

# Specialized Admissions Requests

## Proposal Documents

March 2023

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## Specialized Admission Requests for Board of Governors' Approval

Number	Institution	Degree Program	CIP Code	Qualifying Criteria
1	FAMU	Architecture	04.0601	Limited Resources, Accreditation
2	FAMU	Journalism	09.0401	Limited Resources, Accreditation
3	FAU	Biological and Physical Sciences	30.0101	Limited Resources
4	FAU	Dramatics/Theatre Arts	50.0501	Minimal Skills
5	FAU	Liberal Arts and Sciences	24.0199	Limited Resources
6	FIU	Dietetics	51.3101	Limited Resources, Accreditation
7	FIU	Digital Communications and Media	09.0702	Limited Resources, Accreditation
8	FIU	Public Relations, Advertising and Applied Communication	09.0900	Limited Resources, Accreditation
9	FSU	Accounting	52.0301	Limited Resources
10	FSU	Athletic Training	51.0913	Minimal Skills
11	FSU	Communication Science and Disorders	51.0204	Limited Resources
12	FSU	Finance	52.0801	Limited Resources
13	FSU	Management	52.0201	Limited Resources
14	FSU	Management Information Systems	52.1201	Limited Resources
15	FSU	Marketing	52.1401	Limited Resources
16	FSU	Professional Communication	09.0900	Limited Resources
17	FSU	Real Estate	52.1501	Limited Resources
18	FSU	Risk Management	52.1701	Limited Resources
19	FSU	Sport Management	31.0504	Limited Resources
20	FSU	Visual Disabilities	13.1009	Limited Resources
21	UCF	Advertising/Public Relations	09.0903	Limited Resources
22	UCF	Journalism	09.0401	Limited Resources
23	UCF	Media Production and Management	09.0701	Limited Resources
24	UF	Architecture	04.0201	Limited Resources
25	UF	Biomedical Engineering	14.0501	Limited Resources
26	UF	Communication Sciences and Disorders	51.0204	Limited Resources
27	UF	Construction Management	15.1001	Limited Resources
28	UF	Health Science	51.0000	Limited Resources
29	UF	Interdisciplinary Studies: Film and Media Studies, Biochemistry and Molecular Biology	30.9999	Minimal Skills, Limited Resources
30	UF	Interior Design	50.0408	Limited Resources
31	UF	Landscape Architecture	04.0601	Limited Resources
32	UF	Public Health	51.2201	Limited Resources
33	UF	Sustainability and the Built Environment	30.3301	Limited Resources
34	UNF	Health Science	51.0000	Limited Resources
35	USF	Biomedical Engineering	14.0501	Limited Resources
36	UWF	Clinical Laboratory Science	51.1005	Limited Resources



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 Architecture

**CIP CODE** 04.0601 **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.

Accreditation and Limited Resources

Enrollment in the School of Architecture & Engineering Technology (SAET) Bachelor of Architecture (B.Arch.) degree program is limited based on physical resources to support student learning in a safe environment. FAMU's SAET is currently limited by the number of desks available in the design studios to fully support didactic and interactive learning and to ensure quality instruction and student workspace. Specifically, the Bachelor of Architecture is a National Architectural Accrediting Board (NAAB) accredited, 5-year 150-hour degree program with limited enrollment due to the teaching methodology of the Design Studios. Continuing accreditation by NAAB requires professional architecture programs to maintain adequate space to: (1) Support and encourage studio-based learning; and (2) Support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

The Bachelor of Architecture consists of the following Design Studios.

- 1<sup>st</sup> Year: ARC 1301 & ARC 1302 Design 1.1 & Design 1.2 (8 credits)
- 2<sup>nd</sup> Year: ARC 2303 & ARC 2304 Design 2.1 & Design 2.2 (8 credits)

- 3<sup>rd</sup> Year: ARC 3324 & ARC 3325 Design 3.1 & Design 3.2 (10 credits)
- 4<sup>th</sup> Year: ARC 4341 & ARC 4342 Design 4.1 & Design 4.2 (10 credits)
- 5<sup>th</sup> Year: ARC 5352 & ARC 5353 Design 5.1 & Design 5.2 (12 credits)

The faculty to student ratio is 1 to 15 in all studios. The SAET uses a “cold desk” method where every student is assigned a workspace the entire semester. The Bachelor of Architecture program is also limited in that students must display minimal skills through a portfolio review prior to acceptance into the professional program. To accommodate future growth, an online option for year five of the Bachelor of Architecture program has been developed for implementation within the next academic year. Information related to NAAB accreditation may be found in the Conditions for Accreditation 2020 edition located at <https://www.naab.org/wp-content/uploads/2020-NAAB-Conditions-for-Accreditation.pdf>. Section 5.6 on page 8 addresses physical resources. *Physical resources include but are not limited to the following:*

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in the program.

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

Degree programs in the School of Architecture and Engineering Technology (SAET) are designated as Areas of Strategic Emphasis. FAMU is dedicated to the growth of degrees awarded in areas of strategic emphasis of which the B.Arch is included as a STEM degree. As part of FAMU’s 2022-2027 Strategic Plan, the University will prioritize and strengthen well performing academic programs that build on their successes, which we have seen with the Bachelor of Architecture program. As such, new faculty hires are anticipated to meet student demand for the program. As the program is expanding to an online market, additional funding to support curricula development has been provided. As stated earlier, the program is restricted by physical space requirements. Therefore, no additional facility space is anticipated.

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 professional Bachelor of Architecture program at FAMU must meet minimum university requirements for admission and the following additional criteria for specialized admission.

Pre-Architecture

- 3.0 Recalculated Core Academic Grade Point Average on a 4.00 Scale
- Test Scores as follows:

Examination	SMATH	SREAD	SWLAN	English	Math	Reading
Redesigned SAT	26	27	27			
ACT				19	22	22

### Bachelor of Architectural Studies (Upper Division)

- 2.5 minimum GPA in Architecture courses and General Education
- Minimum “C” grade in all courses

### Bachelor of Architecture (BArch)

- 2.75 minimum GPA in last 60 hours; accelerated option requires minimum GPA of 3.0/4.0
- Complete specified courses with a minimum of “C” grade
- Minimum “B” grade in ARC 4341 Architectural Design 4.1
- Mastery in a designated project or Satisfactory Portfolio Review Score

### Florida College System Articulation

The existing BArch at FAMU was currently approved with limited access status. While the program requires additional admissions criteria, the curriculum is designed to create a seamless transition for Florida College System (FCS) Associate of Arts graduates. Graduates with an AA degree from the Florida College System (FCS) are generally admitted to the Upper Division (3<sup>rd</sup>-year studios) of the program provided all criteria for admissions is met, including prerequisites. Additional accelerated mechanisms (minimum GPA of 3.0) are available for advanced or highly qualified students, which provides the option for students to lessen their time to degree or take limited graduate level courses to prepare for graduate school. FCS associate of arts or applied sciences applicants with a minimum 3.0/4.0 enroll in the FAMU Accelerated Option taking graduate level specialized studios enabling them to complete the 120-hour program in two (2) years (B.S. equivalent) and the 150-hour Bachelor of Architecture in three (3).

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 Statues. 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 = 53%; Males = 47%
- Racial Profile
  - Hispanic = 6.3%
  - Asian = 2.1%
  - Black = 81.1%
  - White = 7.7%
  - 2 or more races = 2.8%

To ensure continued diversity in the architectural program at FAMU, the University along with program leaders and faculty will continue to recruit and admit students from diverse backgrounds, including race and gender. Such recruitment will include enhanced partnerships with K-12 schools and expanding articulation agreements with Florida College System institutions with designated pre-architecture AA and AS programs.

