

Specialized Admissions Requests
Proposal Documents
January 2023

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

Number	Institution	Academic Program	CIP Code	Criteria
1	FAMU	Public Relations	9.0902	Limited Resources and Accreditation
2	FAMU	Nursing	51.3801	Limited Resources and Accreditation
3	FAU	Music Education	13.1312	Minimal Skills and Accreditation
4	FAU	Commercial Music	50.1003	Minimal Skills and Accreditation
5	FAU	Music	50.0901	Minimal Skills and Accreditation
6	FAU	Nursing	51.3801	Limited Resources and Accreditation
7	FGCU	Clinical Laboratory Science	51.1005	Limited Resources and Accreditation
8	FGCU	Music Education	13.1312	Minimal Skills and Accreditation
9	FGCU	PGA Golf Management	52.0906	Minimal Skills and Accreditation
10	FGCU	Nursing	51.3801	Limited Resources and Accreditation
11	FIU	Accounting	52.0301	Limited Resources and Accreditation
12	FIU	Nursing	51.3801	Limited Resources and Accreditation
13	FIU	Social Work	44.0701	Limited Resources and Accreditation
14	FIU	Fine Arts	50.0702	Minimal Skills and Accreditation
15	FSU	Dietetics	51.3102	Limited Resources and Accreditation
16	FSU	Communication and Digital Media	9.0702	Minimal Skills
17	FSU	Music Education	13.1312	Minimal Skills and Accreditation
18	FSU	Nursing	51.3801	Limited Resources and Accreditation
19	FSU	Social Work	44.0701	Limited Resources and Accreditation
20	UCF	Medical Laboratory Science	51.1005	Limited Resources and Accreditation
21	UCF	Nursing	51.3801	Limited Resources and Accreditation
22	UCF	Social Work	44.0701	Limited Resources and Accreditation
23	UF	Digital Arts and Sciences	50.0102	Minimal Skills
24	UF	Nursing	51.3801	Limited Resources and Accreditation
25	UNF	Music Teacher Education	13.1312	Minimal Skills and Accreditation
26	UNF	Social Work	44.0701	Limited Resources and Accreditation
27	UNF	Nursing	51.3801	Limited Resources and Accreditation
28	USF	Nursing	51.3801	Limited Resources and Accreditation
29	UWF	Nursing	51.3801	Limited Resources and Accreditation



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 A&M University

DEGREE PROGRAM: Bachelor of Science in Public Relations

CIP CODE 09.0902 **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.

Florida A&M University's undergraduate degrees in Journalism and Public Relations are accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Continued accreditation by ACEJMC requires programs to adhere to minimum student-faculty classroom ratios for both face-to-face and online classes. Specifically, Standard 2: Curriculum and Instruction states, "Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1." Currently, FAMU's public relations program meets the requirement of no more than 20 students per one faculty in all skills courses. The program currently has nearly 125 undergraduates with two full-time faculty. The curriculum places an emphasis on skills-based learning to provide students with practical experiences designed to simulate workforce settings after graduation. Due to physical space limitations associated with equipment, student practice facilities, and the accreditation requirement to maintain a 20:1 student ratio, FAMU is requesting specialized admissions for its Bachelor of Science in Public Relations program.

More information about accreditation by ACEJMC can be found at <http://www.acejmc.org/wp-content/uploads/2021/07/2021-June-RevisedStandardsFinal.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.

Due to physical space limitations and skills classes ratios, the Public Relations program does not anticipate significant expansion within the next academic year.

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 students seeking entry to the Bachelor of Science in Public Relations at FAMU must meet minimum university requirements for admission and the following additional criteria for specialized admission. To be admitted into the Public Relations major, students must have a minimum 2.5 GPA and have earned a B or higher in ENC 1101 Freshman Comp Skills and a C or higher in ENC 1102 Freshman Comp Skills II. Florida College System (FCS) graduates with an Associate of Arts degree are eligible for admission to the major upon acceptance to the University and upon meeting the above criteria. Alternative course options are available to FSC graduates who do not satisfy the English composition criteria upon admission to the University. The alternative courses aid in mitigating potential negative impact on FCS associate of arts degree 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?

It is the policy of Florida A&M University that each member of the University community is permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, disability, sex, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by State and Federal Statutes. This commitment applies to all areas affecting students, including programs with specialized admissions.

The Fall 2021 student racial and gender profile is as follows:

- Gender Profile: Females = 73%; Males = 27%
- Racial Profile
 - Hispanic = 3%
 - Black = 93%
 - White = 3%
 - 2 or more races = 1%

Diversity within the Public Relations program (particularly gender diversity) is expected to remain strong with our recruitment efforts around the state of Florida. We see opportunity to raise awareness and expand our profile with targeted recruitment and retention strategies for transfer and out-of-state students.

Required Signatures

William Jiles

9/12/2022

Requestor/Initiator

Date

Mira Lowe

9/11/2022

Signature of College Dean

Date

Latrechia Scott

9/12/2022

Signature of Campus EO Officer

Date

Maurice Edington

9/29/2022

Signature of Provost

Date

kelvin lawson

9/29/2022

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 A&M University_____

DEGREE PROGRAM: Bachelor of Science (BSN) in Nursing_____

CIP CODE 51.380 **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.

Florida A&M University is seeking specialized admissions for its Bachelor of Science in Nursing (BSN) degree program. The program is seeking this status based on limited resources and adherence to accreditation standards designed to ensure that graduates of the program are highly trained and qualified to successfully practice in the discipline. Nursing programs have a responsibility to the profession to graduate nurses trained at all levels of patient care. Requiring additional criteria beyond the University's general admissions requirements aids the program in admitting qualified applicants to meet the growing demand for highly skilled nurses. Admitting students who meet minimum criteria is necessary to facilitate learning in a discipline where graduates must provide high quality patient care in clinical settings. The additional standards aid FAMU's BSN program to carefully evaluate applicants to ensure they can handle the demands of a rigorous curriculum along with meeting accreditation and state licensure requirements to practice.

FAMU's BSN program is limited by the number of clinical placements and learning experiences in hospital settings. Many partnering hospitals have limited capacity to provide supervised instruction in direct care patient settings. To ensure that all enrolled students have access to

experiential learning, nursing programs must limit the number of admitted and enrolled students at any given time. Additionally, FAMU's is accredited by the Accreditation Commission for Education in Nursing (ACEN). As part of its criteria, ACEN has minimum licensure examination outcomes that all BSN programs must meet. Specialized admissions for applicants seeking entry into nursing provides additional means for FAMU's program to achieve specified pass rate performance on the NCLEX. ACEN also states that nursing programs cannot increase enrollments beyond 25% without prior approval. The additional criteria help to ensure that admitted students can demonstrate readiness.

General information about ACEN can be found at www.acenursing.org. Information about program enrollment can be found at <https://www.acenursing.org/for-programs/resources-reporting-substantive-change/increases-in-enrollment/>.

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.

Nursing is considered a Program of Strategic Emphasis. As such, the University is dedicated to the growth of degrees awarded in areas of strategic emphasis, particularly health-related programs, such as nursing. Strategic investments for nursing will be utilized to increase the number of faculty to deliver high quality instruction and to support improved student learning outcomes and performance on the licensure examination. Investments will also be utilized to provide additional support for academic and student services within the School of Nursing, as well as support to recruit highly qualified candidates to the BSN program. The nursing program currently has eight full-time faculty. Standard 2.5 of ACEN specifically states: The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved. To ensure compliance with ACEN standards and to support faculty retention and program growth, the University has committed four faculty lines bringing the total number of faculty to twelve. It should be noted that due to the national shortage of nurses and nursing faculty, recruitment for nursing faculty is somewhat difficult, which further emphasizes the need for specialized admissions. More information about standard five is available at <https://www.acenursing.org/acen-accreditation-manual-standards-b/>. Three staff lines were also provided to the program along with financial investments for the construction of a new simulation lab to provide students with opportunities for applied learning. The University also dedicated funding to the nursing program to build a student success center as part of its commitment to student achievement. With the investment, SON was able to build a student success center on the basement level of the Ware-Rhaney building. The space is approximately 1500 square feet, and it is set up with a podium, monitors, chairs, and retractable tables for student remediation, coaching, and experiential learning activities. The monitors have the capability to connect to and display activities in the simulation lab on the third floor of the building. The connectivity allows for additional teaching initiatives that require collaboration with the simulation center.

5. If approved for specialized admissions status, what will be the program's admissions requirements?

All students seeking entry to the Bachelor of Science in Nursing must meet minimum university requirements for admission and the following additional criteria for specialized admission.

Traditional BSN Program Course Prerequisites

The Florida A & M University School of nursing admits students twice a year, in the fall and spring semesters. To be eligible for admission, the below listed prerequisite courses must be completed or in progress at the time of application.

- ENC 1101/ ENC 1102 Freshman Comm. Skills I/II 3 Semester Credits
- MAC 1105 or higher College Algebra or higher 3 Semester Credits
- BSC 1005 & Lab Biological Science or higher 4 Semester Credits
- PSY 2012 or SYG 2000* Intro to Psychology or Sociology 3 Semester Credits
- DEP 2004 Human Growth and Dev. 3 Semester Credits
- CHM 1030 Chemistry for Health Science or higher 3 Semester Credits
- BSC 2093 & Lab Anatomy & Physiology I 4 Semester Credits
- BSC 2094 & Lab Anatomy & Physiology II 4 Semester Credits
- MCB 3005 & Lab Microbiology 4 Semester Credits
- HUN 2401 Human Nutrition 3 Semester Credits
- STA 2023 Intro to Probability & Statistics 3 Semester Credits

The Nursing program also strongly recommends that applicants complete both psychology and sociology courses. Students must also take two humanities courses from an approved list, four approved elective courses, and meet the Civic Literacy requirement for graduation.

Grade Point Average and Course Grade Minimums

- Must have earned an overall GPA of at least a 3.1.
- Proficiency in reading comprehension, math, and science, specifically anatomy and physiology using the standardized Test of Essential Academic Skills (TEAS)
- Must have received a grade of “B” or better in math, science, and nutrition courses.
- Received a grade of “B” or better in prerequisite courses. Only one repeated prerequisite
- Repeated grades for math, science and nutrition will not be considered. The student must meet the minimum letter grade requirement on the first attempt.

Florida College System (FCS) graduates with an Associate of Arts degree are eligible for admission to the major upon acceptance to the University and upon meeting the above criteria.

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?

It is the policy of Florida A&M University that each member of the University community is permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, disability, sex, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by State and Federal Statutes. This commitment applies to all areas affecting students, including programs with specialized admissions.

The Fall 2021 student racial and gender profile is as follows:

- Gender Profile: Females = 94%; Males = 6%
- Racial Profile
 - Hispanic = 5%
 - Asian = 1%
 - Black = 90%
 - White = 1%
 - 2 or more races = 3%

The School of Nursing is currently developing strategies to recruit more highly qualified students as well as seeking opportunities to diverse the applicant pool.

Required Signatures

Nalrita Manning

Requestor/Initiator

9/12/2022

Date

Shelley Johnson

Signature of College Dean

9/11/2022

Date

Latrechia Scott

Signature of Campus EO Officer

9/12/2022

Date

Maurice Edington

Signature of Provost

9/29/2022

Date

Kelvin Lawson

Signature of Chair of the
Board of Trustees

9/30/2022

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 Atlantic University _____

DEGREE PROGRAM: BME in Music Education _____

CIP CODE: 131312 _____ **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.
Submitted for ⁶major¹s under this 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.

Despite having an education component, this major still requires students to be proficient in performance. All degrees in music requires a minimum skill upon entry in order to begin where our accrediting body (NASM: National Association of Schools of Music) deems appropriate in both musical skills and performance on the instrument.

They state in section II.H.1: 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. And in Admission V. A: Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling. In addition, the course of study requires one-on-one instruction for a minimum of six (6) semesters which is both costly in terms of faculty load/salary and space. For every student in this degree, we must also provide adequate practice space, instruments (for some), music in ensembles, and have limited space in classes.

The Department of Music is an accredited institution of the National Association of Schools of Music. During the Fall of 2022, the department is undergoing our ten-year reaccreditation site visit. The Association information can be found at: <https://nasm.arts-accredit.org>. Their handbook which outlines degree programs, access, and procedures can be found at: <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>. Section V.A. deals with admission to music programs. It reads: Admission Criteria. 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. Diversities of previous education, background, and interests of applicants should be considered in assessments of potential as appropriate to the specific purposes of individual degree programs.

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.

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.

For Fall 2023, the Department will add one faculty position in music theory. The Accreditation team verbally recommended the department add full-time faculty in a variety of instrument areas, however we have not received the commission's recommendation at this time. We do anticipate lobbying for at least one additional faculty line in the next academic year. We already have proposals in process for two additional instrumental area adjunct professors, managed in-house, which would alleviate a few potential issues. As for equipment fees, as a result of the accreditation visit, we will be seeking, in Spring 2023, additional funding for instruments so we may have those in place to begin Fall 2023. The timeline will include several requests over the next two academic years to bring our department in line with SUS counterparts. All of our ensembles and applied lesson courses already have a lab fee associated in order to maintain the current instrument holdings. The faculty is in the process of discussing changes to those lab fees and a potential fee associated with the major in order to off-set the courses. Those actions would be proposed in Spring 2023 and are also modeled on other SUS programs.

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.**

Each instrument area utilizes a rubric in the audition process and standard audition requirements for that degree and instrument, whether a new incoming student or a student transferring from the FCS. While not identical, the entry standards are in line with state

peers as well as those across the country.

The requirements for performance in this degree are specific for someone who, at the completion, should be able to audition for a young-artist program or graduate 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?

As 30-35% of the coursework for is common to all music degrees, we did provide numbers which profile the department as a unit. All of the students, regardless of degree, take the core music classes and ensembles. In the Music Education degree approximately 65% of the students identify as female and 35% identify as male. Approximately 40% identify as white while nearly 60% identify as Hispanic/Latino, black, or non-white.

While we feel we maintain a well-balanced, diverse student population, we are seeking to find new ways to reach potential students of all ethnic and socio-economic backgrounds. We are exploring the idea of adding additional instrument areas of entry to the Music Education program including guitar. The Department in general is also considering the inclusion of non- traditional instrumental areas which could include electronic media creation/mixing and non- western instruments. While this do not necessarily apply to the Music Education degree as that curriculum and accreditation is designated by the State Department of Education, that change in population would affect the department as a unit as a vast majority of coursework is common to all degrees in music.

Faculty members are also attempting to reach student populations outside of our immediate area though visitations to schools in underserved areas, social media campaigns, and community events. We have made a point to reward outstanding applications with substantial scholarship dollars in order to assist those who may not otherwise have the opportunity to attend a four-year university especially focusing on underrepresented areas of the state and country as well as first generation and transfer students. Additionally, we have been in close

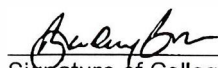
communication with our two-year counterparts in order to facilitate those transitions from Associate programs into our degree programs in ways that assist the students and their end goals.

Required Signatures


Requestor/Initiator

August 5, 2022

Date


Signature of College Dean

August 11, 2022

Date

Signature of Campus EO Officer

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 Atlantic University_____

DEGREE PROGRAM: BM in Commercial Music (Composition, Business, Technology) _____

CIP CODE: 501003_____ **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.**

Submitted for all tracks for this degree under this CIP code (Composition, Technology, Music Business).

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 degree, though in Commercial Music, requires (as all our degrees do) performance proficiency; thus this degree requires a minimum skill upon entry in order to begin where our accrediting body (NASM: National Association of Schools of Music) deems appropriate in both musical skills and performance on the instrument.

They state in section II.H.1: 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. And in Admission V. A: Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling. In addition, the course of study requires one-on-one instruction for eight (8) semesters which is both costly in terms of faculty load/salary and space. For every student in this degree, we must also provide adequate practice space, instruments (for some), music in ensembles, and have limited space in classes.

The Department of Music is an accredited institution of the National Association of Schools of Music. During the Fall of 2022, the department is undergoing our ten-year reaccreditation site visit. The Association information can be found at: <https://nasm.arts-accredit.org> . Their handbook which outlines degree programs, access, and procedures can be found at: <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>. Section V.A. deals with admission to music programs. It reads: Admission Criteria. 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. Diversities of previous education, background, and interests of applicants should be considered in assessments of potential as appropriate to the specific purposes of individual degree programs.

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.

Standards for Accreditation sections II. B, C, F, H, Admission V. A, D

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.

For Fall 2023, the Department will add one faculty position in music theory. The Accreditation team verbally recommended the department add full-time faculty in a variety of instrument areas, however we have not received the commission's recommendation at this time. We do anticipate lobbying for at least one additional faculty line in the next academic year. We already have proposals in process for two additional instrumental area adjunct professors, managed in-house, which would alleviate a few potential issues. As for equipment fees, as a result of the accreditation visit, we will be seeking, in Spring 2023, additional funding for instruments so we may have those in place to begin Fall 2023. The timeline will include several requests over the next two academic years to bring our department in line with SUS counterparts. All of our ensembles and applied lesson courses already have a lab fee associated in order to maintain the current instrument holdings. The faculty is in the process of discussing changes to those lab fees and a potential fee associated with the major in order to off-set the courses. Those actions would be proposed in Spring 2023 and are also modeled on other SUS programs.

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.**

Each instrument area utilizes a rubric in the audition process and standard audition requirements for that degree and instrument, whether a new incoming student or a student transferring from the FCS. While not identical, the entry standards are in line with state peers as well as those across the country.

The requirements for performance in this degree are specific for someone who, at the completion, should be able to audition for a young-artist program or graduate program.

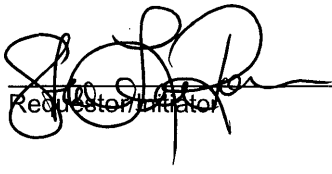
6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

As 30-35% of the coursework for is common to all music degrees, we did provide numbers which profile the department as a unit. All of the students, regardless of degree, take the core music classes and ensembles. In the Commercial Music degrees approximately 45% of the students identify as female and 55% identify as male. Approximately 40% identify as white while nearly 60% identify as Hispanic/Latino, black, or non-white.

While we feel we maintain a well-balanced, diverse student population, we are seeking to find new ways to reach potential students of all ethnic and socio-economic backgrounds. The Department in general is considering the inclusion of non-traditional instrumental areas which could include electronic media creation/mixing and non-western instruments. Any changes to admission population would affect the department as a unit as a vast majority of coursework is common to all degrees in music.

Faculty members are also attempting to reach student populations outside of our immediate area through visitations to schools in underserved areas, social media campaigns, and community events. We have made a point to reward outstanding applications with substantial scholarship dollars in order to assist those who may not otherwise have the opportunity to attend a four-year university especially focusing on underrepresented areas of the state and country as well as first generation and transfer students. Additionally, we have been in close communication with our two-year counterparts in order to facilitate those transitions from Associate programs into our degree programs in ways that assist the students and their end goals.

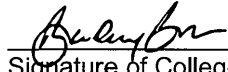
Required Signatures



Requestor/Initiator

August 5, 2022

Date



Signature of College Dean

August 11, 2022

Date

Signature of Campus EO Officer

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

FLORIDA ATLANTIC UNIVERSITY

INSTITUTION: _____

DEGREE PROGRAM: _____ BM Commercial Music (Composition, Business, Technology)

CIP CODE 501003 **Effective Academic Year** 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.
Submitted for all tracks for this degree under this CIP code (Composition, Technology, Music Business).
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 degree, though in Commercial Music, requires (as all our degrees do) performance proficiency; thus this degree requires a minimum skill upon entry in order to begin where our accrediting body (NASM: National Association of Schools of Music) deems appropriate in both musical skills and performance on the instrument.

They state in section II.H.1: 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. And in Admission V. A: Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling.

In addition, the course of study requires one-on-one instruction for eight (8) semesters which is both costly in terms of faculty load/salary and space. For every student in this degree, we must also provide adequate practice space, instruments (for some), music in ensembles, and have limited space in classes.

Accrediting body standards can be found at:

<https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Han>

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 department has sought to predict growth in specific instrument areas and use the few open faculty lines in those areas. New lines have been proposed to allow for increased growth and an access fee associated with study in music has been proposed. Though other State Universities in the SUS have this kind of offset in place, it has not been approved to date at FAU. The department will seek such course of action again.

The department has lobbied for additional facilities and faculty and will continue to do so. Regardless, while we may expand enrollments with additional resources, the very nature of the program requires that enrollment always remain tied to available resources.

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.

Each instrument area utilizes a rubric in the audition process and standard audition requirements for that degree and instrument, whether a new incoming student or a student transferring from the FCS. While not identical, the entry standards are in line with state peers as well as those across the country. The requirements for performance in this degree are specific for someone who, at the completion, should be able to audition for a young-artist program or graduate 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 profile is diverse and is representative of the University as a whole. The limitations on entry do not impact race nor gender. In this degree, the department seeks to fill instrument spaces and thus, selects those who meet the performance standard. Recent data suggests no significant disparities in the racial or gender makeup of Music. In Fall 21, 27 students were admitted and enrolled in the program. Of these, 63% were female and 37% male, 59% white and 41% non-white. This is in line with overall University numbers, where 60% of new students in Fall 21 60% were women and 40% male and 49% were white and 51% were non-white.

Required Signatures


Requestor/Initiator

August 5, 2022

Date


Signature of College Dean

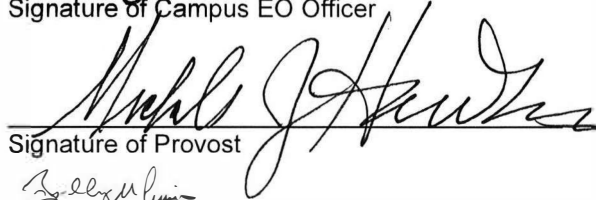
August 11, 2022

Date


Signature of Campus EO Officer

August 11, 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: _____

DEGREE PROGRAM: BM in Performance, BA in Performance MUSIC
500901

CIP CODE _____ Effective Academic Year 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.
Submitted for both degrees under this 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.

The degrees under this CIP code in music requires a minimum skill upon entry in order to begin where our accrediting body (NASM: National Association of Schools of Music) deems appropriate in both musical skills and performance on the instrument.

Section II.H.1 states: 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. And in Admission V. A: Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling. This degree requires two cap-stone recitals and admitting faculty must be convinced the student could acquire the performance skills by the sixth semester.

In addition, the course of study requires one-on-one instruction for eight (8) semesters which is both costly in terms of faculty load/salary and space. For every student in this degree, we must also provide adequate practice space, instruments (for some), music in ensembles, and have limited space in classes. Accrediting body standards can be found at:

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 department has sought to predict growth in specific instrument areas and use the few open faculty lines in those areas. New lines have been proposed to allow for increased growth and an access fee associated with study in music has been proposed. Though other State Universities in the SUS have this kind of offset in place, it has not been approved to date at FAU. The department will seek such course of action again.

The department has lobbied for additional facilities and faculty and will continue to do so. Regardless, while we may expand enrollments with additional resources, the very nature of the program requires that enrollment always remain tied to available resources.

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.

Each instrument area utilizes a rubric in the audition process and standard audition requirements for that degree and instrument, whether a new incoming student or a student transferring from the FCS. While not identical, the entry standards are in line with state peers as well as those across the country. The requirements for performance in this degree are specific for someone who, at the completion, should be able to audition for a young-artist program or graduate 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 profile is diverse and is representative of the University as a whole. The limitations on entry do not impact race nor gender. In this degree, the department seeks to fill instrument spaces and thus, selects those who meet the performance standard. Recent data suggests no significant disparities in the racial or gender makeup of Music. In Fall 21, 27 students were admitted and enrolled in the program. Of these, 63% were female and 37% male, 59% white and 41% non-white. This is in line with overall University numbers, where 60% of new students in Fall 21 60% were women and 40% male and 49% were white and 51% were non-white.

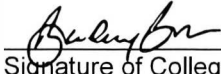
Required Signatures



Requestor/Initiator

August 5, 2022

Date



Signature of College Dean

August 11, 2022

Date



Signature of Campus EO Officer

August 11, 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

INSTITUTION: Florida Atlantic University

DEGREE PROGRAM: Bachelor of Science in Nursing

CIP CODE 51.3801 **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.
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.

The clinical portion of the program relies on academic practice partnerships that provide clinical opportunities for students. Though we have active partnerships with multiple clinical agencies, we must request rotations as they are not guaranteed each semester. The opportunities open to us vary from semester-to-semester limiting the number of students who can be accommodated in the clinical setting.
 - 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 State of Florida Statute 464.019 requires that pre-licensure students have a maximum 12-1 student-faculty ratio. However, clinical agencies require 8-1 student-faculty ratio and in some cases 6-1 student-faculty ratio which increases the number of sections required for a clinical course. As a result, more faculty are required for these clinical practicums with the agencies. Recently, there have been challenges in securing clinical adjunct faculty due to the higher salaries being offered by practice settings. (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0464/0464.html).

