the Council for Interior Design Qualification, the Council for Interior Design Accreditation, and design practice professional organizations such as the American Society of Interior Designers, the International Interior Design Association, and the American Institute of Architects. Additionally, students' professional preparation includes knowledge and application of local, regional, and international building codes, standards, and guidelines published by organizations including the Leadership in Energy and Environmental Design (LEED) and the WELL Building Standard.

Needed skills

As documented by the organizations identified above, these skills are required for effective interior design practice:

- Critical thinking and application of the design process
- Engagement in evidence-based inquiry, research and its application to built environment solutions
- Applying theories of built environment, people and their behavior, and the natural

- environment to the design of physical forms, places and space
- Understanding and applying the elements and principles of design to the creation of interior environments and their components
- Understanding the historic context of interiors and architecture and the ability to interpret its lessons for contemporary built environment design
- Application of empathy, listening and collaboration skills with other building professionals and clients to understand needs, opportunities and constraints
- Engaging in creativity leading to the crafting of unique and responsive solutions to physical space needs and the people that use them
- Understanding principles, processes and ethical responsibilities of interior design practice and business procedures
- Understanding and respecting interior construction and its systems and applying these principles within built environment solutions
- Communicating ideas and solutions effectively verbally and visually via construction documents, color renderings, and quick sketches that depict proposed built environments. Both hand drawing skills and conversance in highly technical computer program knowledge are critical.
- Specifying and integrating furnishings, products, materials, and finishes within built environment designs effectively.
- Applying building codes, standards and guidelines to spatial solutions and integrating building systems into design solutions that support human, natural environment and animal well being.

How skills are assessed

Students' early fundamental skill sets deemed necessary for academic success are determined by Department faculty who are informed by the regulatory and professional organizations listed above. These requirements are

- creative thinking
- problem solving
- organization of thought and actions and adherence to deadlines
- design solution planning and procedural execution
- graphic and verbal communication
- acceptance of, participation in, and integration of critique into design solutions

Students engage in the first-year curriculum of the four-year bachelors' program and are then assessed at the end of the first year for admittance to the program. While the Department does not require a portfolio to apply to the university or to start the first-year curriculum, students complete a questionnaire within their application to Florida State. The Department reviews the questionnaire to confirm the student's understanding of the Interior Design major but does not use the questionnaire to assess or eliminate students from applying.

All students in the first-year curriculum are required to take three diagnostic courses within the Department that provide instruction in and assessments of their internalization of the desired skill sets. The resulting course grades form one assessment metric for admittance to the remainder of the program. Several other metrics complement these course grades:

- The student's overall **grade point average** is assessed as an indicator of past academic success in skills such as organizing, carrying through of initiatives, and effective cognitive thinking. Students are required to have and maintain a 3.0 GPA while in the first year of classes.
- During year one, the fundamental classes that the students take provide the opportunity to develop a **portfolio of interior design projects**. The interior design projects demonstrate the student's ability to engage in the skills identified above.

The fundamental classes also form the basis of a student's awareness and appreciation of the built environment and understanding of the processes used to create these spaces.

- All first-year students take a 3-hour **practicum** at the end of their first-year semester that assesses their ability to engage in critical thinking, propose creative solutions to unique problems, and demonstrate good craft in the creation of three-dimensional solutions.
- All first-year instructors **assess each student candidate's skills** in receiving and responding to constructive criticism, ability to process opportunities and constraints in design projects, general attitude, and overall likelihood of eventual success in design practice.

There are ten data points that contribute to a numerical total score arriving at a decision to accept or reject a student's application to the bachelor's program. This appears to be working well and ensures that students meet with success in the program. On average, approximately 30 undergraduate students are accepted into the program each year from a pool of 80 first-year candidates. While the opportunity to reapply or appeal this decision is not an option, the program works with candidates to develop an alternative plan for their studies should they not achieve acceptance into the program.

Justification for requirements

Competent service to the public protecting health, safety and welfare. The service interior designers provide to the public requires knowledge and skills that are highly technical, requiring empathetic listening, communication and ability to respond to human beings' requirements for aesthetics. Designers must be knowledgeable of psychology, sustainability, and the principles of human wellness to perform their work. As such, the body of skills is complex in its combination left brain and right brain application. In many states and Canadian provinces interior design is a regulated profession requiring standards of education completion, experience and qualifying examination for one to legally practice. This system helps ensure that designers are practicing safely as issues of slip and fall, flammability, accessibility, and general human health are central to design decision-making.

Reputation of the program. The Department of Interior Architecture and Design at Florida State University has been accredited by the National Association of Schools of Art and Design and the Council for Interior Design Accreditation for decades and has also consistently ranked within the top 10 in the national Design Intelligence school rankings for its bachelor's programs in recent years. In 2022, the Department's program was third in the nation as assessed by CollegeRank.net. Its reputation is directly related to its long-standing excellence expressed through students' graduating portfolios and internships, which in turn arises from a limited number of students that receive the faculty's extensive and personalized guidance. Each year, over 90% of the Department's student alumni are typically employed in the design industry within six months of graduation, including within global-scope architecture and design firms completing hospitals, airports, medical facilities, residences, workplaces, yachts and aircraft interiors. In a 9-month period in 2021-2022, the Department fielded over 70 unsolicited requests from architectural and design firms to hire our students.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions

requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The undergraduate programs are currently classified as limited access. Therefore, most existing processes would continue unchanged.

These new changes would occur:

- Qualified Associate in Arts graduates from Florida public postsecondary institutions shall receive priority for admission to such specialized admissions programs over out-of-state and transfer students from private institutions.
- Students who are denied admission to the Department will be informed of the availability of similar programs at both FSU and other State University System institutions and the admission requirements of such programs. The program's advisors work with each student applicant to develop a 'plan b' for their studies should they not be accepted, identifying another major at FSU or other Florida institutions that offer interior design degrees. Other allied fields at FSU, for example, include theatrical set design, entrepreneurial programs, art and marketing. The Department will also provide these candidates an information sheet providing details about other Florida institutions offering an interior design degree.

Should specialized admissions status be denied, the Department would lose the opportunity to assess students for their likelihood of success based on its current first-year review system of multiple metrics. We suspect it would be difficult to maintain students' knowledge and skills acquisition success as it currently exists as well as the learning community culture of productivity and effectiveness. Such a scenario would result in a decrease in quality of students' graduating portfolios. This, in turn, would negatively affect alumni's success in securing high-quality design employment. Above all else we want to continue to offer the kind of outstanding education that has made the Department one of the premier programs in the country. Maintaining specialized admissions will allow us to do this.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The program is currently limited access in nature; therefore, race and gender profiles are not expected to be affected by a Specialized Admissions status. The current gender profile of the Department is

- 10% male
- 90% female

The race profile is

- Black, non-Hispanic 2 %
- American Indian or Alaskan Native 0 %
- Asian or Pacific Islander 6 %
- Hispanic 6 %
- White, non-Hispanic 83 %
- Other 3 %

Impact

Gender and racial homogeneity that skews White, non-Hispanic and female students is an ongoing problem throughout the interior design industry within practitioner, student, and to a lesser degree, faculty populations. This stunts a full discussion of perspectives, approaches, and options within design ideation, and presents a negative distinction from the diversity of general public clients that designers serve. Thus, this represents a challenge that needs to be addressed.

The undergraduate program is a rigorous experience that requires time management, focus and ability to acquire resources including project materials (see below for an initiative that addresses this last point). This program is especially difficult for students who encounter hardship such as those that must work more than 20 hours a week, must consistently attend to family or other life difficulties, or struggle with transportation. That said, many such students have succeeded and even thrived in this program, and faculty are committed to assisting each student to the greatest degree possible regardless of their background.

The First Year experience and First Year Review seek to provide an equitable experience for all students that assesses their performance and likelihood of success as an interior design practitioner. Design is a challenging career. With this awareness alongside the profession's longstanding racial and gender inequities, faculty are motivated to find the potential in each student, providing support for their situation as much as possible. However, faculty also realize their obligation to set a student up for eventual career success. The Department's existing limited access status that admits approximately 30 students per year to the program has helped the Department assist those students most likely to succeed and establish and maintain its positive reputation of success, which in turn assists students whose FSU affiliation is desirable to hiring firms.

Department strategies

In the past seven years, the Department has engaged in multiple strategies to address the imbalance of gender and racial diversity.

1. In 2017 and with necessary University permissions, faculty changed the name of the Department to Interior Architecture & Design, both to more correctly reflect its orientation and nature of its curriculum, but also with the goal of attracting more male students who may have been dissuaded by the historical female associations with the term interior design. Since the 2015 name change, however, the Department has not seen an increase in male students.
2. The Department embarked on an initiative in spring of 2020 to understand and take action to address the racial imbalance the Department is experiencing, establishing an Equity, Diversity and Inclusion task force.

The task force's activities:

- A well-known thought leader from an underserved population offered an invited on-campus speech in 2022.
 - Groups of Department students alongside architecture students from Florida A&M participated in a design charrette with students from R. Frank Nims Middle School, which serves an underserved population in 2022. The goal was to promote the possibilities of design as an eventual career choice for these students.
3. A fundraising campaign was established in 2021 to secure the means to provide materials and supplies to first-year and second-year students who are from low

socio-economic backgrounds. The goal was to ensure a level playing field in the creation of projects that influence a student's admittance into the program. Kits of supplies and tools are distributed to eligible students each fall.

4. A student group called the Color in Design was established to raise awareness of the contributions of designers of color. This resulted in guest speakers and a visual display within the Department in 2021-2022.
5. The Department's history courses were revised to bring balance to the historic cultures examined for their design and architectural contributions and influence in 2021.
6. Also, a 2021 faculty search invested in significant search services and other tactics to connect with potential faculty who are members of underserved populations. This process resulted in a successful hire but did not increase racial diversity within the candidate pool. However, it contributed to enhanced gender balance amongst faculty.

In sum, the activities above demonstrate the Department is taking action to address a longstanding, systemic issue. However, the inconsistent success with its tactics suggests that this problem, long in the making, will not be solved overnight. The intent is to examine those initiatives that are moving the needle and adjust tactics through time to work toward resolution.

Required Signatures



Requestor/Initiator

Chair
Interior Architecture & Design

08.04.22

Date



Signature of College Dean

08.05.22

Date



Signature of Campus EO Officer

8/11/22

Date



Signature of Provost

8/9/22


Date



Signature of Chair of the
Board of Trustees

9/23/22

Date



Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University_____

DEGREE PROGRAM: Motion Picture Arts_____

CIP CODE 50.0602_____ **Effective Academic Year 2022-2023**_____

1. Does this request for specialized admissions status apply to the whole degree program?
If no, please specify which major(s) or track(s) are seeking the status.

Yes. This applies to the whole degree program.

2. Which criteria for specialized admissions status does the program meet?

☐ Limited Resources (status will last a maximum of four years)

☒ **Minimal Skills (status will last a maximum of five years)**

☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.

College of Motion Picture Arts Specialized Admission for Minimal skills.

Mission and Reputation

The College of Motion Picture Arts (CMPA) was founded by the Florida Legislature in 1989 with a mission to prepare students for careers in the motion picture industry. CMPA has been extremely successful in this mission, garnering an international reputation and consistently placing in the Top 20 of the Hollywood Reporter's annual ranking of film schools. Alumni are in leadership roles in every branch of our industry, including Marvel producer Stephen Broussard (Ant-Man and the Wasp), director Aaron Moorhead (Moon Knight and Loki), and the core creative team behind writer-director Barry Jenkins's Oscar-winning film Moonlight.

The success of the College is rooted in its conservatory model taught by industry professionals. Through a very selective, specialized admissions process, the College assembles a cohort of thirty high-performing undergraduate students each year for an extremely rigorous, collaborative, project-centered learning experience built upon industry models of film production. The curriculum is structured as a lockstep sequence that ensures all students graduate on-time and well-prepared for professional film-making careers. Within twelve months of graduating, 92% to 96% of our alumni find meaningful work within the motion picture industry.

Importance of the Specialized Admissions Process

To succeed at our mission and continue to grow our reputation, the performance bar is set very high for our students. We therefore need to run a rigorous admissions process to ensure that students can succeed and work at our expected levels of creativity and professionalism.

Film-making is an extremely collaborative process built upon group work, and collaboration is therefore one of the key skills necessary for a student to be successful. Through the specialized admissions process we are able to identify students with the skills necessary for being reliable, proactive, and inspiring collaborators. Not being able to assess this during the admissions process would have significant consequences, as the failure of one student to collaborate well has a negative impact on the learning experiences of many other students in the cohort. Maintaining the professional standards of collaboration that our industry expects is essential to the ongoing success of our graduates' ability to succeed in the field as well as the College's curriculum and reputation.

The College's curriculum, resources, and faculty assignments are also extremely finely tuned to the delivery of our mission. Each class and each student film production is precisely calibrated, scheduled, and organized into a lockstep progression, in order to ensure that students get the quality of education for which we are famous and to ensure that students graduate on-time in four years. A consequence of not having specialized admissions would be that we would need to radically transform our curricular model, as adding just one extra student to a cohort would break our current systems.

The curricular model is also designed to ensure a level playing field for all students. We pay for all the base costs of student films and provide all of the resources needed so that any student (regardless of their background or income-bracket) has the same learning opportunities as every other student. This is a sacred value for us, and not having a specialized admissions process would threaten this commitment to diversity, equity, and inclusion.

Service to the Community

The art of motion pictures is, of course, a significant part of life and culture in the twenty-first century. We spend much of our lives in front of screens, and films and television shows shape how we look at ourselves and the world around us. There are few better examples of this than Barry Jenkins's film *Moonlight*, which allowed the whole world to empathize with the experiences of a poor, Black, LGBTQ+ boy from Miami and to experience our shared humanity, regardless of race, class, gender, or sexuality. Barry Jenkins was himself raised in the same poor Miami neighborhood that the film is set, and he has frequently expressed that he would not be where he is now were it not for the College of Motion Picture Arts, which afforded him not only equal access to filmmaking resources, but also a nurturing, collaborative space to cultivate his voice as a master storyteller.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ **Not applicable.**

5. If approved for specialized admissions status, what will be the changes to the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

College of Motion Picture Arts Specialized Admissions Process:

The application requires that prospective students submit: a portfolio of creative work; a screenplay written specifically for the application; a written statement of purpose; letters of recommendation; transcripts; and test scores. For each major, a committee of three full-time faculty members with extensive industry experience reviews every application and then conducts an extensive round of in-person interviews with the strongest applicants.

This process is essential for ensuring that this is the right program for prospective students and that they have the necessary drive and skills to be successful. The following are among the key metrics that the faculty committee assesses during this admissions process:

1. **Artistic potential.** Through a review of the creative portfolio and the screenplay assignment, the faculty committee evaluates each applicant's aptitude and promise. The portfolio shows each applicant's current level of craft and experience as a filmmaker. The screenplay assignment demonstrates each applicant's aptitude for writing visually and crafting a compelling dramatic narrative.
2. **Creative voice.** Though a cumulative assessment of all the application materials and, especially, the in-person interviews, the faculty committee measures each applicant's potential for dreaming up compelling stories that will connect with audiences
3. **Collaboration.** Because the program requires deep collaboration on group projects, the interview process also includes a collaborative exercise with groups of applicants working together to craft a story. This allows the faculty committee to assess how well each applicant works with others while immersed in a creative activity.
4. **Potential for success.** Through the interview process, the faculty committee also measures the pro-activity and motivation of each applicant. It's essential that we determine that an applicant is "the right fit" for our conservatory approach — and that they are aware of how intensive the program is — in order to ensure that they have the potential to succeed.

The faculty panel then selects which applicants to invite into the program, with diversity of the student body being one of the key criteria in assembling each cohort — not only to ensure equitable access, but also to expand and enrich each student's storytelling skills by surrounding them with a diverse group of classmates.

For students that are unsuccessful with their application to CMPA, FSU is still able to service them with programs in other colleges. For example, many unsuccessful applicants to our Production major matriculate instead in the School of Communication's Digital Media Production program, whilst unsuccessful applicants to our Animation major have pursued opportunities to study computer animation or studio art programs in the College of Fine Arts.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

College of Motion Picture Arts Race and Gender Diversity:

Race and gender diversity is essential to creating a vibrant environment for young storytellers to broaden their empathy for differing points of view and for strengthening their collaborative skills across diverse backgrounds.

CMPA has always stressed diversity as part of its admissions process in order to guarantee the richest experiences of its students. The college will continue the same protocols for its admission as it has been effective to creating a diverse cohort of students each year.

The current race and gender profiles are:

College of Motion Picture Arts current race and gender profiles

Race/Ethnicity	Female	Male	Total
Nonresident alien	2		2
Hispanic or Latino	17	11	28
American Indian or Alaska Native		1	1
Asian	4		4
Black or African American	6	2	8
Native Hawaiian or Other Pacific Islander	1		1
White	22	29	51
Two or more races	5	2	7
Race/ethnicity unknown	2	2	4
Total	59	47	106

Required Signatures

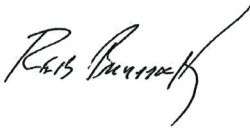


Andrew Syder, Associate Dean

Requestor/Initiator

08/05/2022

Date



Signature of College Dean

8/05/2022

Date



Signature of Campus Officer

8/11/22

Date



Signature of Provost

8/9/22

Date



Signature of Chair of the
Board of Trustees

9/23/22

Date

September 23, 2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
**Specialized Admissions Status
Initial Approval Request Form**

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University_____

DEGREE PROGRAM: Music Performance

CIP CODE. 500903_____ **Effective Academic Year** 2023-24_____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes, this request for specialized admissions applies to the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.
- Students seeking admission to the College of Music must meet the minimum requirements as established by the various professional music organizations and also those of the College of Music's accrediting body, NASM (National Association of Schools of Music). Per NASM's guidelines, "Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling." (See NASM Handbook, page 93 *Admission to Undergraduate Study*, Section V. A <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>)
 - Sufficiently high standards as established by NASM include, but are not limited to, the ability to execute required audition materials expressively with accurate rhythms, intonation, appropriate style for the musical work, and memorized.
 - All auditions are adjudicated by at least three faculty members who are performers and experts in the specific area for which the student is auditioning. For example, only the members of the string faculty

will adjudicate students applying for the strings program and voice students will be heard only by members of the voice faculty.

- At a minimum, students must possess “capabilities to relate musical sound to notation and terminology at a level sufficient to undertake basic musicianship studies in the freshman year, or (b) the potential to develop such capabilities within the first year of study.”(See NASM Handbook, Musical Aptitudes and Achievements, page 94, Section V. D. 2. <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>)

The College of Music faculty interprets and implements NASM’s standards in the following ways:

- At a minimum, students who apply for a degree in music should:
 - demonstrate aptitude on their chosen instrument or voice and should demonstrate facility in specified technical musical skills, for example, but not limited to: playing/singing in tune, rhythmic accuracy, expression, diction, and stage deportment;
 - prepare specified repertoire and technical scales, depending on the instrument;
 - demonstrate the ability to sight-read music, although this is for diagnostic purposes and an inability to sight-read will not exclude the student from consideration; and
 - possess basic knowledge of musical styles, an ability to understand musical notation, musical expression and other rudimentary skills that will allow them to successfully complete the program.
- Auditions are open to all applicants. Specific guidelines for each instrument and voice are located on the College of Music’s website. (Sample audition guidelines are below.) Recorded auditions must meet specific requirements as outlined by each area and are assessed on the same basis as live auditions. (<https://music.fsu.edu/admissions/audition-requirements>)
- Applicants who are unsuccessful in passing the audition process can choose to minor in music or are advised to seek additional assistance (tutoring or lessons) to help them acquire the basic musical skills needed to both benefit from the program as well as successfully complete it. Students are allowed a maximum of three audition attempts per instrument/voice, per degree level (bachelors, master’s, doctoral). Applicants are allowed one audition per application.

Sample audition requirements for select programs

Information for each performance program can be found on the College of Music’s webpage <https://music.fsu.edu/admissions/audition-requirements>

Clarinet

1. Two contrasting solo pieces (or movements). Examples given below.
2. One orchestral excerpt. Examples given below.
3. All major scales.

Examples of solo pieces:

- Concert pieces by Stamitz, Weber, Crusell, Mozart
- Sonatas/sonatinas by Arnold, Bernstein, Martinu, Poulenc, Saint-Saens
- Solo de concours by Debussy, Lefebvre, Marty, Messenger, Rabaud
- Burgmuller Duo, Cavallini Adagio & Tarantella, Widor Introduction & Rondo

Examples of orchestral excerpts:

- Beethoven Symphonies 4, 6, 8
- Brahms Symphonies 2-4
- Mendelssohn Scherzo; Symphonies 3, 4
- Prokofiev, Peter and the Wolf
- Rimsky-Korsakov, Capriccio Espagnol
- Tchaikovsky Symphonies 5, 6

Recorded audition guidelines: Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Auditions are to be unaccompanied.

Applicants who have questions about appropriate repertoire please contact [Dr. Deborah Bish](#) or [Dr. Jonathan Holden](#)

Classical Voice

- An accompanist is provided, free of charge, for all voice auditions on campus. Rehearsal time is not provided, however, and scores should not be submitted in advance. Please bring neat copies, in a book or organized in a binder, in the appropriate key(s). Students may bring their own accompanist to the audition if they wish.
- **Four** memorized selections representing contrasting styles chosen from the classical repertoire. (Suggested works include early Italian, 19th and 20th century art songs, and folk songs.) The singing of difficult, vocally demanding, dramatic literature is discouraged. Folk songs, especially those arranged for piano and voice by composers such as Britten, Copland, and Quilter are acceptable. Audition will include a short sightreading selection.
- **Original songs, pieces in jazz or popular styles, or music theatre selections are not acceptable for this audition.** Auditionees may be disqualified for inappropriate or insufficient selections.
- Language requirement:
 - At least one of the four pieces must be sung in English
 - At least one of the four pieces must be sung in Italian, German, or French
 - The remaining two pieces may be sung in English or any other language
- **Recorded audition guidelines:** Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Auditions **must** be accompanied (live or pre-recorded accompaniment is acceptable)

Jazz (All instruments)

Live/ in person auditions: Applicants should prepare three jazz selections in contrasting styles (ballad, swing, contemporary jazz) that will best demonstrate their

musicianship and proficiency in jazz improvisation. [Sample Audition Literature](#) (The link will redirect students to specific repertoire suggestions for each style. For example, *Ballads* include “In a sentimental mood,” “Mood Indigo,” “This masquerade.” The list also contains suggestions for Jazz standards and repertoire in Swing and Latin styles.