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## Required Signatures

<u><i>Ronald Lumpkin</i></u> Requestor/Initiator	<u>09/11/2022</u> Date
<u><i>[Signature]</i></u> Signature of College Dean	<u>9/28/2022</u> Date
<u><i>Latrechia Scott</i></u> Signature of Campus EO Officer	<u>9/12/2022</u> Date
<u><i>Maurice Edington</i></u> Signature of Provost	<u>9/29/2022</u> Date
<u><i>kelvin lawson</i></u> Signature of Chair of the Board of Trustees	<u>9/30/2022</u> Date
<u>September 22, 2022</u> 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 in Journalism

**CIP CODE** 09.0401 **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 journalism program meets the requirement of no more than 20 students per one faculty in all skills courses. The program currently has nearly 270 undergraduates with six 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, news and broadcast facilities, and the accreditation requirement to maintain a 20:1 student ratio, FAMU is requesting specialized admissions for its Bachelor of Science in Journalism 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 Journalism 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 Journalism at FAMU must meet minimum university requirements for admission and the following additional criteria for specialized admission. To be admitted into the Journalism 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 = 76%; Males = 24%
- Racial Profile
  - Hispanic = 3%
  - Black = 93%
  - White = 1%
  - 2 or more races = 3%

Diversity within the Journalism 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.

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## 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 Atlantic University

**DEGREE PROGRAM:** B.A. or B.S. Biological and Physical Sciences

**CIP CODE** 30010 / **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.

The degree-seeking student headcount at the Harriet L. Wilkes Honors College has consistently increased from 426 students (Fall 2018) to 581 students (Fall 2021). With this continued growth in enrollment has been a concomitant growth in the number of full-time faculty in the unit from 41 (Fall 20) to 46 (Fall 22). The number of adjunct faculty, affiliate faculty, and graduate student teaching assistants has also increased in recent years to accommodate growth in course sections offered, senior honors theses, and course lab sections.

Enrollment size is based on maintaining the 15:1 student-to-faculty ratio required in the college, as well as the intense 1:1 faculty supervision of senior honors theses; hence, the amount of program resources must ultimately be limited with these unique metrics in mind. Naturally, there cannot be a different faculty member who can supervise each and every different senior honors thesis in any given year. In addition, faculty and staff must also advise students, which is not required for other faculty in other colleges.

- 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.

Not applicable.

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 college's unique partnerships with the Max Planck Florida Institute for Neuroscience, UF Scripps Biomedical Research, Stiles-Nicholson Brain Institute, Harbor Branch Oceanographic Institute, and Institute for Health and Human Disease Intervention will afford more undergraduate research opportunities, thus helping to mitigate the growing demand for program resources in terms of internships, independent research, and senior honors theses supervision that will correspond with increasing enrollment size. Further, searches for two new faculty are underway, and a search for a new full-time staff to help with advising is planned in the future.

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 middle 50% of our admitted FTIC students have a profile of GPA 4.14-4.48 and test scores of 1220-1360 and 26-31 for the SAT and ACT respectively. Incoming transfer students are admitted with an average GPA of 3.77. In order to ensure equal access for all of these students, applications are reviewed with a holistic approach allowing for submission of an academic writing sample and/or resume.

**FTIC:** 4.0+ GPAs with a 25+ (*Composite*) on the ACT or 1200+ (*Evidence-Based Reading and Writing + Math*) on the SAT.

For those who do not meet the criteria above, we do conduct a holistic review which is inclusive of a deeper dive into the transcripts and possible non-required supplemental materials submitted such as essays, resumes, and letters of recommendation; this to account for students on the borderline of either grades and/or scores.

**Transfers:** 3.5+ GPA. All transfer students are first reviewed and admitted to the University. Admissions to the Honors College then becomes a secondary qualitative review in which they can provide supplemental information such as a sample research paper and/or resume; this to account for a more in depth review of eligibility.

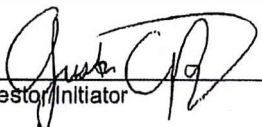
6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

According to IEA data, during the Fall 2021 semester, 62.8% of students in the WHC's Biological/Physical Sciences Honors degree program were female and 37.2% were male. The major has maintained an impressively diverse student body, with 24% of students who identify as Hispanic, 7% Black (not of Hispanic origin) and with 59% of the students identifying as non-white. FAU as a whole is identified as a Hispanic Serving Institution. We do not expect these profiles to change. The Wilkes Honors College is distinguished in yield of a diverse student body when compared with peer Honors Colleges and Programs.

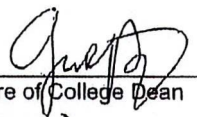
A number of strategies will be implemented to promote and maintain diversity in the degree

program, including the following: (a) continue to work with the campus diversity coordinator in terms of offering an array of extra-curricular activities (e.g., guest lectures, invited speakers, open forums, cultural events for specific groups, etc.) on a weekly to monthly basis, (b) offering faculty-led discussions on student diversity issues, (c) continue to have various faculty serving as advisors for student clubs and organizations pertaining to diversity, (d) continue to promote and offer scholarships for students to participate in study abroad programs on an annual basis, and (e) continue to apply for, secure, or collaborate with federal training grants from NSF and NIH to support URM students in STEM disciplines.


**Required Signatures**

  
Requestor/Initiator

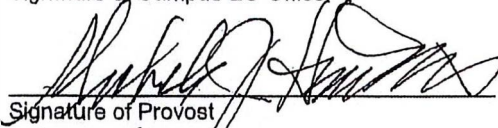
8/11/22  
Date

  
Signature of College Dean

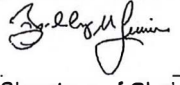
8/11/22  
Date

  
Signature of Campus EO Officer

8/11/2022  
Date

  
Signature of Provost

8/21/22  
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: Drama and Dramatics/Theatre Arts, General
CIP CODE 50.0501 Effective Academic Year 2023-2024

- 1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status. No BFA Performance, BFA Design and Technology, BFA Musical Theatre
2. Which criteria for specialized admissions status does the program meet? Limited Resources, Minimal Skills, Accreditation Requirements
3. Provide a rationale for why the program meets the criteria selected above.

As with many other specialized degree programs, the BFA in Theatre Performance, BFA in Theatre Design and Technology, and BFA in Musical Theatre are highly specialized degree programs that offer advanced training. As opposed to the general BA in Theatre, they are competitive programs that require students with advanced skill sets and greater aptitudes. Limiting student access to these degree programs will help student success and employability.

In theatre design and technology, students must demonstrate advanced skills in artistic conceptualization, drawing and painting, rendering, drafting, electrics, sound engineering, patterning and cutting, carpentry, and mathematics. Most often, these students have specialized in one or more of these areas in high school and have already expressed interest in pursuing one of these specializations. They also demonstrate an aptitude for more advanced learning, making them more likely to succeed in these areas of specialization.

In theatre performance and musical theatre, students must demonstrate advanced skills in performance techniques, linguistic proficiency, reading and analysis, singing and ear training, music theory, dance, and a propensity for the social sciences. Most often, these students have

already sought out more advanced training in these areas while in high school including attending professional performance programs. They also demonstrate an aptitude for more advanced learning, making them more likely to succeed in these areas of specialization.