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.

Efforts made to increase resources in the program are academic practice partnerships to increase clinical

opportunities for students, funding to support faculty hiring. Please note that most hospitals provide limited placements. In addition to clinical sites, students participate in clinical simulation permissible by the State of Florida.

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 our programs tracks:

For the Freshman Direct Admit track the admission criteria are as follows:

- High school GPA: 3.60 recalculated high school cumulative grade point average
- SAT 1200 or ACT 25

The curriculum for this track requires 4 years to complete and begins with prerequisites and foundational nursing courses starting first semester, therefore transfer students are unable to complete the four-year plan of study.

For the accelerated BSN track, the admission criteria are as follows:

- An obtained Bachelor's degree with a **cumulative 3.0 or higher**
- Prerequisite Science GPA: **3.0 or higher**
- Must have earned a C or better in all prerequisites
- Personal interview

This track is for candidates who hold a baccalaureate degree or higher in another discipline other than nursing.

For the RN-BSN, the admission criteria are as follows:

- A minimum overall (cumulative) 2.5 GPA on a 4.0 scale.
- Current unencumbered RN license in state of residency
- A grade of "C" or better in all required prerequisite courses.
- Completion of 60 lower division college credits from an accredited institution and an associate's degree in nursing from an ACEN accredited institution or its international equivalent.

This track is for candidates with an associate degree in nursing and now wish to complete a bachelor's degree.

Our current pre-licensure tracks do not admit for students with 60 credit hours or an associate's degree. Our Freshman Direct Admit track (FDA) is for students coming in directly from high school. These students take prerequisite courses and nursing courses beginning in the first semester of freshman year and continue to take nursing courses during their sophomore. This means that by the time students have earned 60 credit hours, they have completed 21 nursing credit hours. There is no track or curriculum plan of study for students who have already earned 60 credit hours or an Associate of Arts degree. The BSN for prelicensure students without a bachelor's degree is a 4-year curriculum plan of study in nursing. In addition, admitting students directly into nursing as freshman allows for longer socialization into the profession, a shorter socialization process is often a concern of our practice partners and hiring organizations. In addition, the students in the Second-Degree tracks have had professional experiences in other disciplines which enhances their readiness for their first professional nursing position. Hiring organizations prefer them too.

In addition to the Freshman Direct Admit track, we do have two additional second-degree options for students who want to pursue nursing after obtaining a bachelor's degree in another discipline area. For students who have earned an A.A. degree in nursing, we do have a RN-BSN track which facilitates enrollment and graduation with the BSN degree. Admission criteria for this track is as follows:

- A minimum overall (cumulative) 2.5 GPA on a 4.0 scale.
 - Current unencumbered RN license in state of residency
 - A grade of "C" or better in all required prerequisite courses.
 - Completion of 60 lower division college credits from an accredited institution and an associate's degree in nursing from an ACEN accredited institution or its international equivalent.
- Our FDA track requires a high school GPA of 3.6 and ACT of 25 or higher or a SAT of 1200 or higher. In addition, our Second-Degree tracks require a minimum 3.0 GPA of their bachelor's or higher degree with additional admission criteria.

Our RN-BSN track provides equal access to the BSN Degree for Associates of Arts Degree 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 Christine E. Lynn College of Nursing has a racially and ethnically diverse students, faculty, and staff. Our enrollment in our undergraduate program mirror and exceeds the diversity of the populations in Florida. In the Undergraduate Bachelor of Science in Nursing (BSN) Program, the demographics are as follows: Whites 37%, Blacks 36%, Hispanics 16%, Asians 5%, and Native Hawaiian/Pacific Islander (3%) and 3% unknown. From our experience, a diverse faculty and staff attract and retain diverse students. Among our fulltime faculty, 52.5% are White, 38.1 % are Black, 6.3% are Hispanic and 0.3% are Asian. Our admission processes will continue to represent the diverse populations of South Florida. We use of a variety of strategies including community engagement and responding to calls for increasing the nursing workforce to serve all communities.

Required Signatures

Karethy Edwards
Requestor/Initiator

08/15/2022
Date

[Signature]
Signature of College Dean

08/15/2022
Date

[Signature]
Signature of Campus EO Officer

8/15/2022
Date

[Signature]
Signature of Provost

8/16/22
Date

[Signature]
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
Reaffirmation Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida Atlantic University

DEGREE PROGRAM: BSN

CIP CODE 513801 Effective Academic Year 2022-2023

1. Identify the program, major, or tracks that were initially approved for specialized admissions status and for which you are seeking reaffirmation.

BSN all tracks.

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. If the limited resources criterion above is selected or if the program is a Program of Strategic Emphasis, what efforts has the institution made to increase resources in the program? Describe any additional plans to increase program resources or provide a rationale as to why program resources cannot be increased.

☐ Not applicable.

Efforts made to increase resources in the program are academic practice partnerships to increase clinical opportunities for students, funding to support faculty hiring. Please note hospitals provide limited placements. We go to clinical sites and increase simulation that is permissible by the State of Florida. We can only send 8 students to a clinical site. As a result, we have to hire more adjuncts. In the Nurse Practitioner program, we have a Clinical Coordinator who maintain relationships with clinical providers in order to precept our students, and offering affiliations in order to affiliate faculty status.

4. How has the specialized admissions status impacted the current race and gender profile of the program? What strategies will be implemented to continue to promote and maintain diversity in the program?

The Christine E. Lynn College of Nursing has a racially and ethnically diverse students, faculty and staff. Our enrollment in our undergraduate and graduate programs mirror and exceeds the diversity of the populations in Florida. In the Undergraduate, Bachelor of Science in Nursing (BSN), Program, Whites 37%, Blacks represent 36%, Hispanics 16%, Asians 5%, and 3 %Native Hawaiian/Pacific Islander (3% unknown) of the spring 2022 enrollment. In the graduate program, Whites represent 35%, Blacks 34%, Hispanics 22%, 4% Asian, 2% Native Hawaiian or Pacific Islanders and 3% unknown of the spring 2022 enrollment. From our experience, a diverse faculty and staff attract and retain diverse students. Among our fulltime faculty, 52.5% are White, 38.1% are Black, 6.3% are Hispanic and 0.3% are Asian. Our admission processes will continue to represent the diverse populations of South Florida. We use a variety of strategies including community engagement and responding to calls for increasing the nursing workforce to serve all communities. We use a process to consider the attributes of the applicant which includes our caring-base philosophy.

Required Signatures

Kerethy Edwards
Requestor/Initiator

08/15/2022

Date

[Signature]
Signature of College Dean

08/15/2022

Date

[Signature]
Signature of Campus EO Officer

8/15/2022

Date

[Signature]
Signature of Provost

8/16/22
Date

[Signature]
Signature of Chair of the Board of Trustees

8/30/2022

Date

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

From: [Russ Ivy](#)
To: [VanderMeer, Erica](#)
Subject: Fwd: Specialized Admissions- Nursing Accreditation Clarification
Date: Monday, January 9, 2023 10:29:27 PM

See response below from Dean George.

Russ

Sent from my T-Mobile 5G Device
Get [Outlook for Android](#)

From: Safiya George Dalmida <sgeorge@health.fau.edu>
Sent: Monday, January 9, 2023, 10:27 PM
To: Russ Ivy
Cc: Karethy Edwards; Joy Longo
Subject: Re: Specialized Admissions- Nursing Accreditation Clarification

Hi Russ,

Yes it is accredited by CCNE and our request is aligned with accreditation.

Thank you

With Care,

Safiya George, PhD, APRN-BC, FAAN, FAANP, FNAP
Holli Rockwell Trubinsky Eminent Dean and Professor
Helen K. Persson Eminent Scholar
Christine E. Lynn College of Nursing
Florida Atlantic University

From: Russ Ivy <IVY@fau.edu>
Sent: Monday, January 9, 2023 4:21 PM
To: Safiya George Dalmida <sgeorge@health.fau.edu>
Subject: FW: Specialized Admissions- Nursing Accreditation Clarification

Safiya,

Can you confirm the question from BOG below?

Russ
Russell L. Ivy, Ph.D.
Vice Provost
Florida Atlantic University

Boca Raton, FL 33431
561-297-2353
Email: ivy@fau.edu

From: VanderMeer, Erica <Erica.VanderMeer@flbog.edu>

Sent: Monday, January 9, 2023 3:32 PM

Cc: Nelson, Lynn <Lynn.Nelson@flbog.edu>; Stowell1, Michael <Michael.Stowell1@flbog.edu>

Subject: Specialized Admissions- Nursing Accreditation Clarification

EXTERNAL EMAIL : Exercise caution when responding, opening links, or opening attachments.

Good afternoon!

We have reviewed your specialized admissions requests for the Bachelor of Nursing (BSN) degree program. Please verify that your program is accredited by the Commission on Collegiate Nursing Education (CCNE) and whether a specialized admissions status would support compliance with CCNE accreditation requirements. Such requirements include sufficient physical resources, clinical sites, and faculty that enable the program to fulfill its mission, goals, and expected outcomes. Please respond to this email confirming by COB **Wednesday, January 11th**.

Please let me know if you have any questions!

Thank you,

Erica Vander Meer
Assistant Director, Academic Affairs
State University System of Florida
Board of Governors
200 West College Avenue
Tallahassee, Florida 32301
Phone: (850) 245-0567



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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: B.S. Clinical Laboratory Science

CIP CODE 51.1005 **Effective Academic Year** 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program?
Yes. If no, please specify which major(s) or track(s) are seeking the 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 program is limited by the physical number of clinical laboratory affiliates available to us in the region for placing students in their internships. The program is also limited by required accreditation standards from the National Accrediting Agency for Clinical Laboratory Science (NAACLS) of student:instructor ratio in clinical internships to meet program goals.

❖ Sections Taken from the NAACLS Standards Documents (Full standards can be retrieved by using the following link [NAACLS Standards for Accredited Programs.](#))

STANDARD III. Resources

A. General Resources

1. The sponsor must appoint sufficient faculty and staff with the necessary qualifications to perform the functions identified in documented job description
2. Resources assessment must be part of a continuous program evaluation
3. Resources must be sufficient to allow achievement of program goals

Standard III.A: Resources – General Resources

Contents of Narrative for Self-Study:

Standard III.A.1-3: Describe how personnel resources (i.e., didactic and clinical faculty and staff) support the number of students admitted to the program and the program goals and competencies. Include a description of how personnel resource adequacy is included in program evaluation. * For hospital-based programs utilizing multiple clinical facilities, describe how personnel resources support the number of students within each location where students are placed. If the program had significant changes in class size, budget, affiliate placements, or faculty resources during the last accreditation cycle, as indicated on annual reporting, address such specific changes that took place.

Accompanying Documentation for Self-Study: Standard III.A.1-3: Include:

- The number of students admitted per year
- Admission date(s)
- Instructor to student ratios for lecture, student laboratory (if applicable) and clinical laboratory (if applicable)
 - o Relevant staff position (job) descriptions
 - o Program evaluation information/data used to evaluate resource adequacy as part of continuous program evaluation

Proof of Compliance for Accreditation Site Visits: Standard III.A.1-3:

Submit documentation that faculty and staff are sufficient and appropriately qualified to perform the functions in documented job descriptions and to allow achievement of program goals.

- Submit documentation that resource assessment is a part of continuous program evaluation. For hospital-based programs utilizing multiple clinical facilities, provide documentation that resource assessment takes place at each location within the system where students are placed.
- Demonstrate that resources are sufficient to allow achievement of program goals. For hospital-based programs utilizing multiple clinical facilities, demonstrate that resources are sufficient for each location within the system where students are placed.
- Suggested supporting documentation includes sample evaluation forms and teaching observations.

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 program director continuously recruits new affiliates in the South Florida area. The program started with 4 affiliates and has expanded to 19 currently. The program also has limited affiliates due to other competing accredited clinical laboratory science programs in Florida. As South Florida healthcare organizations continue to build new laboratory facilities, we can continue to try to increase the program's number of

affiliates, but we have saturated the area at this point. We started with a 5-county area – Collier, Lee, Charlotte, Glades and Hendry. Now we have facilities in the multicounty areas of South Florida - From Tampa down to Naples on the west coast, and from West Palm down to Miami on the east coast.

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.

There are no planned changes to the program's admissions requirements. All students have equal access to admission if they have taken the required prerequisite courses and have achieved the required GPA on those courses (3.0). Florida College System Associates in Arts graduates would have equal opportunity.

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 specialized admissions status has not impacted the student profile in the program. Throughout the program's existence from 2006 to the present, the Clinical Laboratory Science program at FGCU has maintained a highly diverse population of students that is evidenced in the program's annual reports. The current cohort for academic year 22-23 is 6 males, 18 females, 13 Caucasian, 1 African American, 6 Hispanic, 5 Other.

Required Signatures

jzemplinski

Digitally signed by jzemplinski
DN: cn=jzemplinski, ou=Florida Gulf Coast University, email=jzemplinski@fgcu.edu, c=US
Date: 2022.07.08 15:01:40 -0400

Requestor/Initiator

07/08/2022

Date



7/29/2022

Signature of College Dean

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 22:28:23 -0400

Signature of Campus EO Officer

Date



8/11/2022

Signature of Provost

Date



9/8/2022

Signature of Chair of the
Board of Trustees

Date

09/08/2022

Date Approved by the Board of Trustees

FGCU Response to December 19, 2022, Email from Erica Vander Meer Assistant Director, Academic Affairs, regarding Bachelor of Science in Clinical Laboratory Science, CIP 51.1005, Specialized Admissions; Submitted December 19, 2022

The submission does not include the admissions requirements for entry into the program.

There are no planned changes to the program's admissions requirements:

- Submit a FGCU Undergraduate Admission Application and satisfy all applicable university admission requirements.
- TOEFL or IELTS scores that meet minimum university admission requirements are required from applicants who have earned their bachelor's degree outside the United States in a country where English is not the official language. This requirement is not limited to international students.
- Submission of a completed Clinical Laboratory Science supplemental application after completion of common prerequisites.
- Earn a grade of C or better (a grade of C- or less is not acceptable) in each common prerequisite course.
- Earn a minimum combined GPA of 3.0 (on a 4.0 scale) for all common prerequisite courses.
- Applicants must be admitted to FGCU and supplemental application materials must be received prior to the established deadline.

FGCU Response to December 8, 2022, Memorandum from Dr. Christy England, Vice Chancellor for Academic and Student Affairs regarding Bachelor of Science in Clinical Laboratory Science, CIP 51.1005, Specialized Admissions; Submitted December 12, 2022

The request did not include a plan and timeline for increasing program capacity. Please provide this information. If there are no plans to increase capacity, please explain why.

The program director continuously tries to recruit new affiliates in the South Florida area. The program started with 4 affiliates and has expanded to 19 currently. Most denials by new affiliates are due to their staffing issues. The newest affiliates are on the east coast of Florida at least 2 hours away from campus. The program also has limited affiliates due to other competing accredited clinical laboratory science programs in Florida. Due to current circumstances, the program has no specific timeline to increase enrollment capacity in the program until we have more affiliated labs than we have students to fill them. As South Florida healthcare organizations continue to build new laboratory facilities, we can continue to try to increase the program's number of affiliates, but we have saturated the area at this point. The program director will continue contacting facilities annually to inquire about affiliating with FGCU. We started with a 5-county area – Collier, Lee, Charlotte, Glades and Hendry. Now we have facilities in the multicounty areas of South Florida - From Tampa down to Naples on the west coast, and from West Palm down to Miami on the east coast.



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 Education (B.M.E.)

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.

The request for specialized admissions status applies to Music Education (B.M.E.) degree per 13.1312 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 Education (B.M.E.) 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 Education (B.M.E.) degree includes 30.67% Hispanic, 2.67% African American, 2.67% Asian, 56.0% White, 6.67% multi-race, and 1.33% no race indication. The gender profile includes 50.67% female and 49.33% 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

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 15:33:28
-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 11:45:09 -04'00'

Signature of Campus EO Officer

08/02/2022

Date

Mark Rieger

Digitally signed by Mark Rieger
Date: 2022.08.12 15:34:55
-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

FGCU Response to November 30, 2022, Memorandum from Dr. Christy England, Vice Chancellor for Academic and Student Affairs regarding Bachelor of Music Education, CIP 13.1312, Specialized Admissions; Submitted December 12, 2022

The request did not include a plan and timeline for increasing program capacity. Please provide this information. If there are no plans to increase capacity, please explain why.

Current program capacity is sufficient to support the success of students who demonstrate the minimal skills to be admitted into the program. If the number of qualified applicants increases, the program resources would be increased accordingly.



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: PGA Golf Management

CIP CODE 52.0906 **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 applies to the whole degree program. PGM is a four-year cohorted 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 PGA of America (PGA), the accrediting body for PGA Golf Management has established through its Standards & Criteria, a minimum golf handicap requirement to start a PGM program. All students who begin PGM must have a 12 or less handicap that can be documented. In order to graduate with the PGM designation/degree, all students must complete the PGA Playing Ability Test (PAT) to graduate. The PAT is a difficult playing competency that requires a high level of playing ability to pass within a four-year window of degree completion. Standard 4 of the PGAPGM Standards & Criteria is attached to this application.

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 students applying to FGCU PGM must first meet the admissions standards of the university. To enroll and start classes in PGM as a first-year student, an application with documentation verifying their playing ability to a 12 or less golf handicap must be submitted to the program director for approval.

Playing ability is approved by one of three ways: a GHIN handicap system card with <12.0, Class A PGA professional signature indicating compliance with the playing standard, or a high school golf coach's signature and accompanying transcript of 8 event scores. Once received, they are able to register for PGM related coursework their first required semester.

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?

Racial and gender diversity is tracked by our Accrediting agency. The current make-up is:

Black or African-American - < 1%

Hispanic - 6%

White - 93%

Male - 86%

Female - 14%

In comparison to the other 17 nationally accredited programs, our gender diversity ranks the in the top 2 in the country and has grown by 3% annually over the last four years. The PGA offers a competitive and valuable scholarship to minorities entering a PGM program. We have have several winners attend FGCU.

Required Signatures

Tara M McKenna

Digitally signed by Tara M
McKenna
Date: 2022.07.18 15:21:40 -04'00'

Requestor/Initiator

07/18/2022

Date

cwestley

Digitally signed by cwestley
DN: dc=edu, dc=fgcu, dc=ad, dc=primary,
ou=Florida Gulf Coast University, ou=Faculty and
Staff, cn=cwestley, email=cwestley@fgcu.edu
Date: 2022.07.20 18:05:10 -04'00'

Signature of College Dean

07/20/2022

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 11:47:21 -04'00'

Signature of Campus EO Officer

08/02/2022

Date

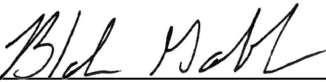
Mark Rieger

Digitally signed by Mark Rieger
Date: 2022.08.12 15:41:01
-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

FGCU Response to November 4, 2022, Memorandum from Dr. Christy England, Vice Chancellor for Academic and Student Affairs regarding Bachelor of Science in PGA Golf Management, CIP 52.0906, Specialized Admissions; Submitted November 8, 2022

Bullet 1

Please include a direct link to the accrediting standards mentioned in the request, including the specific page numbers of relevant sections.

The link to the general PGA site is <https://www.pga.org/membership/university-program>. However, the link to individual university accreditation information is restricted to each university <https://resources.pga.org/my-membership/university-program/>

Attached is the Standard 4 of the PGAPGM Standards & Criteria that was to be submitted with the initial application.

Bullet 2

Please explain how the admissions requirements and procedures ensure equal access for qualified Florida College System Associate of Arts graduates.

In addition to the initial response provided in the application, as one of the 17 nationally accredited programs in the country, students with an Associate of Arts can be admitted into PGA Golf Management. They must meet the required minimum playing ability criteria established for all students by the PGA of America Standards and Criteria to start the degree at FGCU.

Bullet 3

This request was submitted under CIP 52.0901 in ARTS. However, CIP 52.0906 is listed on the request form. Please confirm the correct CIP code and resubmit the application, ensuring the same CIP code appears in ARTS and on the request form.

The ARTS application has the incorrect CIP listed. FGCU is authorized to offer PGA Golf Management under CIP 52.0906 as shown in the SUS Academic Program Inventory.

Specialized Admissions

This report identifies all baccalaureate programs have been approved by the Board of Governors as a specialized admissions program and neither the program nor the specialized admissions has been terminated. Each record represents a program that was approved for specialized admissions. The program may or may not still be active, but it has not been terminated and the specialized admissions has not been terminated. All SUS universities and educational sites separate from the main campus with separately approved independent degree programs are included.

[Display Column Definitions](#)

☐ ☐ ☐ Row text contains '52.0906'

Institution	CIP	CIP Title	Degree Level	Tracks	Excel CIP	Approval Date	Implementation Term	Implementation Year
FGCU	52.0906	Resort and Hospitality Management	Bachelors	LIMITED_TRACKS	*52.0906	-	FALL	2005



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: : Nursing (B.S.N.)

CIP CODE: : 51.3801 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.

We are requesting specialized admissions status for the whole BSN 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 FGCU SON, BSN program has experienced the following limited resources:
a.) We have experienced difficulty filling open faculty lines including three instructor level positions (open applications and searches for these positions since January 2022 have been ongoing and the positions currently remain unfilled). The American Association of Colleges of Nursing's (AACN) accrediting body, Commission on Collegiate Nursing Accreditation (CCNE), has published standards which require that all BSN programs must ensure that:

"II-D. Faculty are: • sufficient in number to accomplish the mission, goals, and expected program outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach. Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The overall faculty (whether

fulltime or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.”

<https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>

b.) Additionally the program has experienced ongoing challenges with obtaining sufficient appropriate specialty clinical site placements for maternal/health, pediatrics, gerontology and mental health. According to data from a recent national study of baccalaureate nursing programs conducted by AACN,

“For more than a decade, schools of nursing have struggled to increase enrollments due primarily to an insufficient supply of faculty and clinical placement opportunities for students. While the COVID-19 pandemic has increased the demand for nurses, it has further limited access to clinical sites.

In Fall 2020, AACN found that 368 schools (38.5% of all respondents) reported that 66,274 applications to generic baccalaureate nursing programs were rejected. While the students who submitted the applications were qualified for admission, schools reported several reasons why they were not able to admit the students, such as insufficient availability of clinical sites, faculty, and preceptors, budget limitations, and other factors. The most frequently reported reason (254 schools, 69%) was insufficient availability of clinical sites. More importantly, 150 schools (40%) reported that insufficient availability of clinical sites was the *single* most important reason for not accepting all qualified applicants. Turning away qualified applicants from generic baccalaureate nursing programs is widespread and occurs in all regions roughly in proportion to the regional distribution of nursing schools in the U.S.”

(<https://www.aacnnursing.org/NewsInformation/News/View/ArticleId/25127/January-2022-Data-Spotlight-Impact-of-Insufficient-Clinical-Sites-on-Baccalaureate-Program-Admissions>)

c.) Further, the BSN program has also experienced challenges with limited simulation lab and large classroom capacity.

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.

FGCU has developed the following plan to address these challenges. FGCU has applied for funding through the Linking Industry to Nursing Education (LINE) fund in a collaborative effort with Lee Health. If awarded, these funds will be used to provide scholarship grants to qualified students and to hire additional adjunct clinical faculty. This collaborative partnership with Lee Health has resulted in a new Memorandum of Understanding (MOU) which further expands the SON's ability to accept additional new students through access

to additional clinical placements and simulation opportunities. In addition, FGCU was notified that the SON has been awarded an additional \$2,319,468 in state funding for the Prepping Institutions, Programs, Employers, and Learners Through Incentives for Nursing Education (PIPELINE) grant for new nursing faculty positions. Based on these two mechanisms of support, the FGCU SON plans to increase its number of nursing graduates by 33% over the next 24-month period. We are also in the exploratory phase of examining the potential for an accelerated BSN second degree program which if is found to be feasible, would allow us to further expand our ability to accept additional students.

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 BSN program include:

***Limited Access**

The BSN Program at FGCU is a limited access, upper-division, full-time program. Limited Access means that all students who meet minimum admission requirements may not be admitted due to space and other constraints. A competitive admissions process is conducted for this major. Students must be admitted to the University, designated as Pre-Nursing, and then submit a separate School of Nursing BSN supplemental application.

- Students are admitted to the BSN program fall and spring terms. School of Nursing BSN supplemental application materials must be received in NursingCAS by February 1 for fall admission and May 15 for spring admission.
- All students must meet all BSN Program Admission Requirements as follows.