- All applicants should bring three copies of lead sheets for each selection chosen.
- **Drum Set** applicants should also prepare the snare drum etude “Rolling in Rhythm” from Charley Wilcoxin's [Modern Rudimental Swing Solos](#) and may be asked to demonstrate other styles as well.
- **Recorded audition guidelines:** Video required. All audition materials should be unedited. Please introduce yourself at the beginning of each video. If possible, please record your audition with a backing track. Tracks can be found on YouTube or www.learnjazzstandards.com, or by using an app like iReal Pro.
- Special instructions for **Drum Set** applicants
 1. Play swing time/feel for 1 minute at each of the following tempos: Quarter = 60, 120, 240 (demonstrate time and light fills as well)
 2. Demonstrate (at any tempo) knowledge of these latin styles: Bossa Nova, Samba, Mambo, 12/8 Afro-Cuban – 1 minute each (demonstrate time and light fills as well)
 3. Demonstrate knowledge of these essential rudiments: 5- Stroke Roll, 10-Stroke roll, Flam Paradiddle, Triple Ratamacue (Start each slow, build up speed, then back down to slow)
 4. Perform the snare drum etude “Rolling in Rhythm” from Charley Wilcoxin's [Modern Rudimental Swing Solos](#)
 5. Find a recording of a jazz standard of your choice to play along with (or record with a live trio, if possible) and perform it thusly: Play along with the recording into a couple solos, then at some point stop the recording and solo over the song form of the tune for (2) choruses, then stop at the point where the melody should come back in.

Musical theatre

Florida State University has adopted the [2020-2021 Musical Theatre Common Prescreen Criteria](#), and all applicants must submit a prescreening by **December 1**, to include:

- Florida State University Application and fee payment
- Music Theatre Supplemental Application
- Pre Screen requirements, including:
 - Theatrical resume
 - Headshot
 - Music Theatre Future/Career Goals
 - Three Letters of Recommendation
 - **Pre Screen Videos** (see below)

OVERALL GUIDELINES: Each piece should be filmed/uploaded as a separate piece of media. No continuous videos.

Slate: There should not be a separate “slate” video. Instead slates are to appear at the beginning of each piece.

- The proper slate for a song is to share **your name**, the **song title**, and **show** in which it appears.
- The proper slate for a monologue is to share **your name**, the **title of the play**, and the **playwright**.

Songs: Students should prepare **two** contrasting pieces

- One song should be a ballad and one song should be an uptempo. One song should be written prior to 1970. This song can be either the uptempo or the ballad. The second song should be written after 1970 and contrast the style of the first.
- Each song file should be 60-90 seconds (*this time limit includes the slate at the beginning of the piece and is strictly adhered to; please do not upload media files longer than 90 seconds*)
- Students must sing to live or recorded accompaniment. No “a cappella” singing.
- Songs should be filmed in a $\frac{3}{4}$ shot which means the top of the head to the knees should be visible in the frame.

Monologue: Students should prepare **one** monologue

- **One 60-90 second contemporary monologue** (written during the 20th Century-present) **from a published play**. (*This time limit includes the slate at the beginning of the piece and is strictly adhered to; please do not upload media files longer than 90 seconds.*)
- The contemporary monologue should be filmed in a “close-up” shot which means the top of the head to the chest should be visible in the frame.
- Monologues cannot be from musicals, television shows, or movies.

Dance: Students should prepare **two** videos

- **30-60 seconds of dance, in whatever dance discipline you are most comfortable with: jazz, ballet, modern, African, hip hop, lyrical, or contemporary (no tap).** Please use steps, movement, and physical vocabulary that you are familiar with and can execute well. Regardless of which style of dance you execute, the choreography and the movement should be story-driven and connected to the music where the applicant is dancing with a sense of purpose. Dance media can be self-choreographed, but must be a **solo** video of you. This can include a show, competition, or other performance so long as you are clearly featured on your own. All choreography must be performed to music; no “a cappella” dance media please.
- **Ballet, no more than 30 seconds.** Execute a brief series of pli  , tendu and grande battement; and also pirouette en d  hors (to both sides), and grand jet   across the floor.
- All dance media should be filmed in a “full body” shot taking care to keep the student’s entire body in the frame at all times.
- Applicants do not need to slate in any dance media.
- *Helpful hint:* Applicants are encouraged to keep a full-length mirror behind the filming device so as to see themselves as they execute choreography.

Prescreening submissions will not be accepted after December 1. Following faculty review, a select number of applicants will be invited for a callback round over Zoom. Notifications will be emailed by December 15. A final callback round will be held on campus in February. Applicants who have questions about appropriate repertoire please contact [Prof. Alisa Hauser](#)

Trumpet

Auditions are to be unaccompanied.

1. Scales and arpeggios: Concert F, G, and Bb, two octave scales with arpeggios (*Applicant's choice for pattern and tempo*)
2. Goedicke: Concert Etude
3. Charlier: Etude no. 2 from Transcendental Etudes
4. 3-4 orchestral excerpts of contrasting styles.

Recorded audition guidelines: Video required. All audition materials should be recorded in one continuous, unedited video. Please introduce yourself at the beginning of the video. Auditions are to be unaccompanied.

Violin

Memorization required for all repertoire.

1. First movement of a standard concerto, with cadenza if applicable
2. Two contrasting movements from the Bach Solo Sonatas and Partitas
3. A showpiece (which displays advanced technique)

Applicants for the music minor are only required to prepare two contrasting pieces.

Recorded audition guidelines: Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Applicants who have questions about appropriate repertoire please contact [Prof. Corinne Stillwell](#), [Prof. Benjamin Sung](#), or [Dr. Shannon Thomas](#)

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.
 - Students applying to the college of music must complete a supplemental application and perform an audition. To be fully admitted to the College of Music, students must meet both the university's academic standards and the College of Music's proficiency standards. The College of Music's admittance is tied to the university's acceptance rates.
 - Auditions are open to all applicants.
 - Florida College System Associates in Arts graduates are able to apply to the College of Music and must meet the same standards and requirements as other applicants.
6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

With relatively stable overall numbers, the College of Music has been able to diversify its student population, especially in terms the steady growth in the number of students who identify as Hispanic/Latino, African-American students, or multi-ethnic.

The following tables show the undergraduate population of the College of Music.

Race/Ethnicity	Female	Male	Total
Nonresident alien	1	3	4
Hispanic or Latino	55	85	140
American Indian or Alaska Native	1		1
Asian	11	9	20
Black or African American	13	27	40
White	191	186	377
Two or more races	29	17	46
Race/ethnicity unknown	3	1	4
Total	304	328	632

Percentage of student population (632)

0.63%	Nonresident Alien
22.15%	Hispanic or Latino
0.15%	American Indian or Native Alaskan
3.14%	Asian
6.96%	Black or African American
59.65%	White
7.27%	Two or more races
0.63%	Race/Ethnicity unknown

Table 1. The race and gender profile of the College of Music as of Spring 2022

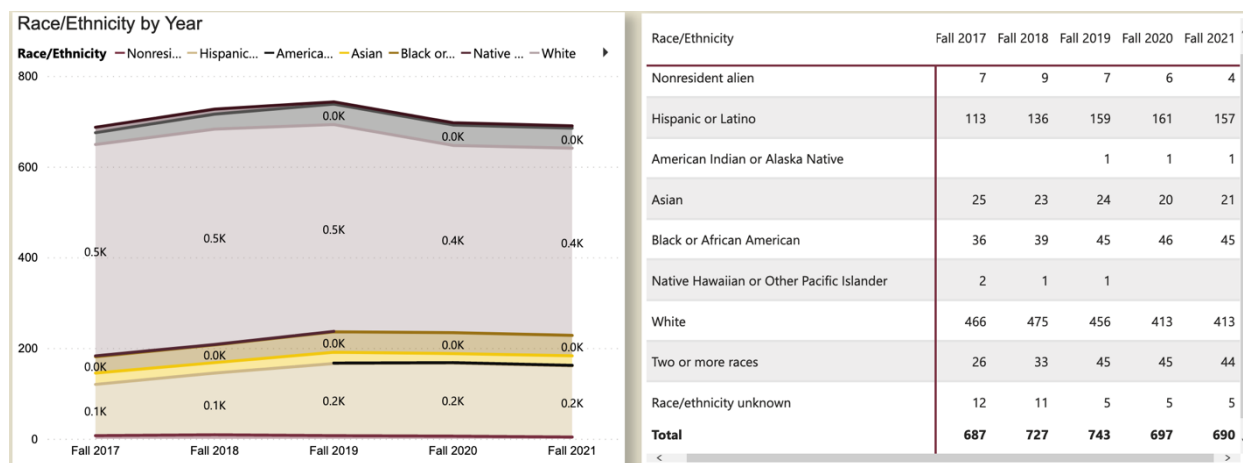


Table 1a. The race and gender profile of the College of Music over a 5-year period

Race/Ethnicity	2017	2021	+/-
Nonresident alien	0.10%	0.57%	0.47%
Hispanic or Latino	16.44%	22.75%	6.31%
American Indian or Alaskan	0	0.14%	0.14%
Asian	3.63%	3.04%	(0.59%)
Black or African American	5.24%	6.52%	1.28%
Native Hawaiian or Other Pacific Islander	0.29%	0	(0.29%)
White	67.83%	59.85%	(7.98%)
Two or more races	3.78%	6.37%	2.59%
Race/Ethnicity unknown	1.74%	0.72%	(1.01%)
Total population	687	690	

Table 1c. Percentage of change. Comparisons between 2017 and 2021

Race and gender profile of the **Music Performance** program.

Race/Ethnicity	Female	Male	Total
Nonresident alien	1	1	2
Hispanic or Latino	12	29	41
Asian	1	4	5
Black or African American	2	9	11
White	52	69	121
Two or more races	9	7	16
Race/ethnicity unknown	3		3
Total	80	119	199

Percentage of students in the Program

1.00%	Nonresident Alien
20.60%	Hispanic or Latino
2.51%	Asian
5.52%	Black or African American
60.80%	White
8.04%	Two or more races
1.5%	Race/Ethnicity unknown

Table 2. Race and gender profile of the Music Performance program as of Spring 2022

Demographics over a 5-year period of the Music Performance program.

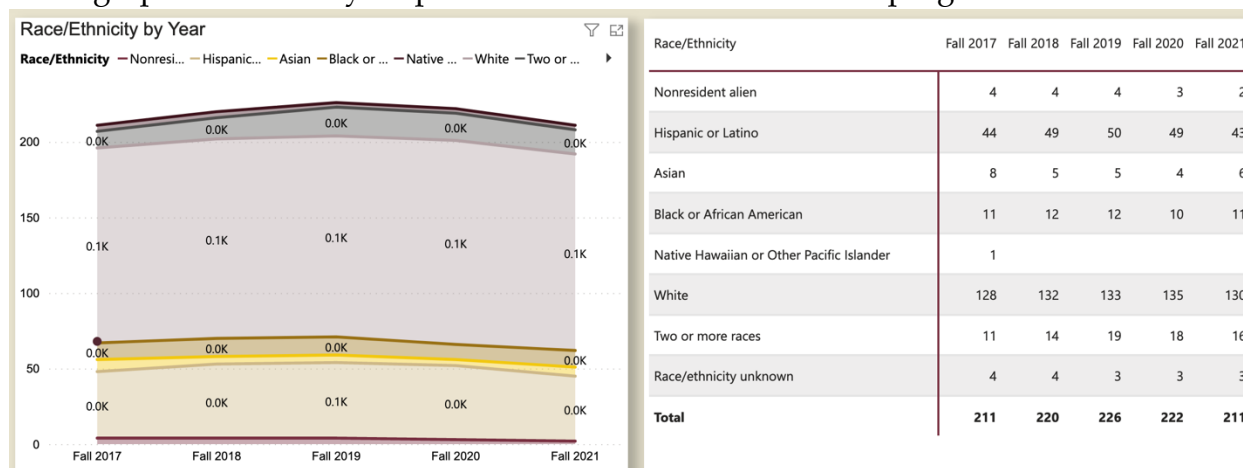


Table 2a. Demographics over a five-year period of the Music Performance program

Comparisons between 2017 and 2021

Race/Ethnicity	2017	2021	+/-
Nonresident alien	1.89%	0.94%	(0.95%)
Hispanic or Latino	20.85%	20.37%	(0.49%)
Asian	3.97%	2.84%	(1.13%)
Black or African American	5.21%	5.21%	--
White	60.66%	61.61%	(0.95%)
Two or more races	5.21%	7.58%	(2.37%)
Race/ethnicity unknown	1.89%	1.42%	(0.47%)

Table 2c. Comparisons between 2017 and 2021

Race and ethnicity by gender

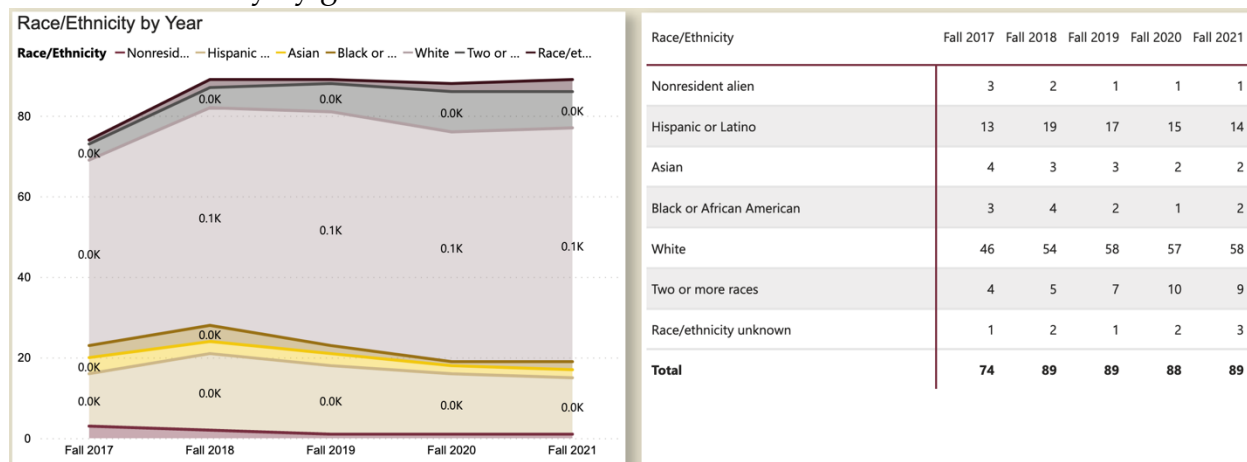


Table 3. Race and ethnicity of female students over the last five years.

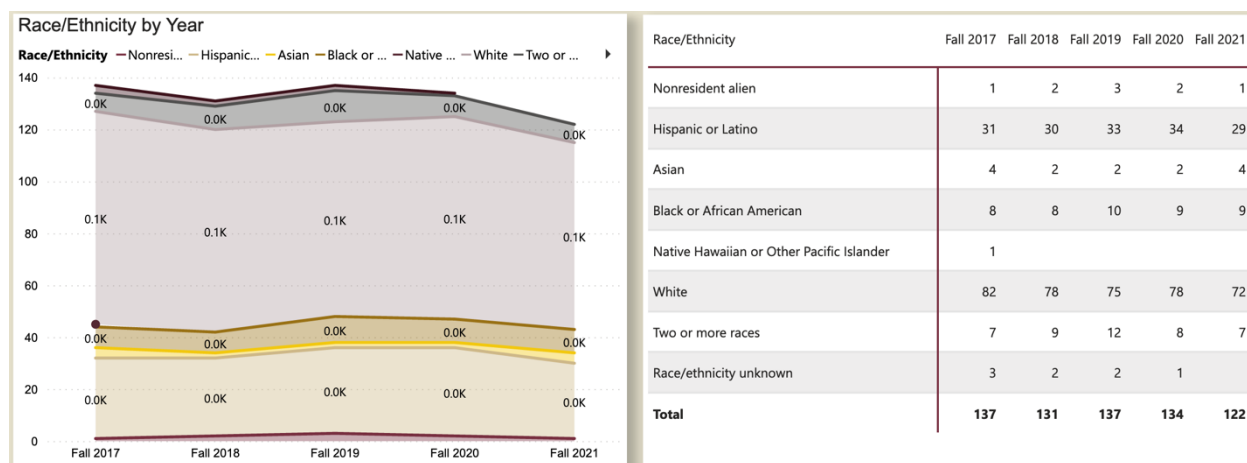


Table 3a. Race and ethnicity of male students over the last five years

Gender and diversity have been long-standing concerns in the field of classical music. As a whole, the student population in the College of Music is rather diverse and does not mirror that of the field, which in many disciplines, is still predominately white and/or male. While roughly 40% of the undergraduate population in the College of Music identify as nonwhite, there is room for growth. The College of Music recognizes this and in Fall 2021 an IDEA taskforce was formed with the goal of addressing diversity, equity, gender, accessibility and other concerns while also providing resources and suggestions for improving the culture in the college. Prior to the formation of the IDEA taskforce, new courses that center on music by non-Eurocentric composers and courses that discuss music and topics typically viewed as outside of the mainstream norms have been developed and offered. Some of these recent course offerings have included: MUS3934-04, Music by Korean Composers; MUS3934-06, Composers of Color; MUH 5939, Black Opera in the U.S., MUN 2800/4803/5806 Contemporary African Ensemble, and MUS 3934-01 Computer Music Programming.

Additionally, concerts, guests, performers, and lecturers to the college have been more diverse and have discussed a wide array of topics which has encouraged students to explore music of interest to them. Concerts that presented music of composers from

diverse backgrounds have included "¡De Colores! - The Sights and Sounds of México," composer/performer Pamela Z, Sing for Hope, "A Celebration of Music and Dance in Florida, 1565-1865," and "Loco for Love 2022."

Required Signatures



Requestor/Initiator

August 4, 2022

Date



Signature of College Dean

8/4/2022

Date



Signature of Campus EO Officer

8/11/22

Date



Signature of Provost

8/9/22

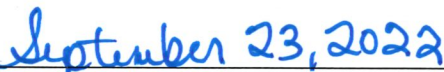
Date



Signature of Chair of the
Board of Trustees

9/23/22

Date



Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
**Specialized Admissions Status
Initial Approval Request Form**

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University_____

DEGREE PROGRAM: Music Theory and Composition

CIP CODE. 500904_____ **Effective Academic Year** 2023-24_____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes, this request for specialized admissions applies to the entire degree program, for which there are two areas of specialization: music theory and music composition.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
☒ Minimal Skills (if approved, the status will last a maximum of five years)
☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.
 - The Florida State University College of Music features one of the largest and most distinguished theory and composition faculties in the United States, including a Guggenheim Fellow and a Pulitzer Prize winner. Our students gain valuable experience in teaching and research, working with faculty members who care deeply about both pursuits, and our program is one of the most successful in the country in terms of professional placement. The College offers a range of assistantships, sponsors student travel, funds frequent visits from guest theorists and composers, and hosts a biennial [Festival of New Music](#), featuring special guests as well as competitively selected compositions.
(<https://music.fsu.edu/programs/music-theory-composition>)
 - Students seeking admission to the College of Music must meet the minimum requirements as established by the various professional music organizations

and also those of the College of Music's accrediting body, NASM (National Association of Schools of Music). Per NASM's guidelines, "Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling." (See NASM Handbook, page 93 *Admission to Undergraduate Study*, Section V. A <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>)

- Sufficiently high standards as established by NASM include, but are not limited to, the ability to execute required audition materials expressively with accurate rhythms, intonation, appropriate style for the musical work, and memorized.
- All auditions are adjudicated by at least three faculty members who are performers and experts in the specific area for which the student is auditioning. For example, only the members of the string faculty will adjudicate students applying for the strings program and voice students will be heard only by members of the voice faculty.
- At a minimum, students must possess "capabilities to relate musical sound to notation and terminology at a level sufficient to undertake basic musicianship studies in the freshman year, or (b) the potential to develop such capabilities within the first year of study." (See NASM Handbook, Musical Aptitudes and Achievements, page 94, Section V. D. 2. <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>)

The College of Music faculty interprets and implements NASM's standards in the following ways:

- At a minimum, students who apply for a degree in music should:
 - demonstrate aptitude on their chosen instrument or voice and should demonstrate facility in specified technical musical skills, for example, but not limited to: playing/singing in tune, rhythmic accuracy, expression, diction, and stage deportment;
 - prepare specified repertoire and technical scales, depending on the instrument;
 - demonstrate the ability to sight-read music, although this is for diagnostic purposes and an inability to sight-read will not exclude the student from consideration; and
 - possess basic knowledge of musical styles, an ability to understand musical notation, musical expression and other rudimentary skills that will allow them to successfully complete the program.
- Auditions are open to all applicants. Specific guidelines for each instrument and voice are located on the College of Music's website. (Sample audition guidelines are below.) Recorded auditions must meet specific requirements as outlined by each area and are assessed on the same basis as live auditions. (<https://music.fsu.edu/admissions/audition-requirements>)
- Applicants who are unsuccessful in passing the audition process can choose

to minor in music or are advised to seek additional assistance (tutoring or lessons) to help them acquire the basic musical skills needed to both benefit from the program as well as successfully complete it. Students are allowed a maximum of three audition attempts per instrument/voice, per degree level (bachelors, master's, doctoral). Applicants are allowed one audition per application.

Requirements for the BM Composition Degree

The composition degree is for students interested in composition of contemporary "classical" concert music that explores extended tonal and atonal harmonic languages in traditional and novel forms. Students interested in traditional tonal or popular styles of composing should consider the Music – Liberal Arts degree, specializing in commercial music or jazz. Prospective students should look closely at these curricula as they consider their options and interests. Students in the Music – Liberal Arts program may be able to study composition individually if studio space is available.

Any prospective composition student must be admitted to the College of Music and have successfully auditioned on a principal instrument. Formal admission to the BM-Theory major is contingent upon 1) completion of lower division theory courses with a B average or higher, 2) submission of a writing sample (short paper on a music history, literature, or analysis topic) prior to end of junior year, and 3) majority approval of the theory faculty.

Select sample audition requirements for all applicants auditioning on the instruments indicated. Information for each performance program can be found on the College of Music's webpage <https://music.fsu.edu/admissions/audition-requirements>

Clarinet

1. Two contrasting solo pieces (or movements). Examples given below.
2. One orchestral excerpt. Examples given below.
3. All major scales.

Examples of solo pieces:

- Concert pieces by Stamitz, Weber, Crusell, Mozart
- Sonatas/sonatinas by Arnold, Bernstein, Martinu, Poulenc, Saint-Saens
- Solo de concours by Debussy, Lefebvre, Marty, Messenger, Rabaud
- Burgmuller Duo, Cavallini Adagio & Tarantella, Widor Introduction & Rondo

Examples of orchestral excerpts:

- Beethoven Symphonies 4, 6, 8
- Brahms Symphonies 2-4
- Mendelssohn Scherzo; Symphonies 3, 4
- Prokofiev, Peter and the Wolf
- Rimsky-Korsakov, Capriccio Espagnol
- Tchaikovsky Symphonies 5, 6

Recorded audition guidelines: Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Auditions are to be unaccompanied. Applicants who have questions about appropriate repertoire please contact [Dr. Deborah Bish](#) or [Dr. Jonathan Holden](#)

Classical Voice

- An accompanist is provided, free of charge, for all voice auditions on campus. Rehearsal time is not provided, however, and scores should not be submitted in advance. Please bring neat copies, in a book or organized in a binder, in the appropriate key(s). Students may bring their own accompanist to the audition if they wish.
- **Four** memorized selections representing contrasting styles chosen from the classical repertoire. (Suggested works include early Italian, 19th and 20th century art songs, and folk songs.) The singing of difficult, vocally demanding, dramatic literature is discouraged. Folk songs, especially those arranged for piano and voice by composers such as Britten, Copland, and Quilter are acceptable. Audition will include a short sightreading selection.
- **Original songs, pieces in jazz or popular styles, or music theatre selections are not acceptable for this audition.** Auditionees may be disqualified for inappropriate or insufficient selections.
- Language requirement:
 - At least one of the four pieces must be sung in English
 - At least one of the four pieces must be sung in Italian, German, or French
 - The remaining two pieces may be sung in English or any other language
- **Recorded audition guidelines:** Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Auditions **must** be accompanied (live or pre-recorded accompaniment is acceptable).