These specializations also require more individual instructor attention and, as such, class room capacity must, by necessity, be reduced. This then requires that the numbers of individuals admitted to these programs also be limited. Allowing open admissions into these programs severely reduces the quality of instruction expected of these programs. Additionally, admitting individuals who do not demonstrate the necessary skills and aptitudes, will decrease the overall success rate of the programs.

For these reasons, specialized admission to these programs is critical to program and student success.



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.

To increase classroom size, FAU is currently in planning phase on new construction of the Wallach Center on campus which will provide a new recital hall for theatre and music presentations and help with additional access to the University Theatre Space for public performance (Q3 2023 Groundbreaking of construction)

One Additional faculty and one staff position are currently under hiring process for expansion of the Musical Theatre Program. (Hire target date for Fall of 2023)  
Working with other departments, renovation of Studio II and an existing classroom will create three new learning laboratories for film, musical production, and dance (Summer 2023)

Expansion of Building 9 and Building 51 is planned through an institutional capital campaign hat launches starting in early 2023. This renovation is seeking \$10 million in donations to fund two phases of building renovations and expansions. Phase one (anticipating \$5 Million) will result in new laboratory space for performances, and a state-of-the-art public exhibition/flexible laboratory. Phase two brings new physical plant spaces for costumes, scenery, and lighting laboratories and existing space renovation for recording studios and rehearsal rooms. We anticipate a 2028 start date for this project.

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 entering the BFA programs are required to interview and either audition (performance and musical theatre) or present a portfolio of work (design and technology) demonstrating their advanced skill set, accomplishments, and aptitudes for success in specialized programs.

These requirements are the same for both incoming freshman and transfer students. Because students entering with an AA degree from the Florida College System will have had extra time to mature and hone their skills, specialized admissions will not adversely affect these 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 (Fall 2021) racial breakdown of the department student body is made up of 49% of students who identify as non-white while students who identify as white represent 51% of the student body. This has remained consistent over the last decade for the department.

As for gender, the current make-up of the student body has a breakdown of 63.7% of students who identified as female and 36.3% who identified as male.

The department uses multiple strategies to promote and maintain diversity including:

- Direct recruitment of BIPOC students through academic fairs and recruitment opportunities that serve traditionally underrepresented areas of the country.

- Direct recruitment through local State Colleges for first generation and transfer students.

- Teaming with our professional resident theatre company to bring disadvantaged students to campus through

the PAGES project and LAB RATS (Rising Artists Theatre Society) to introduce performing arts programs

as a career opportunity.

- Recruitment through traditional channels such as Florida Theatre Conference, on campus recruitment

opportunities, and High School Thespians conferences/regional presentations.

- Classroom exercises and laboratory work that is representative of our diverse student body so students can see themselves in work they are studying in the classroom.

- Casting and production opportunities that allows students authentic learning experiences on the stage using diverse casting opportunities.

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## Required Signatures

\_\_\_\_\_  
Requestor/Initiator

8/8/2022

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of College Dean

August 11, 2022

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Campus EO Officer

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Date

\_\_\_\_\_  
Signature of Provost

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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:** Drama and Dramatics/Theatre Arts, General BFA

**CIP CODE** 50.0501 **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.

No

BFA Performance, BFA Design and Technology, BFA Musical Theatre

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.

As with many other specialized degree programs, the BFA in Theatre Performance, BFA in Theatre Design and Technology, and BFA in Musical Theatre are highly specialized degree programs that offer advanced training. As opposed to the general BA in Theatre, they are competitive programs that require students with advanced skill sets and greater aptitudes. Limiting student access to these degree programs will help student success and employability.

In theatre design and technology, students must demonstrate advanced skills in artistic conceptualization, drawing and painting, rendering, drafting, electrics, sound engineering, patterning and cutting, carpentry, and mathematics. Most often, these students have specialized in one or more of these areas in high school and have already expressed interest in pursuing one of these specializations. They also demonstrate an aptitude for more advanced learning, making them more likely to succeed in these areas of specialization.

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.

FAU, as part of its capital campaign, plans to expand the physical resources of the College of Arts and Letters and Department of Theatre and Dance. Expansion of Building 9 (AL) and Building 51 (PA) is planned, which will increase classroom and laboratory space capacity. The campaign will also increase the number of full-time faculty which will allow enrollment to increase incrementally. Additionally, the department will be expanding its musical theatre program and is securing funding for this expansion. These initiatives will allow the department to increase the number of students admitted to the BFA programs. However, even with additional resources to expand capacity, the nature of this degree program requires that enrollment always be 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.

All students entering the BFA programs are required to interview and either audition (performance and musical theatre) or present a portfolio of work (design and technology) demonstrating their advanced skill set, accomplishments, and aptitudes for success in specialized programs.

These requirements are the same for both incoming freshman and transfer students. Because students entering with an AA degree from the Florida College System will have had extra time to mature and hone their skills, specialized admissions will not adversely affect these 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?

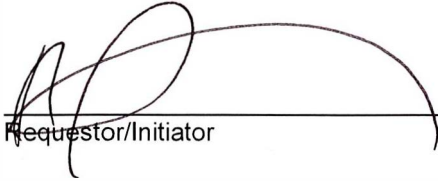
Currently (Fall 2021), the racial breakdown of the department student body is made up of 49% of students who identify as non-white while students who identify as white represent 51% of the student body. This has remained fairly consistent over the last decade or so.

As for gender, the current make-up of the student body has a breakdown of 63.7% of students who identified as female and 36.3% who identified as male.

These numbers are reflective of all the degree programs in the Department of Theatre and Dance. Since the BFA degree programs have been specialized admission programs since their inception, there is no reason to believe that keeping them as such will affect the demographics in any significant way.


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**Required Signatures**

  
Requestor/Initiator

8/8/2022

Date

  
Signature of College Dean

August 11, 2022

Date

  
Signature of Campus EO Officer


August 11, 2022

Date

  
Signature of Provost

8/11/22

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:** B.A. or B.S. Liberal Arts and Sciences

**CIP CODE** 240199 **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.

The degree-seeking student headcount at the Harriet L. Wilkes Honors College has consistently increased from 426 students (Fall 2018) to 581 students (Fall 2021). With this continued growth in enrollment has been a concomitant growth in the number of full-time faculty in the unit from 41 (Fall 20) to 46 (Fall 22). The number of adjunct faculty, affiliate faculty, and graduate student teaching assistants has also increased in recent years to accommodate growth in course sections offered, senior honors theses, and course lab sections.

Enrollment size is based on maintaining the 15:1 student-to-faculty ratio required in the college, as well as the intense 1:1 faculty supervision of senior honors theses; hence, the amount of program resources must ultimately be limited with these unique metrics in mind. Naturally, there cannot be a different faculty member who can supervise each and every different senior honors thesis in any given year. In addition, faculty and staff must also advise students, which is not required for other faculty in other colleges.

- 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.

Not applicable.

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 college's unique partnerships with the Max Planck Florida Institute for Neuroscience, UF Scripps Biomedical Research, Stiles-Nicholson Brain Institute, Harbor Branch Oceanographic Institute, and Institute for Health and Human Disease Intervention will afford more undergraduate research opportunities, thus helping to mitigate the growing demand for program resources in terms of internships, independent research, and senior honors theses supervision that will correspond with increasing enrollment size. Further, searches for two new faculty are underway, and a search for a new full-time staff to help with advising is planned in the future.