Program Admission Requirements

- Submit a FGCU Application for university admission and satisfy all applicable university admission requirements.
- Submit a completed School of Nursing BSN supplemental application in NursingCAS.
- Have and maintain, prior to BSN Program admission, a minimum overall GPA of at least 3.0 on all coursework attempted.
- Complete common prerequisites for nursing, with a grade of C or higher. Students who have not completed all required coursework at the time of BSN Program application must include a plan for completion of the course(s) as part of the School of Nursing BSN supplemental application. A final transcript documenting successful completion of the course(s) must be submitted to Undergraduate Admissions.
- Complete Anatomy & Physiology I with Lab and Anatomy & Physiology II with Lab prior to the School of Nursing BSN supplemental application deadline.
- Complete the Test of Essential Academic Skills (TEAS) prior to the School of Nursing BSN supplemental application deadline, with scores calculated for BSN Program applicants. The original (first-attempt) TEAS exam results must be submitted as part of the School of Nursing BSN supplemental application.
- Applicants who have attended, but not completed, another registered nursing program must provide a letter of good standing from the Dean of the School of Nursing (or designee) that addresses the following: potential for success in a BSN program, safety in providing nursing care, interpersonal communication skills, and other information the

director deems important. BSN applicants from an accredited baccalaureate BSN program must also submit course syllabi and topical outlines for all nursing courses to be evaluated for nursing equivalency.

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?

A review of student data for the FGCU BSN program indicate the following race and gender profile for the BSN program shown in the table below. The FGCU SON continues to encourage diverse applicants to apply to the program.

FGCU BSN Student Race & Gender Profile			
Race		Gender	
More than one race	1%		
Non-resident alien	1%	Men	21%
Asian	2%		
Black/African American	7%		
Hispanic	25%	Women	79%
White	64%		

Required Signatures

Brian Z. Klenz, RN, PhD, DNP, APRN-BC

Requestor/Initiator

08/01/2022

Date

[Signature]

Signature of College Dean

08/01/2022

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 11:49:05 -04'00'

Signature of Campus EO Officer

Date

[Signature]

8/12/2022

Signature of Provost

Date

[Signature]

Signature of Chair of the
Board of Trustees

9/8/2022

Date

09/08/2022

Date Approved by the Board of Trustees

Bullet 1

The request does not address how the program's admissions requirements ensure equal access for qualified Florida College System Associate of Arts graduates. Please explain how admissions requirements and procedures ensure equal access for these students.

The BSN Program at FGCU is a limited access, upper-division, full-time program. There are no planned changes to the program's admissions requirements. A competitive admissions process is conducted for the BSN Program. Students must be admitted to the University, designated as Pre-Nursing, and then submit a separate School of Nursing BSN supplemental application. All students have equal access to admission if they meet the Program Admission Requirements listed below. Florida College System Associates in Arts graduates would have equal opportunity.

Bullet 2

The request did not include the required description of strategies to promote and maintain diversity in the degree program. Please provide this information.

According to the American Association of Colleges of Nursing 2021-2022 report, Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, 40.8% of baccalaureate nursing students are from minority backgrounds. Nationally, men make up 12.6% of baccalaureate nursing students. Our current enrollment reflects 36% from minority backgrounds, 4.8% less than the national average. Men make up 21% of our current enrollment which is 13.4% greater than the national average.

(<https://www.aacnnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity>)

School of Nursing (SON) faculty and staff participate in FGCU activities to attract a diverse applicant pool such as virtual and/or in-person college fairs throughout the state of Florida and at select locations outside of Florida that impact recruiting diversity. Nursing faculty work with the Immokalee Foundation to provide a summer camp for middle school and high school students where they learn about healthcare and nursing education opportunities available at FGCU.

The FGCU SON maintains diversity and promotes retention in the BSN program by encouraging students facing challenges to participate in activities through the Center for Academic Achievement (CAA). The CAA provides resources to maximize their academic potential.



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: Accounting

CIP CODE 52.0301 **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.**

Limited access status currently covers the entire CIP of the Bachelor of Accounting (BAcc). 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.

AACSB 2018 STANDARDS FOR ACCOUNTING ACCREDITATION:

https://www.aacsb.edu/-/media/documents/accreditation/accounting/standards-and-tables/accounting2018standards_2021.pdf?rev=425fc1cf5bc54dc59997e1694250c3c3

The following accreditation standards reflect expectations for matching available resources with the number of enrolled students. The GPA requirement of at least 3.0 provides a mechanism for enrollment management and ensures that students have the skills and abilities to succeed academically.

Standard A3: The accounting academic unit has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. Basis for Judgment:

- The accounting unit has developed financial strategies and resource allocations that are aligned with the business school.
- The unit has adequate financial resources to support high-quality faculty intellectual

contributions and their impact in accordance with the mission, strategies, and expected outcomes of the unit.

The 3.0 GPA provides a mechanism for limiting enrollment to match available resources, including faculty. In addition, to support "expected outcomes of the unit," student success is paramount to accreditation outcomes. Current resource allocations ensure faculty compensation is comparable to national norms. Thus, given FIU's and the College of Business's research missions, the expectation is that newly hired, as well as continuing faculty compensation, align with other research-focused US business colleges/schools. Therefore, FIU's limited access accounting program is justified regarding the need to document to AACSB sufficient faculty to deploy the program.

Standard A6: The accounting academic unit maintains and strategically deploys a sufficient number of faculty with professional and academic credentials, qualifications, certifications, and professional experience who collectively and individually demonstrate significant academic and/or professional engagement sustaining the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. Basis for Judgment:

- *Depending on the teaching/learning models and associated division of labor across faculty and professional staff, the faculty is sufficient in numbers and presence to perform and lead the functions related to the degree program.*
- *Normally, participating faculty members will deliver at least 60 percent of the accounting academic unit's teaching.*

The 3.0 GPA provides a mechanism for limiting enrollment to maintain the required 60% of delivery by faculty who fully participate in the college's research and service mission in addition to teaching. Thus, managing class enrollment size allows FIU to meet its AACSB Standard A6. Both Standards A3 and A6 include expectations for compensation and percent of courses taught by participating faculty (with teaching, research, and service assignments) together establish the necessity of limiting enrollment numbers of accounting majors.

- 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.**

This program has been limited access since Fall 2010, and since that time the institution has made efforts to increase resources when enrollment fluctuates given that meeting the 3.0 minimum GPA can lead to varying numbers of qualified students being accepted into the BAcc program.

The BAcc program seeks specialized admissions status to ensure student academic success and to effectively manage the deployment of limited resources. FIU often utilizes professionally qualified adjuncts, paid at competitive market prices, to handle extra sections to meet student enrollment demands. However, the College of Business's (CoB) use of adjuncts is limited due to accreditation standards as noted above. The CoB continues to focus on efficiency in course scheduling. The students are assigned an advisor within the CoB Office of Advising. Advisors monitor student success to keep students on track to timely graduation following the program plan of study. This monitoring, in turn, has positive effects on scheduling of classes and the use of faculty resources to ensure both sufficiency and qualification standards are met to maintain accreditation standards. The University and CoB worked together to ensure adequate funding for advisors, which impacts student success as evidenced by the increased retention and

graduation rates. In cases where enrollment demands exceed seat capacity in some courses, academic advisors point to optimal course selection, including elective courses within the CoB, to ensure students stay on track.

FIU will continue implementing processes that focus on the efficient use of faculty, our most expensive resource. The CoB will also continuously evaluate where additional efficiencies can be made and seek opportunities to effectively utilize limited resources to maintain the standards for accreditation.

FIU utilizes the 3.0 minimum GPA to ensure that students who enter the Bachelor of Accounting program have the requisite skills to complete the degree in a timely manner. The CoB will continue to adjust limited resources where necessary if the program receives, and admits, more qualified applicants who meet the 3.0 GPA requirement compared to previous years. This commitment represents an on-going effort to continually evaluate resources and make resource allocation shifts as necessary to increase program capacity to admit all qualified applicants.

FIU CoB's implementation of each program's specialized admissions process will provide admission matriculation of all qualified applicants meeting the GPA of 3.0. However, this GPA critical success indicator must be maintained in the admission process and management of limited resources; thus, FIU's ability to adjust for small variations in enrollment ensures that all students are treated in the same manner and will be accepted upon meeting the admission requirements.

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.

First-time-in-college (FTIC) students must earn a GPA of 3.0 or higher in their initial 60 credit-hours and pass an entrance examination to be admitted to the Bachelor of Accounting degree. Transfer students, including AA Transfers and transfers from other SUS institutions, as well as native students changing their degree program to the BAcc, must also comply with the 3.0 or higher GPA requirement.

Students are required to earn a GPA of 2.5 or higher in all common prerequisite courses to continue pursuing a degree within the CoB. Transfer students, including AA Transfers and transfers from other SUS institutions, as well as native students changing their degree program to the BAcc, must also comply with the 2.5 or higher GPA requirement for the set of common prerequisite course credit hours. In addition, students must complete each common prerequisite courses with a grade of 'C' or better within two attempts. Drops after the add/drop period, which result in a DR grade, are considered an unsuccessful attempt at the course.

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 majors such as CoB, and access to online resources, such as detailed transfer guides for all Business 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 business programs.

All students meeting the above requirements are admitted to the degree program, regardless of their classification (FTIC, AA transfer, etc.). In Fall 2021, transfer students constituted 55 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	356	49.8%
Male	359	50.2%
Total	715	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
American Indian or Alaska Native		
Asian	30	4.2%
Black or African American	41	5.7%
Hispanic	566	79.2%
Nonresident Alien	31	4.3%
Not Reported	2	0.3%
Pacific Islander		
Two or More Races	10	1.4%
White	35	4.9%
Total	715	

Specialized Admission impact on race and gender diversity:

The Bachelor of Accounting has an 89% minority enrollment that has been strong since implementation of Limited Access status for this program in Fall 2010. The Bachelor of Accounting has a majority Hispanic enrollment, which is reflective of the South Florida community (79.2%). The College admits all applicants who meet the 3.0 GPA and successfully pass the entrance examination.

A recent article in the CPA journal stressed the importance of diversity and equity in accounting firms. FIU's highly diverse enrollment at the undergraduate level, provides qualified applicants to our master's degree and CPA credential. From the perspective of FIU's nearly 50% female enrollment, the article notes "that companies in the top quartile for gender diversity were 15%, 21%, and 25% likelier (respectively) to outperform those in the bottom quartile." Hiring managers also realize the need for gender diversity, as well as an ethnic diverse employee profile (<https://www.cpajournal.com/2021/10/29/diversity-equity-and-inclusion-in-the-accounting-profession/>).

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

The FIU CoB is committed to meeting the needs of employers in hiring a diverse workforce. As such, FIU enjoys excellent relationships with corporate recruiters who regularly engage with the College's Business Career Management Office to recruit our diverse graduates. Therefore, the CoB will continue to foster these relationships through the consistent recruitment of a diverse student population for CoB programs.

CoB's efforts to attract a more diverse student body include:

Recruitment opportunities for underserved populations:

- College Fair - Antioch Missionary Baptist church in Miami Gardens
- College Fair - Second Baptist in Richmond Heights
- Joint event with FIU Admissions at Braddock High School in unincorporated Miami-Dade to host information session for potential students

Collaboration with The Education Fund to host "Navigating College Admissions and Financial Resources" for 80 high school students from five underserved schools:

- Booker T. Washington Senior HS
- Homestead Senior HS
- Miami Senior HS
- Miami Jackson Senior HS
- Miami Northwestern Senior HS

Education Fund event - "Experience FIU Business Campus Life"

- Tri-lingual marketing materials in English, Spanish, and Haitian Creole targeted to potential students
- Financial Literacy and Office of Social Justice and Inclusion presentations

Collaboration with FIU Admissions to collectively leverage efforts to broaden CoB's demographic include:

- Offering of need-based scholarships
- Use of dynamic FIU graduates to engage with prospective students (either online or through social media platforms)

Over this past year, the CoB participated in PricewaterhouseCoopers (PwC) First Step Program. This initiative focuses on First Generation students majoring in accounting. Through a variety of activities, funds support a targeted cohort of First Generation students to enhance their college experience. Workshops throughout the year help students navigate questions, concerns, or roadblocks on matters such as advising, career planning, financial literacy, internships, scholarships, as well as how to establish a mentor relationship and networking. The First Step Program includes a peer mentor program pairing the students with junior and senior peer mentors to provide insight and guidance.

To promote and enhance opportunities for equity, diversity, and inclusion, the CoB works with the Black Student Union to continue to build community amongst students of the African Diaspora.

- Attend annual Black Student Union Odyssey networking event designed to connect faculty, staff, and students in hopes of building lasting relationships that could lead to mentorship, career, and professional development.

Additionally, CoB retention and graduation rates have steadily increased given the College's focus on student success strategies. For example, the CoB uses a robust communication plan that provides academic warnings to students, coupled with counseling sessions, to discuss circumstances that may be contributing to academic difficulty. Additionally, the "Beyond Advising Series" serves a cadre of workshops designed to educate students on strategies and resources for academic success. Retention rate, along with student interest and attendance, continues to climb in recognition of the value of these sessions. Thus, the diverse student body admitted is on an optimal path towards program completion.

Required Signatures

Andrea Rodgers / [Signature]
Requestor/Initiator

7/19/22
Date

[Signature]
Signature of College Dean

7/26/22
Date

[Signature]
Signature of Campus EO Officer

8/11/2022
Date

[Signature]
Signature of Provost

8/17/2022
Date

DocuSigned by:
Dean Colson
B74D32DDA824428
Signature of Chair of the
Board of Trustees

9/26/2022
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: Nursing

CIP CODE 51.3801 **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 Science (BS) in Nursing. 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.**

Accreditation reference to CCNE ACCREDITATION STANDARDS FOR BACCALAUREATE AND GRADUATE NURSING PROGRAMS (AMENDED 2018):
<https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines>

The following accreditation standards reflect expectations for academic performance of students and **maximum program enrollment capacity** due to clinical education requirements.

II-B: Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. Due to limitations in physical resources and clinical sites, enrollment caps are used to meet this accreditation requirement. Discipline-specific physical resources and clinical sites are required for

teaching and learning in nursing. The program limits enrollment to ensure it can provide adequate physical resources and clinical sites.

II-E: Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach. The nursing program limits enrollment in order to meet expectations of sufficient faculty to accomplish the mission, goals, and expected program outcomes as stipulated by this accreditation requirement.

III-H: The curriculum includes planned clinical practice experiences that: enable students to integrate new knowledge and demonstrate attainment of program outcomes; foster interprofessional collaborative practice; and are evaluated by faculty. The nursing program limits enrollment to ensure adequate planned clinical practice experiences are available for students to integrate knowledge, to demonstrate attainment of program outcomes, and engage in interprofessional collaborative practice. This standard also requires adequate faculty to evaluate student learning outcomes and clinical sites as stipulated by this accreditation requirement.

IV-B: Program completion rates demonstrate program effectiveness. The program demonstrates achievement of required program outcomes: 70% completion rate. The 70% completion rate expected by the accrediting agency requires better prepared students that exceed the minimum university admission standards.

IV-C: Licensure pass rates demonstrate program effectiveness. The program demonstrates that it meets the licensure pass rate of 80% or higher. The 80% or higher licensure pass rate expected by the accrediting agency requires better prepared students that exceed the minimum university admission standards.

- 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 BS in Nursing program seeks specialized admissions status to ensure student academic success and to effectively manage the deployment of limited resources. South Florida has many nursing programs competing for clinical space. Over the past few years, increasing numbers of out-of-state schools and proprietary schools have established operations in Florida. These out-of-state and proprietary schools have requested, and accessed, clinical sites that were already limited to serve the learning needs of FIU nursing students.

FIU consistently seeks partnerships that are beneficial to both the university and clinical sites. FIU has historically sought external funding to support clinical education, faculty lines, and partnerships for clinical placements. Grant awards have provided funding for additional faculty lines. Among the examples of previous funding secured are these initiatives: Citrus Health (support clinical education); Health Resources and Services Administration-HRSA (faculty lines); and co-funding a faculty line (50%-50%) with Nicklaus Children's Hospital.

A very significant partnership with Hospital Corporation of America (HCA)-East division now provides funding (a \$1.5M gift) to expand FIU's graduate program for training additional nursing faculty for South Florida nursing degree programs. The funding allows

FIU to hire two nurse educators to increase production of MSN Nurse Educator graduates as a way to redress the nursing faculty shortages across South Florida.

FIU is recently in receipt of state funding to support hiring of nursing faculty to increase the class size of juniors in the Generic Registered Nurse program (FTICs and AA transfers) from 120 to 159 for 2022-23 and reaching 180 juniors admitted in Fall 2023. Currently, the hiring of faculty is filling long existing gaps and shortages (this strategy includes filling recent and anticipated faculty retirements - several more faculty are considering retirements within the next two years).

Additionally, a very significant contractual partnership with a large hospital system (Baptist Health) and a specific facility (HCA Kendall Regional) provides allotted numbers of clinical rotations for the undergraduate program. This “guarantee” of student placements provides more confidence for FIU that it can provide the necessary training for matriculated students.

All of these efforts will allow FIU to admit more qualified students (continuing to utilize our specialized admission minimum GPA) to meet Florida’s significant nursing shortage.

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 Generic BS in Nursing program’s admission is competitive based on previous academic performance. For an application to be considered for the admission evaluation process to be admitted to the program junior-year cohort, applicants (native and transfer) must:

1. Have an overall GPA of 3.25 or higher;
2. Have completed science courses within the past 10 years;
3. Have met all the lower-division and Common Prerequisite requirements including a grade of ‘C’ or better for all nursing pre-requisite courses. Students earning a grade of ‘C-’ or below in any science prerequisite course may repeat that course only once;
4. Completed a minimum of 54 semester hours; and
5. Be recommended for admission by the Undergraduate Nursing Admissions Committee.

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.

Candidates are also able to utilize FIU nursing advisors to make sure they understand all of the above requirements and can submit applications in a timely manner.

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	490	82.9%
Male	101	17.1%
Total	591	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
American Indian or Alaska Native		
Asian	34	5.7%
Black or African American	75	12.6%
Hispanic	408	69.0%
Nonresident Alien	9	1.5%
Not Reported	1	0.3%
Two or More Races	9	1.5%
White	55	9.3%
Total	591	

Specialized Admission impact on race and gender diversity:

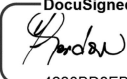




The BS in Nursing program was approved for Limited Access status in Summer 1996. FIU continues to enroll a significant number of undergraduate Hispanic and Black students.

The American Association of Colleges of Nursing posts total annual enrollment of accredited baccalaureate nursing degree programs. FIU's 2021 Black enrollment (12.6%) compares favorably to the 2021 national enrollment (12.3%). Additionally, FIU's 2021 Hispanic enrollment (69%) is more than four times as large as the 2021 national enrollment (15.7%) (<https://www.aacnnursing.org/Portals/42/News/Surveys-Data/Race-and-Ethnicity-of-Students-Nursing-Programs.pdf>).

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

FIU is extremely successful in recruiting, retaining, and graduating a diverse student population as evidenced by the table above. With the additional state funding, our BS in Nursing program enrollment will be expanded, and continue to build on our strong minority enrollment success.

Required Signatures

<div>DocuSigned by:  4230BD8EBF154E9...</div> <hr/> Requestor/Initiator	<div>7/20/2022</div> <hr/> Date
<div>DocuSigned by:  56868DE65CF7407...</div> <hr/> Signature of College Dean	<div>7/22/2022</div> <hr/> Date
<div></div> <hr/> Signature of Campus EO Officer	<div>8/10/2022</div> <hr/> Date
<div></div> <hr/> Signature of Provost	<div>08/17/2022</div> <hr/> Date
<div>DocuSigned by:  B74D32DDA024428...</div> <hr/> Signature of Chair of the Board of Trustees	<div>9/26/2022</div> <hr/> 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: Fine Arts

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.**

Limited access status currently covers the entire CIP of the Bachelor of Fine Arts (BFA) in Art. 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 ART AND DESIGN: HANDBOOK 2021-22: <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2022/04/AD-2021-22-Handbook-Final-04-08-2022.pdf>

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

I.B.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 art. 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: (a.) An appropriate number of faculty and other resources. The BFA uses the student-submitted portfolio to limit the enrollment in the program in order to meet expectations of sufficient faculty and resources for the art degree.

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 art/design unit's purposes, (b) appropriate to the size and scope of the art/design unit's programs, and (c) consistent with the nature and requirements of specific programs offered. The BFA uses the student-submitted portfolio to limit the enrollment in the program in order to meet expectations of sufficient faculty for the BFA.

II.E.6.b: (1) Classes in creative work generally should not exceed 25 students. Experience indicates that a class size of 20 or fewer is educationally more effective. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 15. The accrediting body sets the expectation for class sizes no larger than 25 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 studio 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 studio space and equipment as required by this standard.

V.D.1: The applicant is expected to exhibit creative ability and potential in the visual arts or design. The program uses the student-submitted portfolio to evaluate an applicant's creative ability and potential.

V.D.4: At some point prior to confirmation of degree candidacy, member institutions must require portfolio reviews or other evaluations consistent with the purpose of the degree as part of the admission decision. Member institutions are urged to require such reviews and evaluations prior to matriculation. The program uses review of the student-submitted portfolio 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.**

The BFA in Art is centered on its "minimal skills" criterion for admission to reflect the specialized accreditation requirement for evaluation of a portfolio submission. The CIP Code 50.0702 has been designated as a Program of Strategic Emphasis – Gap Analysis. Currently, all efforts are made to admit "well qualified" students who demonstrate quality work and technical ability and consistency through the portfolio evaluation.

The specialized accreditation criteria cited above denote the need to maintain limited class size to ensure the necessary faculty-to-student ratio. However, please note that this degree previously included the Animation and Graphic Design majors that have more recently been incorporated into the BFA in Digital Arts (50.0102-STEM Program of Strategic Emphasis). Thus, FIU provides other degree options for students seeking training in the arts, including the BA in Art. As such, FIU can demonstrate that the resources in the area of Visual and Digital Arts, although not unlimited, are currently able to provide a variety of

discipline-specific training in these fields. Given the unique minimal skill requirements of the BFA in Art, FIU must maintain its portfolio admission process to ensure that students have the skills and abilities to succeed in this professional 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.**

All applicants (native or transfer) must meet University minimum admission requirements. Candidates for the BFA in Art will be required to submit electronically a portfolio of their works with a short statement. A departmental committee will review the portfolios. The focus of the review will be on quality work, technical ability, and consistency.

In addition to the portfolio process, all BFA students (native or transfer) must meet the following Academic Standards: To progress into upper-division BFA in Art courses, students must complete the four lower-division foundation courses (12 credits) with a minimum GPA of 2.75 or greater in two attempts or fewer. These courses include ART 1201C 2D Design, ART 1203C 3D Design, ART 2300C Beginning Drawing, and ART 2330C Beginning Figure Drawing. Drops after the add/drop period, which result in a DR grade, are considered an attempt in the course and counted as an unsuccessful enrollment.

The admissions process accepts Fall and Spring applications. For those who miss the submission deadline or are not initially accepted into the BFA in Art, the opportunity to submit a portfolio remains available so long as they are in good standing and are not over 60 credits earned.

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 have ensured equal access and representation of transfer students in our programs.

In Fall 2021, transfer students constituted 48 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	48	67.6%
Male	23	32.4%
Total	71	

Ethnicity/Race	Fall 2021
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	Headcount	%Total
Asian		
Black or African American	3	4.23%
Hispanic	53	74.65%
Nonresident Alien	1	1.41%
Two or More Races	5	7.04%
White	9	12.68%
Total	71	

Specialized Admission impact on race and gender diversity:

Limited Access status for the BFA in Art was implemented in Fall 2016. As a federally designated Hispanic minority serving institution, the admissions and enrollment also reflect our community's Hispanic majority population.

Strategies to be implemented to continue to promote and maintain diversity in the program: Through the K-12 Education Task Force, the college actively works toward boosting the K-12 student pipeline and strengthening existing partnerships with the K-12 community within South Florida's three largest counties (Miami-Dade, Broward, and Palm Beach). The K-12 Education Task Force is a collaborative effort between all College of Communications, Architecture + The Arts academic areas (architecture, music, theatre, journalism + communications, and art + art history). Additionally, beginning in 2022-23, the department is examining other outreach programs, which would bring students from underserved population high schools to the main campus, as well as the possibility of introducing them to FIU Wynwood in the Miami Arts District.

The department works closely with the FIU Office of Transfer & Transition Services to connect with advisors housed within primary transfer-applicant Florida College System (FSC) campuses – Miami Dade College (MDC), Broward College, and Palm Beach State College. The Art and Art History Department collaborates extensively with the Connect4Success Bridge advisors through semester meetings. These meetings include an FIU Department advisor meeting with FCS students, FCS advisors, and FIU Bridge advisors at the location. These engagement efforts improve communication about the portfolio admission requirement and successful approaches for admission to FIU.