Trumpet

Auditions are to be unaccompanied.

1. Scales and arpeggios: Concert F, G, and Bb, two octave scales with arpeggios (*Applicant's choice for pattern and tempo*)
2. Goedicke: Concert Etude
3. Charlier: Etude no. 2 from Transcendental Etudes
4. 3-4 orchestral excerpts of contrasting styles.

Recorded audition guidelines: Video required. All audition materials should be recorded in one continuous, unedited video. Please introduce yourself at the beginning of the video. Auditions are to be unaccompanied.

Violin

Memorization required for all repertoire.

1. First movement of a standard concerto, with cadenza if applicable
2. Two contrasting movements from the Bach Solo Sonatas and Partitas
3. A showpiece (which displays advanced technique)

Applicants for the music minor are only required to prepare two contrasting pieces.

Recorded audition guidelines: Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Applicants who have questions about appropriate repertoire please contact [Prof. Corinne Stillwell](#), [Prof. Benjamin Sung](#), or [Dr. Shannon Thomas](#)

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.
 - Students applying to the college of music must complete a supplemental application and perform an audition. To be fully admitted to the College of Music, students must meet both the university's academic standards and the College of Music's proficiency standards. The College of Music's admittance is tied to the university's acceptance rates.
 - Auditions are open to all applicants.
 - Florida College System Associates in Arts graduates are able to apply to the College of Music and must meet the same standards and requirements as other applicants.
6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

With relatively stable overall numbers, the College of Music has been able to diversify its student population, especially in terms the steady growth in the number of students who identify as Hispanic/Latino, African-American students, or multi-ethnic.

The following tables show the undergraduate population of the College of Music.

Race/Ethnicity	Female	Male	Total	Percentage of student population (632)	
Nonresident alien	1	3	4	0.63%	Nonresident Alien
Hispanic or Latino	55	85	140	22.15%	Hispanic or Latino
American Indian or Alaska Native	1		1		American Indian or Native Alaskan
Asian	11	9	20	0.15%	Asian
Black or African American	13	27	40	3.14%	Black or African American
White	191	186	377	6.96%	White
Two or more races	29	17	46	59.65%	Two or more races
Race/ethnicity unknown	3	1	4	7.27%	Race/Ethnicity unknown
Total	304	328	632	0.63%	

Table 1. The race and gender profile of the College of Music as of Spring 2022

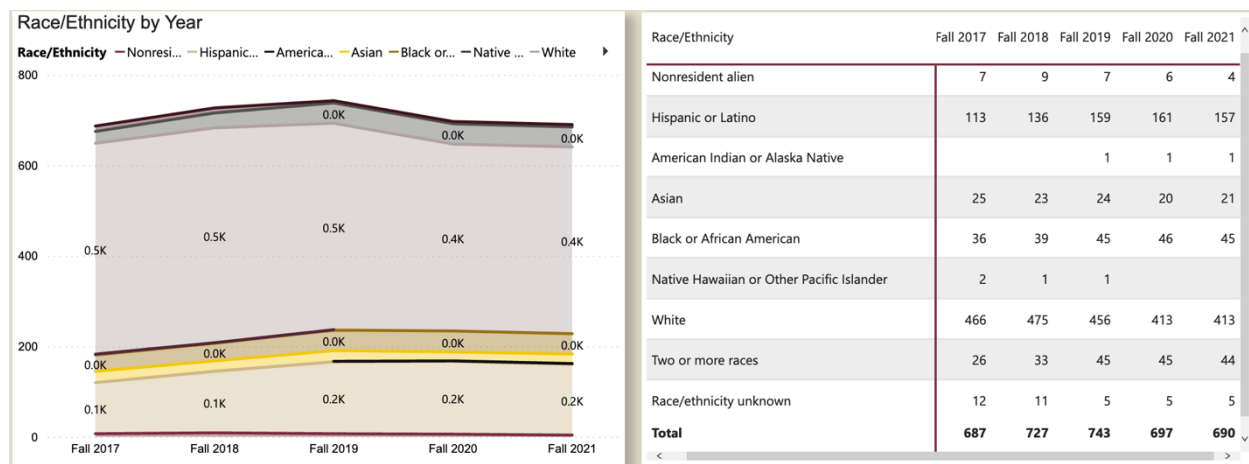


Table 1a. The race and gender profile of the College of Music over a 5-year period

Race/Ethnicity	2017	2021	+/-
Nonresident alien	0.10%	0.57%	0.47%
Hispanic or Latino	16.44%	22.75%	6.31%
American Indian or Alaskan	0	0.14%	0.14%
Asian	3.63%	3.04%	(0.59%)
Black or African American	5.24%	6.52%	1.28%
Native Hawaiian or Other Pacific Islander	0.29%	0	(0.29%)
White	67.83%	59.85%	(7.98%)
Two or more races	3.78%	6.37%	2.59%
Race/Ethnicity unknown	1.74%	0.72%	(1.01%)
Total population	687	690	

Table 1c. Percentage of change. Comparisons between 2017 and 2021

Race and gender profile of the Music Composition program as of Spring 2022

Race/Ethnicity	Female	Male	Total
Hispanic or Latino		2	2
White	2	2	4
Total	2	4	6

Demographics over a 5-year period of the Music Composition program.

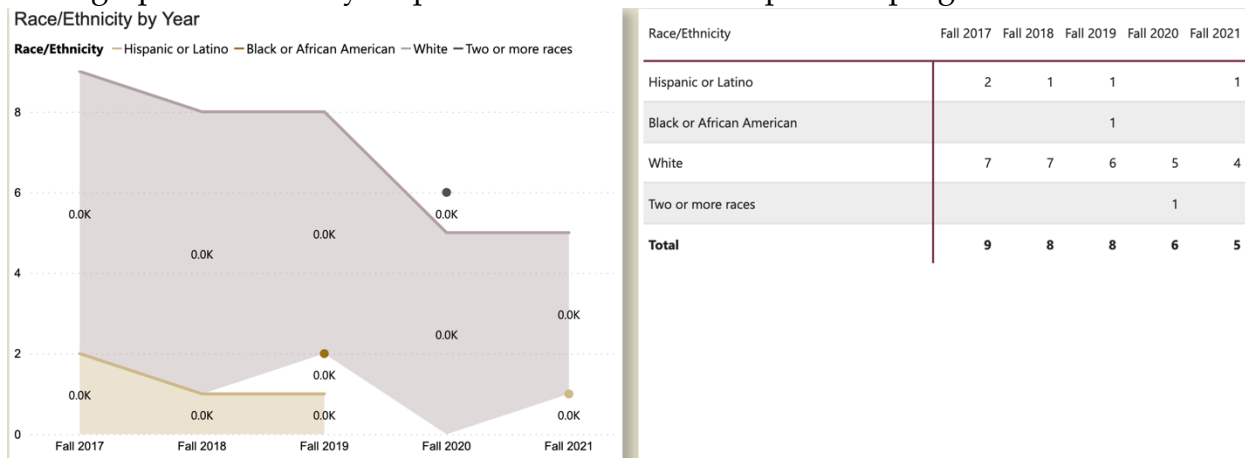


Table 2. Demographics over a 5-year period of the Music Composition program

Comparisons between 2017 and 2021

Race/Ethnicity	2017	2021	+/-
Hispanic or Latino	22.22%	20%	(2.22%)
Black or African American	--	--	--
White	77.77%	80%	2.23%
Two or more races	--	--	

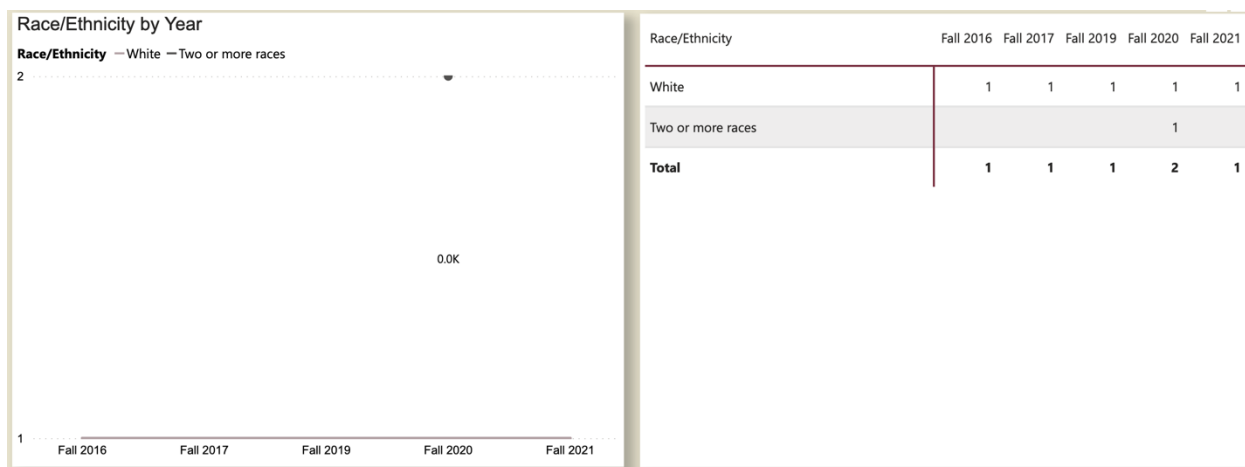
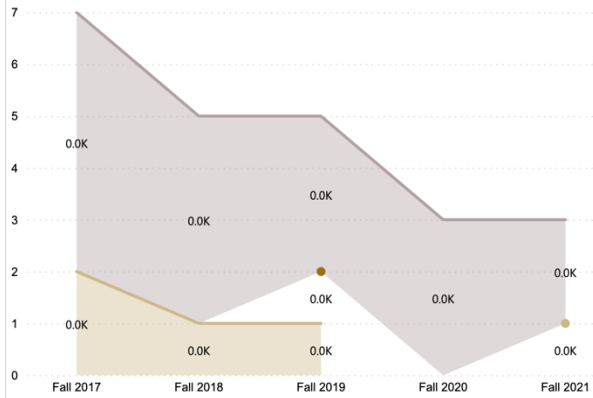


Table 3. Race and ethnicity of female students in the last five years in the Music Composition program.

Race/Ethnicity by Year

Race/Ethnicity — Hispanic or Latino — Black or African American — White



Race/Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Hispanic or Latino	2	1	1		1
Black or African American			1		
White	5	4	3	3	2
Total	7	5	5	3	3

Table 3a. Race and ethnicity of male students in the last five years in the Music Composition.

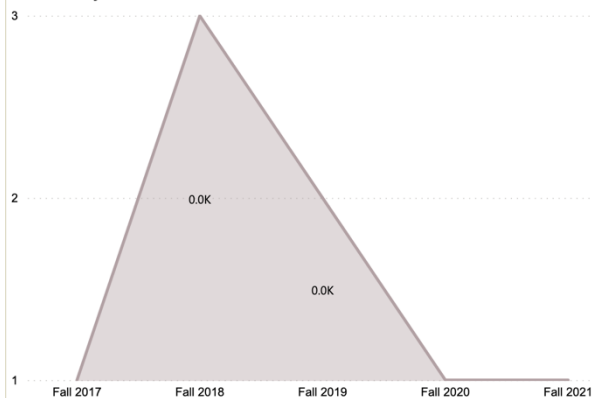
Race and gender profile of the **Music Theory** program as of Spring 2022

Race/Ethnicity	Female	Total
White	1	1
Total	1	1

Demographics over a 5-year period of the **Music Theory** program.

Race/Ethnicity by Year

Race/Ethnicity — White



Race/Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
White	1	3	2	1	1
Total	1	3	2	1	1

Table 4. Demographics over a 5-year period of the **Music Theory** program.

Race and ethnicity by gender in the Music Theory Program

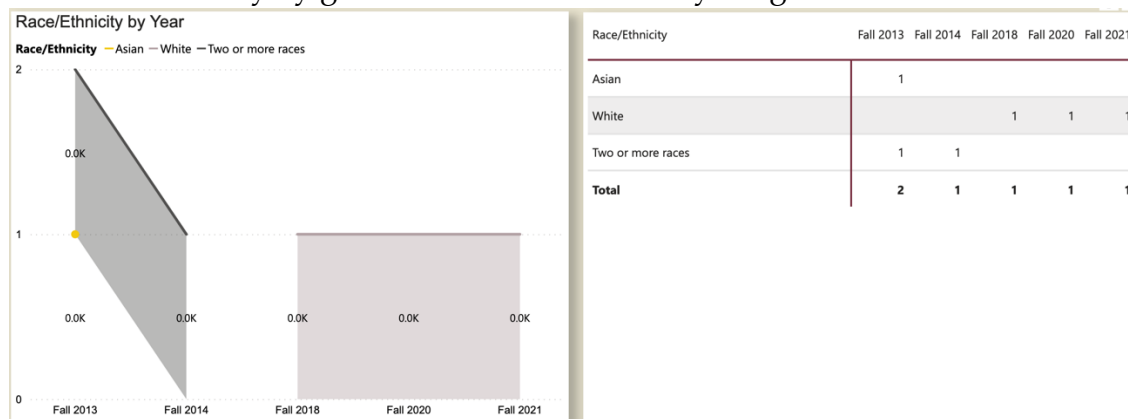


Table 5. Race and ethnicity of female students over the last nine years in the Music Theory program.

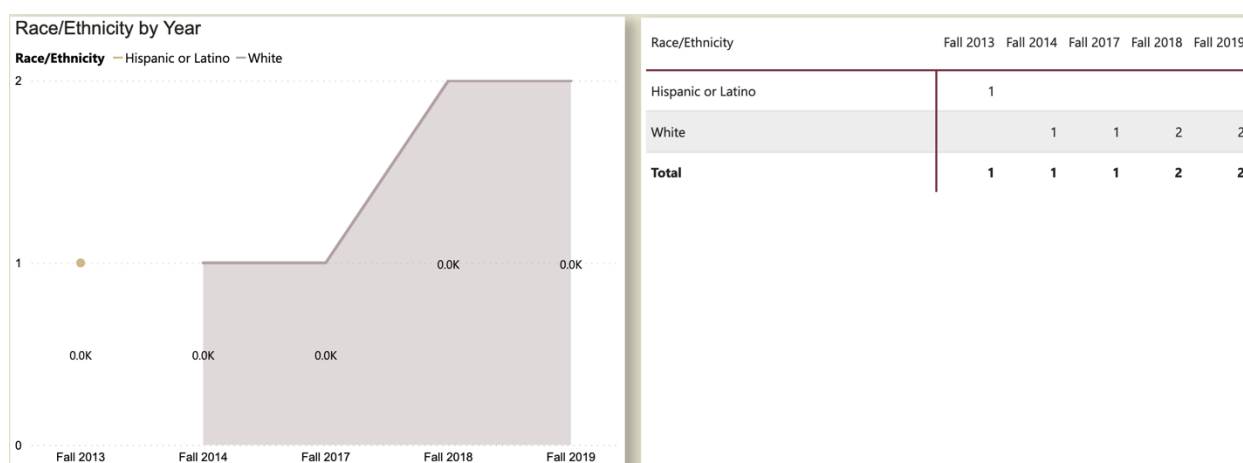



Table 5a. Race and ethnicity of male students since 2013 in the Music Theory program.

Gender and diversity have been long-standing concerns in the field of classical music. As a whole, the student population in the College of Music is rather diverse and does not mirror that of the field, which in many disciplines, is still predominately white and/or male. While roughly 40% of the undergraduate population in the College of Music identify as nonwhite, there is room for growth. The College of Music recognizes this and in Fall 2021 an IDEA taskforce was formed with the goal of addressing diversity, equity, gender, accessibility and other concerns while also providing resources and suggestions for improving the culture in the college. Prior to the formation of the IDEA taskforce, new courses that center on music by non-Eurocentric composers and courses that discuss music and topics typically viewed as outside of the mainstream norms have been developed and offered. Some of these recent course offerings have included: MUS3934-04, Music by Korean Composers; MUS3934-06, Composers of Color; MUH 5939, Black Opera in the U.S., MUN 2800/4803/5806 Contemporary African Ensemble, and MUS 3934-01 Computer Music Programming.

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Required Signatures



Requestor/Initiator

August 4, 2022

Date



Signature of College Dean

8/4/2022


Date



Signature of Campus EO Officer

8/11/22


Date



Signature of Provost

8/9/22


Date



Signature of Chair of the
Board of Trustees

9/23/22

Date



Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University _____

DEGREE PROGRAM: Music

Therapy **CIP CODE.** 512305 **Effective Academic Year** 2023-24 _____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes, this request for specialized admissions applies to the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.
- Music Therapy is an evidence-based, allied health profession in which board certified music therapists use music interventions like singing, playing instruments, and songwriting to address functional goals, improve individuals' abilities, and facilitate mental and physical health and well-being. Individuals of all ages benefit from music therapy services, and a growing body of research supports its effectiveness.

The Music Therapy program at Florida State University has provided comprehensive clinical education and training since 1950. FSU's undergraduate and equivalency music therapy programs prepare students for clinical practice in a wide range of settings, and successful completion of these programs qualifies students to sit for the board certification examination. (<https://music.fsu.edu/programs/music-therapy>)

- Students seeking admission to the College of Music must meet the minimum requirements as established by the various professional music organizations and also those of the College of Music's accrediting body, NASM (National Association of Schools of Music). Per NASM's guidelines, "Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling." (See NASM Handbook, page 93 *Admission to Undergraduate Study*, Section V. A <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>)
 - Sufficiently high standards as established by NASM include, but are not limited to, the ability to execute required audition materials expressively with accurate rhythms, intonation, appropriate style for the musical work, and memorized.
 - All auditions are adjudicated by at least three faculty members who are performers and experts in the specific area for which the student is auditioning. For example, only the members of the string faculty will adjudicate students applying for the strings program and voice students will be heard only by members of the voice faculty.
- At a minimum, students must possess "capabilities to relate musical sound to notation and terminology at a level sufficient to undertake basic musicianship studies in the freshman year, or (b) the potential to develop such capabilities within the first year of study." (See NASM Handbook, Musical Aptitudes and Achievements, page 94, Section V. D. 2. <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>)

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 - prepare specified repertoire and technical scales, depending on the instrument;
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 - possess basic knowledge of musical styles, an ability to understand musical notation, musical expression and other rudimentary skills that will allow them to successfully complete the program.
- Auditions are open to all applicants. Specific guidelines for each instrument and voice are located on the College of Music's website. (Sample audition guidelines are below.) Recorded auditions must meet specific requirements as outlined by each area and are assessed on the same basis as live auditions. (<https://music.fsu.edu/admissions/audition-requirements>)

- Applicants who are unsuccessful in passing the audition process can choose to minor in music or are advised to seek additional assistance (tutoring or lessons) to help them acquire the basic musical skills needed to both benefit from the program as well as successfully complete it. Students are allowed a maximum of three audition attempts per instrument/voice, per degree level (bachelors, master's, doctoral). Applicants are allowed one audition per application.

Requirements for the BM in Music Therapy Degree

The FSU undergraduate degree program in music therapy is competency based; therefore, requisite skills and therapeutic personality characteristics must be proficiently demonstrated at each level: at admission, during course components and community practica, during pre-internship, and during internship.

Students whose personal issues impede their ability to contribute to therapeutic change in clients or whose personal conduct does not meet minimal standards for perceived safety of vulnerable clients in clinical settings will be dismissed from the Music Therapy Program at any point in their program of studies. Students with personal issues that prevent demonstration of these basic competencies will be counseled to select other majors.

- All Music Therapy students must be admitted to the College of Music and have successfully auditioned on a principal instrument. Select sample audition requirements for all applicants: <https://music.fsu.edu/admissions/audition-requirements>

Clarinet

1. Two contrasting solo pieces (or movements). Examples given below.
2. One orchestral excerpt. Examples given below.
3. All major scales.

Examples of solo pieces:

- Concert pieces by Stamitz, Weber, Crusell, Mozart
- Sonatas/sonatinas by Arnold, Bernstein, Martinu, Poulenc, Saint-Saens
- Solo de concours by Debussy, Lefebvre, Marty, Messenger, Rabaud
- Burgmuller Duo, Cavallini Adagio & Tarantella, Widor Introduction & Rondo

Examples of orchestral excerpts:

- Beethoven Symphonies 4, 6, 8
- Brahms Symphonies 2-4
- Mendelssohn Scherzo; Symphonies 3, 4
- Prokofiev, Peter and the Wolf
- Rimsky-Korsakov, Capriccio Espagnol
- Tchaikovsky Symphonies 5, 6

Recorded audition guidelines: Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Auditions are to be unaccompanied.

Applicants who have questions about appropriate repertoire please contact [Dr. Deborah Bish](#) or [Dr. Jonathan Holden](#)

Classical Voice

- An accompanist is provided, free of charge, for all voice auditions on campus. Rehearsal time is not provided, however, and scores should not be submitted in advance. Please bring neat copies, in a book or organized in a binder, in the appropriate key(s). Students may bring their own accompanist to the audition if they wish.
- **Four** memorized selections representing contrasting styles chosen from the classical repertoire. (Suggested works include early Italian, 19th and 20th century art songs, and folk songs.) The singing of difficult, vocally demanding, dramatic literature is discouraged. Folk songs, especially those arranged for piano and voice by composers such as Britten, Copland, and Quilter are acceptable. Audition will include a short sightreading selection.
- **Original songs, pieces in jazz or popular styles, or music theatre selections are not acceptable for this audition.** Auditionees may be disqualified for inappropriate or insufficient selections.
- Language requirement:
 - At least one of the four pieces must be sung in English
 - At least one of the four pieces must be sung in Italian, German, or French
 - The remaining two pieces may be sung in English or any other language
- **Recorded audition guidelines:** Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Auditions **must** be accompanied (live or pre-recorded accompaniment is acceptable).

Trumpet

Auditions are to be unaccompanied.

1. Scales and arpeggios: Concert F, G, and Bb, two octave scales with arpeggios (*Applicant's choice for pattern and tempo*)
2. Goedicke: Concert Etude
3. Charlier: Etude no. 2 from Transcendental Etudes
4. 3-4 orchestral excerpts of contrasting styles.

Recorded audition guidelines: Video required. All audition materials should be recorded in one continuous, unedited video. Please introduce yourself at the beginning of the video. Auditions are to be unaccompanied.

Violin

Memorization required for all repertoire.

1. First movement of a standard concerto, with cadenza if applicable
2. Two contrasting movements from the Bach Solo Sonatas and Partitas
3. A showpiece (which displays advanced technique)

Applicants for the music minor are only required to prepare two contrasting pieces.