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 middle 50% of our admitted FTIC students have a profile of GPA 4.14-4.48 and test scores of 1220-1360 and 26-31 for the SAT and ACT respectively. Incoming transfer students are admitted with an average GPA of 3.77. In order to ensure equal access for all of these students, applications are reviewed with a holistic approach allowing for submission of an academic writing sample and/or resume.

**FTIC:** 4.0+ GPAs with a 25+ (*Composite*) on the ACT or 1200+ (*Evidence-Based Reading and Writing + Math*) on the SAT.

For those who do not meet the criteria above, we do conduct a holistic review which is inclusive of a deeper dive into the transcripts and possible non-required supplemental materials submitted such as essays, resumes, and letters of recommendation; this to account for students on the borderline of either grades and/or scores.

**Transfers:** 3.5+ GPA. All transfer students are first reviewed and admitted to the University. Admissions to the Honors College then becomes a secondary qualitative review in which they can provide supplemental information such as a sample research paper and/or resume; this to account for a more in depth review of eligibility.

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?

According to IEA data, during the Fall 2021 semester, 63.7% of students in the WHC's Liberal Arts and Sciences Honors degree program were female and 36.3% were male. WHC also has maintained an impressively diverse student body, with 27% of students who identify as Hispanic, 7% Black (not of Hispanic origin) and with 52% of the students identifying as non-white. FAU as a whole is identified as a Hispanic Serving Institution. We do not expect these profiles to change. The Wilkes Honors College is distinguished in yield of a diverse student body when compared with peer Honors Colleges and Programs.

A number of strategies will be implemented to promote and maintain diversity in the degree




program, including the following: (a) continue to work with the campus diversity coordinator in terms of offering an array of extra-curricular activities (e.g., guest lectures, invited speakers, open forums, cultural events for specific groups, etc.) on a weekly to monthly basis, (b) offering faculty-led discussions on student diversity issues, (c) continue to have various faculty serving as advisors for student clubs and organizations pertaining to diversity, (d) continue to promote and offer scholarships for students to participate in study abroad programs on an annual basis, and (e) continue to apply for, secure, or collaborate with federal training grants from NSF and NIH to support URM students in STEM disciplines.

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**Required Signatures**

  
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Requestor/Initiator

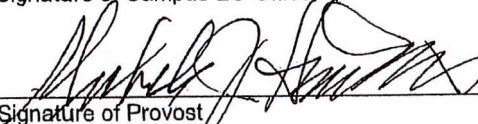
8/11/22  
Date

  
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Signature of College Dean

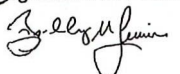
8/11/22  
Date

  
\_\_\_\_\_  
Signature of Campus EO Officer

8/11/2022  
Date

  
\_\_\_\_\_  
Signature of Provost

8/12/22  
Date

  
\_\_\_\_\_  
Signature of Chair of the Board of Trustees

8/30/2022  
Date

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



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:** Dietetics and Nutrition

**CIP CODE** 51.3101 **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 Dietetics and Nutrition. 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 2022 ACEND (Accreditation Council for Education in Nutrition and Dietetics) ACCREDITATION STANDARDS FOR NUTRITION AND DIETETICS DIDACTIC PROGRAMS (DPD):** <https://www.eatrightpro.org/-/media/eatrightpro-files/acend/accreditation-standards/2022standardsdpd-82021.pdf?la=en&hash=5211EDDE999FB860D220DF0227AC573B133A845D>

The following accreditation standards reflect expectations for academic performance of students and approved maximum program enrollment. The program uses a GPA requirement of at least 2.7 for admission to ensure that students have the skills and abilities to succeed academically; the GPA requirement also provides a mechanism for enrollment management. In addition to the 2.7 GPA, four prerequisite courses must be successfully completed with a grade of 'C' or higher (General Chemistry 1 + lab, General Chemistry 2 + lab, General Biology + lab, and Principles of Nutrition) before admission is granted. Most students who have been denied are unable to successfully complete the

chemistry courses; and as such, would not be successful in our Food Science and Clinical Nutrition courses. The four prerequisite courses (with labs) serve as early indicators of success.

*1.3: The program must demonstrate that it has the administrative, clerical or other staff, technical and financial support, and the learning resources, physical facilities and support services needed to accomplish its mission and goals.* The department operates its own food/food science lab for the required course sequences in the curriculum as stipulated in the program goals/objectives regarding achieving the Knowledge Requirements of Dietitians Nutritionists (see 3.1 and 3.3 below). The facility's size limits the number of students in each lab section. Classroom size management, achieved by the 2.7 overall GPA requirement, allows the program the capability to provide these learning activities.

*1.3.c: The program must establish and report its maximum enrollment to ensure quality, viability, and appropriate use of resources.* The program is approved by ACEND for a maximum enrollment, which is closely monitored to ensure quality, viability, and appropriate use of resources in support of student academic success. Historically, the use of a minimum 2.7 GPA affords the necessary enrollment management to achieve compliance with this accreditation standard.

*2.1: Program Evaluation (c. Objectives) - Evaluation of program objectives which must include: 80% program completion rate; % applying and admitted to supervised practice programs (accredited internships); 80% pass rate on Commission on Dietetic Registration (CDR, the agency that oversees the credentialing exam for dietitian nutritionists) examination.* The 80% graduation rate expected by the accrediting agency requires better prepared students that exceed the minimum FIU admission standards. Placement into post-graduation accredited internships is highly competitive; students with higher GPAs are more likely to be admitted to accredited supervised practice programs that lead to eligibility to sit for the CDR exam. Specialized admission requirements (i.e., 2.7 GPA) support student success in achieving the objectives stipulated in this standard.

*2.2: Achievement of Goals (c. Targets met for ACEND required objectives).* This standard references Standard 2.1 above. Programs must achieve the ACEND stipulated 80% targets for program completion and passing the CDR credentialing exam for dietitian nutritionists to be accredited. This stipulation requires better prepared students who exceed the minimum FIU admission standards. Specialized admission requirements (i.e., 2.7 GPA) support student success in achieving the pass rate stipulated in this standard upon completion of an accredited supervised practice program.

*3.1: Curriculum (b Core Knowledge - Knowledge Requirements of Dietitian Nutritionists [KRDN]) - Includes numerous domains that require smaller class sizes to achieve.* The current GPA requirement of 2.7 assists the program with enrollment management to achieve KRDN requirements with the limited resources available. For example, KRND 3.3 requires students to display effective counseling skills which can only be assessed in a smaller counseling lab environment supervised by qualified faculty with graduate education and professional certification as a Registered Dietitian Nutritionist.

*3.3: Learning activities must attain depth and breadth of core knowledge.* To attain depth and breadth of core knowledge, students must have access to facilities and equipment to engage in meaningful learning activities (e.g., food preparation, food science laboratory experiences). The 2.7 GPA requirement provides a mechanism for enrollment management to maximize available resources in support of student learning.

*4.1: Assessment of Core Knowledge.* The program must track individual summative assessments of student attainment of KRNDs. Achievement of KRNDs requires knowledge of complex areas; the program uses the minimum 2.7 GPA requirement to maximize chances that accepted students will have the ability to succeed in the program.

*5.1: Program Faculty must be adequate for implementation of curriculum and achievement of program objectives* (e.g., 80% completion rate and 80% CDR pass rate). Although no specific number of faculty are indicated in this standard, smaller class sizes support the achievement of program objectives as expected by the accrediting body. Faculty resources are not "unlimited"; thus, the 2.7 GPA requirements provided a mechanism for enrollment management to ensure faculty are able to effectively implement the curriculum in support of student academic success.