The Art and Art History Department utilizes a blind review process in the evaluation of student portfolios for admission to its programs. This procedure focuses on talent and presentation of work as the main thrust of the evaluation process. Additionally, selection of candidates with diverse artistic approaches to their craft is important for the balance of the profile of each selected class of students. As noted in the Admission Requirements (#5 above), for those not initially accepted into the BFA in Art, the opportunity to submit a portfolio remains available so long as they are in good standing and are not over 60 credits earned.

The [FIU Humanities Edge](#), a pathway partnership with MDC, creates a rich academic experience to help students maintain an interest in the humanities (History, English, and Art, in addition to other humanities areas) while supporting their transition to the university. Art and Art History Department students have achieved a paid internship through the Humanities Edge program. This unique partnership provides a full-time FIU Bridge Advisor to support any MDC student interested in humanities.

An informal partnership with the Haitian Heritage Museum has plans for a Miami Art Basel-related panel and future student internships. The department also has diverse offerings that fulfill the BFA degree's required Art History electives: Introduction to the Visual Arts of the African World, Caribbean Art: Myth and Reality, Women in Latin American Art, African Diaspora Arts, and African Arts. These courses reinforce how a diverse culture is manifested through art.

Professional staff and students from the department are also active members of the parent college's Diversity, Equity, and Inclusion (DEI) Task Force. The task force strives to ensure diversity, equity, and inclusion of cultures, races and ethnicities, genders, and religious beliefs for students and employees. DEI Initiatives include a website with an up-to-date calendar of events, news, and information newsletters, as well as partnerships that will lead to internships and professional opportunities for students. An example of such a partnership is the continued relationship with BPN - Black Professional Network. BPN provides mentorship and professional development opportunities for students and staff to pair up with industry leaders. BPN program and event fees are waived for students to circumvent potential economic limitations. BPN members have also joined the department during recruitment fairs and new events.



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: Fine Arts

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.**

Limited access status currently covers the entire CIP of the Bachelor of Fine Arts (BFA) in Art. 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 ART AND DESIGN: HANDBOOK 2021-22: <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2022/04/AD-2021-22-Handbook-Final-04-08-2022.pdf>

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

I.B.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 art. 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: (a.) An appropriate number of faculty and other resources. The BFA uses the student-submitted portfolio to limit the enrollment in the program in order to meet expectations of sufficient faculty and resources for the art degree.

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 art/design unit's purposes, (b) appropriate to the size and scope of the art/design unit's programs, and (c) consistent with the nature and requirements of specific programs offered. The BFA uses the student-submitted portfolio to limit the enrollment in the program in order to meet expectations of sufficient faculty for the BFA.

II.E.6.b: (1) Classes in creative work generally should not exceed 25 students. Experience indicates that a class size of 20 or fewer is educationally more effective. In some cases, safety considerations and specialized equipment limitations will require class limits of fewer than 15. The accrediting body sets the expectation for class sizes no larger than 25 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 studio 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 studio space and equipment as required by this standard.

V.D.1: The applicant is expected to exhibit creative ability and potential in the visual arts or design. The program uses the student-submitted portfolio to evaluate an applicant's creative ability and potential.

V.D.4: At some point prior to confirmation of degree candidacy, member institutions must require portfolio reviews or other evaluations consistent with the purpose of the degree as part of the admission decision. Member institutions are urged to require such reviews and evaluations prior to matriculation. The program uses review of the student-submitted portfolio 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 or transfer) must meet University minimum admission requirements. Candidates for the BFA in Art will be required to submit electronically a portfolio of their works with a short statement. A departmental committee will review the portfolios. The focus of the review will be on quality work, technical ability, and consistency.

In addition to the portfolio process, all BFA students (native or transfer) must meet the following Academic Standards: To progress into upper-division BFA in Art courses, students must complete the four lower-division foundation courses (12 credits) with a

minimum GPA of 2.75 or greater in two attempts or fewer. These courses include ART 1201C 2D Design, ART 1203C 3D Design, ART 2300C Beginning Drawing, and ART 2330C Beginning Figure Drawing. Drops after the add/drop period, which result in a DR grade, are considered an attempt in the course and counted as an unsuccessful enrollment.

The admissions process accepts Fall and Spring applications. For those who miss the submission deadline or are not initially accepted into the BFA in Art, the opportunity to submit a portfolio remains available so long as they are in good standing and are not over 60 credits earned.

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 have ensured equal access and representation of transfer students in our programs.

In Fall 2021, transfer students constituted 48 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	48	67.6%
Male	23	32.4%
Total	71	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
Asian		
Black or African American	3	4.23%
Hispanic	53	74.65%
Nonresident Alien	1	1.41%
Two or More Races	5	7.04%
White	9	12.68%
Total	71	

Specialized Admission impact on race and gender diversity:

Limited Access status for the BFA in Art was implemented in Fall 2016. As a federally designated Hispanic minority serving institution, the admissions and enrollment also reflect our community’s Hispanic majority population.

Strategies to be implemented to continue to promote and maintain diversity in the program: Through the K-12 Education Task Force, the college actively works toward boosting the K-12 student pipeline and strengthening existing partnerships with the K-12 community within South Florida's three largest counties (Miami-Dade, Broward, and Palm Beach). The K-12 Education Task Force is a collaborative effort between all College of Communications, Architecture + The Arts academic areas (architecture, music, theatre, journalism + communications, and art + art history). Additionally, beginning in 2022-23, the department is examining other outreach programs, which would bring students from underserved population high schools to the main campus, as well as the possibility of introducing them to FIU Wynwood in the Miami Arts District.

The department works closely with the FIU Office of Transfer & Transition Services to connect with advisors housed within primary transfer-applicant Florida College System (FSC) campuses – Miami Dade College (MDC), Broward College, and Palm Beach State College. The Art and Art History Department collaborates extensively with the Connect4Success Bridge advisors through semester meetings. These meetings include an FIU Department advisor meeting with FCS students, FCS advisors, and FIU Bridge advisors at the location. These engagement efforts improve communication about the portfolio admission requirement and successful approaches for admission to FIU.

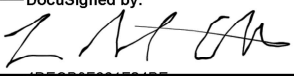
The Art and Art History Department utilizes a blind review process in the evaluation of student portfolios for admission to its programs. This procedure focuses on talent and presentation of work as the main thrust of the evaluation process. Additionally, selection of candidates with diverse artistic approaches to their craft is important for the balance of the profile of each selected class of students. As noted in the Admission Requirements (#5 above), for those not initially accepted into the BFA in Art, the opportunity to submit a portfolio remains available so long as they are in good standing and are not over 60 credits earned.

The FIU Humanities Edge, a pathway partnership with MDC, creates a rich academic experience to help students maintain an interest in the humanities (History, English, and Art, in addition to other humanities areas) while supporting their transition to the university. Art and Art History Department students have achieved a paid internship through the Humanities Edge program. This unique partnership provides a full-time FIU Bridge Advisor to support any MDC student interested in humanities.

An informal partnership with the Haitian Heritage Museum has plans for a Miami Art Basel-related panel and future student internships. The department also has diverse offerings that fulfill the BFA degree's required Art History electives: Introduction to the Visual Arts of the African World, Caribbean Art: Myth and Reality, Women in Latin American Art, African Diaspora Arts, and African Arts. These courses reinforce how a diverse culture is manifested through art.

Professional staff and students from the department are also active members of the parent college's Diversity, Equity, and Inclusion (DEI) Task Force. The task force strives to ensure diversity, equity, and inclusion of cultures, races and ethnicities, genders, and religious beliefs for students and employees. DEI Initiatives include a website with an up-to-date calendar of events, news, and information newsletters, as well as partnerships that will lead to internships and professional opportunities for students. An example of such a partnership is the continued relationship with BPN - Black Professional Network. BPN provides mentorship and professional development opportunities for students and staff to pair up with industry leaders. BPN program and event fees are waived for students to circumvent potential economic limitations. BPN members have also joined the department during recruitment fairs and new events.

Required Signatures

DocuSigned by:

4DEC58F061F24BE...
Requestor/Initiator

7/27/2022

Date

DocuSigned by:

F32F45895FDE4EE...
Signature of College Dean

7/27/2022

Date


Signature of Campus EO Officer


8/11/2022

Date


Signature of Provost

8/17/2022

Date

DocuSigned by:

B74D32DDA924428...
Signature of Chair of the
Board of Trustees

9/26/2022

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: Social Work

CIP CODE 44.0701 **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 for the Bachelor of Science (BS) in Social Work. 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.

COUNCIL ON SOCIAL WORK ACCREDITATION-2015 ACCREDITATION AND POLICY STANDARDS: https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

The following accreditation standards reflect expectations for required fieldwork at external clinical sites and faculty-to-student ratio. The BS in Social Work program uses a GPA requirement of at least 2.75 for admission to ensure that students have the skills and abilities to succeed academically; the GPA requirement also provides a mechanism for enrollment management.

4. 2.2.5: *The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs:* The BS in Social Work currently requires students to complete, at external sites, 576 hours of field practicum over two consecutive semesters. In Spring

2023, this requirement will change to 512 hours. The new required hours, though, will still exceed the minimum requirement of 400 hours as stipulated in this accreditation standard, and further prepares students for beginning generalist practice and/or graduate school. Limiting enrollment using a GPA of 2.75 or higher allows the program to ensure adequate facilities and qualified field supervisors.

3.2.3: The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and, the faculty's teaching, scholarly, and service responsibilities. The BS in Social Work program requires a 2.75 or higher GPA to limit enrollment and meet the faculty-to-student ratio stipulated in this accreditation standard.

5. 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 program seeks specialized admissions status to ensure student academic success and to effectively manage the deployment of limited resources. Recruitment of new social work agencies, along with requests for additional student placement spots at current agencies, has been ongoing. During the past five years, new field sites have been developed while also losing sites due to agency closings (lack of funding) or lack of credentialed field instructors. In addition, not all social service agencies/programs are open to undergraduate social work students; many prefer only graduate social work students. The BS in Social Work program competes not only with local South Florida schools for social work internship spots; online social work programs from across the country are placing students in South Florida agencies.

To assist with limited field practicum sites for FIU students, the BS in Social Work program has increased its utilization of the field site, Neighborhood HELP™ (NHELP), which operates through the program's partnership with the Herbert Wertheim College of Medicine (HWCOC). The HWCOC funds two social work faculty positions to supervise and mentor students in community home visits; this funding has allowed an increase in the number of students placed in NHELP. FIU has also taken advantage of grant opportunities that encourage internship sites to accept undergraduate social work students and, in turn, obtain training. From 2020-2021, the School of Social Work participated in the Social Workers on the Frontlines of the Opioid Crisis Learning Collaborative, as one of only ten programs in the country. This collaborative initiative provided eight internship spots for two semesters. During Spring and Summer 2023, FIU will be participating in a child welfare grant that has opened eight internships for social work students.

There are currently 21 full-time faculty positions in the School of Social Work to deploy one undergraduate and two graduate programs. While some of the faculty teach across the three programs, 15 are primarily graduate faculty which are necessary to meet accreditation requirements for faculty-to-student ratio for the Master of Science (MS) in Social Work program (1:12). There are six faculty who are primarily assigned to the BS in Social Work program. To meet the faculty-to-student ratio for the BS in Social Work program, part-time adjuncts are hired and full-time faculty may choose to teach an extra course as an overload; when appropriate, doctoral students may request to be assigned to

teach as a Teaching Assistant.

Security required external clinical sites for field placements will continue to be an ongoing challenge for the BS in Social Work program. Agencies must not only meet the criteria necessary for students to fulfill core competencies and behaviors in accordance with accreditation requirements, but the agencies must also have credentialed social workers to provide weekly supervision to students. The number of field agencies/programs available for the required BS in Social Work field placements is diminished by limited community resources and competing factors. There are four local universities with undergraduate social work programs, in addition to five local graduate social work programs and multiple online programs that are all competing for field practicum sites in South Florida. Therefore, the School of Social Work's Office of Field Education will continue to seek and recruit new agencies that are able to accommodate the educational requirements for student field placements (meeting core competencies, credentialed field instructors). Connecting with alumni may assist in providing an avenue for future community agency resources. Given the competition for field placement sites in South Florida, it is critical for the BS in Social Work program to continue to develop new field sites in order to meet the accreditation requirements for field education.

It is important to recognize that the 2.75 or higher GPA utilized for this degree is necessary to graduate students who can qualify for post-graduation field opportunities. Therefore, the program capacity limitations reflected in the accreditation standards above (Question 2) do not allow significant enrollment increases for this program.

6. 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.

Prior to enrollment in the upper-division coursework of the BS in Social Work program, students (native and transfer) must have:

1. Completed 60-semester hours of coursework or have completed the Associate in Arts degree or its equivalent;
2. Satisfied general University requirements for admission including the University's Core Curriculum requirements;
3. Met the University's lower-division requirements;
4. Completed all of the pre-requisite courses or their equivalent with a grade of 'C' or higher. These courses include: college-level courses in biology (including coverage of human biology) and statistics, 12-semester hours in the social and behavioral sciences, which must include one course each in sociology, psychology, economics, and American Government; and
5. Achieved a minimum grade point average of 2.75 or higher.

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

7. **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	176	88.4%
Male	23	11.6%
Total	199	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
Asian	3	1.5%
Black or African American	55	27.6%
Hispanic	124	62.3%
Nonresident Alien	1	0.5%
Not Reported	1	0.5%
Two or More Races	3	1.5%
White	12	6.0%
Total	199	

Specialized Admission impact on race and gender diversity:

The BS in Social Work program was approved for Limited Access in Fall 2010. The 2021 enrollment reflects a diverse student body (90% Hispanic and Black). The majority of students are female, which mirrors national norms for the industry, as indicated in the Annual Survey of Social Work Programs (2020) conducted by the Council on Social Work Education (https://www.cswe.org/getattachment/e8b41466-9f76-44b0-ab23-50e3193a728f/cswe_rpt_2020-final.pdf/). Of particular note, however, FIU's numbers for Hispanic students are consistently higher than the national average.

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

The BS in Social Work program has been fortunate to recruit and maintain a highly diverse student body primarily due to the location of FIU in South Florida. The program works with the Florida College System directly and through Connect4Success to educate and recruit future students regarding opportunities that a social work degree and career provide; the program also provides informational workshops with students and advisors at Miami Dade College and Broward College.

Maintaining a diverse student enrollment profile relies on numerous strategies that have been implemented as described below.

- 1) "Lunch with the Director" offers all new students the chance to get to know, and mingle with, the faculty and fellow students. This event is offered at the beginning of each fall semester.
- 2) The Student Social Work Association provides events and opportunities to welcome and engage students throughout the fall and spring semesters. Through this organization, as well as through the Phi Alpha Honor Society (National Social Work Honor Society), students are mentored by students in other cohorts, as well as by graduate students.
- 3) A College and School Orientation is held prior to the fall and spring semesters and new students are afforded the opportunity to meet the Program Director, Academic Advisors,

Faculty, and fellow students. At the end of the orientation, students are “pinned” with FIU Social Work pins. This bestowal signifies their entry into the “Ethical Community” of the BS in Social Work program.


- 4) Relationship building is an important part of the culture of the School of Social Work. As such, each and every student is recognized by faculty, advisors and staff. Students work closely with the BS in Social Work Field Coordinator to select and plan their two consecutive field placements in order to achieve their individual needs and goals.

Mary Helen Hayden M.H. Hayden
Requestor/Initiator

Requestor/Initiator

7/21/2022
Date

Date _____


Signature of College Dean

Signature of College Dean

7/25/2022
Date

Date _____

8/13

Signature of Campus EO Officer

8/10/2022

Date _____

[Signature]

8/17/2022

Signature of Provost

Date _____

- DocuSigned by:

Dean Colson

9/26/2022

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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: Dietetics

CIP CODE 51.3102 **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 undergraduate dietetics program is accredited by the [Accreditation Council on Nutrition and Dietetics Education \(ACEND\)](#) as a Didactic Program in Dietetics (DPD). This program is the first step in preparing students to become a Registered Dietitian. After successful completion of the program, one must earn a graduate degree, complete an accredited internship providing a minimum of 1000 hours in multiple settings, and sit for the national examination.

The Registered Dietitian is a health professional who possesses a specialized skill set earned through rigorous education and practice hours. More than half of Registered Dietitians are employed as clinical dietitians in hospitals, long term care facilities, skilled nursing facilities and out-patient clinics. Other fields of employment include management of food service facilities, public health, and private practice.

The COVID pandemic has emphasized the need for Registered Dietitians who calculate

parenteral and enteral feeds for those on respiratory assist devices, work in various agencies which provide aid to those experiencing food insecurity and treat nutrition related conditions as part of the medical interdisciplinary team. The US is currently experiencing a formula shortage, and dietitians are engaged at every level to find solutions and help caregivers who are unable to find formula.

ACEND Accreditation standards directly address enrollment:

[Standard 1, Program Characteristics and Resources, Required Element 1.3c:](#) ***The program must establish and report its maximum enrollment to ensure quality, viability and appropriate use of resources.***

Currently ACEND has approved admission of 35 students each year for a total of 70 upper-division students at any given time. The program may not increase enrollment without permission from ACEND. Demand for the program has remained consistent.

Accreditation standards also indirectly address enrollment standards in the compulsory program outcomes. Program outcomes found in [Standard 2, Program Mission, Goals, Objectives and Program Evaluation and Improvement, Required Element 2.1c\(1c and 1d\)](#) require programs to track the number of graduates applying to dietetic internships and the number of graduates who are accepted into these programs.

Prior to limited access status there were over 300 students in the major. Application rates to internships, a program outcome under program goal 1, were below 40%. The major was attractive to students who were undecided up until mapping term four or who were not admitted to other programs. To aid in meeting program outcomes, limited access status was part of the improvement plan in the 2001 self-study for reaccreditation. Admission criteria include a minimum GPA and a writing sample indicating their interest in becoming a nutrition professional. Removing the admission standard to allow open enrollment of students who do not intend on becoming nutrition professionals would jeopardize the programs ability to meet ACEND required program outcomes and accreditation status.

Limited credentialed faculty is also a barrier to increasing enrollment. [Accreditation Standard 5, Faculty and Preceptors, Required Element 5.1:](#) ***The program must provide evidence that qualified and appropriately credentialed faculty are sufficient to ensure implementation of the program's curriculum and the achievement of the program goals and objectives.*** The department employs three Registered Dietitians who teach the core coursework. These three faculty also maintain administrative roles (DPD Director, Dietetic Internship Director and HUN 1201, Science of Nutrition coordinator) and teach courses in addition to the core dietetics courses. The department has research lines open and is actively seeking new hires. The PhD RD credential is unique and hiring new faculty who are qualified to teach student learning outcomes has been a challenge.

ACEND requires 31 Knowledge Requirements in Dietetics and Nutrition (KRDNs), more commonly known as student learning outcomes. These outcomes are met by individual assignments built into eight core dietetics courses. In accordance with ACEND [Standard 3,](#)

Student Learning Assessment and Curriculum Improvement, Required Element 3.3d: d.
Learning activities must incorporate a variety of educational approaches necessary for delivery of curriculum content to meet learner needs and to facilitate learning objectives.

It is imperative the curriculum offer applied hands-on learning activities and assess knowledge beyond multiple-choice exams and quizzes. Small class sizes are necessary to meet these standards. If the number of credentialed faculty increased, student learning outcomes could be more widely distributed among dietetics courses and/or courses could be offered more than once per year.

To continue offering practical hands-on learning approaches to a larger number of students, the program would need additional faculty who hold the credential of Registered Dietitian.

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 program is requesting an increase in enrollment from ACEND during renewal of its accreditation. The self-study document containing the request to increase enrollment from 35 to 50 students each year was submitted in December 2021. The program hosted site visitors in March 2022 and is awaiting a final response from ACEND. At the time of the request, the department employed an additional Registered Dietitian. The department is actively recruiting for additional faculty lines. If the request is approved by ACEND and another credentialed faculty is hired, the program will be able to increase enrollment to 50 students each year. If the accrediting body does not approve the current request, the program may submit a [substantive change request](#) along with the required fees at a later date.

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 is currently limited access. If approved, admission requirements to the program will remain the same.

Students must:

- Complete mapping milestone courses up to term four:
 - ENC 1101, grade of C- or better
 - ENC 2135, grade of C- or better
 - HUN 1201, grade of B or better
 - MAC 1105, grade of C- or better
 - CHM 1045 and lab, grade of C- or better
 - CHM 2XXX, Organic chemistry, grade of C- or better
 - DIE 2005, grade of "S"

Completion of mapping milestones ensures timely completion of coursework and

graduation within two years.

- Earn a grade of B or better in HUN1201, Science of Nutrition
This course is an indicator of interest and aptitude in the field of nutrition
- A minimum overall 2.75 GPA
A GPA of 2.75 was set after taking into consideration the GPA necessary to be competitive for an internship. A typical student will enter the program with approximately 60 hours. If they hold a 2.75 GPA, they will need to earn at least B's in the last 60 hours to bring their GPA up to 3.0 by graduation. A 3.0 graduating GPA is the required minimum for most accredited internships and graduate programs. Students intending to become Registered Dietitians are more likely to apply for accredited internships, thus allowing the program to better meet the required program outcomes.
- Submit a writing sample indicating their interest and/or intent in the field of nutrition and dietetics.

Courses required for admission are offered at most if not all Florida institutions and fall within Florida's common course numbering system. The only exception is Introduction to Dietetics, DIE3005. This one-hour course is specific to the dietetics program and is offered spring and summer. Admissions occur at the completion of the summer term to allow transfer students to take DIE3005 and transition seamlessly into the program.

Students who do not meet the minimum prerequisites are directed to an advisor who will counsel them into appropriate majors.

Over the past several years, the program has admitted all students who meet admission requirements. In the event the number of qualified applicants exceed the available seats, the admissions committee will rank applications based on grades in sciences and quality of application materials.

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; race and gender profiles are not expected to change with the transition to specialized admissions status.

Each fall enrollment statistics are reported to ACEND for continued monitoring. The profession is predominantly white female. ACEND considers any gender/ethnicity that is not white female a minority.

The dietetics student population in the 2021-2022 academic year were:

Selected demographic characteristics of US students and professionals and FSU students			
Characteristic	US Dietetics Students	Dietetics Professionals	FSU dietetics students
Population, n	15,769	119,249	67

Sex, female, %	89	92	85
Race and ethnicity, %			
White	72	80	63
Hispanic or Latino	10	6	27
Black or African American	7	3	4
Asian	6	5	1.5
Other	3	2	1.5
No answer	2	3	3

Increasing diversity is also an important initiative to ACEND and the profession. The accrediting body offers Diversity, Equity and Inclusion toolkits, webinars and other resources to programs. Program outcomes and learning outcomes also address diversity and cultural competency.

Required Signatures

DocuSigned by:
Jennifer Farrell
062C84C52DB145B
Requestor/Initiator

8/4/2022 | 2:04 PM EDT

Date

DocuSigned by:
Damon Andrew
01010F588B7F48C
Signature of College Dean

8/4/2022 | 2:08 PM EDT

Date

Rebecca Gibbs
Signature of Campus EO Officer

8/11/22

Date

AKW
Signature of Provost

8/9/22

Date

FWK
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: Communication and Digital Media Studies _____

CIP CODE 09.0702 _____ **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.

No. The only major seeking specialized admissions status is Digital Media Production. (The other major in this program, Media / Communication Studies, will remove limited access for the 2024-2025 academic year.)

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 primary criterion for specialized admissions status for Digital Media Production is Minimum Skills and Talents, but there are also substantial resource limitations on increasing the size of the program in an attempt to accommodate students who do not possess the minimum skills.

Digital Media Production students learn the hands-on skills of shooting HD video, recording sound and using lighting for dramatic effect. Alongside these traditional elements, students also learn to use contemporary industry-standard post production software and 3D animation software. Students have the opportunity to learn emerging technologies such as VR and 360 video production. These tools, combined with a theoretical background in visual storytelling, prepare students for work in industries ranging from film and television, sports media, local production studios and innovative jobs related to streaming video and on-line productions. Not every student has the minimum talents to benefit from or succeed in this program.

The Digital Media Production (DMP) major currently requires undergraduate applicants to submit a portfolio with several items illustrating their skills. Based on their demonstrated skill and talent, 50 students are admitted each year (the major currently enrolls 104 students, i.e., two years' worth of admissions) out of a total of 150-200 applications. Applications are reviewed by Digital Media Production faculty members (there are 3 faculty

in this major), who look for academic preparedness, experience or proven interest in the field, and skills and talent in narrative ability, media production, writing, editing, cinematography, directing, and producing. These criteria are of particular necessity because they align with what is required to succeed in a media production setting whether academic or professional, and not every applicant has the minimum talents to benefit from the program.