Recorded audition guidelines: Video required. All audition materials should be recorded in separate, unedited videos. Please introduce yourself and the piece you are performing at the beginning of each recording. Applicants who have questions about appropriate repertoire please contact [Prof. Corinne Stillwell](#), [Prof. Benjamin Sung](#), or [Dr. Shannon Thomas](#)

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.
 - Students applying to the college of music must complete a supplemental application and perform an audition. To be fully admitted to the College of Music, students must meet both the university's academic standards and the College of Music's proficiency standards. The College of Music's admittance is tied to the university's acceptance rates.
 - Auditions are open to all applicants.
 - Florida College System Associates in Arts graduates are able to apply to the College of Music and must meet the same standards and requirements as other applicants.
6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

With relatively stable overall numbers, the College of Music has been able to diversify its student population, especially in terms the steady growth in the number of students who identify as Hispanic/Latino, African-American students, or multi-ethnic.

The following tables show the undergraduate population of the College of Music.

Race/Ethnicity	Female	Male	Total
Nonresident alien	1	3	4
Hispanic or Latino	55	85	140
American Indian or Alaska Native	1		1
Asian	11	9	20
Black or African American	13	27	40
White	191	186	377
Two or more races	29	17	46
Race/ethnicity unknown	3	1	4
Total	304	328	632

Percentage of student population (632)

0.63%	Nonresident Alien
22.15%	Hispanic or Latino
0.15%	American Indian or Native Alaskan
3.14%	Asian
6.96%	Black or African American
59.65%	White
7.27%	Two or more races
0.63%	Race/Ethnicity unknown

Table 1. The race and gender profile of the College of Music as of Spring 2022

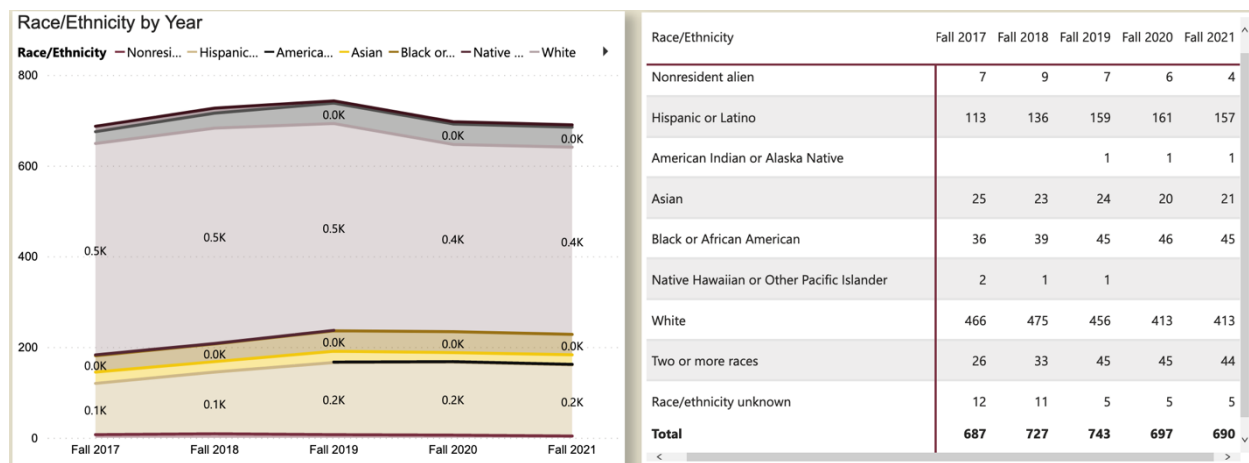


Table 1a. The race and gender profile of the College of Music over a 5-year period

Race/Ethnicity	2017	2021	+/-
Nonresident alien	0.10%	0.57%	0.47%
Hispanic or Latino	16.44%	22.75%	6.31%
American Indian or Alaskan	0	0.14%	0.14%
Asian	3.63%	3.04%	(0.59%)
Black or African American	5.24%	6.52%	1.28%
Native Hawaiian or Other Pacific Islander	0.29%	0	(0.29%)
White	67.83%	59.85%	(7.98%)
Two or more races	3.78%	6.37%	2.59%
Race/Ethnicity unknown	1.74%	0.72%	(1.01%)
Total population	687	690	

Table 1c. Percentage of change. Comparisons between 2017 and 2021

Race/Ethnicity and gender profile of the **Music Therapy** program as of Spring 2022

Race/Ethnicity	Female	Male	Total
Nonresident alien		1	1
Hispanic or Latino	6	3	9
Asian	1		1
Black or African American	1	1	2
White	31	2	33
Total	39	7	46

Percentage of students in the Program

2.17%	Nonresident Alien
19.56%	Hispanic or Latino
2.17%	Asian
4.34%	Black or African American
71.73%	White

Table 2. Race/ Ethnicity and gender profile of the **Music Therapy** program as of Spring 2022

Demographics over a 5-year period of the Music Therapy program.

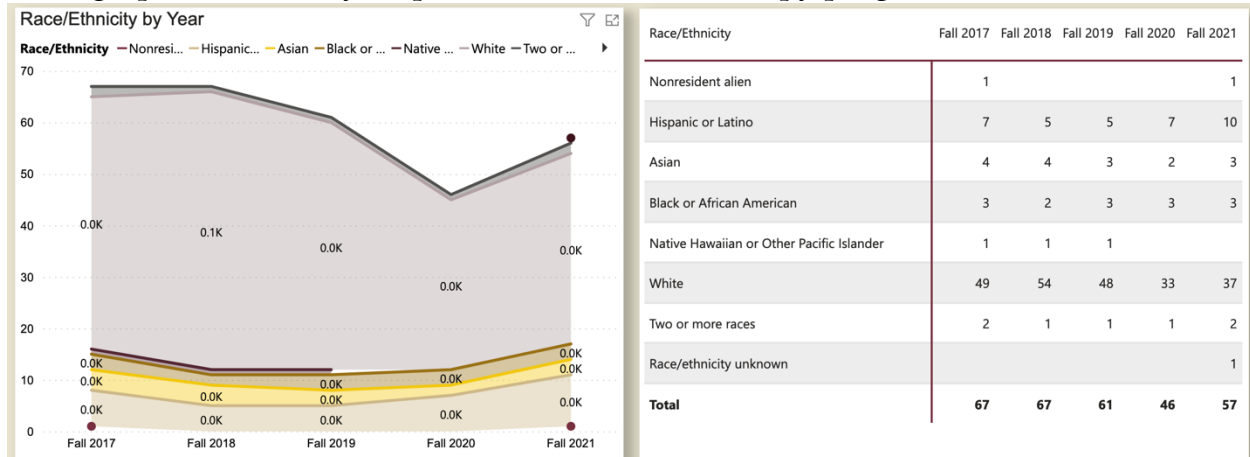


Table 3. Demographics over a 5-year period of the Music Therapy program

Comparisons between 2017 and 2021

Race/Ethnicity	2017	2021	+/-
Nonresident alien	1.49%	1.75%	0.26%
Hispanic or Latino	10.44%	17.54%	7.1%
Asian	5.97%	5.26%	(0.71%)
Black or African American	4.47%	5.26%	0.79%
Native Hawaiian or Other Pacific Islander	1.49%	0	(1.49%)
White	73.13%	64.91%	(8.22%)
Two or more races	2.98%	3.50%	0.52%
Race/Ethnicity unknown	--	1.75%	1.75%

Table 3a. Percentage of change. Comparisons between 2017 and 2021

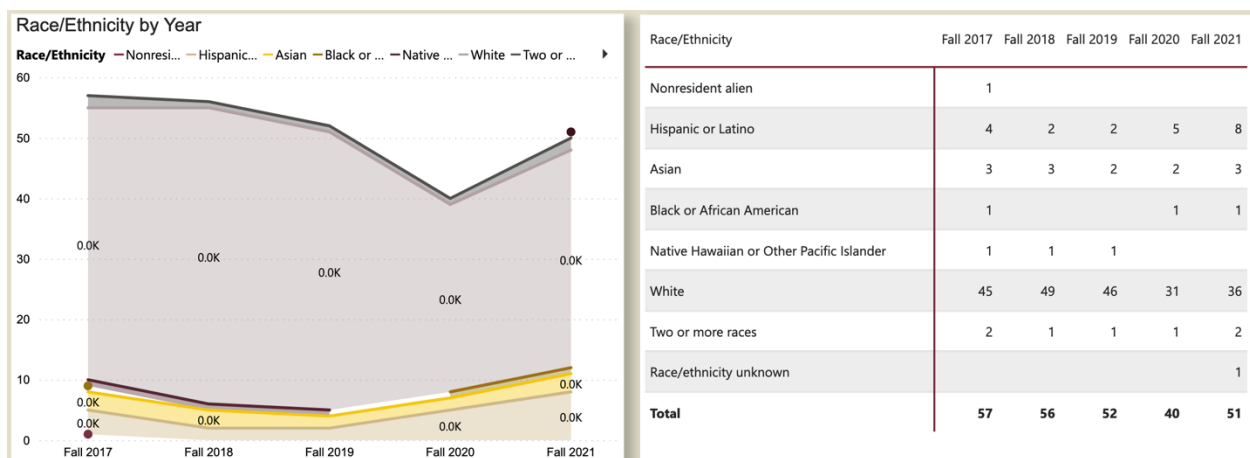


Table 4. Race and ethnicity of female students in the last five years in the Music Therapy program.

Comparisons between 2017 and 2021

Race/Ethnicity	2017	2021	+/-
Nonresident alien	1.75%	--	(1.75%)
Hispanic or Latino	7.01%	15.68%	8.67%
Asian	5.26%	5.88%	0.62%
Black or African American	1.75%	1.96%	0.21%
Native Hawaiian or Other Pacific Islander	1.75%	--	(1.75%)
White	78.94%	70.58%	(8.36%)
Two or more races	3.50%	3.92%	0.42%
Race/Ethnicity unknown	--	1.96%	1.96%

Table 4a. Percentage of change. Comparisons between 2017 and 2021

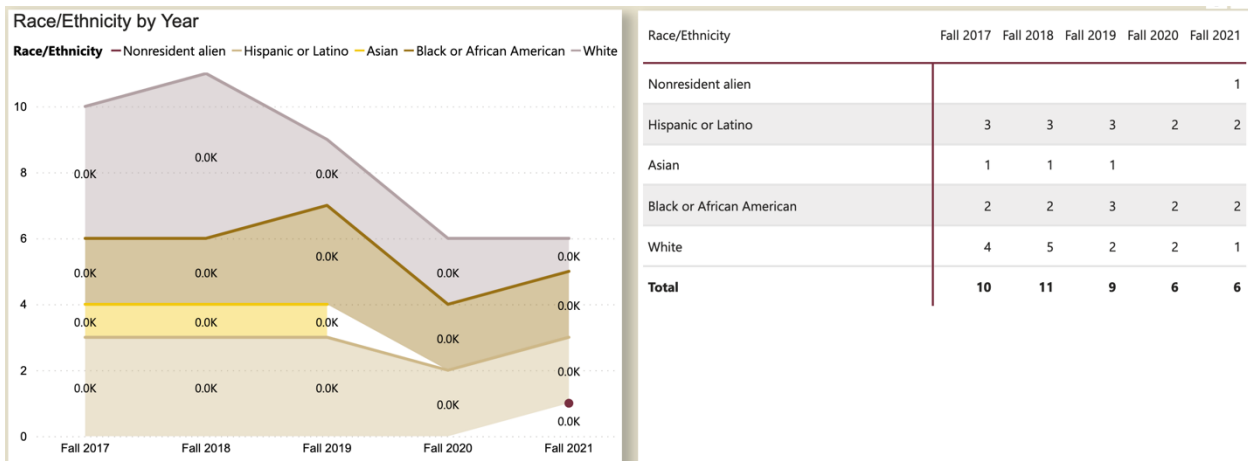


Table 4c. Race and ethnicity of male students in the last five years in the Music Therapy program.

Comparisons between 2017 and 2021

Race/Ethnicity	2017	2021	+/-
Nonresident alien	--	16.66%	1.66%
Hispanic or Latino	30%	33.33%	3.33%
Asian	10%	--	(10%)
Black or African American	20%	33.33%	13.33%
White	40%	16.66%	(23.34%)

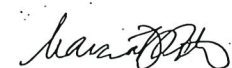
Table 4d. Percentage of change. Comparisons between 2017 and 2021

Gender and diversity have been long-standing concerns in the field of classical music. As a whole, the student population in the College of Music is rather diverse and does not mirror that of the field, which in many disciplines, is still predominately white and/or male. While roughly 40% of the undergraduate population in the College of Music identify as nonwhite, there is room for growth. The College of Music recognizes this and

in Fall 2021 an IDEA taskforce was formed with the goal of addressing diversity, equity, gender, accessibility and other concerns while also providing resources and suggestions for improving the culture in the college. Prior to the formation of the IDEA taskforce, new courses that center on music by non-Eurocentric composers and courses that discuss music and topics typically viewed as outside of the mainstream norms have been developed and offered. Some of these recent course offerings have included: MUS3934-04, Music by Korean Composers; MUS3934-06, Composers of Color; MUH 5939, Black Opera in the U.S., MUN 2800/4803/5806 Contemporary African Ensemble, and MUS 3934-01 Computer Music Programming.

Additionally, concerts, guests, performers, and lecturers to the college have been more diverse and have discussed a wide array of topics which has encouraged students to explore music of interest to them. Concerts that presented music of composers from diverse backgrounds have included "¡De Colores! - The Sights and Sounds of México," composer/performer Pamela Z, Sing for Hope, "A Celebration of Music and Dance in Florida, 1565-1865," and "Loco for Love 2022."

Required Signatures



Requestor/Initiator

August 4, 2022

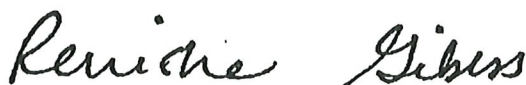
Date



Signature of College Dean

8/4/2022

Date



Signature of Campus EO Officer

8/11/22

Date



Signature of Provost

8/9/22

Date



Signature of Chair of the
Board of Trustees

9/23/22

Date

September 23, 2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University_____

DEGREE PROGRAM: Music – Liberal Arts

CIP CODE. 500901_____ **Effective Academic Year** 2023-24_____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes, this request for specialized admissions applies to the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.
- The Music – Liberal Arts offers students curricular flexibility to pursue their passion for music along with other interests in the arts and humanities, social science, or natural and physical sciences. Music majors who complete the BA in Music must still meet core musical requirements in musicianship, study of repertory, and performance, but they are able to combine their coursework in music with formal training in one or more academic fields outside of the College of Music. Students can choose to complete electives in one or more of those fields, one or more minors outside of music, or even a double major. Students have double majored in fields such as: Accounting, Applied Mathematics, Biomathematics, Criminology, History, International Affairs, Leadership Studies, Management, Physics, Psychology, and Sociology.
- Students seeking admission to the College of Music must meet the minimum requirements as established by the various professional music organizations and also those of the College of Music's accrediting body, NASM (National Association of Schools of Music). Per NASM's guidelines, "Admission

standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling.” (See NASM Handbook, page 93 *Admission to Undergraduate Study*, Section V. A <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>)

- Sufficiently high standards as established by NASM include, but are not limited to, the ability to execute required audition materials expressively with accurate rhythms, intonation, appropriate style for the musical work, and memorized.
- All auditions are adjudicated by at least three faculty members who are performers and experts in the specific area for which the student is auditioning. For example, only the members of the string faculty will adjudicate students applying for the strings program and voice students will be heard only by members of the voice faculty.
- At a minimum, students must possess “capabilities to relate musical sound to notation and terminology at a level sufficient to undertake basic musicianship studies in the freshman year, or (b) the potential to develop such capabilities within the first year of study.” (See NASM Handbook, Musical Aptitudes and Achievements, page 94, Section V. D. 2. <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>)

The College of Music faculty interprets and implements NASM’s standards in the following ways:

- At a minimum, students who apply for a degree in music should:
 - demonstrate aptitude on their chosen instrument or voice and should demonstrate facility in specified technical musical skills, for example, but not limited to: playing/singing in tune, rhythmic accuracy, expression, diction, and stage deportment;
 - prepare specified repertoire and technical scales, depending on the instrument;
 - demonstrate the ability to sight-read music, although this is for diagnostic purposes and an inability to sight-read will not exclude the student from consideration; and
 - possess basic knowledge of musical styles, an ability to understand musical notation, musical expression and other rudimentary skills that will allow them to successfully complete the program.
- Auditions are open to all applicants. Specific guidelines for each instrument and voice are located on the College of Music’s website. (Sample audition guidelines are below.) Recorded auditions must meet specific requirements as outlined by each area and are assessed on the same basis as live auditions. (<https://music.fsu.edu/admissions/audition-requirements>)
- Applicants who are unsuccessful in passing the audition process can choose to minor in music or are advised to seek additional assistance (tutoring or lessons)

to help them acquire the basic musical skills needed to both benefit from the program as well as successfully complete it. Students are allowed a maximum of three audition attempts per instrument/voice, per degree level (bachelors, master's, doctoral). Applicants are allowed one audition per application.

- All Music – Liberal Arts students must be admitted to the College of Music and have successfully auditioned on a principal instrument. Select sample audition requirements for all applicants:

- Jazz

- Live/ in person auditions: Applicants should prepare three jazz selections in contrasting styles (ballad, swing, contemporary jazz) that will best demonstrate their musicianship and proficiency in jazz improvisation. [Sample Audition Literature](#) (The link will redirect students to specific repertoire suggestions for each style. For example, *Ballads* include “In a sentimental mood,” “Mood Indigo,” “This masquerade.” The list also contains suggestions for Jazz standards and repertoire in Swing and Latin styles.
- All applicants should bring three copies of lead sheets for each selection chosen.
- **Drum Set** applicants should also prepare the snare drum etude “Rolling in Rhythm” from Charley Wilcoxin's Modern Rudimental Swing Solos and may be asked to demonstrate other styles as well.
- **Recorded audition guidelines:** Video required. All audition materials should be unedited. Please introduce yourself at the beginning of each video. If possible, please record your audition with a backing track. Tracks can be found on YouTube or www.learnjazzstandards.com, or by using an app like iReal Pro.
- Special instructions for **Drum Set** applicants
 1. Play swing time/feel for 1 minute at each of the following tempos: Quarter = 60, 120, 240 (demonstrate time and light fills as well)
 2. Demonstrate (at any tempo) knowledge of these latin styles: Bossa Nova, Samba, Mambo, 12/8 Afro-Cuban – 1 minute each (demonstrate time and light fills as well)
 3. Demonstrate knowledge of these essential rudiments: 5- Stroke Roll, 10-Stroke roll, Flam Paradiddle, Triple Ratamacue (Start each slow, build up speed, then back down to slow)
 4. Perform the snare drum etude “Rolling in Rhythm” from Charley Wilcoxin's Modern Rudimental Swing Solos
 5. Find a recording of a jazz standard of your choice to play along with (or record with a live trio, if possible) and perform it thusly: Play along with the recording into a couple solos, then at some point stop the recording and solo over the song form of the tune for (2) choruses, then stop at the point where the melody should come back in.

- Classical Voice
 - An accompanist is provided, free of charge, for all voice auditions on campus. Rehearsal time is not provided, however, and scores should not be submitted in advance. Please bring neat copies, in a book or organized in a binder, in the appropriate key(s). Students may bring their own accompanist to the audition if they wish.
 - **Four** memorized selections representing contrasting styles chosen from the classical repertoire. (Suggested works include early Italian, 19th and 20th century art songs, and folk songs.) The singing of difficult, vocally demanding, dramatic literature is discouraged. Folk songs, especially those arranged for piano and voice by composers such as Britten, Copland, and Quilter are acceptable. Audition will include a short sightreading selection.
 - **Original songs, pieces in jazz or popular styles, or music theatre selections are not acceptable for this audition.** Auditionees may be disqualified for inappropriate or insufficient selections.
 - Language requirement:
 - At least one of the four pieces must be sung in English
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 - The remaining two pieces may be sung in English or any other language
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and maintain diversity in the program?

With relatively stable overall numbers, the College of Music has been able to diversify its student population, especially in terms the steady growth in the number of students who identify as Hispanic/Latino, African-American students, or multi-ethnic.

The following tables show the undergraduate population of the College of Music.

Race/Ethnicity	Female	Male	Total	Percentage of student population (632)	
Nonresident alien	1	3	4	0.63%	Nonresident Alien
Hispanic or Latino	55	85	140	22.15%	Hispanic or Latino
American Indian or Alaska Native	1		1		American Indian or Native Alaskan
Asian	11	9	20	3.14%	Asian
Black or African American	13	27	40	6.96%	Black or African American
White	191	186	377	59.65%	White
Two or more races	29	17	46	7.27%	Two or more races
Race/ethnicity unknown	3	1	4	0.63%	Race/Ethnicity unknown
Total	304	328	632		

Table 1. The race and gender profile of the College of Music as of Spring 2022

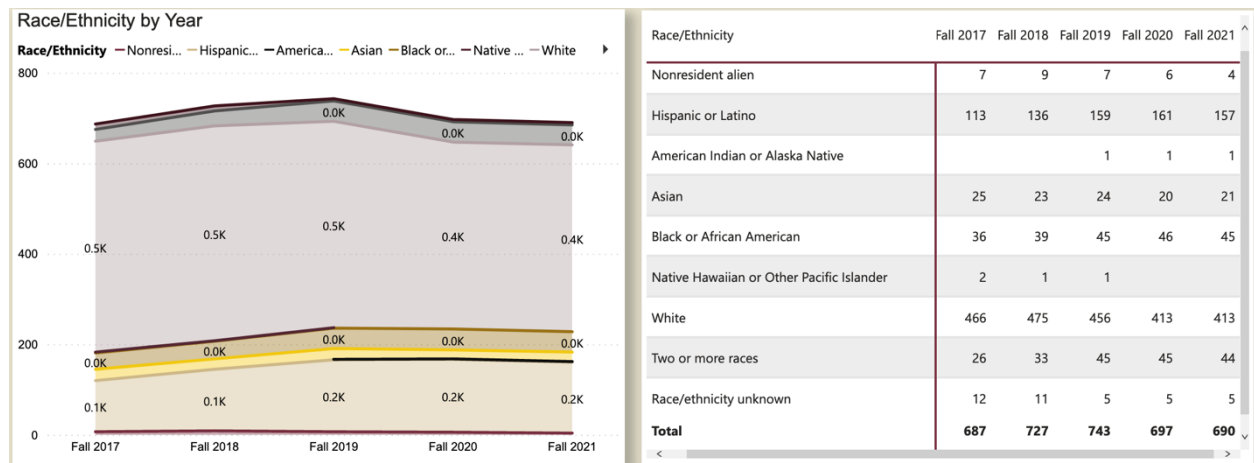


Table 1a. The race and gender profile of the College of Music over a 5-year period

Race/Ethnicity	2017	2021	+/-
Nonresident alien	0.10%	0.57%	0.47%
Hispanic or Latino	16.44%	22.75%	6.31%
American Indian or Alaskan	0	0.14%	0.14%
Asian	3.63%	3.04%	(0.59%)
Black or African American	5.24%	6.52%	1.28%
Native Hawaiian or Other Pacific Islander	0.29%	0	(0.29%)
White	67.83%	59.85%	(7.98%)
Two or more races	3.78%	6.37%	2.59%
Race/Ethnicity unknown	1.74%	0.72%	(1.01%)
Total population	687	690	

Table 1c. Percentage of change. Comparisons between 2017 and 2021

Race/Ethnicity and gender profile of the **Music – Liberal Arts** program as of Spring 2022

Race/Ethnicity	Female	Male	Total
Nonresident alien		2	2
Hispanic or Latino	21	20	41
American Indian or Alaska Native	1		1
Asian	4	3	7
Black or African American	6	11	17
White	46	50	96
Two or more races	8	3	11
Race/ethnicity unknown		1	1
Total	86	90	176

Percentage of student population (632)

1.13%	Nonresident Alien
23.29%	Hispanic or Latino
0.56%	American Indian or Native Alaskan
3.97%	Asian
9.65%	Black or African American
54.54%	White
6.25%	Two or more races
0.56%	Race/Ethnicity unknown

Table 2. Race/Ethnicity and gender profile of the **Music – Liberal Arts** program as of Spring 2022

The following tables show demographics over a five-year period.