- 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 Dietetics and Nutrition program was approved for limited access status in Summer 2003. Since this time, enrollment based on any student achieving the minimum 2.7 GPA has continued to grow from 139 in 2006 to 218 upper-division students in 2021. This 36% increase has been handled by a small increase in faculty and additional adjunct support for lab courses.

The program seeks specialized admissions status to ensure student academic success and to effectively manage the deployment of limited resources. The Stempel College of Public Health and Social Work (Stempel College) has maintained its commitment to its health-related degrees despite budget cuts due to pandemic-related university enrollment declines. With limited state resources, Stempel College has managed to maintain both personnel and fiscal resources for the units. Qualified adjuncts, with verified up-to-date professional registration, continue to augment full-time faculty instruction to support student learning achievement as stipulated in the accreditation standards; these adjuncts will continue to be utilized. Therefore, in a time of university fiscal tightening, the college budget has been managed responsibly and strategically, which has maintained support for the BS in Dietetics and Nutrition program and allowed admission of all qualified applicants.

Thus, the 2.7 GPA supports student success, and loss of this GPA would result in enrolling students not academically qualified. Given FIU's limited resources (e.g., faculty, equipment, and facilities), admission of less qualified students would jeopardize compliance with student enrollment and achievement requirements stipulated in 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.**

First-time-in-college (FTIC) applicants must follow regular University admission procedures and upon admission declare their specific major in Dietetics and Nutrition. Students must complete the program prerequisite courses as part of their 60 credit hours of lower-division course work. To move to the upper division, FIU undergraduates must have achieved a minimum cumulative GPA of 2.7.

Students seeking to transfer to FIU must follow regular University transfer student admission procedures. Transfer students are encouraged to complete the program prerequisite courses as part of their 60 credit hours of lower-division coursework. In order to declare a major in Dietetics and Nutrition, transfer students must meet the following requirements for admission:

- A.A. Degree from a Florida public institution or completion of FIU University Core Curriculum;
- Minimum cumulative GPA of 2.7; and
- Grade of 'C' or higher earned in the following courses:
  - CHM 1045/L General Chemistry I with Lab
  - CHM 1046/L General Chemistry II with Lab
  - CHM 2200/L Survey of Organic Chemistry with Lab
  - BSC 2010/L General Biology with Lab
  - MCB 2000/L Introduction to Microbiology with Lab
  - HUN 2201 Principles of Nutrition

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.

Transfer students are treated in the same manner as FTICs in terms of meeting admission requirements. In Fall 2021, transfer students constituted 43 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	244	83.8%
Male	47	16.2%
<b>Total</b>	<b>291</b>	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
American Indian or Alaska Native		
Asian	9	3.1%
Black or African American	21	7.2%
Hispanic	190	65.3%
Nonresident Alien	31	10.7%
Not Reported	2	0.7%

Two or More Races	10	3.4%
White	28	9.6%
<b>Total</b>	<b>291</b>	

Specialized Admission impact on race and gender diversity:

Despite limited access status since 2003, the program has over 70 percent minority enrollment (Hispanic 65.3%, Black 7.2%). Because of the diversity of cultures in South Florida, FIU has higher than national averages in Hispanic and Black student enrollment. The Dietetics and Nutrition undergraduate White population (near 10%) is much lower than the national average (60%). FIU's percent of male students (16.2%) is higher than national average (12%) (Source: ACEND Data [eatrightpro.org]).

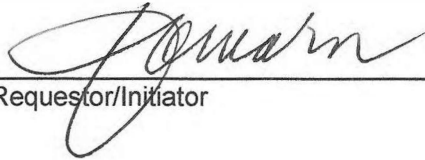
Strategies to be implemented to continue to promote and maintain diversity in the program:

The Department of Dietetics and Nutrition has been fortunate to recruit from, and maintain, a highly diverse student body primarily due to the location of FIU in South Florida. The department works with the Florida College System directly through Connect4Success to educate and recruit future students regarding the opportunities that a dietetics degree and future career provide. Information workshops, facilitated in part by the department advisor, involve Miami Dade College, Broward College, and Palm Beach State College.

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

- 1) "Coffee with the Chair" offers all new students a chance to get to know, and mingle with, faculty and staff of the department. This event is scheduled at the beginning of each semester.
- 2) The College Peer Mentoring Program allows FTIC students to connect with high-achieving students of the BS in Dietetics and Nutrition program. There is an application process to appropriately match a peer with a peer mentor, resulting in 12-15 paired mentor relationships. The departmental academic advisor also calls all FTICs at least twice, once to welcome them, and a second time to discuss their progress.
- 3) The Student Dietetic Association (SDA) also has welcoming events in fall and spring semesters for all students.
- 4) College Orientation is scheduled prior to each fall and spring semester, where there are breakout sessions specifically designed for new students to meet the Program Director, the Academic Advisor, and the Program Coordinator. At the end of this event (when done in person), students are "pinned" by the Program Director with a FIU Dietetics pin.
- 5) Faculty and staff in this small and cohesive department share information readily with each other and take pride in building relationships with the students. The faculty work as a team to get to know the students well.
- 6) The University, under the direction of the Center for Academic Success (CAS), offers tutoring in a variety of subjects. The departmental academic advisor is intimately aware of these services and refers students as needed.

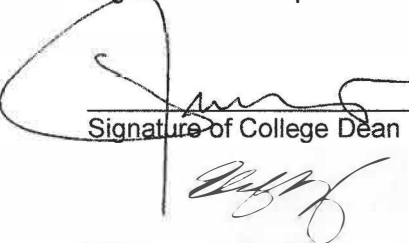
**Required Signatures**

  
Requestor/Initiator

7/6/22  
Date

  
Signature of Campus EO Officer


8/10/22  
Date

  
Signature of College Dean

7/25/2022  
Date

Signature of Provost

8/17/2022  
Date

DocuSigned by:  
  
974D32DDA924428...  
Signature of Chair of the Board of Trustees

9/26/2022  
Date

September 22, 2022  
Date Approved by the Board of Trustees



## **Specialized Admissions Status Application Additional Questions from Dr. England (BOG)**

To determine whether this program meets the requirements for specialized admissions, please provide the following additional information.

1. *Please provide a rationale for requiring both an overall grade point average and specific grades/grade point average in prerequisite courses. Note that Board of Governors Regulation 8.013 allows prerequisite courses and minimum grades in prerequisite courses for admissions without specialized admissions status. If this option is not viable, please explain why. Also explain if the overall grade point average requirements listed in the requests are above and beyond the overall grade point average needed for students considered to be in good standing at the university.*

There are some critical reasons why an admission requirement of only grade point average in prerequisite courses is insufficient to ensure student progression and academic success. The program uses a GPA requirement of at least 2.7 for admission to ensure that students have the skills and abilities to succeed academically and graduate successfully. FIU's transfer student GPA requirement is only 2.0. This university minimal overall GPA is not congruent to success in this science-focused major.

Effective January 2024, the Commission on Dietetic Registration will require a graduate degree (MS) for entry-level practice as a Registered Dietitian (RD).<sup>1</sup> Elevating the entry-level RD requirements to the graduate degree is consistent with the level of education required to gain the knowledge, skills, and research competencies demanded by the field of nutrition and dietetics for entry-level practice. 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.