Students who graduate from the DMP program with the skills acquired through practical, relevant, and specialized teaching from faculty holding such skills more quickly integrate into the industry. Experiences such as working on documentaries, sports productions, and other media production opportunities serve as fundamental and persuasive items on their resumes. Once alumni achieve an entry-level position in the industry, they are able to move up in their careers because of the skills gained in the program.

The DMP program has acquired a high reputation with students submitting their productions to regional and national film festivals. Students have won awards at the Palm Beaches Student Showcase of Films, the Tallahassee Film Festival, Broadcast Educators Association Festival of Media Arts, and the National Academy of Television Arts & Sciences Suncoast Region Emmy. DMP graduates have been accepted into top MFA film programs in the country, including FSU, Boston University, and Emerson. They have also found employment at a range of media production companies including YouTube, Artechouse, Universal Studios, Fox Sports, The Miami Heat and many more. This success is derived from rich interaction with faculty by highly talented students. The in-class student/faculty ratio helps students to receive a high level of constructive criticism, and other media production programs usually have lower student to teacher ratios.

The student talent, equipment, space, and mentoring needs of this program make upscaling it substantively different from most other academic programs, which is why the following cost-per-student is unusually high.

Currently, 150-200 students apply to the major each year, competing for 50 spots. Projecting a 50-100% increase in annual student opt-ins if the major were to become open, based on the prior number of applicants to the limited access program, would lead to a total of 150-200 students who opt in to the major annually, thus 3-4 times as many total majors by the end of year 2 (projected 300-400 majors, compared with the current 104). Specialized admission will allow DMP to continue to select skilled and talented students; otherwise, the program might need to offer an additional year for basic introduction to media concepts and techniques. This would offer students with no experience in the technology an opportunity to attempt get up to speed with their peers, although students without the needed talent and skill would still experience substantial frustration and possible extend their degree beyond the desired four years duration.

Another challenge an open major raises is sequencing in the curriculum, which is essential to talented students making career-ready progress in the major. Even talented and skilled students require intermediate education in how to operate a camera, operate sound equipment, operate lighting equipment, use editing software, write a script or tell a story. Beyond the need for additional faculty outlined above, the need for intermediate courses for all new students at once creates a bottleneck challenge with space and equipment.

The digital media production lab is currently 556 square feet; according to FSU capacity requirements, it can only hold 25 students, allowing two sections of a first semester editing course to accommodate all 50 of the newly-admitted students in a specialized admissions program. Adding 4-6 additional sections of this course to accommodate an open-entry major with no admissions process is not feasible in this space, which is used by 3-4 other

courses as a teaching classroom and also serves as an all-hours lab workspace for students to work on required class projects.

There are several reasons that FSU computer facilities designed for the general population are not sufficient for DMP students. First, DMP students have access to our lab computers 24/7 so that they can complete homework assignments that include documentaries, sports features, animations and other types of videos that require long editing sessions. Most other labs do not offer that level of access. Secondly, our lab computers have expensive industry-standard software applications that are not available in other labs. Providing this software is integral to preparing them to enter the media production industry. Thirdly, the software runs best on industry-standard Apple computers because of their specific graphics and processing capabilities. This prepares the students for the real world of editing, but Apple computers are more expensive than the average PC, so most university computer labs do not have them. Finally, the complicated and regularly-updated software requires more attention from staff, so the DMP labs require service by a dedicated staff employee.

Beyond the labs, there would need to be an increase of individual edit suites, currently numbering 10, to 30-40. That would bring the total number of in-house computers, which totals 35 now, to 140. Lab computers must be updated at least every 5 years, so the equipment investment would be large and ongoing. Additional equipment would be needed for the new entry-level courses, including 30 new video equipment packages. That would total between \$200-250k and would need to be updated every 4 years.

	Item	Individual Costs	Total Costs
	DMP lab and equipment costs	\$ 965,184.30	\$965,184.30
	DMP faculty: 4 TT	\$143,950	\$ 575,800.00
	DMP faculty: 2 specialized	\$67,695	\$ 135,390.00
	Undergraduate advising for DMP (1 FTE advisor = 300 students)	\$ 21,000.00	\$ 21,000.00
	DMP TOTALS	\$1,197,829.30	\$1,697,374.30

Most importantly, even with an additional year-to-degree in the major for introductory courses, more faculty, and additional production laboratory and editing suite space, student success including completing the major and securing job placement will not be possible for many students who opt in to the major without having the required inherent talent and skill in digital media production.

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 Digital Media Production major is within a Program of Strategic Emphasis (STEM). However, we are voluntarily opening up the *other* major in this program, Media / Communication Studies (MCS), to offer an alternate path for students who do not have the minimum skills for Digital Media Production. To support opening the MCS major, and accommodate the larger number of students opting in, already requires a major investment. University support will be needed for 1 additional faculty member for every 30 additional MCS majors, and 1 additional undergraduate advisor for every 300 additional majors. Enrollment in Media/Communication Studies is 300 majors. Projecting 50% growth in MCS, 5 additional faculty members in this major will cost \$719,750 faculty plus startup, of which \$519,750 is recurring. A .50 FTE advisor is an additional \$21,000 recurring, for a total of \$540,750 recurring.

For the Digital Media Production major for which this specialized admission application is being submitted, while FSU may have a modest interest in also allocating an additional \$1,697,374 to the Digital Media Production major, it does not sufficiently align with the university's strategic goals to merit the large investment that would be needed to upscale this resource-intensive program. Also, as noted, because the Digital Media Production major requires minimum skills and talent on the part of students, the need for specialized admission relies primarily on minimum skills and talent.

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 will require the following materials to evaluate admission: (a) college / university transcript(s); (b) an idea for a non-fiction video. Students are asked to "Please describe a story or topic you would like to make a video about. This could be a documentary or a sports feature for Seminole Productions. Tell us why you think this topic is interesting and how you would present your story. What would we see? What would we hear? Be specific and research the topic if needed"; (c) a portfolio, including a resume (required) and other creative work such as photography and writing that demonstrates the student's talent or potential in filmmaking; and (d) a 5-minute reel of audio / video work samples showcasing the student's past experience.

These are same application requirements currently in place for the Limited Access major. Students apply with a transcript, resume, and a written proposal for a documentary or sports story they would like to make. The written proposal is designed to assess the applicant's narrative ability and writing skills. The transcript assesses their academic capability, and the resume provides information on their experience or interest in the field as an attempt to assess a minimum skill level in various aspects of media production, including writing, editing and cinematography. Applicants also submit video reels showcasing their ability, creativity, and experience in their field of interest. Students edit selections from their previous work that shows their ability in technical areas like cinematography and editing, or their talent in areas like directing and producing. Optional portfolio items like photographs and other artwork are also allowed as submission items so that faculty can assess talent in areas of visual arts, conceptual art, and audio production.

There are no differences between what application materials are required for transfers or how transfer and FTIC specialized admissions decisions are made. Applications for the program are due in February each year as this timing accommodates both current and transfer students. Applications are open to current FSU students and to transfer students equally, and are available online. The Common Prerequisites for this program are readily accessible to Florida College System Associates in Arts 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 current race and gender profile of the DMP major is shown below and has been developed through limited access application criteria the same as those identified above for specialized admissions. Moving forward with these specialized admission criteria will allow this STEM major to maintain its diverse race and gender profile. Although Digital Media Production is a technical field, it is also an art. This means that in the same way School of Art faculty evaluate the totality of their candidates' artistic portfolios, their potentials, and their stated interests in the field, the DMP faculty who evaluate applications for specialized admissions also assess more than just the GPA and resume of applicants. The University Film and Video Association (UFVA) is the preeminent professional organization in the US dedicated to the promotion and study of moving image practice in higher education. The DMP faculty at FSU apply the UFVA standard best practices for students, instructors, and administrators, the latter including guidance on prioritizing inclusion in admissions. Beyond admissions, the DMP faculty recognize the importance of retaining diverse students. The faculty work to make sure all students feel welcome in the classroom. One example of this approach is to show work in the classroom from and about people who are a reflection of the demographic make-up of our region, state, country, and world, as opposed to only showing work by a small demographic of people. This is just one approach to retaining all students and fostering a sense of belonging for all.

Race/Ethnicity	Female	Male	Total
Nonresident alien	2		2
Hispanic or Latino	13	20	33
Asian	1		1
Black or African American	9	1	10
White	29	24	53
Two or more races	3	1	4
Race/ethnicity unknown	1		1
Total	58	46	104

Required Signatures

DocuSigned by:

Michelle M. Kazmer

779CF8CD23B4441...

Requestor/Initiator

8/3/2022 | 7:22 PM EDT

Date

DocuSigned by:

Steve McDowell

9589612D5EBA447...

Signature of College Dean

8/4/2022 | 6:29 AM EDT

Date

Reniche Gibbs

Signature of Campus EO Officer

8/11/22

Date

HB

Signature of Provost

8/9/22

Date

RM

Signature of Chair of the
Board of Trustees

9/13/22

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 Education**CIP CODE.** 131312 _____ **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 Education program at Florida State University is considered to be one of the premier music education program in the United States. Preparation in music education at FSU is based upon the premise that every student ought to have the best instruction possible. This premise implies that every teacher ought to be committed to the subject of music and its use with people. Putting this premise to practice has enabled FSU's music education program to have a 100% job placement rate as graduates find positions in school districts across the United States, and indeed around the world.
- The Music Education degree leads to K-12 Music teacher certification in the state of Florida. For career mobility certification recipients may apply for temporary teacher certification in all states that have reciprocal certification agreements with the Florida Department of Education. The College of Music recommends students to the university for conferral of the Music Education degree and the College of Education recommends all successful degree candidates to the Department of Education for teacher certification.

- 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 Education 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 Wilcox'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 sight-reading 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).

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 Music Education program, like all K-12 education programs, has been designated as a program of strategic emphasis.

Students applying for a degree in Music Education must meet minimum skills as set by the National Association of Schools of Music (NASM), which is the College of Music's accrediting body. Students must demonstrate the ability to relate musical sound to notation and terminology at a level sufficient enough to succeed in musicianship studies at the freshman level. The unique requirements of the degree program coupled with the admissions process ensures that students are able to build on the skills and musical capabilities required to succeed in this professional program. The specialized nature of this program and the criteria established by NASM indicate the need to maintain limited class sizes to ensure the appropriate faculty-to-student ratio. Currently, the College of Music does not plan to increase capacity, because the resources allocated to it by the College are predicted to remain at or close to their current levels. In addition, there are no data suggesting that a large number of students who meet the minimal skills requirement are rejected each year in the admissions process. Specifically, the College of Music enrolls approximately 200 new qualified undergraduate students annually. Of that cohort, about one-third self-select a major in Music Education. Students are not required to complete a supplemental application for any of the Music Education programs, and we accommodate all students interested in that degree 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.
 - 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

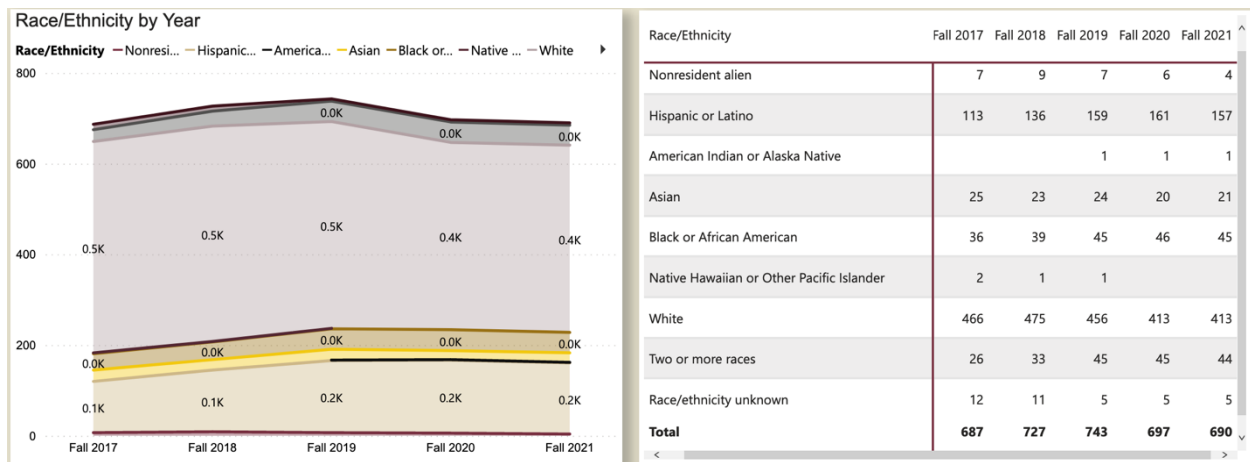


Table 1a. The race and gender profile of the College of Music over a 5-year period.

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 Education** program.

Race/Ethnicity	Female	Male	Total
Nonresident alien		1	1
Hispanic or Latino	16	28	44
Asian	5	2	7
Black or African American	4	5	9
White	58	60	118
Two or more races	13	6	19
Total	96	102	198

Percentage of students in the Program

0.5%	Nonresident Alien
22%	Hispanic or Latino
3.53%	Asian
4.54%	Black or African American
59.59%	White
9.59%	Two or more races

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

Demographics over a 5-year period

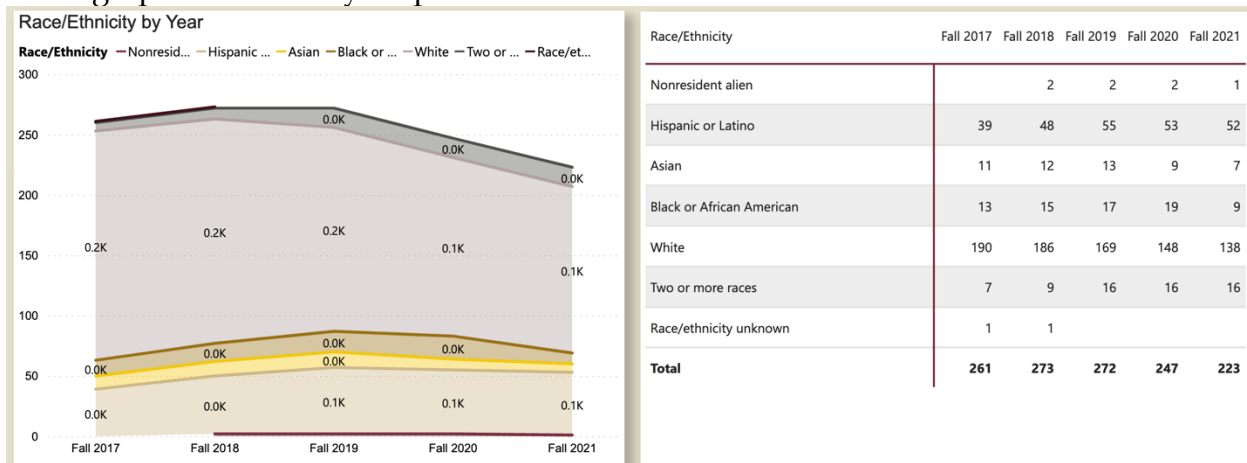


Table 2a. Demographics over a five-year period of the Music Education program

Comparisons between 2017 and 2021

Race/Ethnicity	2017	2021	+/-
Nonresident alien	0	0.44%	0.44%
Hispanic or Latino	14.94%	23.31%	8.37%
Asian	4.21%	3.13%	(1.08%)
Black or African American	4.98%	4.03%	(0.95%)
White	72.79%	61.88%	(10.91%)
Two or more races	2.68%	7.17%	4.49%
Race/ethnicity unknown	0.38%	0	(0.38%)

Table 2 c. Comparisons between 2017 and 2021

Race and ethnicity by gender

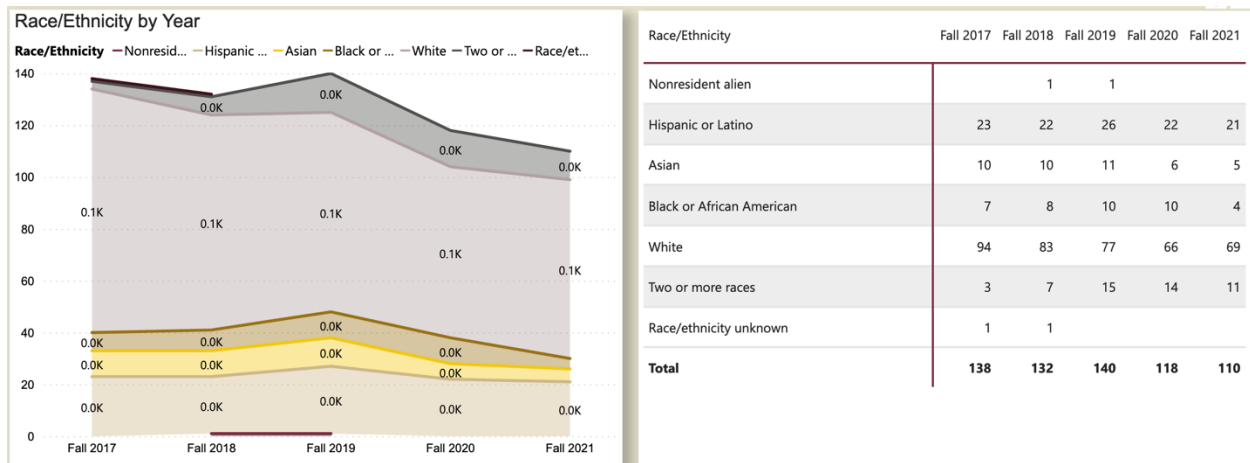


Table 3. Race and ethnicity of female students over the last five years.

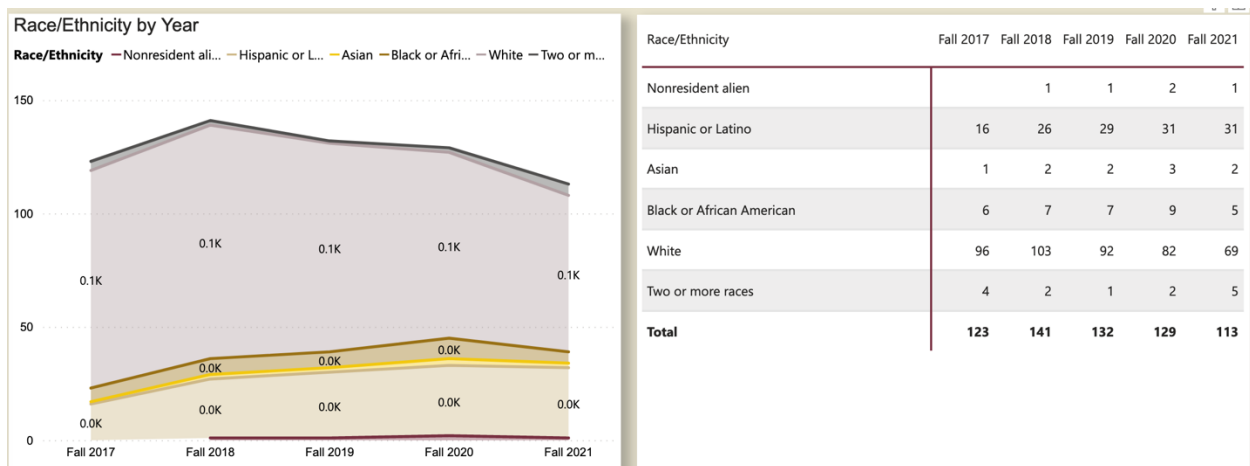


Table 3a. Race and ethnicity of male students over the last five years

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 President

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: Nursing_____

CIP CODE 51.3801_____ **Effective Academic Year 2023-2024**_____

1. Does this request for specialized admissions status apply to the whole degree program?
Yes. If no, please specify which major(s) or track(s) are seeking the 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 Florida State University College of Nursing (CON) is seeking specialized admissions status due to limited resources as well as potential impacts of over-enrollment on its ability to meet accreditation requirements. See: <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>.

Limited Resources

Beginning in Spring 2022, we expanded our enrollment for the undergraduate program by increasing capacity in each cohort and adding a summer fast track cohort. The interested students who meet all the requirements for admission to the University (642 in Fall 2022 declaring interest in Nursing, and an average of 500 over the past few years) exceeds available

resources at the College of Nursing (currently enrolled 164 by adding a summer enrollment besides Fall and Spring admissions, with a goal to expand to 249 per year with new resources from the state to address nursing shortage). Currently, limited resources include:

- Space – the classroom space allocated to the College of Nursing is currently being utilized to its maximum extent
- Equipment – (Wearable simulators for standardized patients, Monitors and furniture for virtual reality simulation room, Simulated ventilators, High fidelity birthing simulator)
- Other instructional facilities - Additional simulation education space is necessary to meet the needs of the students currently enrolled as well as the College of Nursing's projections for future enrollment
- Clinical facilities - Our local clinical sites consist of three (3) healthcare systems; we are competing with twelve (12) healthcare programs for supervised spaces at those sites.

Other resource limitations include required student-faculty ratios. The Florida Board of Nursing code 464.019 (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0464/0464.html) provides regulations for professional Nursing programs. The regulations state:

“The number of program faculty members equals at least one faculty member directly supervising every 12 students unless the written agreement between the program and the agency, facility, or organization providing clinical training sites allows more students, not to exceed 18 students, to be directly supervised by one program faculty member”.

Subsequently, this places restrictions on the number of students we can assign to a clinical facility with a faculty member. Recruitment of faculty is underway to address the ratio demands, which have been strained because of our recent jump in numbers of undergraduate students, in addition to building more academic/clinical partnerships to increase the availability of adjunct faculty to facilitate clinical experiences.

Accreditation Requirements

Accreditation by The American Association of Colleges of Nursing (AACN)/Commission on Collegiate Nursing Education (CCNE) procedures for accreditation of baccalaureate and graduate Nursing programs is granted by the CCNE Board. Accreditation is an indication of CCNE confidence in the overall integrity of the program, the demonstrated success of the program in achieving program outcomes and engaging in continuous self-improvement, and the ability and wherewithal of the program to continue as an accredited program for the foreseeable future. Maintaining limited access ensures applicants to the College of Nursing meet the standards required for accreditation.

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 total of 642 students are entering FSU in the Fall of 2022 who have listed Nursing as their intended program of study. In recent years, this number has averaged around 500 students. However, the number of students who retain Nursing as their major and enter the College of Nursing (CON) is significantly fewer. For example, in the traditional undergraduate program, the College of Nursing (CON) graduated 77 students in 2019, 76 students in 2020, and 81 students in 2021. Traditionally, there have been many intrinsic barriers to students entering the CON such as hard-to-achieve admission requirements and limited space available to support students in congruence with regulatory and quality standards. As of July 2022, faculty have approved changes in our prerequisite requirements to make acceptance into the Nursing program more obtainable for students and consistent with other Nursing programs across the state. In addition, the CON has increased opportunities for entry into the program to three times per year (from 2 entry points in 2021). These changes will allow us to accept more students but will also allow students with a more diverse level of academic performance record (3.0 GPA instead of 3.4 as the minimum; now accepting 'C' science grades to enter Nursing, whereas 'B' was the lowest acceptable science grade). The College of Nursing utilizes a holistic admission process to interview and screen applicants. Considering these admission requirement changes, the College of Nursing has established a formal Nursing Student Success Center. The Success Center is designed to mentor, engage, and academically support an expanded number of students as well as meet the varied needs of a diverse student population to ensure program progression success at the CON, and positive National Council Licensure Examination (NCLEX) results. Additionally, the Nursing Student Success Center will support the CON's goal is to increase the number of students from underrepresented populations- i.e., CARE students and those who receive PELL Grants. The ultimate objective of the Nursing Student Success Center is to increase the overall number of graduates and ensure they pass the NCLEX on their first attempt allowing them to increase the Nursing workforce. Additional student support services are also needed in advisement, outreach, admissions, and logistics of managing student services for a larger population of students. Currently, four positions have been approved: Graduate Academic Program Specialist, Senior Academic Support Specialist for Undergraduate Students, Program Director for Academic and Student Services, and Career Development Specialist.

Nursing is a limited access major due primarily to the number of clinical placements available to students in Tallahassee. Nursing students require hands-on experiences with patients in a hospital or clinical setting under the direct supervision of a Nursing faculty member. However, under accreditation guidelines, Nursing students can exchange up to 50% of these clinical hours in a simulation setting. To increase the Nursing enrollment, clinical simulation will be heavily utilized to offset the hospital and clinical setting- instead of using simulation as an enhancement to clinical experience, and it will be used to expand opportunities for clinical experiences for our students. We need additional simulation equipment, facilities, faculty, and staff to do this. Most

other local schools are also increasing their enrollment. The local hospitals, including TMH, HCA, and Archbold will eventually have more clinical placement requests than they can accommodate, meaning simulation learning will be vital to enrolling and graduating more BSN students. Additionally, simulation allows the CON to ensure our students are ready to join the workforce as well-balanced and clinically competent Nursing professionals, increasing satisfaction within the healthcare systems that hire our graduates.