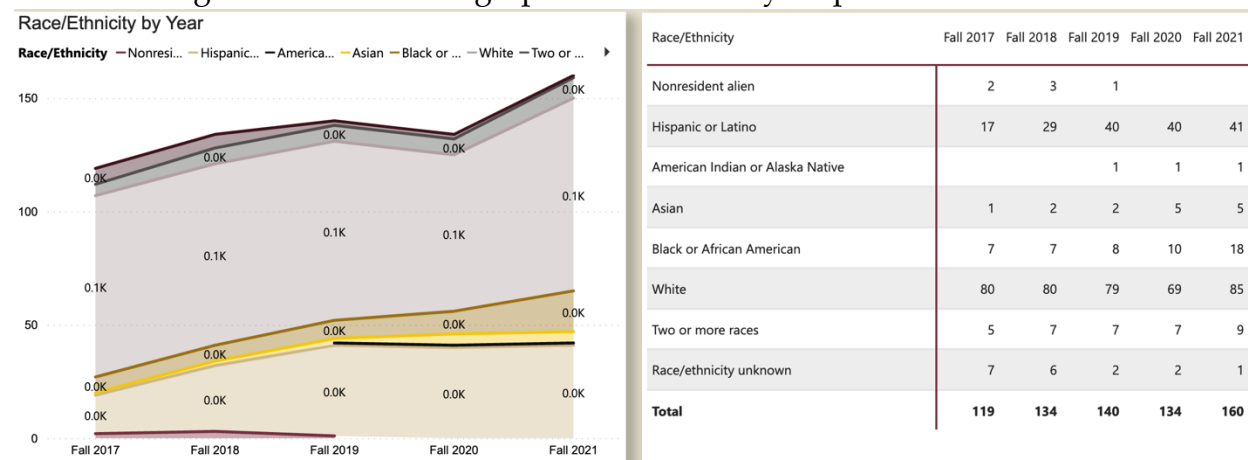


Table 3. Race/Ethnicity of the **Music – Liberal Arts** program over a 5-year period.

Race/Ethnicity	2017	2021	+/-
Nonresident alien	1.68%	--	(1.68%)
Hispanic or Latino	14.28%	34.45%	20.17%
American Indian or Alaskan	--	0.65%	0.65%
Asian	0.62%	3.12%	(2.50%)
Black or African American	5.88%	11.25%	5.37%
White	67.22%	53.12%	(14.10%)
Two or more races	3.78%	6.37%	2.59%
Race/Ethnicity unknown	5.88%	0.65%	(5.81%)

Table 3a. Percentage of change in the **Music – Liberal Arts** program. Comparisons between 2017 and 2021

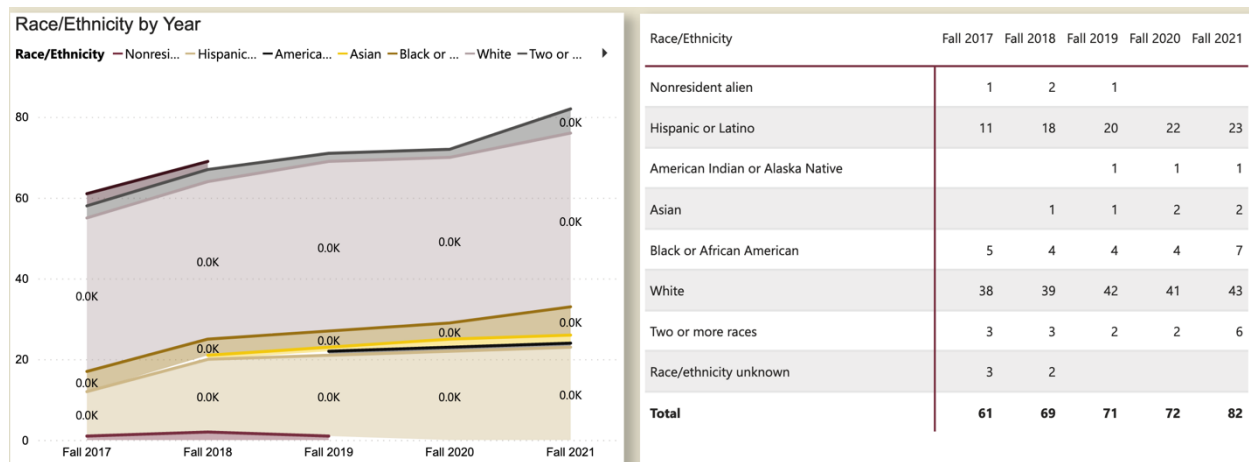


Table 4. Race and ethnicity of female students in the **Music – Liberal Arts** program during the last five years.

Race and ethnicity of female students in the **Music – Liberal Arts** program

Race/Ethnicity	2017	2021	+/-
Nonresident alien	1.63%	--	(1.63%)
Hispanic or Latino	18.03%	28.04%	10.01%
American Indian or Alaskan	--	1.21%	1.21%
Asian	--	2.43%	2.43%
Black or African American	8.19%	8.53%	0.34%
White	62.29%	52.43%	(9.86%)
Two or more races	4.91%	7.31%	2.40%
Race/Ethnicity unknown	4.91%	--	(4.91%)

Table 4a. Percentage of change. Comparisons between 2017 and 2021

Race and ethnicity of male students in the **Music – Liberal Arts** program

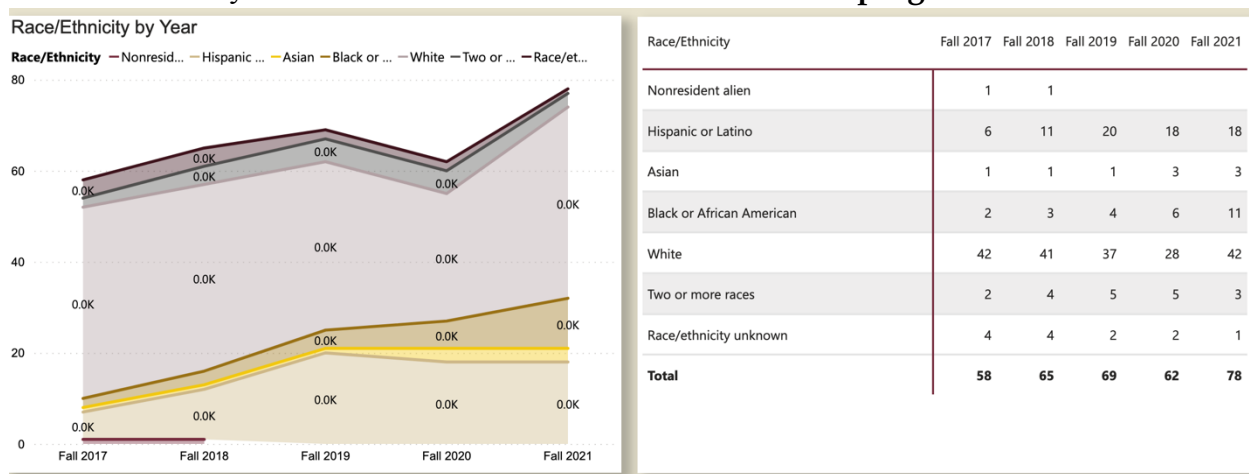


Table 5. Race and ethnicity of male students in the **Music – Liberal Arts** program during the last five years.

Percentage of change. Race and ethnicity of male students in the **Music – Liberal Arts program**

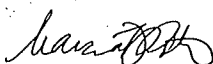
Race/Ethnicity	2017	2021	+/-
Nonresident alien	1.72%	--	(1.72%)
Hispanic or Latino	10.34%	23.07%	12.73%
Asian	1.72%	3.84%	2.12%
Black or African American	3.44%	14.10%	10.66%
White	72.41%	53.84%	(18.57%)
Two or more races	3.44%	3.84%	0.40%
Race/Ethnicity unknown	6.89%	1.28%	(5.61%)

Table 5a. Percentage of change. Comparisons between 2017 and 2021

Gender and diversity have been long-standing concerns in the field of classical music. As a whole, the student population in the College of Music is rather diverse and does not mirror that of the field, which in many disciplines, is still predominately white and/or male. While roughly 40% of the undergraduate population in the College of Music identify as nonwhite, there is room for growth. The College of Music recognizes this and in Fall 2021 an IDEA taskforce was formed with the goal of addressing diversity, equity, gender, accessibility and other concerns while also providing resources and suggestions for improving the culture in the college. Prior to the formation of the IDEA taskforce, new courses that center on music by non-Eurocentric composers and courses that discuss music and topics typically viewed as outside of the mainstream norms have been developed and offered. Some of these recent course offerings have included: MUS3934-04, Music by Korean Composers; MUS3934-06, Composers of Color; MUH 5939, Black Opera in the U.S., MUN 2800/4803/5806 Contemporary African Ensemble, and MUS 3934-01 Computer Music Programming.

Additionally, concerts, guests, performers, and lecturers to the college have been more diverse and have discussed a wide array of topics which has encouraged students to explore music of interest to them. Concerts that presented music of composers from diverse backgrounds have included "¡De Colores! - The Sights and Sounds of México," composer/performer Pamela Z, Sing for Hope, "A Celebration of Music and Dance in Florida, 1565-1865," and "Loco for Love 2022."

Required Signatures


 Requestor/Initiator

August 4, 2022

Date


 Signature of College Dean

8/4/2022

Date

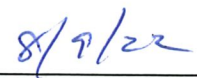

 Signature of Campus EO Officer

8/11/22

Date



Signature of Provost




Date



Signature of Chair of the
Board of Trustees



Date



Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University_____

DEGREE PROGRAM: Theatre_____

CIP CODE 50.0501_____ **Effective Academic Year** 2023/2024_____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

The School of Theatre has three undergraduate majors: a liberal arts one which is open access, and two limited admission performance majors (Acting [428020] and Musical Theatre [428080]) for which we are requesting Specialized Admission status.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The performance majors at the School of Theatre are highly competitive majors that prepare graduates for rewarding careers in the theatre and related fields. These majors provide the foundation necessary and essential for continued specialization in acting in the professional theatre or at the graduate level at academic institutions. Concentrated coursework includes acting, voice, movement, professional conduct, and elements of theatre studies.

The required minimal skills can be itemized as:

Vocal quality
Musicality
Movement ability
Creativity

Ability to interact and respond to partners
Ability to follow instructions
Critical thinking

Assessment of the minimal skills

Candidates to the School of Theatre's performance majors submit portfolios and undergo a rigorous audition process, during which 12-15 top candidates are selected out of several hundred applicants. During the last decade, the auditioners have come to us from 47 states and 11 foreign countries. The admission ratio is typically about 10%. The faculty of the School take several days to individually evaluate the aptitude of the candidates. Students admitted to the program undergo regular end-of-semester juries during which the faculty of the Program assess their standing. In addition, the students must maintain a minimum 3.0 GPA in order to continue in the Program.

Justification for requirements

The acting profession is highly competitive and based on auditions, in which actors compete against each other for roles. Therefore, all performance acting programs across the US (and the world) use auditions to assess the skills of the applicants. Those who seek training in acting skills for other reasons than the acting profession can sign up for our liberal arts major, which does not limit access.

Our highly regarded performance programs thrive due to two factors: the quality of individual instruction in small classes, and the competitive selection process that admits the top candidates. The specific skills that the selected students bring to these programs work in synergy with one another to create a fertile educational environment that benefits the kind of student success that has made the School of Theatre one of the top programs in the country and lead to productive careers in the discipline as described below. Denial of specialized admissions status would undermine this intensive learning environment and thus diminish the Program and the success of our graduates.

Employment outlook

Graduates from our performance majors work in professional theatres, touring companies, film, television, recording studios, internet-based production companies, as well as other forms of performing arts. Some use their entrepreneurial skills to self-produce or form their own theatre companies. Since the typical path involves signing up with an agent (which is the primary measure of postgraduation success and the proxy for employment), each year the School of Theatre organizes two Senior Showcase events which feature the graduates, in New York, and in Los Angeles. Because of the reputation of the School of Theatre, the Showcases are well attended by agents and industry professionals. The School is proud to announce that from year to year 75% to 100% of our graduates sign with agents.

Reputation of the Program

Consistently ranked in the top 10% in the US, the School of Theatre at Florida State University is one of the biggest and finest nationally and internationally recognized higher learning institutions of its kind in the US, and it is fully accredited by the National Association of Schools of Theatre. *College Factuals*, the largest database on higher education, puts the School among the 10% best for overall quality, and top for veterans and non-traditional students. *Playbill* lists the School among 10 best represented institutions on Broadway, and *Hollywood Reporter* puts it among the World's 25 Best Drama Schools.

Alumni of the School of Theatre work on Broadway, Off-Broadway, regional theatre, touring companies, performing arts centers, television, film, and universities around the United States and the world. Alumni include Academy Award winner Alan Ball, Broadway stars Christiani Pitts, Montego Glover, Davis Gaines, and Leslie Flesner, television producer Steven Sears, Emmy Award winner John Papsidera, Broadway producers Darren Bagert, Dan Markley, Heather Provost, and Amanda Watkins, and a host of talented and successful industry professionals.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The Program's admission requirement is a successful audition (see above). While the School evaluates and refines the audition process regularly, no major changes are expected in the coming year. Qualified Associate in Arts graduates from Florida public post-secondary institutions receive priority for admission over similarly qualified candidates over out-of-state and transfer students from private institutions.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The current gender profile of the Program: Female: 55% Male: 45%

The race profile: Asian 4%, African American 16%, Hispanic/Latino 18%, White 62%

In order to draw more diversity to the Program, the School has been making efforts to diversify its faculty. Our recent hires into the tenure-track lines include an African American, Asian, and Middle-Eastern colleagues. The School will continue this effort for the faculty searches during the 2022/2023 academic year. This strategy will help improve and maintain our racial profile. The School also made significant changes to the curriculum in the Program by including material from underrepresented minorities. In addition, to ensure diversified representation on the stage, the School made significant changes to its Season of Plays, drawing on more contemporary and culturally relevant dramatic literature.

Required Signatures



Kris Salata, Ph.D., Professor & Chair
Requestor/Initiator

07/27/2022
Date



Signature of College Dean

08/05/2022

Date



Signature of Campus EO Officer

8/11/22

Date



Signature of Provost

8/9/22

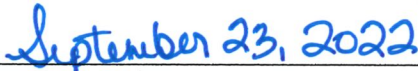
Date



Signature of Chair of the
Board of Trustees

9/23/22

Date



Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University_____

DEGREE PROGRAM: Art_____

CIP CODE 500702_____ **Effective Academic Year** 2023-24_____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

The Department of Art offers two undergraduate majors within the Studio Art degree. One is Major Code 420620, which is our "liberal arts degree" less focused on individual artistic creation, and the other is Major Code 420610, which is our "professional degree."

Major Code 420620 is open to any student who has been admitted to FSU.

We are requesting specialized admission status only for Major Code 420610, our professional degree.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

· If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.

· If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The ultimate goal of our professional degree is to provide students, with demonstrated aptitude, the training and experience needed to pursue advanced study, gallery representation upon graduation, and/or a career in the visual arts.

Possessing a high school GPA and the test scores necessary to gain admission into Florida State University does not infer the vocal capacity to find success as an opera singer or the

spatial awareness to become an architect. Aptitude in the studio arts is similarly not universally distributed. In order to ensure student success and maintain the rigor, standards, and professional focus of our degree track, limiting access to those with the demonstrated skill sets to benefit from what we offer is of vital importance.

Our department is currently tied with UF as the top-ranked Fine Arts School in the state according to national rankings (U.S. News & World Reports), and our professional degree is the source of some of our greatest successes. Many students graduating from our professional degree go on to graduate schools as a means to further develop their practices and to gain the credentials to become university professors. Others directly enter art and design fields. Of the 144 students our professional degree has graduated over the past 7 years, we can verify that 115 (82%) are currently pursuing an MFA or are actively employed in art and design fields. We are proud of this given less than ½ of all college graduates end up with a job in their field, according to a recent study cited by Bloomberg News ([link](#)).

Recent examples of our professional degree graduates who have matriculated into top MFA programs include Catherine Liu at the University of Iowa, Menika Lue at Indiana University, Mary Christine Williams at Arizona State University, Heidi Zito at the School of Visual Arts in NYC, Liliana Reinoso at the School of the Art Institute of Chicago, and Lena Weissbrot who recently graduated from UCLA. The multidisciplinary art practice Lena began at FSU not only carried her through her graduate career, but also saw her earn a Fulbright Scholarship to South Africa and, last year, an Independent Game Festival Nuovo Prize – a highly regarded internationally recognized award for young videogame designers. Other recent successful professional degree graduates include: Cassidy Routh who is a designer/ animator for the television show Full Frontal by Samantha Bee and serves as a regular illustrator for the LA Review of Books; Danny Doya who has a very successful studio art practice and has become one of the most popular muralists in South and Central Florida, with clients including the cities of Miami, West Palm Beach, Tampa, and Hollywood, and commercial clients including Starbucks; Sophia Baldwin who has been hired by Disney as a fulltime muralist; and Rachel Rossin who is a video/installation artist whose accolades are as diverse as a '30 Under 30' in Art & Style (Forbes Magazine) and high profile artwork acquisitions by the New Museum and Whitney Museum of American Art (both NYC).

The success of our professional degree in facilitating the kind of student success described above is predicated on our ability to gather a select cohort of already strong artists, which we focus on intensely. The studios provided our professional degree students are in a shared facility, and students are charged with supporting and challenging each other as they collectively progress through benchmark reviews and a summative, professional quality museum exhibition. All of this is overseen by faculty teaching specific professional degree courses and a “major professor” chosen by each student. Major professors regularly meet with their students to discuss their artistic progress and their plans for building a sustainable life in the arts post-graduation. Limiting access to our professional degree program allows us to craft a highly talented cohort, in which participants have the requisite and complementary skill sets to drive each other to succeed.

While “minimal skills” is our primary rationale for requesting specialized admission status for our professional degree, facility and faculty resources as well as National Association of Schools of Art and Design (NASAD, [link](#)) accreditation standards for our professional degree also factor into our request. Specific NASAD standards indicate there “should be opportunities for independent study at the advanced level that includes appropriate supervision and evaluation upon completion” and “Students must demonstrate their competence by developing a body of work for evaluation.” Individual studio space, the number of faculty we have to teach our professional degree courses and serve as major professors, and the physical size and calendar limitations of the FSU Museum of Fine Arts are also prohibitive to expanding the program.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale.

☒ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission into our professional degree is through application. In this application, students provide a portfolio of 20 images of personal artwork, an artist statement, a statement of career goals, recommendation letters, C.V., transcripts, and test scores. These applications are evaluated by all members of the department's Undergraduate Committee, which is comprised of the associate chair, director of our liberal arts degree, director of our professional degree, and 2-3 additional faculty members. Application reviews happen in the Fall and Spring semesters.

The bulk of professional degree-specific coursework takes place during a student's final three semesters. Students can apply to the professional degree as early as incoming Freshmen (prior to formal acceptance at FSU) and up to four semesters before their prospective graduation date. By design, this supports students at virtually every level, including transfer students coming in from other institutions and majors. This also affords most students the opportunity to reapply for entrance into the professional degree should their initial application be denied. To support reapplications, all denied applicants are provided feedback indicating how they can strengthen their applications and improve their materials.

It should be pointed out that the majority of the coursework is the same between the professional degree and open-access liberal arts degree, with the primary differentiation being the number of credit hours students take in the Art Department. The professional degree focuses on cultivating a studio practice, requiring 60% of coursework to take place in the Art Department. Our liberal arts degree requires roughly 30% of coursework to be completed in the Art department, encourages students to make use of the broad resources the university has to offer, and provides credit hour space for students to complete other majors and minors. Our liberal arts degree offers both formal and informal matriculation pathways into Art Administration, Art Therapy, Museum Studies, Art Education, Entrepreneurship, and other professions that support a sustainable career in the arts.

6. What is the current race and gender profile of the program?

In Spring 2022 we had 52 students in our professional degree. They self-identified in the following ways: 46 as female (88%), 26 as White (50%), 15 as Hispanic/Latino (29%), 3 as Two or More Races (6%), 2 as Asian (4%), and 2 as Black/African American (4%). While we serve a much greater percentage of women than the university at large (88% of professional degree students identify as female vs. 58% of FSU), our ethnic and racial diversity largely aligns with or is slightly more diverse than the student body.

Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

While we do not consider gender or race in our evaluation of applicants, we are proud that our professional degree serves a larger percentage of women and is slightly more racially diverse than the university at large. Below we outline why and how we hope to promote and maintain this level of diversity in our program.

First, we believe that particularly multicultural exchange bolsters and enriches idea generation, which leads to innovation and creativity. This is especially important in an art school context, where the purpose of studying art is in large part learning how to better create and share ideas. Exposure to different viewpoints, aesthetics, and cultural practices facilitates individual growth in that it productively challenges assumptions, promotes divergent thinking, and encourages creative pathbreaking. As such, we strongly encourage individuals from multicultural and traditionally minoritized backgrounds to apply to our professional degree, and once there to use their work to explore the personal, political, social, and spiritual worlds they inhabit through the artwork they make.

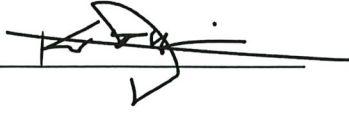
Second, the art world is not a monoculture, and the best way to professionally prepare our students to enter into the global community of artists and designers is to teach them how to share space, work alongside, and collaborate with a diverse range of individuals. Again, we do not consider gender or race in our evaluation of applicants, but we are very selective regarding the professional artists, designers, and curators we invite to lecture, meet, critique, and work with our students. These encounters have been instrumental in evolving our students' artistic practices and aid them in understanding and selecting the spaces, vocations, and conversations that will sustain them once they leave FSU.

We plan to continue selecting departmental visitors with inclusivity and diversity in mind and keep up with our recruitment efforts aimed at promoting diversity in our professional degree program. These have not only been effective in encouraging diversity in our professional degree, but more importantly, they have proven to result in stronger cohorts and outcomes for all of our students.