Given the need for students to have a 3.0 GPA by graduation to be admitted to a graduate program, our experience shows that having a 2.7 as an overall GPA requirement positions them for success in the field. Granted, there is an academic progression requirement in the degree of maintaining a 2.7. However, FIU would not wish to admit a student with FIU's minimum 2.0 GPA, who would not have demonstrated academic proficiency (2.7 overall), and then have to dismiss them after one semester due to the academic progression requirement of 2.7. Once again, the current 2.7 overall GPA admission requirement, which is a strong predictor of their success, provides assurance that students have the academic background to succeed in the upper-division coursework.

In addressing the need for both an overall admission GPA and academic progression requirement, it must be taken into account that four prerequisite courses must be

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<sup>1</sup> <https://www.cdrnet.org/Entry-Level>

successfully completed with a grade of 'C' or higher (General Chemistry 1 + lab, General Chemistry 2 + lab, General Biology + lab, and Principles of Nutrition) before admission is granted into the program. In our experience, students denied admission are those who have been unsuccessful in completing the Chemistry courses. Success in Chemistry is proven to be a strong predictor for success in core program courses such as Food Science, Biochemistry, Advanced Nutrition, and Clinical Nutrition. Thus, the four prerequisite courses (with labs), serve as early indicators of success, along with the overall 2.7 GPA admission requirement.

Traditionally, upon successful completion of the degree, many students continue to an accredited internship (minimum of 1000 hours in multiple settings), followed by the national registration examination for dietitians provided by the *Commission on Dietetic Registration (CDR, the agency that oversees the credentialing exam for dietitians and nutritionists)*. However, the minimum degree requirement to be approved for eligibility for the national registration examination will change from a bachelor's degree to a graduate degree in 2024. A GPA of 3.0 or higher is a prerequisite for most graduate programs including the MS in Dietetics and Nutrition at FIU, as well as most professional programs.

Furthermore, 100% of the students in the BS program either eventually complete their degree and internship or pursue graduate studies to enter health-related careers, such as medicine, physician or medical assistant, dentistry, etc. Our admission requirements help students be more competitive for entry into graduate school to further their education. Therefore, there is no "value to students" to open the admissions to our undergraduate programs if they need to maintain a minimum GPA of 2.7 to graduate and a minimum GPA of 3.0 to be accepted into a graduate program.

Removing this minimum 2.7 overall GPA admission requirement would jeopardize, among other factors, the program's ability to meet the Accreditation Council for Education in Nutrition and Dietetics (ACEND) required program outcomes and accreditation status, as well as to meet the FIU's performance metric for graduation rate.

When examining the 4-year FTIC graduation rate, the Dietetics and Nutrition program significantly raised its performance metric of freshmen utilizing the 2.7 GPA academic progression requirement (2016-2017 to present, 61-72%, surpassing the FIU goal of 60%<sup>2</sup>). FTIC students who meet FIU's freshmen admission requirements are automatically admitted into the major.

Table 1 shows the two-year graduation rate for transfer students since 2012-2013. The University's goal is 70% for a four-year graduation rate for transfer students.<sup>2</sup> There is a positive trend, particularly one year after the 2.7 GPA requirement was first implemented in 2016 whereby Dietetics and Nutrition surpass the 70% goal by 2018-19 (note data represent an impressive two-year rate). In the case of transfer students, it

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<sup>2</sup> [https://stratplan.fiu.edu/docs/20338\\_EXT\\_Strategic\\_Plan\\_2025\\_Booklet\\_Phase\\_2\\_052720.pdf](https://stratplan.fiu.edu/docs/20338_EXT_Strategic_Plan_2025_Booklet_Phase_2_052720.pdf)  
(page 8 of 17)

should be clarified that a 2.7 GPA for admission directly impacts this subset of students, as well as the 2.7 GPA academic progression. These data document the impact on student success of the additional admission requirement of a 2.7 GPA, beyond specific grades in common prerequisites.

**Table 1. Graduation rates for the transfer students since 2012-2013**

<b>2-Year AA Graduation Rate</b>	<b>%</b>
2012-2013	20.0%
2013-2014	0.0%
2014-2015	0.0%
2015-2016	11.1%
2016-2017	22.2%
2017-2018	66.7%
2018-2019	85.7%
2019-2020	90.3%
2020-2021	92.0%

Table 2 shows the average GPA from transfer students since 2017. This table shows that on average, it is 3.47, well above the 2.7 GPA requirement.

**Table 2. Average GPA for transfer students from 2017 to 2023**

<b>Academic year</b>	<b>Number of transfer students</b>	<b>Average GPA</b>
<b>2017-2018</b>	29	3.37
<b>2018-2019</b>	49	3.51
<b>2019-2020</b>	46	3.61
<b>2020-2021</b>	68	3.47
<b>2021-2022</b>	55	3.39
<b>2022-2023</b>	50	3.42
<b>Grand Total</b>	<b>297</b>	<b>3.47</b>

Performance at an 80% pass rate on the Registration Examination for Dietitians is a required component of the ACEND 2.1 Program Evaluation Standard. , as well as program’s setting a goal for graduates’ admission to dietetic internships. Thus, data on FIU graduates’ dietetic internship acceptance rates and RD exam performance are relevant to justifying a 2.7 overall GPA admission requirement. Beginning in 2018, one year after implementation of the 2.7 GPA requirement, FIU’s dietetic internship acceptance rates improved by 30%, followed by an overall acceptance rate of 70% or higher beginning in 2019. FIU’s examination pass rates, following the completion of a dietetic internship, only reached the 80% pass-rate benchmark after the implementation of the 2.7 GPA requirement.

We must reiterate that ALL students who meet the minimum requirements for admission are admitted into our programs. Therefore, students can apply with the confidence of being accepted. In this respect, this application process is different from how Nursing programs handle their admission, where minimum admission criteria only promise the student application will be reviewed.

In spite of a 2.7 GPA overall admission requirement, FIU has grown from 139 in 2006 to 218 upper-division students in 2021 (36% increase). Thus, it has not limited the department from teaching an increased number of qualified students with the potential of success in the field of dietetics and nutrition.

*2. The request indicated that faculty is limited and that the programs are utilizing adjunct faculty to mitigate this issue. Per section 3 of the regulation, please submit a plan and timeline for increasing capacity to meet student demand and/or workforce needs or sufficient rationale as to why capacity cannot be increased must be submitted for the program.*

The department and college have handled any small increases in enrollment from year-to-year with adjuncts teaching additional lab sections. Most of our adjuncts are RDs who have full-time jobs elsewhere. This primary employment obligation poses a constraint on the frequency and length (i.e., scheduling) of lab sessions that they can teach. In addition, scheduling around the student's other classes external to the department (i.e., Biochemistry) is a challenge, and our capacity to offer more sections is constrained. Limited credentialed faculty is also a barrier to increasing enrollment. Qualified and appropriately credentialed faculty are needed to implement the program's curriculum and to achieve the program goals and objectives. Several of our PhD RD faculty have retired, are retiring this year, or soon thereafter. Although the department is actively seeking new hires, recent experience has shown that the PhD RD credential is unique and hiring new faculty who are qualified to teach specific student learning outcomes has been a challenge.