The recruitment and retention of qualified Nursing faculty are critical actions for Nursing programs and, consequently, imperative for the future of the healthcare workforce in the State of Florida and nationwide. Recruitment and retention of qualified nurse educators have become necessary to meet the need to produce more nurses into the healthcare workforce, and job satisfaction and compensation for faculty expertise have emerged as key considerations in measuring the success of Nursing program expansions. Per accreditation, the College of Nursing is expected to provide and maintain an environment that supports faculty teaching, scholarship, service, and practice consistent with the mission and values of Florida State University. However, to increase our undergraduate student enrollment, we must recognize and appreciate that we will recruit students with increased educational needs above and beyond our current faculty expertise. Therefore, recruiting new faculty and providing faculty development to support retention is requisite to meet program needs, accreditation standards, and additional nurses to the workforce. Additionally, matching salary with other professional opportunities available to qualified Nursing faculty is an important work factor, consistently influencing faculty members' decision to remain in the academic setting.

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.

As of July 2022, faculty have approved changes in our prerequisite requirements to make acceptance into the Nursing program more obtainable for students and consistent with other Nursing programs across the state. In addition, the CON has increased opportunities for entry into the program to three times per year (from 2 entry points in 2021). These changes will allow us to accept more students but will also allow students with a more diverse academic performance record (3.0 GPA instead of 3.4 as the minimum; now accepting 'C' science grades to enter Nursing, whereas 'B' was the lowest acceptable science grade). Strategies are underway with increasing enrollment to encourage transfer students to apply.

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, 86.5% of our students are female and 13.5% male, 65.4% are white, 24% Hispanic or Latino, 7.7% Black or African American, and 2.9% other. FSU and the CON are seeking to embrace the full potential of an increasingly diverse population. We are aiming to be leaders whereby diversity in all its forms (e.g., diversity of thought, of gender, of race, of ethnicity, of religion, of programs) is highly valued and actively pursued. In short, our progressive practices need to reflect Florida's demographics and make a difference in our society. We must foster a culture where there is acceptance, appreciation, and accolades: these are the hallmarks of academic freedom and of innovative thinking that moves us well beyond the status quo. We have the goal to recruit FSU first and second year students into the CON; recruit transfer and community college students; increase the number of underrepresented students, including CARE, first generation, Pell grant, and ROTC students.

Required Signatures

Susan Baker

Requestor/Initiator

8/5/2022

Date

Jing Wang

Signature of College Dean

8/5/2022

Date

Reniche Gibbs

Signature of Campus EO Officer

8/11/22

Date

[Signature]

Signature of Provost

8/9/22

Date

[Signature]

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: Social Work

CIP CODE 440701

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 is for the entire Bachelor of Social Work (BSW) degree program. Up until the introduction of Specialized Admission Status, this degree program was approved for limited access.

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.

Social work is an applied profession that requires our students to complete a full semester of a field education internship (512 contact hours) under the supervision of MSW level field educators. The internship requirement is mandated by our accrediting body, the Council on Social Work Education (CSWE). As specified by CSWE, field education is the distinguishing pedagogy of social work education, differentiating it from other helping professions (Appendix A).

BSW students are placed in social service agencies that meet CSWE parameters in Tallahassee and the surrounding area. These agencies also serve students from other social work programs, including FAMU and Thomas University, as well as students who participate in online social work programs of other institutions while residing in Tallahassee. Additionally, the College of Social Work offers a Master of Social Work (MSW) Program that also requires a field internship. On the Tallahassee campus, BSW annual enrollment is approximately one hundred and fifty (150) students and the MSW enrollment is approximately two hundred and fifty (250) students. The emphasis on a

larger graduate student enrollment is intentional as the MSW is a requirement for obtaining the Licensed Clinical Social Worker (LCSW) credential administered by the Department of Health. LCSW social workers provide a higher level of specialization and expertise as social work service providers.

Unlike other SUS social work programs located in larger metropolitan areas, Florida State University is in a city, with a population of approximately 200,000, that is surrounded by rural communities. The size and scope of mental health and social service provision in the area is constrained by this population. The College employs three (3) faculty assigned to field operations for the College who actively work to cultivate new placements for the BSW Program. Part of their annual assignment is to develop contacts with prospective agencies in an effort to generate more placement opportunities. These efforts have helped to sustain field placement opportunities for students in the BSW Program. However, intense competition for these placements (as described earlier) has not allowed for growth of our placement inventory. There are a limited number of viable field placement entities available to meet student demand.

Currently, the College has active agreements with one-hundred and three (103) agencies that serve both BSW and MSW Programs. In the Spring 2022 semester, the BSW program placed fifty-two (52) students and the MSW program placed ninety-two (92) students for a total of one hundred and forty-four students (144). A few of the larger field agencies were able to accommodate more than one student. However, these numbers illustrate that any expansion in our current enrollment will create a hardship for students and agencies that accommodate social work students.

Students cannot graduate unless they complete the field placement requirement and graduation will be delayed for students who cannot be placed. Controlling the number of students and their progress through the program via specialized admissions will help to ensure that we can offer the highest quality internship opportunities and ensure that students graduate 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 number of high-quality field placements for BSW students is limited by the number of qualified partner agencies within Tallahassee and the surrounding area. This resource is beyond the control of the College of Social Work and Florida State University. Specialized admission status will ensure that program growth does not outpace field placement resources in the area and will help to ensure timely graduation for BSW students admitted into the 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.

The BSW program is currently approved for Limited Access and thus, no changes to admissions requirements are being proposed. The College continues to work with various Florida Colleges to ensure students meet all admission requirements at the time of transfer to FSU.

Currently, students enter our major with a liberal arts foundation, as required by our professional accrediting body, the Council on Social Work Education (CSWE).

The admissions requirements include:

- Completed BSW Program Application (includes personal statement and resume)
- A cumulative GPA of 3.0 or higher
- The completion of the prerequisite courses with a B- or better (American National Government; Economics; Human Biology; Psychology; and Sociology)
- Completion of all General Education Requirements (minimum 60 hours)

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?

Diversity is a core value of the social work profession. Operating as a limited access program since 2011, the BSW student body has remained diverse. Specialized Admission status would have no impact on the current diversity of the BSW student body (see Table 1). The College will continue to maintain admission strategies that promote diversity. Marketing and recruitment materials highlight diversity within the profession of Social Work and the College's student body. Recruitment & information sessions are provided to student services entities and groups at both FSU and Community Colleges (e.g. Latinx Diversity Coalition at TCC) that serve diverse students.

Table 1

FSU College of Social Work – Student Demographics – Fall 2022						
	Female		Male			
	Main Campus	%	Main Campus	%	TOTAL	%
White	62	46%	6	55%	69	47%
Black/African American	34	25%	1	10%	35	24%
Hispanic/Latino	25	19%	3	26%	28	20%
Asian	2	2%			2	1%
American Indian/Alaska Native	0				0	
Two or more races	10	8%	1	9%	11	8%
TOTAL	133	100%	11	100%	144	100%
Percentage		92%		8%		

Required Signatures



Requestor/Initiator

8/1/2022

Date



Signature of College Dean

8/1/2022

Date



Signature of Campus EO Officer

8/11/22

Date



Signature of Provost

8/9/22

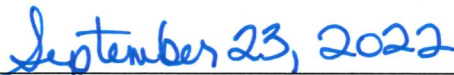
Date



Signature of Chair of the
Board of Trustees

9/23/22

Date



Date Approved by the Board of Trustees

Appendix A

CSWE Accreditation Standards for Field Education

2022 Educational Policy and Accreditation Standards: <https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf>

Accreditation Standard 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:

- i. individuals,*
 - ii. families,*
 - iii. groups,*
 - iv. organizations, and*
 - v. communities.*
- b. The program addresses all program options.*

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

a. The program describes the field education program's process for:

- i. orienting students;*
- ii. placing students;*
- iii. monitoring and supporting student learning;*
- iv. implementing student safety protocols; and*
- v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).*

b. The program describes how these processes are articulated to students and field personnel.

c. The program addresses all program options.

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE accredited program and who has at least two years of post-social work degree practice experience in social work.

a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.*
- c. The program describes how these processes are articulated to students and field personnel.*
- d. The program addresses all program options.*

M3.3.6 The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.

- a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.*
- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.*
- c. The program describes how these processes are articulated to students and field personnel.*
- d. The program addresses all program options.*

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

- a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:

 - i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);*
 - ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and*
 - iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.**
- b. The program describes how these policies are articulated to students and field personnel.*
- c. The program addresses all program options.*



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: B.S. Medical Laboratory Science_____

CIP CODE 51.1005_____ **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.
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.

Limited Resources

The program requires students complete rigorous on-campus coursework that uses a single 30-seat capacity, BSL-2 equipped laboratory. Due to the nature of the biological and chemical hazards used in the space, this capacity is incredibly important for safety reasons. Additionally, to maintain a safe environment, the program's laboratory coordinator uses time in-between student labs to clean the lab to assure compliance with Federal, State, and local guidelines. The program's current capacity of 30 students per year assures this limited resource is not overwhelmed.

Additionally, the program requires clinical rotations through hospital laboratories in MLS 4830L, MLS 4831L, MLS 4832L, and MLS 4833L. These rotations require the program to recruit and maintain relationships and affiliation agreements with local hospital partners. These clinical seats are a finite resource and the 30-student capacity has long assured we do not accept more students than we can get through the clinical experience. Accepting more students than the current model allows for places student progression to timely graduation in jeopardy.

Finally, the program is limited in terms of its faculty resources. The program is currently staffed by only two full time faculty and a full-time laboratory coordinator. This was noted (albeit not cited) by a recent NAACLS accreditation site team as smaller than the average faculty for an MLS program. While the other factors listed above are more pressing resource constraints, if the current faculty-to-student ratio were not maintained it would be challenging to keep a safe laboratory learning environment and directly provide the hands-on instruction these essential medical professionals need.

Minimal Skills

The specialized admissions (formerly limited access) phase of the program is an intensive full-time curriculum with an emphasis on clinically-applicable biomedical concepts. The clinically-applied nature of this material requires them to have a baseline set of knowledge and skills in foundational biology, chemistry, anatomy, physiology, statistics, and microbiology. For this reason, to be admitted to this two-year phase of the program, students must demonstrate successful completion of pre-requisite coursework. Failure to achieve these pre-requisites with a C or higher indicates the student does not possess the requisite skills or knowledge needed to be successful in the

program.

Once students are on track to complete pre-requisite work and apply to the professional phase of the program, their grades are assessed to assure stated minimum grades are met. Additionally, they must possess an interest in the profession and demonstrate a commitment to medical ethics. This is assessed via an interview process where a standardized rubric is used to assess interest in the profession, medical ethics, and critical thinking skills. These rubrics are kept on file with the program along with application materials.

Accreditation Requirements

The UCF MLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). The justifications above related to limited resources and minimal skills is supported by the following NAACLS Standards:

- 1) NAACLS Standard VII.A.1 requires pre-requisite work be present to establish minimum skills that promote success in the program.
- 2) NAACLS standard III.A requires our physical space and instructional resources (i.e. faculty, lab space, and clinical affiliations) are sufficient to meet need. To comply with standard III.A we reported a max of 30 admits per cohort. While the site team did not cite us for non-compliance related to student-faculty ratios in 2019 it was addressed as a concern with program administration and noted when the site team met with Biomedical School Administration.
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.

Program Expansion Considerations

While the current sole degree track cannot reasonably accept more than 30 students for the reasons listed above, program expansion is an important strategic goal. The program has an obligation to the professional medical laboratory community to meet workforce demands. There is a drastic workforce emergency in all the health professions – including Medical Laboratory Science. For this reason, the program is working with Burnett School of Biomedical Science administration to develop a new degree track that leverages the current program of study but delivers it via a different timeline. This would produce an additional accelerated cohort running alongside – but out of sync – with our current degree track.

To achieve this, the program will need to work with clinical affiliates to assure adequate clinical seats are available outside of the normal timeframe we work with these facilities. Additionally, we need to assure the on-campus learning space and faculty-student ratios and faculty workloads are still within acceptable limits.

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, the admissions requirements will not change as they meet the requirements of NAACLS standard VII.A.1 and achieve positive outcomes for the program.

In regard to equal access to qualified graduates from Florida College System Associates in Arts (AA): As long as the student is accepted into UCF, meets all pre-requisite requirements and applies to the professional phase of the program, they are considered equally to their peers who completed pre-requisites at UCF. Additionally, since some pre-requisites (e.g. ZOO 3733, MCB 3020C, and PCB 3703C) are typically not offered at state colleges, the program has provision in place within the catalog to assure AA graduates do not need to repeat pre-requisite coursework they have already taken. For example, Human Anatomy and Physiology I and II at the state colleges (BSC 2093 and BSC 2094) fulfill the requirement for ZOO 3733 and PCB 3703C. Similarly, MCB 2010C from a state college is deemed acceptable to fulfill the general microbiology requirement met by MCB 3020C here at UCF.

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-Gender Profile

One of the most consistently used measures of Race and Gender Diversity in the medical laboratory profession is the ASCP Wage and Vacancy survey. The last one was conducted in 2019 and surveyed 19,397 respondents. The direct link to the report can be found here:

<https://academic.oup.com/ajcp/article/155/5/649/5987744?login=true>

Of note in this report is that the profession is predominately female. This highlighted by the fact that 81% of respondents to the ASCP survey reported as female. In terms of racial diversity, the profession is predominantly white with 75% of respondents reporting as white, 8% as Asian, 8% as Black, and 6% as Hispanic or Latino. The UCF MLS program does have a more diverse student population but can improve moving forward. The following data is from the cohort that began in the Fall 2021 semester and are scheduled to graduate in May 2023:

Gender Diversity for Admitted Cohort

Gender	N=	Percent
Male	10	34%
Female	19	66%
Total	29	100%

Racial Diversity for Admitted Cohort

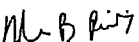
Race	N=	Percent
White	12	46%
Hispanic/Latino	7	27%
Black	0	0%
Asian	5	19%
Multiracial	2	8%
Native Hawaiian/ Other Pacific Islander	0	0%
American Indian/ Alaska Native	0	0%
Total	26*	100%

*Not all incoming students reported race.

Again, this cross-sectional data set of one cohort does demonstrate higher than average racial and gender diversity compared to the rest of the profession. This is partly due to UCF's overall efforts to promote a diverse and inclusive campus. However, it also highlights a need to enhance diversity in the program. While no formal strategy has been adopted by the UCF BS MLS program, its accreditor has started asking how programs plan to assure enhanced diversity moving forward. Additionally, the program faculty value diversity and believe it positively impacts the profession they serve.

For these reasons, the program director will be reaching out and requesting time to explore options to improve diversity by partnering with the Office of Diversity, Education, and Training by September 2022.

Required Signatures



Requestor/Initiator

8/17/2022

Date

Deborah German

Signature of College Dean

Digitally signed by Deborah German
Date: 2022.08.17 14:46:26 -04'00'

Date

Nancy F. Myers

Signature of Campus EO Officer

Digitally signed by Nancy F. Myers
Date: 2022.08.17 16:41:09 -04'00'

Date

Michael D. Johnson
Digitally signed by Michael D. Johnson
Date: 2022.08.18 15:05:02 -04'00'

Signature of Provost

Signature of Provost



Signature of Chair of the Board of Trustees

Date



Date

October 20, 2022

Date Approved by the Board of Trustees



UNIVERSITY OF CENTRAL FLORIDA

**Office of the Provost
and Vice President of Academic Affairs**

4365 Andromeda Loop N.
Millican Hall, Suite 331
Orlando, FL 32816

MEMORANDUM

November 14, 2022

The UCF Medical Laboratory Science Program would like to first thank the Board of Governors and State University System's leadership for the opportunity to apply for specialized admissions (SA) status. In a memorandum dated November 4, 2022, the program was asked to respond to several inquiries related to this application. We present the following items to provide the requested clarification:

Clarification 1

"The request submitted in the Academic Review Tracking System (ARTS) lists "All Tracks" as the scope. However, the application does not indicate if the request applies to the entire program or select tracks. Please clarify the request's scope and resubmit the application, ensuring the scope listed in ARTS is consistent with what is listed in the application. If the request is for select tracks, please specify which tracks are seeking the status."

The program does not have any tracks currently – it is a standalone program.

Clarification 2

"The request does not include a link to or copies of the specific accreditation standards mentioned in the request. Please provide a direct link to or copies of these standards in the application and resubmit the request."

The program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). NAACLS publishes its standards at the following URL:

<https://naacls.org/NAACLS/media/Documents/2012Standards.pdf>

The SA application cited several standards pertinent to this application, the following outlines those and the pages they are found on in the document at the URL above:

Standard III.A: page 5

Standard VIII.A.1: page 14

In case the link on this reply does not work as in other memos, the PDF version of the NAACLS 2012 Standards for easier reference to the pages listed above.

Clarification 3

"The application describes plans to develop a new degree track to expand the program's capacity. However, no timeline was provided. Please provide an anticipated timeline for developing the new degree track."

As noted in the application, the program has been working with Burnett School of Biomedical Science administration and clinical partners on ways to enhance capacity. However, resource constraints (e.g. faculty workloads, lab space, clinical seats) must be resolved before further planning and implementation timeline can be developed.

Resolution of these resource constraints will take time as the Burnett School of Biomedical Sciences and MLS program navigate the operational changes catalyzed by the new budget model at UCF. However, the program and school administration seek to have these constraints resolved and a proposal developed within the next 18-24 months. The strategic goal is to accomplish program expansion efforts within the next 2-3 years.

UCF MLS Program Professional Phase

Admissions Requirements

Applicants must meet the following requirements to be considered for admissions:

- Completion of the UCF General Education Program and Foreign Language Admission requirements
- A combined GPA of 2.5 in prerequisites
- Completion of all prerequisite course requirements with a minimum grade of “C.” These prerequisites include:
 - Biology 1 w/lab
 - Chemistry Fundamentals I and II
 - Chemistry Fundamentals Lab
 - Organic Chemistry I and II
 - Organic Laboratory Techniques Lab
 - General Microbiology with Lab
 - Human Anatomy with Lab
 - Human Physiology with Lab
 - Statistical Methods I

Admissions Process

Applications to the professional phase (final two years) of the UCF MLS program open early in the Spring Semester annually. These applications have been digital since 2020. Students who are on-track to complete the GEP and prerequisites by the end of the summer term are encouraged to apply.

The application collects student name and contact information. Additionally, it asks the student question about progress in the prerequisites along with their interest in the profession. Upon completion of this application, the students are asked to submit three references – two from science faculty and one from an employer or non-science professor.

Review Process

Each student’s application is reviewed for the following:

1. The student is admitted to UCF.
2. The student’s completed GEP and Prerequisites are on record with the University.
3. The student meets the minimum GPA requirement.
4. The student has provided a reasonably achievable plan to complete all GEP and Prerequisites prior to the start of the professional phase (fall semester) in their application.

When these requirements are met, the student is invited for interview. The interview uses standard questions asked of every candidate that evaluate the student in key domains. A rubric is then used to evaluate each interviewed candidate. From there the student’s application, references, and interview are used to holistically evaluate each domain of this rubric. This rubric is provided below for review. The scores for each student are then ranked and used in admissions decisions.

For the sake of clarity, the following questions related to ethics and critical thinking are asked of each candidate:

Ethics Question

You are working in a small free-standing emergency department and are asked to come to the Emergency Department to collect a blood alcohol level. You arrive to the bedside and notice another healthcare provider has already started the venipuncture and is using an alcohol swab to collect the sample. The use of alcohol swab is inappropriate as it can falsely raise blood alcohol levels. You raise this concern to the physician in the room who says, “mind your business, this person is obviously intoxicated and caused an accident.” What would you do in this situation?

Critical Thinking Question

Graduates of this program can be referred to by several different professional titles. These include medical laboratory scientist, clinical laboratory scientist, and medical technologist – amongst others. Do you believe varying names to describe the same professional role could be problematic to professional recognition by other members of the healthcare team and the public?

Please note that the student is not evaluated on the ‘correctness’ of their responses to either. Instead, the program is aiming to determine if they can critically appraise a subjective scenario and make a thoughtful judgement using a logical approach.

MLS Program Interview Evaluation

Please evaluate each candidate using the criteria below. The scoring system

Student name: _____

Criteria:	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Interest in Med Lab Science:					
Genuinely interested in this profession.					
Had appropriate knowledge about the profession					
Academics & Curriculum:					
Able to tackle a rigorous curriculum					
Comfort with Professionals Skills:					
Comfortable with the idea of phlebotomy, blood, and bodily fluids					
Scheduling/Clinical Sites:					
Willing and able to manage program schedule and clinical placements					
Ethics:					
Well thought out answer to the ethical concern					
Demonstrated concern as healthcare provider					
Critical Thinking:					
Provided an answer with thoughtful justification					
Demonstrated a logical approach to a question					
Teamwork					
Willing and able to work in a team when needed					

Total Points: _____ / 50 points

Please provide any additional comments on backside.



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: Bachelor of Science in Nursing

CIP CODE 51.3801

Effective Academic Year 2023-24

- 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
- 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)
- 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.

Limited Resources

The UCF BSN program is seeking specialized admission due to limited resources to meet the demand of all qualified students. During the 2021 admission cycle, there were 843 fully qualified and eligible applicants to our pre-licensure traditional and accelerated 2nd degree BSN programs. We currently have resources to accommodate 290 students in these BSN programs across the Orlando, Cocoa, and Daytona Beach campuses. The specific limited resources include: limited numbers of *qualified faculty*, *limited instructional facilities*, *limited instructional equipment*, and *limited external resources*.

- Limited numbers of qualified faculty
 - The College of Nursing employs 57 full-time faculty. The number of faculty are limited by budgeted lines, and overall budget. The costs to educate nursing students, especially pre-licensure BSN students, exceed the support received from tuition and state appropriations. Faculty retention in the college is high, and filling faculty vacancies, especially instructor/lecturers has been successful.

- Currently 1,179 students are actively enrolled in a BSN program. Of these students, 283 are in a pre-licensure degree program. The remaining 896 undergraduate students are in our post-licensure BSN degree programs. In addition, we have over 500 students enrolled in graduate nursing programs. While our faculty numbers are sufficient to meet the learning needs of our current students (with the addition of many qualified adjuncts), growth in our pre-licensure program without additional faculty is not possible. Among our 57 full time faculty, many teach in graduate programs for which they possess specialty credentials and educational preparation as specified by our accreditation body (Commission on Collegiate Nursing Education [CCNE]). The limited faculty in proportion to enrolled students results in a high (for a practice-based discipline) faculty-to-student ratio.
- The College of Nursing also hires many qualified adjunct faculty annually to assist in instruction, especially clinical courses (ranging between 60 and 80 annually). Many of these faculty teach our pre-licensure undergraduate students in courses that require their expertise, and/or in the clinical training sites. According to the Florida statute Chapter 464 containing the Nurse Practice Act, "The number of program faculty members, equals at least one faculty member directly supervising every 12 students unless the written agreement between the program and the agency, facility, or organization providing clinical training sites allows more students, not to exceed 18 students, to be directly supervised by one program faculty member." Most of our clinical sites are more restrictive, limiting the number of students to 8-10 students, and we must maintain even lower ratios.
- Note: We are restricted by budget, accreditation limitations on percentage of courses taught by adjuncts, state statute, and as discussed below, clinical sites, from expanding our number of pre-licensure students in our program.
- Limited instructional facilities
 - The College of Nursing occupies leased space on the Orlando campus (which houses our largest pre-licensure BSN programs, and all of our graduate programs), and space in Daytona Beach and Cocoa leased by UCF Connect on the state college campuses (each of which enrolls approximately 90 pre-licensure students). Each building space has limited options for structural changes, and no opportunity for expansion. Student collaborative and study space is extremely limited. Each campus site has simulation and clinical laboratory space, although the Daytona Beach and Cocoa students travel to Orlando for some simulation experiences due to equipment, faculty, and space limitations on the regional campuses. All simulation and clinical laboratory spaces are used to capacity and cannot be expanded.
 - On the main campus in Research Park, space is shared with our graduate nursing programs. Classroom space is extremely limited and does not facilitate expansion. Space on the Daytona Beach and Cocoa campuses are similarly at capacity as larger classrooms are used by the State Colleges.
- Limited instructional equipment
 - The College of Nursing skills and assessment labs contain mock hospital "rooms," and/or examination suites, which accommodate small numbers of students to facilitate learning. Without additional space and budget, additional equipment purchases cannot be supported. Similarly, the simulation lab has several rooms set up for high-tech simulation experiences for the students, including pediatrics, neonatal ICU/nursery, labor and delivery and all phases of acute care for adults. Both space and budget restrict increasing the capacity to expand simulation to accommodate additional students.
- Limited external resources

- The College of Nursing works closely with clinical partners to coordinate clinical experiences for students at a variety of facilities. All students rotate through a variety of acute, chronic, and outpatient facilities. They also have substantial experiences in the community. All clinical facilities are often limited in number and capacity for student experiences, greatly reducing our ability to expand capacity. Our partners have reached out encouraging program expansion and a commitment to supporting clinical learning opportunities.
- Each pre-licensure BSN student enrolled in a capstone practicum experience and is assigned to a BSN-prepared nurse preceptor in the final term. There is a limited supply of preceptors available, and we must compete for preceptors with other private and for-profit institutions in the local area who often offer monetary incentives to preceptors. In addition, the COVID-19 pandemic has resulted in nursing shortages and nurses assigned to precepting new nurses. The pandemic has created a potential shortage of preceptors for this capstone clinical experience.