Required Signatures

Lilian Garcia-Roig

Requestor/Initiator



August 4, 2022

Date

Michael D. Carrasco

Signature of College Dean



August 5, 2022

Date

Reniche Gibbs

Signature of Campus EO Officer

8/11/22

Date

Signature of Provost



8/9/22

Date

Signature of Chair of the
Board of Trustees



9/23/22

Date

September 23, 2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Film B.F.A.

CIP CODE 50.0602 **Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This application is only for the Film B.F.A., which has additional admission and portfolio requirements. Students who are unable to fulfill the additional admission requirements are redirected to the Film B.A., an open admission degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☒ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The B.F.A. Film production degree is a professional degree program with a focus on hands-on production and authorship of documentary, narrative, and experimental films using motion picture cameras, a soundstage, and post-production facilities. Students are dependent upon access to film equipment and facilities. Equipment fees allow UCF to provide state-of-the-industry cameras, microphones, lights, and accessories. At issue is our small facility, only about 10,000 square feet, containing specialized classrooms and production spaces. These interior classrooms, which can be made completely dark for film viewing, contain high ceilings for light installation, racks of post-production equipment, and faculty demonstration areas. Production spaces consist of a soundstage, equipment checkout area, and storage areas where items can be securely stowed, stashed, or hung.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few

years, please provide a rationale. ☐ Not applicable.

While there has been a consistent effort to increase the amount of student access to equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. For years, we have been converting available space into storage for student gear. Laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab and production facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space. Another issue to consider is that even if we were to acquire additional equipment and storage space, we will need additional resources to hire more staff required to securely manage it. While we are in the process of adding new faculty, our current student-to-(full time) faculty ratio in our film program is 86 to 1, and as such this specialized admission program cannot operate beyond its current capacity.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Students must complete prerequisite courses and meet the following requirements prior to admission.

- Currently enrolled at UCF in the Film B.A. or B.F.A. pending major
- Sophomore status or above (minimum 30 credits completed overall)
- Complete the following prerequisite courses before the start of the fall term:
 - FIL 1007 Foundations of Story
 - FIL 2030 History of Motion Pictures
 - FIL 2424 Intro to Film Production
 - FIL 2552 Editing 1
 - FIL 2107 Script Analysis
 - FIL 2534 Sound Design 1
 - FIL 2461C Cinematography 1
- A grade of "B" (3.0) or better in the major. Applicants must maintain a grade of "B" (3.0) or better in the major during the spring semester following application or admission into the Film B.F.A. will be forfeited.

All students are encouraged to meet with an advisor regarding the admission requirements. The Film B.F.A. program requires submission of a portfolio during their second year (if FTIC) or, for transfer students, during their first semester at UCF (first semester of their junior year). All students in this program must satisfactorily complete the mandatory Portfolio Review before enrolling in upper-level Film B.F.A. courses. Details are also available at <https://communication.ucf.edu/degree/film-bfa/>. The Film B.F.A. application and portfolio submission is completed online via: app.getaccepted.com/ucfnscm.

The portfolio consists of the following items:

1. Degree Audit
2. Essay I (500 words maximum)
 - a. Describe a project that you would like to make (direct/write/etc.) in the B.F.A. program. Good responses should consider the budget and resources of a self-financed student film. Explain why any particular genre/style/approach is important to you as a filmmaker/artist. You are encouraged to discuss important films and directors as influences to support your explanation. What influences outside film and television

(literature, art, music, theatre, humanities, social sciences, etc.) have inspired you and why?

3. Essay II (250 words maximum)
 - a. Filmmaking often requires collaboration and teamwork. Please list activities that may not be reflected in your creative pages. Describe how these activities exemplify your ability to work with others, contribute to a team or accept criticism. UCF values good citizenship and community partnerships. Describe any activities that illustrate how you interact with or explore the local community or beyond.
4. Creative Work (1 optional film/video and a maximum of 10 pages of other work)
 - a. The goal of the sophomore portfolio is to create original works that exemplify the artistry, foundational knowledge, theoretical underpinnings and production skills that you have obtained in UCF's film program during your first two years of study. You may submit class assignments, but we are also looking for work you have done outside of class that synthesizes what you have learned.
 - b. Provide samples of any creative work that is relevant to the art or process of filmmaking. Be cautious about including work that is not clearly related to film or obviously "cinematic." For instance, it may be difficult to evaluate your potential as a filmmaker if you submit poetry. The following items are examples of the kinds of work that can be included (this is not an exhaustive list):
 - i. Film/Video (Optional)*
 - ii. Writing (entire works or excerpts): e.g. screenplay, stage play, short story etc.
 - iii. Photographs and imagery: e.g. film stills, previsualization, visual studies, storyboards, production design, etc.

*The optional film/video submission must be 3 minutes or less in total running time (including credits). Make it clear what role(s) you filled in the making of the project (e.g. director, cinematographer, editor, screenwriter, etc.).

The Florida College System (FCS) transfer student who completed an A.A. will have fulfilled the program common prerequisite as well as most (if not all) of the program prerequisite requirements. The portfolio requirement is unique to UCF and must be completed after admission to the university. For transfer students, this will be completed during their first semester at UCF (first semester of their junior year).

Students unable to satisfactorily complete Portfolio Review may continue in the Film B.A., an open admission degree program.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The charts below illustrate that our specialized admission Film Production BFA is consistently diverse in both gender and ethnicity. Our strategy for maintaining (and even improving) gender and ethnic diversity is to continue our strong recruitment efforts and encouragement of candidates of diverse backgrounds to apply to the program. If there is a change in the diversity of this program, the program director will reach out and request time to explore options to improve diversity by partnering with the Office of Diversity, Education, and Training.

	Film BFA Fall 2021	Film BFA Spring 2022
Female	32 (49%)	31 (52%)
Male	33 (51%)	29 (48%)
American Indian/Alaska Native	-	-
Asian	2 (3%)	3 (5%)
Black	6 (9%)	5 (8%)
Hispanic/Latino	17 (26%)	16 (27%)
International	1 (2%)	-
Multiracial	4 (6%)	4 (7%)
Native Hawaiian/Other Pacific Islander	-	-
Not Specified	-	-
White	35 (54%)	32 (53%)
TOTALS	65	60

Required Signatures

Robert S. Littlefield

Requestor/Initiator

8/8/2022

Date

Tomova

Signature of College Dean

8/10/2022

Date

Nancy F. Myers

Signature of Campus EO Officer

Digitally signed by Nancy F. Myers

Date: 2022.08.16 16:51:43 -04'00'

Date

Michael D. Johnson

Digitally signed by Michael D. Johnson

Date: 2022.08.18 16:56:22 -04'00'

Signature of Provost

Date

Amy Martin

Signature of Chair of the Board of Trustees

10.20.22

Date

October 20, 2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
**Specialized Admissions Status
Initial Approval Request Form**

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Music Education BME

CIP CODE 13.1312 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status. **Yes.**
 2. Which criteria for specialized admissions status does the program meet?
 - ☐ Limited Resources (if approved, the status will last a maximum of four years)
 - ☒ Minimal Skills (if approved, the status will last a maximum of five years)
 - ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
 3. Provide a rationale for why the program meets the criteria selected above.
 - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
 - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status. **The BME program is accredited by the National Association of Schools of Music, NASM. See page 120 for standards.**
- <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>
4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
 5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission Requirements - Music Education

- Audition. To be accepted into Music Education, a student must demonstrate advanced proficiency by performing compositions representing a variety of musical periods (baroque, classical, romantic, contemporary).
- Memorization is required for pianists and vocalists.
- Accompanists are provided for vocalists only.
- Each candidate must bring his/her own audition music.
- The department will only provide large instruments such as a tuba, string, bass, or timpani for these auditions.
- The audition will serve as a placement exam for accepted candidates.
- Refer to the UCF Music Department website for specific audition requirements.
- Prior to attending the first music class as a music major at UCF, all students will take a keyboard placement examination to determine the appropriate level of class piano.
- Interview. In addition to a performance audition, students must successfully complete an interview with Music Education faculty.

Admission Requirements - Professional Program

- Application into the Professional Program must be made at the conclusion of 45 hours of course work. Students must complete a formal application for the Professional Program. (Deadlines: February 15 for Fall semester admission and September 15 for Spring semester admission). Transfers may be admitted on an individual basis at the discretion of the Music Education faculty. To apply for the Music Education Professional Program, students must:
- Complete 45 hours of coursework including: 15 hours of General Education Program courses, EDF 2005, MUT 2126, first semester of Performance II.
- Have a minimum overall GPA of 2.5 and a grade of "C" (2.0) or better in each performance, education, and music education course.
- Have on file in the University admissions office passing scores on the General Knowledge Test of the Florida Teacher Competency Examination.
- Provide satisfactory documentation and reflection on 15 hours of field experiences (See Music Education Coordinator for more information).

To be accepted into the Music Education Professional Program students must:

- Demonstrate proficiency with aural skills (including the ability to match pitch with the voice) and communication skills (including the ability to write and speak effectively).
- Complete MVK 2122, MUT 2127, and two semesters of Performance II.

The College of Arts and Humanities participates in numerous outreach events (e.g. Open House, the College Access Summit, etc.), and regularly provides admission information to FCS partners. Through these events and via Transfer Pathways, CAH and SPA proactively encourage prospective FCS transfer students to audition early and complete all available major prerequisite courses prior to transfer.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The current profile of MUSIC BME majors is 61% female and 39% male. The racial profile of students in the program is currently 53.66% white, 31.71% Hispanic/Latino, 4.88% Black, 7.32% Asian, and 2.44% Multiracial. Compared to the racial profile of students at the university, there is an over-representation of white (+8.69%), Hispanic/Latino (+2.41%), and Asian (+.45%) students, and a slight under-representation of Black (-5.34%) and multiracial (-1.78) students. (From Interactive Facts -Enrollment Dashboard - Fall 2021. [Enrollment – Institutional Knowledge Management \(ucf.edu\)](#))

To maintain the diversity of the program, we will continue to reach out to diverse populations of students through school visits, social media, and recruitment events such as FMEA and other college fairs.

Required Signatures

Michael Wainstein

Requestor/Initiator

8/9/22

Date

Jeffrey Moore

Signature of College Dean

8-10-22

Date

Nancy F. Myers

Digitally signed by Nancy F.
Myers
Date: 2022.08.12 11:39:36 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

Michael D. Johnson

Digitally signed by Michael D.
Johnson
Date: 2022.08.18 16:59:43 -04'00'

Signature of Provost

Date

Greg Martin

Signature of Chair of the
Board of Trustees

10.20.22

Date

October 20, 2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Florida

DEGREE PROGRAM: Bachelor of Fine Arts (BFA) (major Art)

CIP CODE 50.0702 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes

2. Which criteria for specialized admissions status does the program meet?

☐ Limited Resources (if approved, the status will last a maximum of four years)

☒ Minimal Skills (if approved, the status will last a maximum of five years)

☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

This is a visual arts programs where students must demonstrate that they have (1) the minimum skills necessary to benefit from the upper level of the program and (2) potential for success. The specialized admission requirements assess how well students were able to use their aptitudes, talents, and continual practice (1) to benefit from their time at the lower-level, whether at UF or a state college, and (2) to reach a benchmark level of skill and achievement. Reaching that benchmark suggests a likelihood of success in developing further in the upper-level of the degree and finishing the degree.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The degree's capacity is sufficient to accommodate all applicants who demonstrate the minimum skills necessary to benefit from the upper level of the program and potential for success. We would increase capacity, as necessary, if there were an increase in the number of qualified applicants.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Access to the upper level of the programs is granted after faculty review of a portfolio application. The portfolio application includes the student's academic record, letter of intent, and a portfolio of work. In reviewing the applications, faculty use a rubric and criteria that assess whether the applicant has the necessary skills and potential for successful advanced study in Art. Hiring in the field also hinges on review of an application including a portfolio of work, so this process serves also as part of the students' introduction to professional practices. Transfer applicants with Florida College System Associate of Arts degrees apply and are considered at the same time with the same procedure.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Data gathered for our yearly reporting for accreditation with the National Associate of Schools of Art and Design shows the following for this year's students:

Female 79.7%; Male 20.3%

Asian 8.1%; Black/Afr. Amer. 10.8%; Hispanic 33.8%; White 45.9%; Pacific Islander 1.4%

We do not expect Specialized Admissions to have an impact on the race and gender profiles of the program. The College of the Arts strategic plan focuses on maintaining and increasing diversity, and we are examining all our practices from faculty hiring to curriculum to student recruitment to achieve this goal. Currently, our specialized admission process reviews students' portfolio applications holistically, evaluating a student's aptitudes, talents, and skills while at the same time allowing students the opportunity to provide context about their work. This

Required Signatures



Requestor/Initiator

7/13/22
Date



Signature of College Dean

7/14/2022

Date

Melissa S
Curry

Digitally signed by
Melissa S Curry
Date: 2022.08.08
15:42:46 -04'00'

Date: 2022.08.08

Signature of Campus EO Officer

Date

Joseph
Glover

Digitally signed by Joseph
Glover
Date: 2022.08.08
17:14:57 -04'00'

Date: 2022.08.08

Signature of Provost

Date

Morteza "Mori"
Hosseini

Digitally signed by
Morteza "Mori" Hosseini
Date: 2022.08.18
09:49:31 -04'00'

Date: 2022.08.18

Signature of Chair of the
Board of Trustees

Date

8/16/22

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Florida

DEGREE PROGRAM: Bachelor of Fine Arts (BFA) (major Theatre Performance)

CIP CODE 50.0501 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

No, this applies to the Theatre Performance major.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Given the competitiveness of the industry, it is common for Bachelor of Fine Arts (BFA) programs in Theatre Performance to require evidence of prior training and/or aptitude for the demands of the curriculum. An audition is the mechanism through which minimum skills can be assessed.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ■ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

No change to admissions is anticipated. Admission will be determined based on an audition and interview conducted by the program's faculty. Applicants must prepare an audition that best shows their artistic skill in relationship to the program emphases—acting and/or musical theatre. Applicants must show experience and aptitude in acting and/or musical theatre sufficient to succeed in the curriculum. Additionally, a resume is required that includes activities relevant to theatre, art, dance, performance, and service to the community, among other information. Space is reserved in each admissions class so that Florida College System Associates in the Arts graduates who succeed in the audition can be placed in the program.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The race/gender profile of the Theatre Production BFA is as follows:

- 40.66% White
- 23.24% Hispanic/Latino
- 12.03% Black or African American
- 12.45% Asian
- 11.6% Other or unknown

- 66.67% Female
- 33.33% Male

We do not anticipate any negative effect on the race and gender profiles of the program in relationship to this plan. The School of Theatre and Dance has

engaged in significant discussions regarding the value of diverse race and gender

Required Signatures



Requestor/Initiator

7/11/22
Date



Signature of College Dean

7/14/2022

Date

Melissa S
Curry

Digitally signed by
Melissa S Curry
Date: 2022.08.08
15:40:21 -04'00'

Date: 2022.08.08

Signature of Campus EO Officer

Date

Date: 2022.08.08

Joseph
Glover

Digitally signed by Joseph
Glover
Date: 2022.08.08
17:14:00 -04'00'

Signature of Provost

Date

Date: 2022.08.18

Morteza "Mori"
Hosseini

Digitally signed by
Morteza "Mori" Hosseini
Date: 2022.08.18
09:47:58 -04'00'

Signature of Chair of the
Board of Trustees

Date

8/16/22

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Florida

DEGREE PROGRAM: Bachelor of Fine Arts (BFA) in Graphic Design

CIP CODE 50.0409 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes

2. Which criteria for specialized admissions status does the program meet?

☐ Limited Resources (if approved, the status will last a maximum of four years)

☒ Minimal Skills (if approved, the status will last a maximum of five years)

☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

This is a visual arts programs where students must demonstrate that they have (1) the minimum skills necessary to benefit from the upper level of the program and (2) potential for success. The specialized admission requirements assess how well students were able to use their aptitudes, talents, and continual practice (1) to benefit from their time at the lower-level, whether at UF or a state college, and (2) to reach a benchmark level of skill and achievement. Reaching that benchmark suggests a likelihood of success in developing further in the upper-level of the degree and finishing the degree.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

We have recently increased capacity in this degree from 20 students to 36 students admitted to the upper-level per year. The degree's capacity is now sufficient to accommodate all applicants who demonstrate the minimum skills necessary to benefit from the upper level of the program and potential for success. We are also in the process of proposing a new Graphic Design BA degree, which would increase overall capacity in this Program of Strategic Emphasis, starting 2024-2025 (the earliest possible date). The BA in Graphic Design will offer a more flexible curriculum than the BFA, which will increase accessibility to students. In offering two degree paths (BFA and proposed BA), we seek to make sure that we can accommodate all qualified students interested in this Program of Strategic Emphasis.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Access to the upper level of the programs is granted after faculty review of a portfolio application. The portfolio application includes the student's academic record, responses to prompts, analysis of an example of the student's creative process, and a portfolio of work. In reviewing the applications, faculty use a rubric and criteria that assess whether the applicant has the necessary skills and potential for successful advanced study in Graphic Design. Hiring in the field also hinges on review of an application including a portfolio of work, so this process serves also as part of the students' introduction to professional practices. Transfer applicants with Florida College System Associate of Arts degrees apply and are considered at the same time with the same procedure.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Data gathered for our yearly reporting for accreditation with the National Associate of Schools of Art and Design shows the following for this year's students:

Female 79.1%; Male 20.9%

Amer. Indian 2.6%; Asian 11.5%; Black/Afr. Amer. 7.9%; Hispanic 27.3%; Other/unknown 3.6%; White 47.5%

We do not expect Specialized Admissions to have an impact on the race and gender profiles of the program. As stated above, we have recently increased the number of students admitted to the upper level of the degree, which increases accessibility to students. We are also in the process of proposing a BA in Graphic Design with a more flexible curriculum, which will increase the accessibility of degrees in the Program of Strategic Emphasis. The College of the Arts strategic

Required Signatures



Requestor/Initiator

7/13/22

Date



Signature of College Dean

7/14/2022

Date

Melissa S
Curry

Digitally signed by
Melissa S Curry
Date: 2022.08.08
15:39:49 -04'00'

Date: 2022.08.08

Signature of Campus EO Officer

Date

Joseph
Glover

Digitally signed by Joseph
Glover
Date: 2022.08.08
17:13:38 -04'00'

Date: 2022.08.08

Signature of Provost

Date

Morteza "Mori"
Hosseini

Digitally signed by
Morteza "Mori" Hosseini
Date: 2022.08.18
09:45:36 -04'00'

Date: 2022.08.18

Signature of Chair of the
Board of Trustees

Date

8/16/22

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Florida

DEGREE PROGRAM: Bachelor of Music in Music Education

CIP CODE 13.1312 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes

2. Which criteria for specialized admissions status does the program meet?

☐ Limited Resources (if approved, the status will last a maximum of four years)

☒ Minimal Skills (if approved, the status will last a maximum of five years)

☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The BM in Music Education requires study in an applied studio. Accordingly, applicants must pass an audition, showcasing a level of proficiency on their primary instrument or voice. After auditions conclude students are notified of their admission status in the School of Music separately from their admission status to the University of Florida.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

A significant resource limitation for this program is the School of Music building, itself, for which space and acoustics are inadequate for professional music instruction. The School of Music is currently in the planning phases for a new music building. The new building will accommodate new practice/performance facilities and additional faculty offices. The current building will continue to be used, repurposed in many ways, resulting in an overall expansion of space resources for this program.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

If approved for specialized admission status, our admission requirements will remain as they are. An audition/review process will remain for admission to the School of Music to pursue a BM in Music Education. As is the case for incoming freshman, applicants with an Associates in Arts degree are also required to pass an admission audition for studio placement.

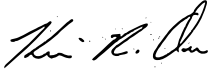
6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Since our Music programs have always utilized a talent-based audition, we do not anticipate that retaining this specialized admission process will impact our race and gender profiles. A number of initiatives exist and continue to grow in support of the advancement of program diversity, including targeted recruitment to specific schools and music teachers, on-campus student recruitment programs, diversity-focused student arts groups, ever-evolving culturally diverse music curriculum of coursework and musical ensembles, and the school's Harmony Initiative, which advances the inclusion of underrepresented composers, performers, speakers, and topics of research and discourse.

Current race/gender profile

- 70 18% White


Required Signatures



Requestor/Initiator

7.11.22

Date



Signature of College Dean

7/14/2022

Date

Melissa S
Curry

Digitally signed by
Melissa S Curry
Date: 2022.08.08
14:34:37 -04'00'

Signature of Campus EO Officer

Date: 2022.08.08

Date

Joseph
Glover

Digitally signed by Joseph
Glover
Date: 2022.08.08
17:10:44 -04'00'

Signature of Provost

Date: 2022.08.08

Date

Morteza "Mori"
Hosseini

Digitally signed by
Morteza "Mori" Hosseini
Date: 2022.08.18
09:38:55 -04'00'

Signature of Chair of the
Board of Trustees

Date: 2022.08.18

Date

8/16/22

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Florida

DEGREE PROGRAM: Bachelor of Music (major Music)

CIP CODE 50.0901 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes

2. Which criteria for specialized admissions status does the program meet?

☐ Limited Resources (if approved, the status will last a maximum of four years)

☒ Minimal Skills (if approved, the status will last a maximum of five years)

☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Bachelor of Music requires study in an applied studio. Accordingly, applicants must pass an audition, showcasing a level of proficiency on their primary instrument or voice. After auditions conclude students are notified of their admission status in the School of Music separately from their admission status to the University of Florida.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

If approved for specialized admission status, our admission requirements will remain as they are. An audition/review process will remain for admission to the School of Music to pursue a BM. As is the case for incoming freshman, applicants with an Associates in Arts degree are also required to pass an admission audition for studio placement.

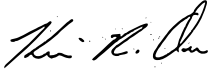
6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Since our Music programs have always utilized a talent-based audition, we do not anticipate that retaining this specialized admission process will impact our race and gender profiles. A number of initiatives exist and continue to grow in support of the advancement of program diversity, including targeted recruitment to specific schools and music teachers, on-campus student recruitment programs, diversity-focused student arts groups, ever-evolving culturally diverse music curriculum of coursework and musical ensembles, and the school's Harmony Initiative, which advances the inclusion of underrepresented composers, performers, speakers, and topics of research and discourse.