In addition, the required courses on foods (FOS 3021L) and food science (FOS 4041L) labs have very limited space hindering the safe supervision of large sections of students. It should be noted that when the College of Public Health and Social Work moved into Academic Health Center 5 in 2014, the department received a new lab for teaching these courses. So, while the food/food science lab has modern equipment and up-to-date layouts for work stations, the room size will not hold more than 24 students. Furthermore, labs associated with nutrition education (DIE 3434L), nutrition counseling (DIE 4435L), dietary systems/applied management (DIE 3521L, DIE 4356L), and medical nutrition therapy/clinical nutrition (DIE 3244L, DIE 4246L) require smaller section sizes to address Knowledge Requirements of Dietitian Nutritionists (KRDN) as specified by ACEND Standard 3.1: Curriculum which can only be assessed in smaller environments supervised by qualified faculty with graduate education. Many of the courses also require the faculty member to possess professional certification as a

Registered Dietitian Nutritionist. Even though these courses are taught regularly to ensure student progression in the degree and the department hires adjuncts to help with the load, the limited lab space, the constraint in scheduling, and instructor qualifications severely limit the number of students who can be enrolled in these specialized courses. Therefore, in a climate of fiscal tightening in the university, the college budget has been managed to support the Dietetics and Nutrition degree and allowed admission of all qualified applicants. The department has responsibly handled enrollment along with the need to set a minimum GPA, as demonstrated by the continued growth from 139 in 2006 to 218 upper-division students in 2021 (36% increase).

As a strategic emphasis degree in Health, FIU is required to provide a rationale as to why there is no submission of a timeline/plan for additional resources. The Initial Application for Specialized Admissions documented numerous ACEND standards and linked their achievement to requiring strong academically prepared students.

- With the current requirements, the department has the resources to achieve both student success and notable enrollment.
- As a graduate degree is required effective January of 2024 to practice as a Registered Dietitian, there is no "value to students" to open the admissions of this program since a 3.0 is the minimum GPA at graduation to be successfully admitted into a Master's program in dietetics and nutrition.
- Furthermore, for students using this degree to launch a successful career in other health-related professions (medicine, dentistry, physical therapy, etc.) that require post-graduate training, the argument for a minimum 2.7 GPA admission applies to this set of students as well.
- ALL students who meet the minimum requirements for admission are admitted into our program; therefore, the department and college are already handling any small increases in enrollment from year to year with adjuncts teaching additional lab sections.

3. *Regarding accreditation, the information provided in the original application does not include clear requirements such as a specific student-to-faculty ratio that would necessitate the need for specialized admissions. If there are such requirements, please include. Otherwise, the application should be revised to exclude accreditation.*

As specialized accreditation programs have evolved over the last 30 years, it is not uncommon for the accreditation standards not to include a specific student-to-faculty ratio. The trend is to allow the academic program to make its own case as to faculty adequacy. This is especially true in the discipline of dietetics and nutrition undergraduate programs that do not include a supervised practice component.

The Accreditation Council for Nutrition and Dietetics (ACEND) currently requires the program to provide evidence that it meets Standard 5.1: *Program Faculty must be adequate for implementation of curriculum and achievement of program objectives.* Documenting compliance with this standard is no easy task given the 17 core elements

of the curriculum defined in the Accreditation Standards.<sup>3</sup> These can be summarized into key areas of faculty academic preparation: biochemistry of nutrition; community nutrition; communication (education and counseling); food preparation; food science; food service systems; management of nutrition programs; life cycle nutrition; medical nutrition therapy; and research methods with evidence-based studies. While there are one or two generalists in the department, the majority of faculty members are experts in only one or two of these subject areas. However, FIU meets this standard with the current faculty resources.

The concomitant competencies that must be measured in each discipline require class sizes that afford individual assessment opportunities. As part of the self-study process and on-site visit for accreditation, the program must provide sufficient evidence (e.g., student satisfaction surveys, artifacts of students work demonstrating competencies measured by rubrics, and student learning outcome assessment reports) which shows that the existing number of faculty is sufficient to reach the desired levels of proficiency. This intense process dictates reasonable class size.

Therefore, while ACEND does not specify a specific student-faculty ratio, the peer site visitors will find a program out of compliance with Standard 5.1 if the feedback from students, performance in meeting the Knowledge Requirements of Dietitian Nutritionists (KRDN), and post-graduation success measures indicate there are insufficient faculty to implement the program. Our successful reaffirmation of specialized accreditation indicates that, with our current student enrollment numbers and faculty, we are able to achieve this accreditation standard (5.1: Program Faculty must be adequate for implementation of curriculum and achievement of program objectives). Thus, removing the overall 2.7 GPA minimum, which would result in additional student enrollment, would jeopardize compliance with this accreditation standard.

Specialized admissions needs to remain in place with these criteria. The 2.7 GPA supports student success, and loss of this GPA admission requirement would result in the enrollment of large numbers of students who are not academically qualified and able to continue in the pipeline toward a graduate degree, internship, and exam to become registered dietitians or to continue to a graduate degree in health-related professions. Given our limited resources (e.g., faculty, food/food science lab equipment and facility, and scheduling challenges), admission of less qualified students would impact student success, graduation rates, and post-graduate success, as stipulated in accreditation standards, and for the university in general. Therefore, we seek the BOG's approval in obtaining the Specialized Admissions status for the Dietetics and Nutrition undergraduate program.

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<sup>3</sup> <https://www.eatrightpro.org/-/media/files/eatrightpro/acend/accreditation-standards-fees-and-policies/2022-standards-and-templates/2022-accreditation-standards-for-nutrition-and-dietetics-didactic-programs.pdf>  
(page 9 of 18).



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:** Digital Communication and Media

**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.**

Limited access status currently covers the entire CIP of the Bachelor of Science (BS) in Digital Communication and Media. 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.**

**2021-22 ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS BOOKLET:** <http://www.acejmc.org/wp-content/uploads/2022/05/Revised-2021-22-Booklet-Final.pdf>

FIU's BS in Digital Communication and Media is the only SUS undergraduate degree within this CIP (09.0702) that holds specialized accreditation (Accrediting Council on Education in Journalism and Mass Communications [ACEJMC]).

The following accreditation standards reflect expectations for academic performance of students and expected student-to-faculty ratios. The program uses a GPA requirement of at least 2.85 for admission to ensure that students have the skills and abilities to succeed academically; the GPA requirement also provides a mechanism for enrollment management.

*Standard 1 Mission, Governance and Administration – Indicator D: The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its website.* The program is required to demonstrate quality and effectiveness through enrollment, retention, and graduation data. Program evaluation in recent years has shown that a GPA requirement of 2.85 or higher is an effective predictor of students who have the skills necessary to succeed in the program.

*Standard 2 Curriculum and Instruction – Indicator C: Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of contemporary digital and technological media competencies.* Because instruction must be “demanding and current,” the program uses a GPA requirement of 2.85 or higher to maximize the chances for accepting students who demonstrate optimal potential for success in the program. The GPA requirement captures requisite skills in writing and rhetoric and public speaking—also critical in communication.

*Standard 2 Curriculum and Instruction – Indicator E: 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.* The program requires a 2.85 GPA or higher to limit enrollment, ensuring that the required student-to-faculty ratio as stipulated in this standard is not exceeded.

*Standard 7 Resources, Facilities, and Equipment – Indicator D: The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.* Students must have access to equipment (including software) and to the necessary technical assistance to support student learning. Space and equipment limitations result in the need to manage enrollment to fulfill the needs of students. The 2.85 GPA or higher requirement provides a mechanism for enrollment management to maximize available resources.

- 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 Digital Communication and Media has been limited access since its implementation in Fall 2017. The institution has made efforts to increase resources when enrollment fluctuates given that meeting the 2.85 minimum GPA can lead to varying numbers of qualified students being accepted into the program.