These limitations make it difficult to increase the number of accepted BSN students, thus qualifying the BSN degree program as a specialized admissions program.

Minimal Skills

The Traditional BSN and Second Degree BSN graduates must pass the national NCLEX exam after graduation to practice as a registered nurse. Our RN-BSN students must have an active RN license. AS-BSN students must be enrolled in an ASN program and earn the RN license before the final BSN semester.

Accreditation Requirements

- The College of Nursing BSN program is accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#). In 2017-18, the BSN degree program qualified for a streamlined academic program 7-year review after completing a successful 2016-17 accreditation review by CCNE. CCNE determined that the BSN program had sufficient resources - including faculty, facilities, equipment, as well as clinical sites and preceptors - to support currently enrolled students. While sufficient to support current enrollments, the 2017-18 program review cited challenges with regard to meeting demand by qualified prospects. Each of the limitations were highlighted and considered during the review. As such, the university determined no need to recommend a change in limited access status. The CCNE self-study as well as the following documentation from the streamlined academic program review are provided:
 - College of Nursing self-study addressing unit-wide planning and resources
 - streamlined program-level self-study (SWOT analysis)
 - supplemental review documentation noting college standards for clinical and class student to faculty ratios
 - final College of Nursing program review results

Standard II – Program Quality: Institutional Commitment and Resources (page 10). Specifically:

II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.

II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes.

II-E. Faculty are: sufficient in number to accomplish the mission, goals,

and expected program outcomes

Standard IV – Program Effectiveness: Assessment and Achievement of Program Outcomes (page 19). Specifically program completion rates and NCLEX pass rates:

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required program outcomes regarding completion in any one of the following ways: • the completion rate for the most recent calendar year is 70% or higher; • the completion rate is 70% or higher over the three most recent calendar years; • the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified exclusion factors; or • the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

IV-C. Licensure pass rates demonstrate program effectiveness. Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways: • the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31); • the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year; • the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or • the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.

- 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 2022-23 Florida state budget increased the UCF College of Nursing's budget by \$6.9 million and a separate request for funding toward a new College of Nursing building at the UCF Health Sciences Campus at Lake Nona was also approved. This funding will be used to immediately hire additional faculty and staff, and facilities if needed, to increase enrollment in our Traditional BSN program and reduce the number of qualified applicants who are denied admission. Our goal is to increase the number of newly licensed graduates by 50% within the next 5 years.

- 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.
 - TRADITIONAL & SECOND DEGREE: 3.00 GPA; AA or GEP; Foreign Language; must complete Common Program Prerequisites with a C or better; ATI TEAS Test with minimum score of 78; criminal history report and drug screen
 - CONCURRENT: 3.00 GPA; AA or GEP; Foreign Language; must complete Common Program Prerequisites with a C or better; ATI TEAS Test with minimum score of 78

- RN-BSN: 2.80 GPA; no fewer than three GEP or Foreign Language courses outstanding; must complete Common Program Prerequisites with a C or better; RN license
- AS-BSN: 3.00 GPA; no fewer than three GEP or Foreign Language courses outstanding; must complete Common Program Prerequisites with a C or better; enrolled in state articulated ASN program
- 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 BSN program demographic profile at UCF is similar to the UCF undergraduate population fall 2021. However, the UCF BSN population is much more diverse than the RN workforce in the US. According to the 2020 National Nursing Workforce Survey, 75% of RNs reported being White/Caucasian. See table below:

	UCF BSN	UCF Undergraduate Total	US RN Workforce
American Indian/Alaska Native	.04%	.13%	.5%
Asian	8.27%	6.87%	7.2%
Black	13.7%	10.22%	6.7%
Hispanic/Latino	26.61%	29.3%	5.6%
Multiracial	4.36%	4.22%	2.1%
Native Hawaiian/Other Pacific Islander	.2%	.14%	.4%
Not Specified	2.02%	4.15%	2.5%
White	44.8%	44.97%	75%

- The BSN program at UCF had 13.7% male students in fall 2021 which is higher than the RN workforce in the US. According to the 2020 National Nursing Workforce Study, males accounted for only 9.4% of the RN workforce.
- The College of Nursing will continue to use admission practices that create equal opportunities for all students regardless of gender, ethnicity, or any other protected class.

Required Signatures

msole

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Date: 2022.08.11 12:26:39
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Requestor/Initiator

8/11/22

Date

msole

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Date: 2022.08.11 12:26:51
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Signature of College Dean

8/11/22

Date

Nancy F. Myers

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Date: 2022.08.12 11:43:10 -04'00'

Signature of Campus EO Officer

8/12/2022

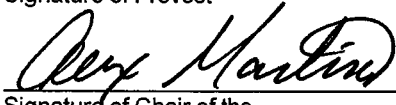
Date

Michael D. Johnson

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Johnson
Date: 2022.08.18 17:00:11 -04'00'

Signature of Provost

Date



Signature of Chair of the
Board of Trustees

10.20.22

Date

October 20, 2022

Date Approved by the Board of Trustees



UNIVERSITY OF CENTRAL FLORIDA

**Office of the Provost
and Vice President of Academic Affairs**

4365 Andromeda Loop N.
Millican Hall, Suite 331
Orlando, FL 32816

MEMORANDUM

November 14, 2022

The UCF Nursing Program would like to first thank the Board of Governors' office for the opportunity to apply for specialized admissions (SA) status. We recognized our interpretation of the minimal skills standard did not follow the BOG intent. However, as the November 4th memo indicated, we do want to continue our application under the limited resource and accreditation standards. Below is a restatement of the items needing additional clarification and our response:

Clarification 1

Please include a direct link to the accrediting standards mentioned in the request, including the specific page numbers of relevant sections.

Accreditation Requirements

- The College of Nursing BSN program is accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf).
<https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>
In 2017-18, the BSN degree program qualified for a streamlined academic program 7-year review after completing a successful 2016-17 accreditation review by CCNE. CCNE determined that the BSN program had sufficient resources - including faculty, facilities, equipment, as well as clinical sites and preceptors - to support currently enrolled students. While sufficient to support current enrollments, the 2017-18 program review cited challenges with regard to meeting demand by qualified prospects. Each of the limitations were highlighted and considered during the review. As such, the university determined no need to recommend a change in limited access status. The CCNE self-study as well as the following documentation from the streamlined academic program review are provided:
 - College of Nursing self-study addressing unit-wide planning and resources
 - streamlined program-level self-study (SWOT analysis)
 - supplemental review documentation noting college standards for clinical and class student to faculty ratios
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Standard II – Program Quality: Institutional Commitment and Resources (page 10-11). Specifically:

II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.

II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes.

II-E. Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes

Standard IV – Program Effectiveness: Assessment and Achievement of Program Outcomes (page 19-20). Specifically program completion rates and NCLEX pass rates:

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required program outcomes regarding completion in any one of the following ways: • the completion rate for the most recent calendar year is 70% or higher; • the completion rate is 70% or higher over the three most recent calendar years; • the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified exclusion factors; or • the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

IV-C. Licensure pass rates demonstrate program effectiveness.

Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways: • the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31); • the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year; • the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or • the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.

If the link to the accreditation standards does not work again in this version, UCF included a full copy of the accreditation standards in the BOG Portal allowing staff to follow the standards and page numbers listed above.

Clarification 2

The request did not describe the specific strategies the institution will implement to promote and maintain diversity in the program. Please describe these strategies.

- The BSN program demographic profile at UCF is similar to the UCF undergraduate population fall 2021. However, the UCF BSN population is much more diverse than the RN workforce in the US. According to the 2020 National Nursing Workforce Survey, 75% of RNs reported being White/Caucasian. See table below:

	UCF BSN	UCF Undergraduate Total	US RN Workforce
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Not Specified	2.02%	4.15%	2.5%
White	44.8%	44.97%	75%

- The BSN program at UCF had 13.7% male students in fall 2021 which is higher than the RN workforce in the US. According to the 2020 National Nursing Workforce Study, males accounted for only 9.4% of the RN workforce.
- The College of Nursing will continue to use admission practices that create equal opportunities for all students regardless of gender, ethnicity, or any other protected class.
- Specific strategies to maintain our diverse student population include: continuing to attend all UCF Open House events, presenting annually to the Undergraduate Admissions recruiters and local state college advisors who can then advise our prospective students across the state and beyond, collaborating with our Student Nurses Association Breakthrough to Nursing Director to attend outreach events at high schools, offering Nursing information sessions in Spanish, collaborating with groups such as Latinos in Action and the Health Leaders Summer Academy to offer presentations and tours to high school students from historically marginalized groups, and other similar activities. The College of Nursing also recently established a Diversity, Equity, and Inclusion Advisory Board that is comprised of faculty, staff, and students. This group is reviewing admission practices to ensure that diversity and equity goals are maintained.

Please let us know if you need additional information.



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: Bachelor of Social Work (BSW)/School of Social Work_____

CIP CODE 44.0701_____ **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.
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 BSW program requests specialized admissions status due to limited resources, accreditation requirements, and the challenging nature and demands of professional social work practice. Many people have misperceptions of what the profession of social work is therefore it seems fitting to explain briefly the profession to help justify the specialized admission. There are unique aspects of the social work profession that support the need for specialized admission. Core values of the social work profession are enhancing human well-being and helping meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, living in poverty, victimized by abuse, struggling with addictions, or otherwise suffering in our society. Effective, evidence-based social work requires students to engage individuals, families, groups, and communities with a nonjudgmental and accepting attitude to address these life challenges in a variety of settings including public social service agencies, hospitals, schools, nursing homes, private practice, police departments and other workplaces. Students occasionally struggle with having the necessary acumen and attitudes to work effectively with vulnerable and difficult clients in unpleasant and challenging circumstances. Having specialized admission helps to ensure that students entering the BSW program are open and willing to learn the important roles that social workers play as educators, therapists, advocates, social change agents, leaders, and researchers.

- 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.

The School of Social Work is accredited by the Council on Social Work Education (CSWE)

which requires a 1:25 faculty/student ratio. Presently, we must utilize several adjunct faculty teaching in the BSW program to maintain this ratio and all core required courses usually have between 30-45 students in each section of the course. Growth in total student enrollment across UCF has likewise made it increasingly difficult to find adequate instructional space.

CSWE requires all schools of social work to have students in the BSW program complete a minimum of 400 hours of an internship (field placement) prior to graduation. We have approximately 330 students in the BSW program and each year about 150 need placements before they can graduate. If we admit more, it will be a major problem to place more than 150 students in the Central Florida area and other counties across Florida. We also have an MSW program with campus-based and online options that also needs to place students in field placements as a requirement for their graduation. We currently utilize over 250 community partners and many already take several students at a time and cannot take on anymore. Increasing enrollment could potentially leave students unable to fulfil the program's internship requirement and graduate on time.

- 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 Social Work is accredited by the Council on Social Work Education (CSWE; www.cswe.org), a national organization that is recognized by the U.S. Council on Higher Education Accreditation as the sole accrediting body for schools of social work in the United States. The BSW program is currently accredited under CSWE's [2015 Educational Policy and Accreditation Standards](#).

Several relevant standards have been described in previous sections of this document. These include:

- a) Accreditation Standard 3.2.3: *The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated.*
- b) Accreditation Standard 2.2.5: *The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.*

Furthermore, the accreditation standards require that BSW programs maintain an application process for the social work major and also have explicit admissions criteria to the program.

- c) Accreditation Standard B3.1.1: *The program identifies the criteria it uses for admission to the social work program.*
 - d) Accreditation Standard 3.1.2: *The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
- 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.

The School of Social Work would like to hire more full-time faculty who will specifically teach in the BSW program; however, resources are not available at this time for such hires. The value of adding more faculty is expected to be a cornerstone of the School of Social Work's strategic plan to be completed in the coming years. The School is a member

of UCF's newly-formed College of Health Professions and Sciences (CHPS) and the new Academic Health Sciences Center (AHSC.) The CHPS' strategic plan was finalized last year while the AHSC's plan is expected to be finalized and approved this year. The School of Social Work will begin developing its strategic plan when these plans are available to use as guides and organizational frameworks.

While the addition of new faculty would help to address current challenges with faculty/student ratios and limited instructional resources, this will not improve the restricted classroom space available at UCF's main campus or the finite number of community partners in the region for students' required internships. Implementing a new fully-online option for BSW students could possibly help address these specific physical constraints; however, this would require significant investments in new faculty to teach the online curriculum as well as explore, cultivate, and monitor students' remote field placements.

4. 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:

- Have been admitted to UCF
- Complete a separate application to the BSW program after admission to UCF including a letter of recommendation from a professor or supervisor, and a professional statement
- Have completed an AA degree from a Florida State college or university, or all UCF general education requirements
- Have an overall grade point average of 2.5 or higher
- Complete the five program prerequisites (minimum three out of the five to initially apply) with a minimum grade of C or better. The prerequisites include:
 - BSC 1005 Biological Principles
 - POS 2041 American National Government
 - PSY 2012 General Psychology
 - SYG 2000 Intro to Sociology or SYG 2010 Social Problems
 - ECO 2013 Principles of Macroeconomics or ECO 2023 Principles of Microeconomics

Approximately **90%** of the students entering the BSW program are Associate of Arts graduates from Florida public universities including Seminole, Valencia, Polk, Daytona, Santa Fe, Eastern Florida, Miami Dade, etc. therefore having a specialized admission has not and will not hinder transfer students from entering the BSW program. All students can apply to the BSW program.

5. 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 School of Social Work BSW program has grown in enrollment (from 175 in 2002 to 330 in 2022) and has increased in diversity over the years as well. A chart of the current demographics is below. Specialized admissions have not hindered the current race and gender profile. To the contrary, it has expanded it. The chart attached shows the diversity of students in the BSW program. To be inclusive we also added gender neutral to the application and have an "other" category to help students who do not fall into a certain category.

Ethnicity and Gender	Male	Female	Neutral	Total
Black	7	43		50
Native Hawaiian/Other Pacific Islander	1	7		8
White	19	69	3	91
Hispanic/Latino	8	74		82
Multiracial	3	13	1	17
American Indian/Alaska Native				0
	38	206	4	248*

* 248 includes current/returning students, and projected August 2022 graduates. May 2022 graduates are not included in these numbers. Projected admissions for Fall 2022 will increase enrollment back to approximately 330 students.

In order to continue to admit diverse students and ensure equitable access, we reach out to the Florida public universities and hold information sessions informing them of the social work profession, program updates, and application requirements. Students are permitted to apply if they have completed at least three of the five program prerequisites and if their overall GPA is below the required 2.5 grade point average. We admit about 10% of students “provisionally” if their admission GPA isn’t at a 2.5 recognizing students may have experienced a difficult transition to college initially and want to give everyone a chance to be successful while earning the BSW degree.

Required Signatures

Matthew T. Theriot Digitally signed by Matthew T. Theriot
Date: 2022.08.09 13:56:52 -04'00'

Requestor/Initiator

Date

Christopher Ingersoll Digitally signed by Christopher Ingersoll
Date: 2022.08.09 14:48:38 -04'00'

Signature of College Dean

Date

Nancy F. Myers Digitally signed by Nancy F. Myers
Date: 2022.08.12 11:45:33 -04'00'

Signature of Campus EO Officer

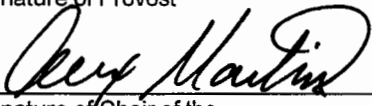
8/12/2022

Date

Michael D. Johnson Digitally signed by Michael D. Johnson
Date: 2022.08.18 16:59:08 -04'00'

Signature of Provost

Date


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 Arts in Digital Arts and Sciences

CIP CODE 50.0102 **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.

Students entering the upper levels of the BA Digital Arts and Sciences must demonstrate that they have the skill and talent to be successful in the curriculum by submitting a portfolio consisting of 10 examples of the student's original work across multiple categories of digital design, time-based media, and interactive media and programming. Because this is measured at the point where students are preparing to enter the upper division of the degree, we are also able to see how well they have taken advantage of opportunities provided to them in their first few years of study.

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 our cohort size in this degree from 35 students to 70 students admitted to the upper division per year. This increase ensures that we have capacity at this time for all students who demonstrate the minimal skills necessary for success in the upper division of this program. We also offer this degree through UF Online, allowing increased access for students seeking to pursue this degree from a distance. A minor in Digital Arts and Sciences is also available (both on-campus and online) for students who would like to supplement their major with our courses; no portfolio review is required for the minor. In offering the minor and major in both face-to-face and UF Online formats, 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.

No change to admissions is anticipated. The current process for admission to the upper level of the program is as follows: students, whether FCS Associates in Arts graduate or lower division UF students, submit an application that includes the student's academic record, letter of intent, and a portfolio of work. Faculty then review the application and assess whether the applicant has the necessary skills and potential for successful advanced study in Digital Arts and Sciences. This step is one that also introduces students to professional practices and better prepares them to graduate with a portfolio of work that will assist in making a successful transition either to the industry or to graduate school.

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?

Female 66.67%; Male 33.33%

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

We do not anticipate specialized admissions to have an impact on the race and gender profile of the program. Currently, our 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 as to who they are and from where they came. This comprehensive review enables faculty evaluators to consider factors other than GPA when making admission decisions to help to promote equity and diversity. Furthermore, the Digital Worlds Institute hosts Portfolio Open House, a semesterly portfolio

development event in which prospective students meet one-on-one with faculty to

Required Signatures



Requestor/Initiator

7/13/2022

Date



Signature of College Dean

7/14/2022

Date

Melissa S
Curry

Digitally signed by
Melissa S Curry
Date: 2022.08.08
15:36:56 -04'00'

Signature of Campus EO Officer

Date: 2022.08.08

Date

Joseph
Glover

Digitally signed by Joseph
Glover
Date: 2022.08.08
17:12:33 -04'00'

Signature of Provost

Date: 2022.08.08

Date

Morteza "Mori"
Hosseini

Digitally signed by
Morteza "Mori" Hosseini
Date: 2022.08.18
09:43:47 -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 Science (major Nursing)

CIP CODE 51.3801 **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 pre-licensure program requires over 700 hours of intensive supervised clinical learning experiences per student. Affiliated hospitals limit the number of students per clinical unit to be supervised by one clinical instructor at any one time. Due to restrictions in the number of student placements and limited faculty resources to maintain appropriate student-to-faculty ratios in the clinical environment, we are unable to admit more students to this experiential educational 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.

With increased funding from the Prepping Institutions, Programs, Employers, and Learners through Incentives for Nursing Education (PIPELINE) Fund, we plan to hire additional faculty, which will allow us to increase enrollment in our Accelerated BSN (post-baccalaureate) program in Jacksonville by 50% and our traditional BSN program in Gainesville by 15% starting in the 2022-2023 academic year. We plan to further increase admissions in Jacksonville in subsequent years as well. Overall, we anticipate a 17-22% increase in the number of graduates, sustained over the four-year Specialized Admission period.

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.

Our current admission requirements will remain as described below.

Traditional BSN track (including transfer students):

Prerequisite courses:

- 3 credits of social and behavioral science with prefix of PSY, SOP or SYG
- 3 credits of physical or biological sciences with prefix of BSC, CHM or PHY
- 4 credits of Anatomy & Physiology 1 (including a lab component)
- 4 credits of Anatomy & Physiology 2 (including a lab component)
- 4 credits of Microbiology (including a lab component)
- 3 credits of Statistics

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?


Enrollment by race and ethnicity (as of fall, 2020)

- Female: 91.04%
- Male: 8.96%

The current race profile of the program is:

- American Indian/Alaska Native: .17%
- Asian: 9.78%
- Black: 7.63%
- Hispanic: 17.58%
- Native Hawaiian/Pacific Islander: .33%
- Unknown: 2.82%
- Two or more races: 4.31%
- White: 57.05%

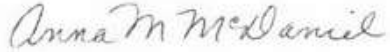
Required Signatures



08/04/2022

Requestor/Initiator

Date



08/04/2022

Signature of College Dean

Date

Melissa S
Curry

Digitally signed by
Melissa S Curry
Date: 2022.08.08
16:43:37 -04'00'

Date: 2022.08.08

Signature of Campus EO Officer

Date

Joseph
Glover

Digitally signed by Joseph
Glover
Date: 2022.08.08
17:17:08 -04'00'

Date: 2022.08.08

Signature of Provost

Date

Morteza "Mori"
Hosseini

Digitally signed by
Morteza "Mori" Hosseini
Date: 2022.08.18
09:53:46 -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

From: [Gater, Cheryl L](#)
To: [VanderMeer, Erica](#)
Cc: [Nelson, Lynn](#); [Stowell1, Michael](#)
Subject: RE: Specialized Admissions- Nursing Accreditation Clarification
Date: Tuesday, January 10, 2023 7:55:49 AM
Attachments: [image002.png](#)
[2022_5_BAL_B_UF_FL.pdf](#)
[Standards-Final-2018.pdf](#)

Good morning!

Yes, our BSN program is accredited by CCNE (received full 10-year accreditation at the Board of Commissioners meeting in April 2022), and we confirm specialized admissions support compliance with CCNE requirements. Attached please find our CCNE accreditation document with the four standards that supports requirements for specialized admission status.

Best,
Cheryl



Cheryl Gater, DBA
Associate Provost and Director
SACSCOC Liaison
Office of the Provost
University of Florida
PO Box 113175, Gainesville, FL 32611
352-392-4208
cgater@aa.ufl.edu

From: VanderMeer, Erica <Erica.VanderMeer@flbog.edu>
Sent: Monday, January 9, 2023 3:32 PM
Cc: Nelson, Lynn <Lynn.Nelson@flbog.edu>; Stowell1, Michael <Michael.Stowell1@flbog.edu>
Subject: Specialized Admissions- Nursing Accreditation Clarification

[External Email]

Good afternoon!

We have reviewed your specialized admissions requests for the Bachelor of Nursing (BSN) degree program. Please verify that your program is accredited by the Commission on Collegiate Nursing Education (CCNE) and whether a specialized admissions status would support compliance with CCNE accreditation requirements. Such requirements include sufficient physical resources, clinical sites, and faculty that enable the program to fulfill its mission, goals, and expected outcomes. Please respond to this email confirming by COB **Wednesday, January 11th**.

Please let me know if you have any questions!

Thank you,

Erica Vander Meer

Assistant Director, Academic Affairs

State University System of Florida

Board of Governors

200 West College Avenue

Tallahassee, Florida 32301

Phone: (850) 245-0567





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 Teacher Ed_____

CIP CODE 13.1312_____ **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.

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."

- 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.

The capacity of the music education program was increased significantly over the past decade with the hiring of the first full-time faculty line dedicated exclusively for the program. A second full-time faculty line is needed in this area due to increasing enrollment in the undergraduate and graduate music education programs and increasing responsibilities associated with the supervision of internships, data reporting, advising, and curriculum offerings. A short-term full-time (visiting) faculty line was recently allocated to this program for the upcoming year. It is not possible to increase the capacity of the program at this time without first addressing the need for a long-term solution.

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 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, Rosauero 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

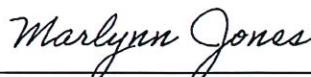
1. Please prepare three classical selections in contrasting styles. Stylistic preference should be given to standard art songs and/or arias from the baroque, classical, romantic, and 20th century classical repertoire. Musical Theater and folk song selections sung in English are also acceptable.

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.
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	0
Black or African American	4
Hispanic	9
Native Hawaiian and Other Pacific Islander	0
Non-Resident Alien	0
Two or More	0
Unknown	0
White	24
Grand Total	37

Gender	# of students
Female	22
Male	15
Grand Total	37

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 Education 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. Furthermore, music education students have opportunities (e.g. internships) to interact more closely with diverse populations of high school students. Such interactions help to increase knowledge of the Music Education program and help with recruiting 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
Date
Signature of College Dean7-26-2022
Date
Signature of Campus EO Officer7-28-2022
Date
Signature of Provost07/31/2022
Date
Signature of Chair of the
Board of Trustees8/11/22
Date8/12/2022
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: Bachelor of Science in Nursing

CIP CODE: 51.3801

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.