Current race/gender profile

- 49 2% White


Required Signatures



Requestor/Initiator

7.11.22

Date



Signature of College Dean

7/14/2022

Date

Melissa S
Curry

Digitally signed by
Melissa S Curry
Date: 2022.08.08
16:37:25 -04'00'

Date: 2022.08.08

Signature of Campus EO Officer

Date

Joseph
Glover

Digitally signed by Joseph
Glover
Date: 2022.08.08
17:15:41 -04'00'

Date: 2022.08.08

Signature of Provost

Date

Morteza "Mori"
Hosseini

Digitally signed by
Morteza "Mori" Hosseini
Date: 2022.08.18
09:51:26 -04'00'

Date: 2022.08.18

Signature of Chair of the
Board of Trustees

Date

8/16/22

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Florida

DEGREE PROGRAM: Bachelor of Fine Arts (BFA) in Dance

CIP CODE 50.0301 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes

2. Which criteria for specialized admissions status does the program meet?

☐ Limited Resources (if approved, the status will last a maximum of four years)

☒ Minimal Skills (if approved, the status will last a maximum of five years)

☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Given the competitiveness of the industry, it is common for Bachelor of Fine Arts (BFA) programs in Dance to require evidence of prior training and/or aptitude for the demands of the curriculum. An audition is the mechanism through which minimum skills can be assessed.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ■ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

No change to admissions is anticipated. Admission will be determined based on an audition and interview conducted by the program's faculty. Applicants will be assessed based on dance technique, improvisation and composition. Applicants must show experience and aptitude in dance sufficient to succeed in the curriculum. Additionally, a resume is required that includes activities relevant to theatre, art, dance, performance, and service to the community, among other information.

Space is reserved in each cohort so that Florida College System Associates in the Arts graduates who succeed in the portfolio review can be placed in the program.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The race/gender profile of the Dance BFA is as follows:

- 60.3% White
- 25.4% Hispanic/Latino
- 11.1% Black or African American
- 3.2% Asian

- 95.2% Female
- 4.8% Male

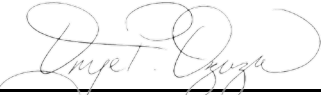
We don't anticipate any negative effect on the race and gender profiles of the program in relationship to this plan. The School of Theatre and Dance has engaged in significant discussions regarding the value of diverse race and gender profiles throughout its specialized admissions programs. The faculty take this into

Required Signatures



Requestor/Initiator

7/11/22
Date



Signature of College Dean

7/14/2022

Date

Melissa S
Curry

Digitally signed by
Melissa S Curry
Date: 2022.08.08
15:37:45 -04'00'

~~Date: 2022.08.08~~

Signature of Campus EO Officer

Date

Joseph
Glover

Digitally signed by Joseph
Glover
Date: 2022.08.08
17:12:53 -04'00'

~~Date: 2022.08.08~~

Signature of Provost

Date

Morteza "Mori"
Hosseini

Digitally signed by
Morteza "Mori" Hosseini
Date: 2022.08.18
09:44:27 -04'00'

~~Date: 2022.08.18~~

Signature of Chair of the
Board of Trustees

Date

8/16/22

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
 In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of North Florida

DEGREE PROGRAM: Bachelor of Science, ASL/English Interpreting

CIP CODE: 16.1603

Effective Academic Year: 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This request for specialized admissions status applies to the whole degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.

This program is not seeking specialized admissions status due to limited resources but for minimal skills.

- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

One of the main reasons supporting the request for specialized admissions status is that students must have competency in both English and American Sign Language to be successful in the ASL/English interpreting program. The interpreting process, in general, requires the interpreter to be bilingual (American Sign Language and English). True bilingualism is not a requirement for program entry, but minimum language competency and specific cognitive processing skills are needed to acquire the ability to interpret. Likewise, the ability to process English and analyze a text for the main idea and salient points is a requirement for starting the interpreting program. In addition, the language of instruction for junior-and senior-level skills courses at UNF is American Sign Language

(i.e., spoken English is not used); thus, comprehension and expression in ASL are imperative for student success.

If students do not bring the prerequisite language competency to the junior- and senior-level skills-based courses, they are not ready to acquire the complex skills associated with simultaneously working between two languages. If the UNF interpreting program admits students not ready linguistically to learn the interpreting process, it is a disservice to the students and results in unnecessary struggles at a significant cost (financially and personally). A specialized screening process can assess a student's readiness to learn the interpreting process as well as their fluency in both English and ASL.

In addition to the minimum skills required to be successful in the major and to enter the workforce, the *Commission on Collegiate Interpreter Education* (CCIE, accrediting body of interpreter education programs) [Standards](#) require continued development of language competency in both ASL and English as well as the development of interpreting strategies necessary for effective interpretation. To develop interpreting skills and techniques, a student entering the program must have a high fluency in both languages and a solid understanding of the interpreting process. [CCIE standard 4.6](#) (p. 3) also designates the maximum enrollment ratios for all advanced language courses and all interpreting skills courses to be 1:12. To comply with this standard, the capacity to accommodate junior-level students entering the skills component of their program of study is limited by the number of available faculty (currently four full-time). [CCIE standard 8.2](#) (p. 8) also requires a capstone internship experience in the final semester. Another concern is the program's ability to place student interns if the student population exceeds 24-30 new admissions each year.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission to the interpreting program requires students to have advanced conversational fluency in American Sign Language and the ability to engage in conversation about everyday topics (e.g., home, work, travel, family). Students must be able to articulate in American Sign Language and English their professional goals, the role of an interpreter, and the strengths and competencies they bring to the interpreting program. Students should bring to the interpreting program foundational cognitive processing skills such as paragraphing, identifying gist, delayed repetition, and extracting the salient points of an English or ASL narrative.

Admission Screening Procedure:

- *English Proficiency Screen*
 - Written: Developed in conjunction with the UNF Writing Center, this assessment involves a professional goal statement, an essay requiring critical thinking about communication access for persons who are Deaf, production of American Sign Language, communication and interaction with Deaf community members)

- Spoken: This evaluation occurs in an English interview.
- *American Sign Language Communication Screen*
 - Expressive: This evaluation consists of a prepared presentation in ASL and an ASL interview to assess fluency, structure, and message accuracy.
 - Receptive: Students are evaluated on their ability to comprehend and summarize ASL messages, identify salient points, the intent of the presenter, and register of presentation. [NOTE: Students are not evaluated on interpreting skills, only language comprehension, and use.]
- *Cognitive Processing Screen*
 - Critical thinking, paraphrasing, outlining, paraphrasing, identifying gist, and delayed repetition

Admissions criteria include:

- a. A score of 80% or higher on paraphrasing, outlining, summarizing paragraphs, and delayed repetition tasks (cognitive processing)
- b. A score of 80% or higher in the assessment of American Sign Language communication,
- c. A score of 80% or higher proficiency in the assessment of basic English writing,
- d. Minimum 2.75 cumulative GPA, and
- e. Completion of foundation courses (*Introduction to Interpreting, ENC 1101, American Sign Language I, American Sign Language II*) with a 'B' or better.

Equal Access for Florida State College Associate of Arts Degree Graduates

The ASL/English Interpreting program at UNF relies on transfer students from five associate-level (AS or AA) programs in institutions within the Florida State College system. Some of these feeder programs have exit competencies related to linguistic proficiency, and we have not experienced a significant discrepancy between the feeder programs. However, many students struggled and were not successful due to the lack of language fluency and pre-interpreting skills (e.g., cognitive processing, translation, etc.). Consequently, the attrition of students who could not successfully manage the linguistic requirements at UNF in the past have been prevented in recent years through the admissions screening developed under the former limited access program allowance. All students transferring into UNF's program have equal access since the program began in 2007 as a '2+2 AS/AA-BS articulation program' and while the program was designated as a limited access program. Moving forward with a specialized admissions status, students from Florida state colleges will continue to have equal access if they meet the admissions criteria outlined above.

The Community Interpreting concentration of the BS degree allows UNF students to enter the interpreting program, starting with their first language course (ASL 1) as freshmen and matriculating through the program entirely at UNF. This concentration was approved in 2014. All students, whether transferring in with an associate's degree in Interpreting or starting the program at UNF, enter the same course plan for the Junior and Senior-level courses. The proposed specialized admissions status applies to all students entering the Junior year.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Currently, the student body demographics for all undergraduates in the interpreting program are:

Race/Ethnicity	
American Indian or Alaskan Native	1
Asian	0
Black or African American	6
Hispanic	10
Native Hawaiian or Other Pacific Islander	0
Non-Resident Alien	0
Two or More	1
Unknown	0
White	30
Total	48
Gender	
Female	45
Male	3
Total	48

In addition to the standard demographics shown above, it is essential to recognize that the Interpreter Education Program is underrepresented by linguistic and cultural minorities, as is the entire profession of sign language interpreting, including individuals who are Deaf. The field, like our current student population, is heavily weighted with females; thus, recruiting males is a priority, as is recruiting persons of color. The program also prioritizes recruiting students who are Deaf and seek to become interpreter educators and Certified Deaf Interpreters (CDI) for specialized interpreting with interpreters who are not Deaf.

Our limited access designation of the last several years has not negatively impacted the race and gender profiles as those profiles are similar to the profiles of the field. Under the specialized admissions status, the program will continue to reflect the field and prioritize the recruitment, enrollment, and graduation of students in minorities (racial/ethnic, linguistic, cultural, and gender) to diversify our student population.

The program's accrediting body standards, [Commission on Collegiate Interpreter Education](#), requires programs to prioritize diversity in student recruitment (p. 1, 2), retention, and faculty hiring (p. 3). The program has a strong program advisory council (PAC) to monitor the program to ensure unconditional positive regard for all prospective and current students. This system of checks and balances, with an external PAC structure that guides for improvement of the program's practices and policies, works in favor of students who represent diverse populations. The program is committed to promoting and recruiting for diversity (as outlined above) and uses specialized groups (e.g., National Association of Black Interpreters, NAOBI; Mano a Mano, a trilingual Spanish-English-ASL interpreter organization; the National Association of the Deaf, NAD, etc.) to advertise our program. Currently, our program is developing a master list of all Historically Black Colleges and Universities (HBCU) that offer American Sign Language Classes in order to share recruitment information about our program with those HBCU and in particular the departments that have the ASL courses.

Required Signatures

Len Roberson
 Requestor/Initiator
 Len Roberson, Program Director

07/08/2022
 Date

Jennifer Kane
 Signature of College Dean

7/8/2022
 Date

Marlynn Jones
 Signature of Campus EO Officer

7/11/2022
 Date

K. Statterson
 Signature of Provost

07/31/2022
 Date

L. D. L.
 Signature of Chair of the
 Board of Trustees

8/11/22
 Date

8/11/2022
 Date Approved by the Board of Trustees



**STATE UNIVERSITY
SYSTEM OF FLORIDA**

Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of North Florida _____

DEGREE PROGRAM: Bachelor of Fine Arts in Graphic Design and Digital Media _____

CIP CODE 50.0409 _____ **Effective Academic Year 2023-24** _____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This request for specialized admissions status applies to the whole degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.

This program is not seeking specialized admissions status due to limited resources but for minimal skills.

We respectfully ask to be considered for Specialized Admissions as having been previously approved for Limited Access status and have maintained a healthy and competitive program as a Limited Access program in Graphic Design and Digital Media (GDDM) for more than 20+ years.

The program requests to be Specialized Admissions based on the need for students to have a minimal skillset to work successfully as a designer. A minimum skill set is required to be a proficient design student and be marketable for employment upon graduation. The faculty work closely with hiring officials in the field and are aware of the required skill set needed to have a successful career. Design faculty are in a unique position to see student applicants to the program upon entry and to help graduates with their first job upon exiting UNF. In addition, the faculty regularly updates the design curriculum to adapt to the needs of this industry. Consequently, we are aware of the challenges that face students who are underprepared with the proper understanding of the requirements of the graphic design and digital media field. We can attest to the difficulties based on our performance in regional portfolio reviews compared to other colleges in the area and the ability of our students to find employment from the current

limited access program.

Currently, the Graphic Design and Digital Media program at UNF requires a portfolio under the Limited Access status as an admission requirement. It is important for students to have minimum program requirements and aptitude. Successful students entering this major will show interest and skills in art, design principles, business, communication, and psychology. These skillsets are linked, and not all students have the aptitude to excel with these varied skills. For example, if a student is skilled at drawing and not business or communication-driven, the design will not function.

The department anticipates that if limited enrollment is no longer an option in the Graphic Design and Digital Media program, the rate of D, F, and W grades will increase. Struggling students who do not have the aptitude to succeed in this currently restricted major will fail or withdraw from the more difficult major and require additional time to determine a new course of education. This will, in turn, impact the 4-year graduation rate. The current portfolio review allows an early intervention for students who are not failing but will not perform well enough in this challenging major to be successful graduates.

Qualified graduates are in high demand for this area, but not for an infinite number of positions. Moreover, the designers of tomorrow need to excel in traditional design considerations, plus new, more complex components. Having a specialized admissions process allows students to show the ability to respond to design prompts while enrolled in the core requisite classes, showing proof using the portfolio application process. This is not seen as restrictive or punitive but rather as a way to guide students into the correct area for their skill set.

Finally, many students intending to enter into Graphic Design and Digital Media confuse this major with different majors that UNF does not offer. Students often think a design degree is equivalent to anime, character development, comics, 3D animation, and others. We have taken steps both at the program level and in marketing materials to assist students in their understanding. The specialized admissions checkpoint has been moved to the second semester of sophomore year. By moving the portfolio review back one semester, students will be able to develop required skills in the core requisite classes and familiarize themselves with the degree and professional industry requirements. Information packets outlining the application process and providing a description of the degree are available to interested applicants. Related jobs for the degree are listed on the department website to help prospective students understand the major.

- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

This program is not seeking specialized admission status based on accrediting body requirements.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The CIP 50.0409 for Graphic Design and Digital Media is on the BOG's list of Programs

of Strategic Emphasis. Currently, the resources are adequate with the limited access status and have been so for over twenty years. The program accepts up to 20 students each Fall and Spring semester. A 20-student class adequately fits the lab/classroom space and provides faculty and students enough interaction time. There are six full-time faculty for the discipline and three 20 workstation labs. The acceptance rate for students into the current limited enrollment program is approximately 80% in a 15-year average. Students who are not accepted fall into two categories: students whose materials were not submitted or not appropriately submitted and students who do not show sufficient skills for the degree. The faculty recommend students who show promise for a related major if not accepted, but these are historically very low percentages.

The degree currently graduates approximately 35-40 students annually. Based on the unofficial tracking of students, a large percentage of our graduates are hired within one year of graduation. Our alumni have a desire to stay local and try to find employment in this region. The program size at this time is appropriate to supply the industry with qualified students entering the workforce.

The faculty are considering adding a minor to assist students who do not make it into the program and/or for related majors. If the department adds a minor in the next few years, the GDDM program will likely need an additional lab to assist with space needs. At this time, however, no additional resources are needed.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The admissions requirements for the Specialized Admissions would be the same as the current Limited Access status: a 2.75 GPA, a Portfolio admission process, and completion of pre/core requisite courses. The prerequisite courses are all approved by the state as common core for the CIP code in this major. Therefore, the faculty finds these are not unreasonable expectations for students entering a limited enrollment program.

Additionally, faculty in the GDDM program have met with FSCJ, SJRSC, and Santa Fe College representatives to discuss our degree requirements. Basic foundation courses align with the state common prerequisites and are easily transferred to UNF. The Selective Admissions would only be for the Junior and Senior level courses; therefore, Associates in Arts graduates would not be disadvantaged.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The program continues to have a diverse student population. The previous Limited Access did not factor gender or race into the admission decisions. These numbers are aligned with the overall University and the College of Arts and Sciences numbers in each area. The department of Art, Art History, and Design follows the university guidelines for D&I in hiring and promotion/access to the programs. Additionally, there are no barriers to prevent persons with disabilities from participating and graduating from the GDDM program. Please see the Race/Ethnicity and gender information in the table below.

The program will use a blind portfolio review process to maintain diversity in the program. The faculty selects work based on agreed-upon design standards to rank student performance. Directions are available on the UNF website to current and transfer students. Anyone who meets the GPA requirement and has the prerequisite classes is eligible to apply. Faculty monitor the review process yearly and make adjustments necessary to allow for an open and fair process. The review process is faculty-led with a score ranking system, in which students accrue points in the following categories: Creativity, Process, Composition, Technical, and Communication. Our acceptance rate is at 80% (approximate 15-year average), allowing the program to offer majors and intending majors' classes which keep the six faculty and labs fully scheduled. Students accepted into the limited access program complete the major at approximately 95% (2017 numbers, prior to the new degree).

Additionally, in 2022-23 the faculty will create an advisory board for the program. This will be comprised of a diverse cross-section of design professionals. We anticipate having alumni and other professionals from large design firms, in-house designers, boutique design companies, and freelance designers. In addition, we will diversify the gender, age, and ethnicity of the board to help advise on topics from the field. The department will also seek persons with disabilities and veterans to serve on the advisory board. The goal will be to gain insight into our constituencies, how to prepare students to succeed, and how to approach design with a diverse mindset.

Race-Ethnicity	Count	Percent
Asian	7	7.69%
Black or African American	7	7.69%
Hispanic	21	23.08%
Non-Resident Alien	2	2.20%
Two or More	2	2.20%
White	52	57.14%
Total	91	100%
Gender		
Male	21	23.10%
Female	70	76.90%

Required Signatures

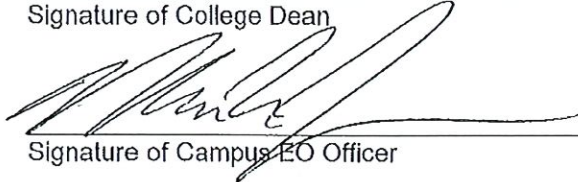


David Begley
Requestor/Initiator

July 11, 2022
Date

James Garner
Signature of College Dean

7-15-2022
Date



Signature of Campus EO Officer

7-18-2022
Date



Signature of Provost

07/31/2022
Date



Signature of Chair of the
Board of Trustees

8/11/22
Date

8/11/2022
Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of North Florida _____

DEGREE PROGRAM: Jazz Studies _____

CIP CODE 50.0910 _____ **Effective Academic Year** 2023-24 _____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This request for specialized admissions status applies to the whole degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.

This program is not seeking specialized admissions status due to limited resources, but for minimal skills.

- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The accrediting body is the National Association of Schools of Music (NASM). Several articles of the NASM Handbook address admissions criteria, including auditions and portfolios. <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>

- Standards for Accreditation, II.H.1.b. (page 72) states that "as a matter of sound educational practice, institutions recruit and admit students only to programs or curricula for which they show aptitudes and prospects for success. "
- Standards for Accreditation, V.A. – Admissions to Undergraduate Study (page 93) states that "Institutions are responsible for establishing specific admission requirements for their undergraduate programs in music. Admission standards

must be sufficiently high to predict the prospect of success in the program for which the student is enrolling."

- o Standards for Accreditation, V.D.1. (page 93) includes the following:
 - **Auditions and Evaluations.** At some point prior to confirmation of degree candidacy, member institutions must require auditions, examinations, or other evaluations consistent with the purpose of the degree as part of the admission decision. Member institutions are urged to require such auditions and evaluations prior to matriculation.
 - **Musicianship.** Assessments of musical skills used to determine admission to curricula leading to an undergraduate degree in music must indicate (a) capabilities to relate musical sound to notation and terminology at a level sufficient to undertake basic musicianship studies in the freshman year, or (b) the potential to develop such capabilities within the first year of study.
 - **Performance, Composition, and Scholarship.** A level of achievement in musical performance is normally a factor in determining eligibility for entrance to all undergraduate degree programs. It must be a factor for entrance into professional degree programs and a significant factor for students seeking professional degree study in performance. Institutions admitting students to professional degree study in composition and scholarly subjects normally review evidence of creative or scholarly work during the admission procedure.
 - **Professional Undergraduate Degrees.** Admission procedures for professional undergraduate degrees in music should develop evidence that the candidate possesses exceptional talent, the potential to develop high-level musicianship, artistic sensibilities, and a strong sense of commitment.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The requirements listed below do not discriminate against Florida College System Associates in Arts graduates. A.A. graduates have equal access and will be admitted to the program as long as they are able to fulfill the audition requirements.

Audition

https://www.unf.edu/coas/music/Student_Handbook_-_Auditions.aspx

Any student who has fulfilled university admission requirements may register as a music major providing that he or she has passed an audition.

1. All prospective music students, new and transfer, are required to perform an audition to be accepted into the UNF School of Music.
2. Dates for auditions are advertised well in advance through local print, electronic media and university correspondence.

3. Prospective students must submit the UNF School of Music admission application to schedule an audition time on the desired audition date. Once the School of Music admission application has been received, prospective students will receive an email with an audition time, 2-3 weeks prior to the audition date selected on their application. An audition date requested aside from those advertised must be arranged well in advance with the professor coordinating auditions in his/her area of specialty.
4. Video submissions are accepted on a case-by-case basis, although live auditions are preferred.
5. The audition panel will provide the school director with recommendations as to an accepted/not-accepted status for each auditionee. In addition, a scholarship stipend range recommendation will be provided if the auditionee is also pursuing a music scholarship.
6. Auditionees will receive notification of the audition panel's recommendations within 6-8 weeks following the audition.

For audition requirements by degree, see below.

Bachelor of Music Performance in Jazz Studies applicants:

Saxophone, Trombone and Trumpet

1. Auditionees should prepare six scales: Major (C, C# and D) and Minor (Eb natural minor, E harmonic minor and F melodic minor).
2. Auditionees should prepare a transcription or etude, medium swing or up, at least 16 bars long.
3. Auditionees may be asked to improvise one F or Bb blues (one head and two solo choruses, medium tempo) and one American Songbook or jazz standard; performed with a rhythm section or play along.
4. Students who play multiple instruments should demonstrate their proficiency on the secondary instrument. One brief prepared piece or étude on each secondary instrument is sufficient.

Bass

1. Auditionees should prepare six scales: Major (C, C# and D) and Minor (Eb natural minor, E harmonic minor and F melodic minor).
2. Auditionees may be asked to improvise one F or Bb blues, walking basslines, head and soloing optional; American Songbook or jazz standard walking basslines, head and soloing optional; performed with a rhythm section or play along.
3. Auditionees who play acoustic and electric bass should demonstrate their proficiency on each instrument. One brief prepared piece or étude on each instrument is sufficient.
4. Auditionees who are bass players must demonstrate proficiency in various styles such as Swing, Bossa Nova, Samba, and Funk. Please perform brief excerpts of these styles.

Jazz Drumset

1. Students should prepare the following:
Choose a 12 Bar Blues, such as Billie's Bounce, Now's The Time, or a jazz standard, such as Solar or All The Things You Are and be prepared to play the selection with a rhythm section, and take a 1-chorus drum solo on the song form.
2. Perform 30 seconds (each) in the following styles
 - Slow swing (90 BPM)

- Medium swing (160 BPM)
 - Fast Swing (220 BPM)
 - Bossa Nova (120 BPM)
 - Samba (240 BPM)
 - Funk/Rock
 - Latin Cascara
 - Songo
3. Be prepared to sight read a big band chart excerpt in swing style, performing the selection as though you were playing in a big band.
For helpful audition tips, please view the full version of Professor Gottlieb's "Ace the School Audition" video for Drum! magazine. Access video [here](#).

Jazz Guitar

All jazz guitar applicants are required to submit a video recording. The recording must include all of the repertoire listed below. Recordings may be mailed or uploaded to DropBox or an equivalent cloud sharing platform. It is not required that the format be a professional or studio recording, however, the sound quality must be as good as possible. Students must demonstrate the ability to improvise and play with a rhythm section, using a live band or play-along recording.

1. Required piece (must be first on the recording): the 12-Bar Blues piece, Billie's Bounce in medium tempo (minimum of four improvised choruses).
2. Perform three other selections (one must be a ballad) in different jazz styles, moods and tempos (minimum of two improvised choruses for each selection).
3. Demonstrate "comping" on a standard song of your choice.
4. Original compositions should not be included.

Jazz Piano

1. Auditionees should submit six scales: Major (C, C# and D) and Minor (Eb natural minor, E harmonic minor and F melodic minor).
2. Auditionees must perform one 12-Bar Blues piece, Billie's Bounce or Now's the Time in medium tempo (play the melody once and improvise a minimum of three choruses).
3. Auditionees must play one American Songbook or jazz standard; performed with a rhythm section or play along. Tunes such as Solar, Blue Bossa, All the Things You Are or other jazz standards are acceptable; play the melody and improvise over the chord changes.
4. Auditionees must demonstrate one chorus of "comping" on a standard song of your choice. It is fine to comp on the American Songbook song you have selected.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Race/Ethnicity	# of students
American Indian or Alaskan Native	0
Asian	1
Black or African American	1
Hispanic	6
Native Hawaiian and Other Pacific Islander	0
Non-Resident Alien	1
Two or More	0
Unknown	0
White	9
Grand Total	18

Gender	# of students
Female	1
Male	17
Grand Total	18

Specialized admissions will not have a negative impact on race and gender in this program. Faculty will continue to visit high school music programs throughout the state and engage in the type of activities that increase awareness of UNF's Jazz Studies program. Included among these activities are district and state music performance assessments, all-county and district honor bands, all-state bands, and other recruiting opportunities (e.g. UNF Summer Music Camp and other activities that attract students to our campus). Diversity will be promoted in the performances given throughout the year, many of which are attended by potential students. A diverse selection (gender and race) of guest artists will be invited to engage our students and perform in our concert series, highlighting diversity and increasing visibility throughout the community in an effort to attract diverse students. There are no barriers to prevent veterans and persons with disabilities from participating and graduating from the program. Promoting and maintaining diversity will continue to be a goal for the School of Music.

Required Signatures


 Requestor/Initiator

7/22/22
 Date

James Garner
 Signature of College Dean

7-23-2022
 Date

Marlynn Jones Type text here
 Signature of Campus EO Officer

7-28-2022
 Date


 Signature of Provost

07/31/2022
 Date


 Signature of Chair of the
 Board of Trustees

8/11/22
 Date

8/11/2022
 Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of North Florida_____

DEGREE PROGRAM: Music Performance_____

CIP CODE 50.0903_____ **Effective Academic Year 2023-24**_____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This request for specialized admissions status applies to the whole degree programs.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.

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 - **Musicianship.** Assessments of musical skills used to determine admission to curricula leading to an undergraduate degree in music must indicate (a) capabilities to relate musical sound to notation and terminology at a level sufficient to undertake basic musicianship studies in the freshman year, or (b) the potential to develop such capabilities within the first year of study.
 - **Performance, Composition, and Scholarship.** A level of achievement in musical performance is normally a factor in determining eligibility for entrance to all undergraduate degree programs. It must be a factor for entrance into professional degree programs and a significant factor for students seeking professional degree study in performance. Institutions admitting students to professional degree study in composition and scholarly subjects normally review evidence of creative or scholarly work during the admission procedure.
 - **Professional Undergraduate Degrees.** Admission procedures for professional undergraduate degrees in music should develop evidence that the candidate possesses exceptional talent, the potential to develop high-level musicianship, artistic sensibilities, and a strong sense of commitment.
- 4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
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Any student who has fulfilled university admission requirements may register as a music major providing that he or she has passed an audition.

1. All prospective music students, new and transfer, are required to perform an audition to be accepted into the UNF School of Music.

2. Dates for auditions are advertised well in advance through local print, electronic media and university correspondence.
3. Prospective students must submit the UNF School of Music admission application to schedule an audition time on the desired audition date. Once the School of Music admission application has been received, prospective students will receive an email with an audition time, 2-3 weeks prior to the audition date selected on their application. An audition date requested aside from those advertised must be arranged well in advance with the professor coordinating auditions in his/her area of specialty.
4. Video submissions are accepted on a case-by-case basis, although live auditions are preferred.
5. The audition panel will provide the school director with recommendations as to an accepted/not-accepted status for each auditionee. In addition, a scholarship stipend range recommendation will be provided if the auditionee is also pursuing a music scholarship.
6. Auditionees will receive notification of the audition panel's recommendations within 6-8 weeks following the audition.

For audition requirements by degree, see below.

Bachelor of Music Performance and Bachelor of Music Education applicants:

Clarinet

1. Two movements from the following list of solos, preferably from two different solos:
 - Weber Concerto No. 1
 - Mozart Clarinet Concerto
 - Weber Concertino
 - Poulenc Sonata

OR

One movement from above list and one contrasting Rose 32 etude.

2. All major scales and arpeggios.

Percussion

Repertoire should include keyboard percussion, snare drum, and timpani.

1. Keyboard:
 - 2 Mallet solo from Koshinski, Becker or G.H. Green Xylophone Solos or 2 mallet Bach suite movement
 - Representative/Suggested 4 mallet Marimba solos:
Abe Michi or *Wind in the Bamboo Groves*, Burritt *October Night* or *Preludes*, Musser *Etudes*, Sammut *Rotations*, Tanaka *Two Movements for Marimba*, Rosauro *Concerto for Marimba*, Trevino *Song Book* or *Strive to Be Happy*
2. Snare Drum
 - Cirone *Portraits in Rhythm*, Delecluse Etude no. 1 or 6 from *Douze Etudes*, Peters *Intermediate or Advanced Snare Drum Studies*
 - Wilcoxon *The All American Drummer* or *Modern Swing Solos*
3. Timpani

- Beck *Sonata for Timpani*, Firth *The Solo Timpanist*, Hochrainer *Etudes for Timpani*, Peters *Etudes*

Sight reading required.

Piano/Piano Pedagogy

1. A work from the Baroque style period (i.e. a Two- or Three-Part Inversion or Prelude and Fugue by J.S. Bach, a dance movement or suite, etc.)
2. A movement from a Classical sonata (i.e. Haydn, Mozart, Beethoven, Schubert)
3. A work from either the 19th, 20th, or 21st century
4. 4-octave scales and arpeggios in all major and minor keys
5. Sight reading

Audition material must be performed from memory. Auditionees who submit CDs or videos must demonstrate abilities required by items 4 and 5 above upon their arrival to UNF.

Woodwinds, Brass and Strings

1. Prepare a solo of appropriate difficulty. Auditions should display musical maturity through expression, technique and stylistic interpretation. Solos need not be memorized but should reflect a high degree of familiarity and careful preparation by the performer. The use of an accompanist is optional, but recommended.*
2. Auditionees will be asked to perform major and minor scales and arpeggios in various keys.
3. Auditionees will be required to sight-read.
4. Auditionees will be expected to demonstrate knowledge of common musical terms and symbols, keys, and time signatures.
5. Upon arrival to UNF, accepted auditionees who submitted recordings must demonstrate abilities required by items 2, 3 and 4 above.

Violin

1. One movement from an unaccompanied Bach sonata or partita. No repeats.
2. One movement from a standard violin concerto
3. Sight-reading

Voice

1. Please prepare three classical selections in contrasting styles. Stylistic preference should be given to standard art songs and/or arias from the baroque, classical, romantic, and 20th century classical repertoire. Musical Theater and folk song selections sung in English are also acceptable.
2. At least one selection must be in a language other than English with linguistic preference given to Italian, German, French, Latin or Spanish. Classical selections in Portuguese, Russian, Czech, or Polish are also acceptable.
3. The entire audition should be memorized and performed with live piano accompaniment. If you need an accompanist, one will be available at the audition. Please bring a copy of your music and \$35 cash or check for the accompanist fee. You do not need to submit music in advance.
4. Applicants will also be required to sing short sight-singing excerpts and vocal exercises led by the faculty.

5. Applicants are required to wear appropriate and professional audition attire.

Music Technology and Production

Prospective students must submit a portfolio of 2-3 works they have produced, engineered or created to Dr. Joshua Tomlinson, Instructor and Music Technology and Production Area Coordinator, at j.tomlinson@unf.edu. The music in your portfolio may be original, but it is not required. You may choose to play your preferred instrument, but it is not required. Additionally, each work submitted must include technical notes that briefly describe the technology involved in the production (program notes are optional). **Portfolios are due by your chosen audition day (e.g. If you audition March 5, you must email your portfolio to Dr. Tomlinson by 11:59 p.m. on March 5).**

For students whose primary instrument is brass, woodwinds, strings, guitar, voice:

We will assess your musical skills to ensure that you can pass the core music courses (music theory, ear training, class piano). These classes require Music Technology and Production students to develop strong musical skills in addition to expertise in technology.

1. One or two pieces of your choice, in the styles of your choice.
2. Sight reading
3. Major Scales

**For questions about these audition requirements, contact the applied professor.*

For students whose primary instrument is drum set:

Students are required to prepare the following:

1. Assorted drum set styles:
 - a. Light rock
 - b. Funk
 - c. Boss nova
 - d. Samba
 - e. Swing (moderate tempo)
 - f. Swing (fast tempo)
 - g. Jazz waltz
2. Trade 4's in swing: Repeatedly play four bars of time followed by four bars of fill/solo
3. Trade 4's in rock: repeatedly play four bars of time followed by four bars of fill/solo
4. One published snare drum solo: rudimental or symphonic.

Recommended sources are:

- a. *Intermediate or Advanced Snare Drum Studies* by Mitchell Peters
- b. *14 Modern Contest Solos* by J. Pratt
- c. *Portraits in Rhythm* by A. Cirone
- d. *The All-American Drummer/ 150 Rudimental Solos* by Charley Wilcoxon (prepare two short selections or one long selection (entire page))

5. Perform all major scales and arpeggios on piano, xylophone or any other instrument in one octave

In addition to the above, students will be asked to do the following (required):

1. Sight read a basic swing chart with recording (both provided by the committee)
2. Sight read on snare drum
3. Briefly demonstrate ability to match pitches by humming or singing pitches (one note at a time)

Students may also augment their audition (optional) by:

1. Performing a xylophone or marimba solo
2. Playing all of the major scales and arpeggios in 2 octaves on marimba or xylophone

**For questions about these audition requirements, contact the applied professor.*

For students whose primary instrument is percussion:

Snare Drum:

1. One concert etude from Cirone, Peters or similar

Mallets:

1. Major scales and arpeggios in 2 octaves
2. Two mallet solo on marimba or xylophone, grade 4 or higher (Green, Bach, Hatch, Schinstine)

Timpani:

1. Choose 1 solo or etude from Peters, Hochrainer, Firth or similar

OPTIONAL EXTRAS:

1. 4 mallet etude or solo
2. Rudimental SD solo (Pratt, Wilcoxon)
3. Demonstrate basic drum set ability

Applicants will be asked to sight read on mallets and snare drum.

For students whose primary instrument is piano:

There are two tracks in piano. The audition option you choose makes a potential impact on how many piano-related courses you will take as part of the program. The audition requirements for both tracks require two repertoire pieces of contrasting style. Both should be based on printed sheet music (please bring a copy with you to the audition). At least one should be classical music.

Audition Option A:

1. Two contrasting solos (min. 1 classical) at a Level 2 or higher - i.e. Works by Gurlitt, Kabalevsky, etc, or comparable to Bartok's First Term at the Piano or Mikrokosmos, Book 2.
2. Prepare scales in all major keys, 1 octave, hands together

If admitted via Audition Option A, to meet the Applied Piano requirement you would take Class Piano 3 and 4 your first year, and two years of applied (private) piano in your second and third years.

OR

Audition Option B:

1. Two classical solos in contrasting styles comparable (or more difficult) to Clementi's Op. 36 Sonatinas, the Anna Magdalena Bach Notebook, or the Burgmuller Arabesque.
2. All scales (major and harmonic minor) 2 octaves, hands together.

If admitted via Audition Option B, to meet the Applied Piano requirement you would take two years of private piano lessons.

**For questions about these audition requirements, contact the applied professor.*

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

7. Race/Ethnicity	# of students
American Indian or Alaskan Native	0
Asian	2
Black or African American	4
Hispanic	15
Native Hawaiian and Other Pacific Islander	0
Non-Resident Alien	3
Two or More	6
Unknown	0
White	32
Grand Total	62

Gender	# of students
Female	29
Male	33
Grand Total	62

Specialized admissions will not have a negative impact on race and gender in this program. Faculty will continue to visit high school music programs throughout the state and engage in the type of activities that increase awareness of UNF's Music Performance program. Included among these activities are district and state music performance assessments, all-county and district honor bands, all-state bands, and other recruiting opportunities (e.g. UNF Summer Music Camp and other activities that attract students to our campus). Diversity will be promoted in the performances given throughout the year, many of which are attended by potential students. A diverse selection (gender and race) of guest artists will be invited to engage our students and perform in our concert series, highlighting diversity and increasing visibility throughout the community in an effort to attract diverse students. There are no barriers to prevent veterans and persons with disabilities from participating and graduating from the program. Promoting and maintaining diversity will continue to be a goal for the School of Music.

Required Signatures


 Requestor/Initiator

7/22/22
 Date


 Signature of College Dean

7-23-2022
 Date


 Signature of Campus EO Officer

7-28-2022
 Date


 Signature of Provost

07/31/2022
 Date


 Signature of Chair of the
 Board of Trustees

8/11/22
 Date

8/11/2022
 Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status

Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Dance, General

CIP CODE: 50.0301

Effective Academic Year: AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The undergraduate program in Dance requires that students demonstrate, through an audition, that they possess the minimum skills or talents to benefit from instruction in the program. Students audition for entrance into the Dance program and are assessed for foundational movement skills in Ballet and Modern Dance that will set them up for success in advancing through the program and graduating in a timely manner.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Placement at the intermediate level (Level 1) in both Ballet and Modern techniques is through audition. Auditions are open to prospective freshmen and transfer students. Faculty and advisors discuss the various transfer pathways with FCS transfer AA students who audition for the program and place into the program with adequate movement skills in Ballet and Modern Dance to enable timely graduation.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The Dance program has a high percentage of white, female students. In 2021, the percentage of females was 88% and the percentage of males was 12%. Racial breakdown in 2021 was 66% White, 10% Black, 11% Hispanic, 2% Asian, 3% Two or More Races, and 5% not reported. These demographics are likely impacted by both the high academic admissions standards of USF and the audition requirement, which assesses minimal skills in specific dance forms for entry.

In 2020, approximately 50 percent of the students who were admitted into USF, but who were not accepted into the Dance program, identified as non-white. In 2022, 28 percent of the students who were admitted into USF, but who were not accepted into the Dance program, identified as non-white.

A goal of the program is to broaden the racial demographic by more targeted recruitment within high schools with BIPOC dance students who would be likely to succeed in the program and possess the minimal skills requirement.

Another goal is to more strategically recruit talented male dancers through offering scholarship support.

Diverse representation in the form of faculty and guest artists is also important in order to attract a diverse body of students. Within the program, efforts have already been implemented to address the diversity characteristics of our guest artists/guest choreographers to further create more diverse representation with respect to gender, race, ability, sexual orientation and other aspects of diversity within yearly departmental programming.

Finally, curricular efforts are underway to re-examine the ways in which diversity and inclusion is promoted within course content, materials, structure, and activities.

Required Signatures

Merry Lynn Morris

Requestor/Initiator

DocuSigned by:

Merry Lynn Morris

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8/2/2022

Date

DocuSigned by:

christopher garvin

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Signature of College Dean

8/5/2022

Date

DocuSigned by:

Tricia Pennicook

9C81FDD97F9947D...

Signature of Campus EO Officer

8/9/2022

Date

DocuSigned by:

Sam P.

152440B4FFD040B...

Signature of Provost

8/9/2022

Date

Signature of Chair of the
Board of Trustees

Date

September 6, 2022

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Graphic Design

CIP CODE: 50.0409

Effective Academic Year: AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The undergraduate program in Graphic Design requires students to demonstrate that they possess the minimal skills in visual design in order for them to benefit from instruction in the program. Students submit a portfolio of art and design works for consideration of admission to the program. Students should demonstrate they can perform at a successful level after admission. They are assessed for foundational skills in design, composition, color, typography, contrast, balance, proportion, rhythm, pattern, space, movement, variety, and unity that will set them up for success in advancing through the program and graduating in a timely manner.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The Graphic Design degree program is recognized by the Board of Governors as a Program of Strategic Emphasis (PSE) in the GAP Analysis category. As a PSE, increasing

program resources will not impact the minimal skills needed for admission into the program enabling students to be successful. This is a talent and technology-based professional field in which its students must possess minimum skills both professionally and academically to be successful. The resources in place offer the skills for those who meet the portfolio requirement.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission to the B.F.A. in Graphic Design is by program faculty approval of students' submitted portfolios. In addition, a 3.25 GPA on all common course prerequisite; minimum grade of C in each common course prerequisite; 2.5 overall GPA; portfolio review

Applications for USF admission and faculty review of the portfolio are open to all, including from any Florida university, state college, and/or community college. For students transferring to USF with a FCS AA, the program's undergraduate advisor and at least one faculty member discuss the various transfer pathways with those students to enable a timely graduation.




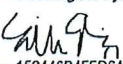

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The Graphic Design program has a high percentage of female students. In Spring 2022, forty-two students were enrolled in the "post-portfolio program": 36 females and 6 males.

Fifty percent of the students are White; approximately 25% Hispanic; approximately 7% Asian and "two or more races", each; and nearly 5% Black.

Through faculty hiring, visiting designers, exhibitions, professional mentors, and staff/advisors, the program will work to enhance its commitment to gender diversity through visits to local and regional high schools that can broaden the visibility of diverse males in the field.

Required Signatures

wallace wilson	<small>DocuSigned by:</small>  <small>75613E4537C14C9...</small>	8/2/2022
Requestor/Initiator		Date
<small>DocuSigned by:</small>  <small>813690E47E0E470</small>		8/5/2022
Signature of College Dean		Date
<small>DocuSigned by:</small>  <small>3C81FDD37F9947D...</small>		8/9/2022
Signature of Campus EO Officer		Date
<small>DocuSigned by:</small>  <small>152446B4FFD646D...</small>		8/9/2022
Signature of Provost		Date
		9/6/2022
Signature of Chair of the Board of Trustees		Date

September 6, 2022
Date Approved by the Board of Trustees



Board of Governors, State University System of Florida

Specialized Admissions Status**Initial Approval Request Form**

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of West Florida**DEGREE PROGRAM:** Music, BM and BA**CIP CODE** 50.0903**Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

UWF is requesting specialized admissions status for both tracks in CIP Code 50.0903.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

UWF is requesting specialized admissions status for both tracks of the undergraduate Music program (Bachelor of Music and Bachelor of Arts) as defined under regulation 8.013 Specialized Admissions. The Music, BM and Music, BA programs require that students demonstrate through an audition that they possess the minimum skills or talents to benefit from instruction in the program.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

For admission for the Music, BM or the Music, BA degree programs, students must successfully audition to demonstrate they possess the minimum skill or talent to benefit from the program.

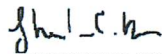
The University of West Florida is in compliance with BOG Regulation 6.004 on Transfer Student Admission in that Florida College System Institution AA graduates receive priority for admission over out-of-state transfer students.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Race/Ethnicity	Gender	Enrollment 2020-2021
African American	Female	2
	Male	1
Asian	Female	1
	Male	1
Hispanic	Female	2
	Male	3
Native Hawaiian or Pacific Islander	Female	-
	Male	-
Non-Resident Alien	Female	1
	Male	-
Not Reported	Female	-
	Male	-
Two or More	Female	3
	Male	-
White	Female	17
	Male	13
Total		44

We do not anticipate any negative impact to race and gender profiles for the program. UWF is in the process of updating its Diversity Plan 2018-2022 which has a goal to improve recruitment, retention, and graduation rates of students from underrepresented populations which includes outreach within the region to potential students from these underrepresented populations. UWF is also committed to maintaining access to high-impact learning practices for students from these populations once they are admitted to the university and to the program.

Required Signatures

DocuSigned by:

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Requestor/Initiator

07/08/2022

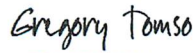
Date

DocuSigned by:

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Signature of College Dean


07/08/2022

Date

DocuSigned by:

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Signature of Campus EO Officer

07/08/2022

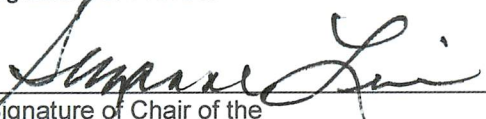
Date

DocuSigned by:

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Signature of Provost

for George Ellenberg

07/11/2022

Date


Signature of Chair of the
Board of Trustees

9.15.22
Date

September 15, 2022
Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of West Florida

DEGREE PROGRAM: Theatre, B.F.A.

CIP CODE 50.0501 **Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This request for specialized admissions status applies only to the Bachelor of Fine Arts (BFA) in Theatre track.

2. Which criteria for specialized admissions status does the program meet?

- ☐ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Theatre, BFA is requesting specialized admissions status based on minimal skills as defined under the regulation. The Theatre, BFA program requires that students demonstrate through an audition that they possess the minimum skills or talents to benefit from instruction in the program.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The admissions requirements for the Theatre, BFA degree program are as follows:

- Successful audition
- A 'B' or better in the THE 2000 Theatre Appreciation or equivalent course
- A 'B' or better in the THE 2110 Acting I or equivalent course
- A 'B' or better in the THE 2200 Technical Theatre or equivalent course

The University of West Florida is in compliance with BOG Regulation 6.004 on Transfer Student Admission in that Florida College System Institution AA graduates receive priority for admission over out-of-state transfer students.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Race/Ethnicity	Gender	ENROLLMENT 2020-2021
African American	Female	2
	Male	5
American Indian/Alaskan Native	Female	-
	Male	1
Asian	Female	-
	Male	1
Hispanic	Female	5
	Male	4
Non-Resident Alien	Female	-
	Male	-
Not Reported	Female	1
	Male	-
Two or More	Female	5
	Male	1
White	Female	36
	Male	18
Total		79

This program was previously approved under the former BOG Regulation 8.013 as Limited Access. We do not anticipate any negative impact to race and gender profiles for the program. UWF is in the process of updating its Diversity Plan 2018-2022 which has a goal to improve recruitment, retention, and graduation rates of students from underrepresented populations which includes outreach within the region to potential students from these underrepresented populations. UWF is also committed to maintaining access to high-impact learning practices for students from these populations once they are admitted to the university and to the program.

Required Signatures

DocuSigned by:

Albert Houghton

Requestor/Initiator

07/08/2022

Date

DocuSigned by:

Amy Cook

Signature of College Dean

07/08/2022

Date

DocuSigned by:

Gregory Tomso

Signature of Campus EO Officer

07/08/2022

Date

DocuSigned by:

Michelle Williams

for George Ellenberg

Signature of Provost

07/11/2022

Date

James Leri

Signature of Chair of the
Board of Trustees

9.15.22

Date

September 15, 2022

Date Approved by the Board of Trustees