The limited resources for the UNF undergraduate Nursing program include clinical facilities and the clinical facilities' required student-faculty ratios. All healthcare facilities in Northeast Florida are heavily utilized by many different nursing programs. Therefore, clinical sites within these facilities are limited for UNF students. Additionally, the facilities require low faculty-student ratios ranging from 1:5 to 1:9 depending on the space, patient acuity, or number of new nurses being onboarded at any one time. UNF School of Nursing (SON) utilizes many different clinical sites, including weekend and evening shifts, to ensure access for our students. As a result, UNF SON can only admit the number of students that can be reasonably accommodated by these finite resources, resulting in three qualified applicants for every seat in the program.

- 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.

N/A

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.

UNF's undergraduate Nursing program is a Program of Strategic Emphasis. UNF SON is heavily recruiting the full-time, part-time, and adjunct faculty needed to teach clinical courses given that the faculty-student ratio is set by the healthcare facilities. Additionally, the Brooks College of Health Dean and School of Nursing Director have had individual meetings with local hospital administrators to discuss plans for program expansion and the need for additional clinical placements for UNF nursing students. The timeline is to increase by 150 additional graduates annually over the next 12-18 months. Thus far, every hospital has been encouraged by this projected growth given their need to hire new nurses and are supporting additional clinical placements for UNF nursing students each semester.

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.

Nursing: RN-BSN: 2.80 Overall GPA (Applicants for Spring 2022 and beyond are only required to have a 2.70 Overall GPA), "C" in prerequisite courses, active license to practice registered nursing in the applicant's state of residence, Nursing degree from a nationally accredited nursing program, completion of General Education, Gordon Rule, Civic Literacy, and Foreign Language requirements with a maximum deficiency of 6 semester credits.

Nursing: Prelicensure BSN: 3.00 Overall GPA, No grade lower than a "C" in prerequisite courses and cumulative 3.20 GPA for prerequisites, 60 semester hours that fulfill General Education & Gordon Rule or an AA from a Florida public institution, TEAS scores of at least 315.00, and an interview

Nursing: Freshman Admits: 3.80 weighted high school GPA, combined ACT score of 24 or combined SAT minimum score of 1100, minimum 4.00 weighted high school science GPA, TEAS exam, and interview.

Nursing: Accelerated Prelicensure: 3.00 Overall GPA, No grade lower than a "C" in prerequisite courses and cumulative 3.20 GPA for prerequisites, 60 semester hours that fulfill General Education & Gordon Rule or an AA from a Florida public institution, TEAS scores of at least 315.00, and an interview

The admission requirements and procedures for all points of entry (RN-BSN, prelicensure, freshman admits, and accelerated prelicensure) ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program. All prerequisite, General Education, and Gordon Rule courses are offered within the Florida College System. All applicants have access to the TEAS through atesting.com. All applicants are evaluated objectively, without preference given to internal UNF students. Therefore, equal access is afforded to all applicants, including those graduating from a qualified Florida College System Associates in Arts, competing for available space in one of

these nursing programs.

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?

All qualified candidates are reviewed and provided an opportunity to interview for admission. No applicant is rated based on age, gender, ethnicity, race, language, etc. Nursing is a profession that must respect diversity and promote inclusion, therefore these topics are included throughout the undergraduate nursing curriculum. UNF SON is recruiting diverse faculty from under-represented and minority groups of nursing professionals. These faculty, along with current or former students, conduct the applicant interviews to promote and maintain diversity in the student body of the UNF undergraduate nursing program. The racial/ethnic and gender breakdown of our current students is as follows:

Nursing: RN-BSN:

American Indian or Alaskan Native	0
Asian	5
Black or African American	13
Hispanic	7
Native Hawaiian and Other Pacific Islander	0
Non-Resident Alien	0
Two or More	2
Unknown	1
White	34
Grand Total	62
Female	54
Male	8
Grand Total	62

Nursing: Prelicensure BSN:

American Indian or Alaskan Native	2
Asian	14
Black or African American	15
Hispanic	17
Native Hawaiian and Other Pacific Islander	0
Non-Resident Alien	1
Two or More	8
Unknown	1
White	91
Grand Total	149
Female	129
Male	20
Grand Total	149

Nursing: Freshman Admits:

American Indian or Alaskan Native	0
-----------------------------------	---

Asian	10
Black or African American	4
Hispanic	9
Native Hawaiian and Other Pacific Islander	0
Non-Resident Alien	0
Two or More	5
Unknown	0
White	67
Grand Total	95

Female	85
Male	10
Grand Total	95

Nursing: Accelerated Prelicensure:

American Indian or Alaskan Native	0
Asian	6
Black or African American	6
Hispanic	7
Native Hawaiian and Other Pacific Islander	0
Non-Resident Alien	1
Two or More	6
Unknown	1
White	79
Grand Total	106

Female	94
Male	12
Grand Total	106

Required Signatures

Michelle Edmonds Digitally signed by Michelle Edmonds
Date: 2022.07.27 07:24:02 -04'00'
Requestor/Initiator


7-27-22

Date

Curt Lox Digitally signed by Curt Lox
Date: 2022.07.26 17:19:47 -04'00'
Signature of College Dean

7-26-22

Date

 Digitally signed by Marlynn R. Jones
Date: 2022.08.01 15:13:59 -04'00'
Signature of Campus EO Officer


8/1/2022

Date

Karen B. Patterson Digitally signed by Karen B. Patterson
Date: 2022.08.02 09:46:06 -04'00'
Signature of Provost

08/02/2022

Date


Signature of Chair of the Board of Trustees

8/11/22

Date

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

From: [Lockley, Chadwick](#)
To: [VanderMeer, Erica](#)
Cc: [Nelson, Lynn](#); [Stowell1, Michael](#)
Subject: RE: Specialized Admissions- Nursing Accreditation Clarification
Date: Tuesday, January 10, 2023 8:00:49 AM
Attachments: [2020_6_BAL_B_UNF_FL.pdf](#)
[Standards-Final-2018.pdf](#)

Hey Erica,

I hope you have had a happy new year thus far. UNF's BSN degree program is indeed accredited by CCNE. As you can see from the attached letter, the current accreditation CCNE accreditation extends through June 30, 2030. I've also attached the standards for CCNE that indicate specialized admissions status would support compliance with CCNE accreditation requirements. Specifically, look at the following:

- II-B on p. 10 Physical and Clinical Resources
- II-E on p. 11 Faculty sufficient in number and academically/experientially prepared

While CCNE does not provide specific numbers limiting the number of student per resources, CCNE does expect the resources to be sufficient to support the number of students enrolled in the program and would deem UNF out of compliance if they thought the resources were insufficient. We submitted the application without using accreditation as a reason due to CCNE not providing specific student to resource/faculty ratios, though sufficient resources/faculty are clearly a factor with CCNE accreditation compliance.

Please let me know if you need any other information. I appreciate you reaching out asking for clarification.

Thank you!

---Chadwick

Chadwick Lockley
Director for Academic Programs and Accreditation
SACSCOC Liaison
University of North Florida
Office of Institutional Effectiveness
chadwick.lockley@unf.edu

From: VanderMeer, Erica <Erica.VanderMeer@flbog.edu>
Sent: Monday, January 9, 2023 3:32 PM
Cc: Nelson, Lynn <Lynn.Nelson@flbog.edu>; Stowell1, Michael <Michael.Stowell1@flbog.edu>
Subject: Specialized Admissions- Nursing Accreditation Clarification

Good afternoon!

We have reviewed your specialized admissions requests for the Bachelor of Nursing (BSN) degree program. Please verify that your program is accredited by the Commission on Collegiate Nursing Education (CCNE) and whether a specialized admissions status would support compliance with CCNE accreditation requirements. Such requirements include sufficient physical resources, clinical sites, and faculty that enable the program to fulfill its mission, goals, and expected outcomes. Please respond to this email confirming by COB **Wednesday, January 11th**.

Please let me know if you have any questions!

Thank you,

Erica Vander Meer
Assistant Director, Academic Affairs
State University System of Florida
Board of Governors
200 West College Avenue
Tallahassee, Florida 32301
Phone: (850) 245-0567





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: Social Work _____

CIP CODE 44.0701 _____ 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 Bachelor of Social Work (BSW) 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.

In order to meet accreditation requirements, the BSW Program requires specialized admissions status given limited external resources (i.e., field education placements and supervisors) as well as an insufficient number of full-time BSW faculty.

Insufficient External Resources. According to the Council on Social Work Education (CSWE) (2015), "field education is the signature pedagogy for social work" (p. 12).¹ All BSW students are required to complete a minimum of 400 hours of field education to earn their baccalaureate degree (CSWE Educational Policy and Accreditation Standard (EPAS) 2.2.5). Per EPAS 2.2.4, field placement settings must afford students the opportunity to practice and refine nine "social work competencies through in-person contact with clients and constituencies" (p. 13). Further, CSWE dictates in EPAS 2.2.9 that students must be supervised by individuals "who hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work" (p. 13). Thus, in any given academic year, UNF must secure

¹ [2015EPASandGlossary.pdf.aspx \(csw.org\)](https://www.csw.org/2015EPASandGlossary.pdf.aspx)

field education placements for an average of 35 BSW students in local social service agencies that provide the requisite field experiences and professional social work supervision to meet accreditation standards and ensure students' opportunities to master the nine core competencies of social work practice. Although Jacksonville is a large metropolitan area, there is a limited number of agencies, particularly those that employ qualified social work supervisors, in which to place students for field education. This challenge is compounded by the fact that UNF competes with other state and online universities for local field placements.

UNF currently maintains affiliation agreements with approximately 55 local agencies to host both BSW *and* Master of Social Work (MSW) students. While some agencies can accommodate multiple students, others can only supervise one per academic year. The program can successfully place a maximum of 40 BSW students each year. Efforts to establish new affiliation agreements are ongoing. The major barrier to establishing new placements is the absence of a qualified social work supervisor onsite to supervise the student(s).

Insufficient Number of Faculty. CSWE also dictates the minimum number of faculty principally assigned to the BSW and Master of Social Work (MSW) Programs as well as the faculty-to-student ratio. Specialized admissions status ensures the BSW Program meets the faculty-to-student ratio given the existing number of faculty and their respective assignments to the BSW and MSW Programs. The accreditation standards and associated text are provided below.

- B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred. (p. 16)
- M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- Faculty to Student Ratio 3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities. (p. 16)

Currently, the Social Work Program is in compliance with accreditation requirements. That is, two faculty members are principally assigned to the BSW Program, and six faculty members are assigned to the MSW Program. Faculty may teach across programs, but they must teach a majority of courses in their assigned program. By utilizing MSW faculty and the occasional part-time faculty member to teach some BSW courses, the program is able to maintain the required faculty to student ratio if cohorts are limited to 40 students 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.

The UNF BSW Program does not currently plan to increase capacity in the next five years. The rationale is twofold. First, the limited number of full-time faculty assigned to the BSW Program is currently insufficient to support an increase in enrollment and maintain compliance with accreditation standards. MSW faculty cannot be reassigned to teach additional BSW classes without jeopardizing the accreditation of the MSW program (a Program of Strategic Emphasis). Second, there is currently an insufficient number of social service agencies, particularly those that employ qualified social work supervisors, in which to place additional students for field education. UNF cannot control the number of social service agencies in the Jacksonville area; however, it is anticipated that the number of qualified social work supervisors will grow in the next five years as UNF BSW and MSW graduates enter the local workforce and gain professional practice experience. As additional external resources (i.e., field placements and social work supervisors) become available, the Social Work Program will request additional BSW faculty lines to allow for commensurate increase in enrollment that is also consistent with accreditation standards.

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 CSWE dictates "a competency-based education framework" (p. 6) and articulates nine core competencies of generalist social work practice that students are expected to master as a part of their baccalaureate program of study. CSWE notes that "educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice" and directs BSW programs to identify "the criteria it uses for admission to the social work program" (EPAS 3.1.1). To ensure students' educational preparation and commitment, the UNF BSW Program requires that students meet the following admission requirements:

- Acceptance to UNF;
- An AA from a public Florida college or university or successful completion of UNF general education requirements; students transferring to UNF without an AA must have 60 credit hours;
- A minimum cumulative GPA of 2.5;
- Completion of 15 hours of common prerequisites with a C or better;
- Successful participation in a panel interview conducted on campus by a committee of Social Work faculty and community partners; and,
- Acceptable performance on a writing assessment administered on campus and reviewed by a committee of Social Work faculty.

As shown in the admission requirements, applicants with an AA from a public Florida college or a minimum of 60 credit hours are considered for admission. All students are invited to apply to the BSW Program by a specified deadline advertised on the program's website; the deadline is the same for transfer and UNF students, and the program follows the same holistic review process for all applicants. UNF maintains strong relationships with and actively recruits students from local public colleges.

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?

Of the 62 students enrolled in the program, 57 (92%) are female; 10 (16%) are Black or African American; 12 (19%) are Hispanic; and two (3%) are multiracial. Historically, the

Social Work Program has attracted diverse students in terms of race/ethnicity, age, and sexual orientation. This is accomplished by maintaining a diverse and inclusive faculty and maintaining affiliation agreements with a wide range of community-based agencies that serve diverse populations in Jacksonville. In addition, the approach taken in our admissions process is one characterized by a holism that offers a flexibility for incorporating an individual applicant's lived experiences as a measure of not only future success but also the contributions they will make to the cohort of learners that they will be joining. UNF provides information about our BSW and MSW Programs to local schools and public colleges to encourage applications from members of diverse communities in northeast Florida. This is accomplished through annual and semi-annual information sessions in the community as well as at UNF sponsored open-houses and other events that attract a diverse body of attendees. There are no barriers to prevent veterans and persons with disabilities from participating in and graduating from the program

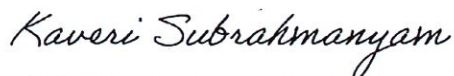
Required Signatures



Requestor/Initiator

08/01/2022

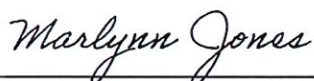
Date



Signature of College Dean

8/1/2022

Date



Signature of Campus EO Officer

8-2-2022

Date



Signature of Provost

08/02/2022

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: Nursing/Registered Nurse

CIP CODE: 51.3801

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, 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 USF College of Nursing is requesting specialized admissions status due the limited number of available clinical training sites, limited number of faculty, and limited access and availability of simulation space and equipment to support the current demand for admission to our baccalaureate degree program. The market demand and interest for applications to our baccalaureate nursing degree program is expected to remain very high over the next three to five years. While we are continuing to expand opportunities for clinical training sites, procurement of clinical sites with master's prepared clinical faculty continues to be a challenge. We will continue to increase the number of faculty and expand our simulation space over the next five years. However, we do not expect the resources will be adequate to meet the demand for unrestricted admissions into our baccalaureate nursing degree program.

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency responsible for the accreditation of USF's College of Nursing. CCNE accredits both baccalaureate and graduate nursing programs. CCNE Standard III, key element III-H. (Page 16) requires the college to provide clinical practice experiences that enable student to integrate new knowledge and demonstrate attainment of program outcomes, foster interprofessional collaborative practice. The CCNE Standard II, key element II-E. (Page 11) requires the University to provide faculty-to-student ratios adequate for supervision and evaluation and to meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines. (<https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines>)

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 USF College of Nursing is continuing to expand the baccalaureate nursing program to meet the workforce demands for nurses in Florida. We expect to offer additional admissions into to our baccalaureate program over the next five years through the investment of additional resources provided by State.

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 following admissions requirements into the BSN program apply to FTIC and FCS AA students:

- Completed program application;
- Minimum 3.20 cumulative GPA on all undergraduate work;
- Completion of common prerequisites courses with a minimum grade of C in each course;
- Completion of General Education requirements;
- Participation in a formal interview with the College of Nursing faculty;
- Completion of the University's foreign language entrance requirement (FLENT).

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?

<i>Race/Ethnicity</i>	<i>Enrolled</i>	<i>Percentage</i>
<i>Asian</i>	<i>38</i>	<i>7%</i>
<i>Black</i>	<i>45</i>	<i>9%</i>
<i>Hispanic</i>	<i>111</i>	<i>21%</i>
<i>Non-Resident Alien</i>	<i>9</i>	<i>2%</i>
<i>Not-Reported</i>	<i>13</i>	<i>3%</i>
<i>Two or More Race</i>	<i>29</i>	<i>6%</i>
<i>White</i>	<i>273</i>	<i>53%</i>
<i>Total</i>	<i>518</i>	

<i>Gender</i>	<i>Enrolled</i>	<i>Percentage</i>
<i>Female</i>	<i>454</i>	<i>88%</i>
<i>Male</i>	<i>64</i>	<i>12%</i>
<i>Total</i>	<i>518</i>	

*Source: USF EIS Cubes Enrollment Data CY2022

USF is committed to attracting and retaining a diverse student body through a holistic admissions process that includes recruiting directly from under-represented populations through visits to micro-targeted high schools. Attendance at college fairs specifically for under-represented students is another priority for the College.

Required Signatures

DocuSigned by:

Alan Todd

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Requestor/Initiator

8/10/2022

Date

DocuSigned by:

Usha Menon

548810A82BDD44B...

Signature of College Dean

8/10/2022

Date

DocuSigned by:

Tricia Pennicook

9CB1FDD97F3947D...

Signature of Campus EO Officer

8/10/2022

Date

DocuSigned by:

Samir

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Signature of Provost

8/10/2022

Date


Signature of Chair of the
Board of Trustees

Date

9/6/2022

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: Nursing, BSN

CIP CODE 51.3801 **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 for the traditional BSN (4-year) track in CIP Code 51.3801.

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 Nursing, BSN degree program – traditional (4-year) track in CIP Code 51.3801. This program prepares students for the NCLEX registry exam as required for licensure in the state of Florida. Additionally, the program has a clinical component that requires students to complete 900 hours supervised clinical experience at clinical sites that offer limited placements.

UWF currently has 4 hospitals and several smaller clinical sites most of which are located within a 50-mile radius to the Pensacola area. While there are a few clinical placements outside this geographic boundary, most students in the program are essentially place-bound for the program due to families, homes, etc. The program tries to ensure that students are placed at a clinical site that will not be burdensome (travel time and fuel costs) for the duration of the clinical portion of their program. The clinical portion of the program places students in a supervised clinical setting for a total of 900 clinical hours over a four-semester period.

Other than geographic proximity for the clinical site and the frequency and duration of

the clinical placement, another constraint of the program is limited capacity at individual sites. Although these clinical sites are large hospitals, there are several factors that impact the number of students that can be placed at any one clinical site. The first such constraint is the limitation by the Florida Board of Nursing for no more than 12 nursing students per clinical group. In addition to this limitation, clinical sites also work under other limiting factors that impact the actual number of students that a particular clinical site is willing to accept. These limiting factors include patient care acuity and patient safety, nursing staffing, and the ratio of new nurses to experienced nursing staff to supervise the student nurses on the floor. Currently, our main clinical sites limit is 8 students per nursing unit. Additionally, some units within a large hospital setting such as mental health, maternal health, and pediatric take far less students or shorten the available hours at the site due to all of the factors already discussed.

Another limiting factor is competition for clinical placements with other institutions offering nursing programs as well. The School of Nursing at UWF competes with Pensacola State College, Pensacola Christian College, and Fortis College as well as nursing programs across the border in Alabama such as Bishop State College and Coastal Alabama Community College. So while a clinical site such as a hospital might be able to take 8 students on a nursing unit, only one nursing program clinical group can be assigned to a nursing unit per day, again limiting availability. Specialty areas such as pediatrics are very limited due to there being only one children's hospital in our area that is utilized by all nursing programs. The actual number that they can accept may only be 6- 8 students due to the combination of limiting factors discussed in previous sections and will be further impacted by demand from nursing programs at other higher education institutions in our service area.

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.

UWF currently has clinical site agreements with 4 hospitals within a 50-mile radius to UWF. The UWF School of Nursing is in conversation with existing hospital clinical sites to make every effort to increase clinical instruction capacity and will certainly pursue additional clinical placements at existing sites as well as pursuing clinical site agreements with any new healthcare systems provided they meet the qualifications of Florida Board of Nursing.

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.

- Minimum overall GPA 3.0 on a 4.0 scale
- Minimum score of 75% on TEAS entrance exam
- Completed all General Education requirements including foreign language
- Completion of all Nursing common prerequisites with a grade of "C" or better
- Documentation of required Nursing Program immunizations

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. UWF currently has a RN to BSN track for students graduating from a Florida public institution with an appropriate credential. This RN to BSN track is not subject to the same admission requirements as the traditional BSN (4-Year) track and is not included in this request.

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 2021-2022
African American	Female	16
	Male	6
American Indian/Alaskan Native	Female	-
	Male	-
Asian	Female	5
	Male	2
Hispanic	Female	25
	Male	6
Native Hawaiian or Pacific Islander	Female	-
	Male	1
Non-Resident Alien	Female	3
	Male	1
Not Reported	Female	5
	Male	3
Two or More	Female	13
	Male	2
White	Female	154
	Male	26
Total		268

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

07/27/2022

Date

DocuSigned by:

0C881D498A38416...
Signature of College Dean

07/27/2022


Date

DocuSigned by:

8F099D9CE0E5441...
Signature of Campus EO Officer

07/27/2022

Date

DocuSigned by:

A0A8D1FAE170497...
Signature of Provost

for George Ellenberg

07/27/2022

Date


Signature of Chair of the
Board of Trustees


Date

September 15, 2022

Date Approved by the Board of Trustees

From: [Angela Bryan, PhD](#)
To: [VanderMeer, Erica](#)
Cc: [Nelson, Lynn](#); [Stowell1, Michael](#); [Williams, Michelle](#); [Bryan, Angela](#); [Crystal Bennett](#); [David Bellar](#); [Daniel Drost](#)
Subject: Re: Time Sensitive RE: Specialized Admissions- Nursing Accreditation Clarification
Date: Thursday, January 12, 2023 5:49:06 PM

Erica,

In consultation with the UWF School of Nursing, we affirm the Bachelor of Science in Nursing (BSN) degree program at UWF is accredited by the Commission on Collegiate Nursing Education (CCNE). UWF's BSN program has maintained continuous accreditation with CCNE since 2002. The specialized admissions status sought through the BOG supports UWF BSN program compliance with CCNE accreditation requirements, specifically CCNE Standard II in which UWF demonstrates adequate physical resources, clinical sites, faculty, and preceptors to accomplish the mission, goals, and expected program outcomes. UWF's BSN program currently has limited access status with the same requirements as those sought under specialized admissions status. These admissions requirements were in place prior to UWF's last reaffirmation with CCNE in 2016. UWF anticipates no negative impact on CCNE accreditation with the approval of the specialized admissions application.

If you need anything further, please let me know. And again, thank you for following up. We are glad to hear our request may be included on the January agenda.

With kind regards,

Angela

On Thu, Jan 12, 2023 at 4:03 PM Angela Bryan, PhD <abryan@uwf.edu> wrote:

Good afternoon Erica,

Thank you for your email. I'm uncertain how I did not receive your initial email from Monday, however I am in communication with the department to get an answer to your questions. We will respond no later than tomorrow at 3pm ET as requested. I appreciate you following up. We are hopeful to have approval on this request soon.

With kind regards,

Angela

On Thu, Jan 12, 2023 at 2:10 PM VanderMeer, Erica <Erica.VanderMeer@flbog.edu> wrote:

Hi Angela,

I am following up on this email in case you have missed it. Could you please confirm the details below **by 3:00pm tomorrow (Friday, January 13th)**? Once we have this

information, we will be able to include UWF's specialized admissions request for the BSN program with all of the other nursing programs going to the Board for approval in January.

Thank you,

Erica Vander Meer

Assistant Director, Academic Affairs

State University System of Florida

Board of Governors

200 West College Avenue

Tallahassee, Florida 32301

Phone: (850) 245-0567



From: VanderMeer, Erica

Sent: Monday, January 9, 2023 3:32 PM

Cc: Nelson, Lynn <Lynn.Nelson@flbog.edu>; Stowell1, Michael <Michael.Stowell1@flbog.edu>

Subject: Specialized Admissions- Nursing Accreditation Clarification

Good afternoon!

We have reviewed your specialized admissions requests for the Bachelor of Nursing (BSN) degree program. Please verify that your program is accredited by the Commission on Collegiate Nursing Education (CCNE) and whether a specialized admissions status would support compliance with CCNE accreditation requirements. Such requirements include sufficient physical resources, clinical sites, and faculty that enable the program to fulfill its mission, goals, and expected outcomes. Please respond to this email confirming by COB **Wednesday, January 11th**.