The program seeks specialized admissions status to ensure student academic success and to effectively manage the deployment of limited resources. During the past few years, improvements were made to the physical classroom and learning spaces available to the students in the BS in Digital Communication and Media program. Through a combination of philanthropical funds and university resources, all students have access to specialized content-creation facilities, including a “Newsroom” for our Digital Journalism majors; an upgraded TV studio for Digital Broadcasting and Digital TV majors; and the Lee Caplain Immersive Studio for Altered Reality. Access to necessary software was made available to students during the pandemic and FIU has continued to make these software programs available.

The BS in Digital Media and Communication program is offered at the branch Biscayne



Bay Campus; the campus is located about 45 minutes from the main Modesto A. Maidique Campus. During the pandemic, our classes were taught online, but as soon as the university reopened, the program resumed most of its in-person classes. As the university re-emphasizes a resurgence of on-campus learning, a collaborative effort is being made across the university to provide the necessary learning, social, and environmental resources on the campus. It is important to note that although the program has been successful in converting existing spaces, the program is currently limited per physical infrastructure in terms of its smaller footprint and less access to dedicated classroom and learning spaces.

The College of Communication, Architecture + The Arts will continue to adjust resources where necessary if one of its programs experiences more qualified applicants who meet the GPA than previous years. This commitment represents an on-going effort to continually evaluate resources and make resource allocation shifts as necessary to increase program capacity.

The current admission requirement of a 2.85 GPA or higher must be maintained for the program to achieve the successful student outcomes necessary 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.**

In order to be eligible to take all major-specific requirements, first-time-in-college (FTIC) and transfer students seeking this degree must successfully pass Writing and Rhetoric I (ENC 1101) and Writing and Rhetoric II (ENC 1102) with a 'C' or higher and have a minimum cumulative GPA of 2.85 or higher, including any transfer coursework.

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.

Transfer students are treated in the same manner as FTICs in terms of meeting admission requirements. 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	282	65.4%
Male	149	34.6%
<b>Total</b>	<b>431</b>	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
Asian	4	0.9%
Black or African American	45	10.4%
Hispanic	308	71.5%
Nonresident Alien	33	7.7%
Not Reported		
Two or More Races	7	1.6%
White	34	7.9%
<b>Total</b>	<b>431</b>	

Specialized Admission impact on race and gender diversity:

The BS in Digital Communication and Media was approved for implementation in 2017, along with its Limited Access status.

In its most recent accreditation visit (spring 2022), the ACEJMC made the following notation regarding diversity of the School of Communication + Journalism (which includes the Digital Communication and Media program), “The student population of the unit is diverse and mostly reflective of the population it serves. Latino undergraduates make up just under 69 percent of the student population, almost exactly the same as the area population. African-American undergraduates make up almost 12 percent of the student population versus almost 18 percent of the area population. Asian students and the local population are both under 2 percent. American Indians make up less than 1 percent of the school and local populations. The School’s retention and graduation rates are on par or higher for Latino, African-American and Asian students than they are for White students.”

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

The School of Communication + Journalism relies on FIU’s Office of Admissions for recruitment activities, given their strong connections to South Florida high schools. As mentioned above, FIU Connect4Success continues to facilitate the transfer of very strong students into this program from the three large Florida College System institutions in our network. Memoranda of Understanding with local state colleges that articulate into the Digital Media and Communication program also assist with diversification of the program. Additionally, the unit’s leadership is part of a K-12 taskforce designed to identify opportunities for collaboration with middle schools and high schools that can provide a feeder system into the program.

Additionally, the School has extensive retention efforts in place to support students. The university’s “Panther Success Network” provides students and their advisors alerts and success markers to help students stay on track for graduation.

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## Required Signatures

*Susan Jacobson*

Requestor/Initiator

July 12, 2022

Date

DocuSigned by:

*BA*

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7/14/2022

Signature of College Dean

Date

*EAB*

8/10/2022

Signature of Campus EO Officer

Date

*[Signature]*

08/17/2022

Signature of Provost

Date

DocuSigned by:

*Dean Colson*

B74D32DDAC2428

9/26/2022

Signature of Chair of the  
Board of Trustees

Date

September 22, 2022

Date Approved by the Board of Trustees



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

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** Florida International University

**DEGREE PROGRAM:** Public Relations, Advertising and Applied Communication

**CIP CODE** 09.0900 **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 Public Relations, Advertising and Applied Communication. 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.**

**2021-22 ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS BOOKLET:** <http://www.acejmc.org/wp-content/uploads/2022/05/Revised-2021-22-Booklet-Final.pdf>

FIU's BS in Public Relations, Advertising and Applied Communication (09.0900) degree holds specialized accreditation (Accrediting Council on Education in Journalism and Mass Communications [ACEJMC]). Not all degrees within the SUS in this CIP are ACEJMC accredited.

The following accreditation standards reflect expectations for academic performance of students and expected student-to-faculty ratios. The program uses a GPA requirement of at least 2.85 for admission to ensure that students have the skills and abilities to succeed academically; the GPA requirement also provides a mechanism for enrollment

management.

*Standard 1 Mission, Governance and Administration – Indicator D: The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its website.* The program is required to demonstrate quality and effectiveness through enrollment, retention and graduation data: program evaluation in recent years has shown that a GPA requirement of 2.85 or higher is an effective predictor of students who have the skills necessary to succeed in the program.

*Standard 2 Curriculum and Instruction – Indicator C: Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of contemporary digital and technological media competencies.* Because instruction must be “demanding and current,” the program uses a GPA requirement of 2.85 or higher to maximize the chances for accepting students who demonstrate potential for success in the program. The GPA requirement captures requisite skills in writing and rhetoric and public speaking—also a critical skill in communication.

*Standard 2 Curriculum and Instruction – Indicator E: 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.* The program requires a 2.85 GPA or higher to limit enrollment, ensuring that the required student-to-faculty ratio, as stipulated in this standard, is not exceeded.

*Standard 7 Resources, Facilities, and Equipment – Indicator D: The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty.* Students must have access to equipment (including software) and the necessary technical assistance to support student learning. Space and equipment limitations result in the need to manage enrollment to meet the needs of students. The 2.85 GPA or higher requirement provides a mechanism for enrollment management to maximize available resources.

- 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 its implementation in Fall 2017. The institution has made efforts to increase resources when enrollment fluctuates, given that meeting the 2.85 minimum GPA can lead to varying numbers of qualified students being accepted into the program.*

The program seeks specialized admissions status to ensure student academic success and to effectively manage the deployment of limited resources. Prior to the pandemic, improvements were made to the physical classroom and learning spaces available to the students in the BS in Public Relations, Advertising and Applied Communication program. Three classroom spaces were renovated and upgraded in an effort to provide students with more advanced technology and engaging spaces that promote active learning and innovative pedagogies. Access to necessary software was made available to students during the pandemic and FIU has continued to make these software programs available.

The BS in Public Relations, Advertising and Applied Communication program is offered online and at the branch Biscayne Bay Campus; the campus is located about 45 minutes from the main Modesto A. Maidique Campus. As the University re-emphasizes a resurgence of on-campus learning, a collaborative effort is being made across the University to provide the necessary learning, social, and environmental resources. It is important to note that although the program has been successful in converting existing spaces, the program is currently limited, per physical infrastructure, in terms of its smaller footprint and less access to dedicated classroom and learning spaces.

The College of Communication, Architecture + The Arts will continue to adjust resources where necessary if one of its programs experiences more qualified applicants who meet the GPA in comparison 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.

The current admission requirement of a 2.85 GPA or higher must be maintained for the program to achieve the successful student outcomes necessary and management of limited resources. Thus, FIU's ability to adjust to accommodate 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.**

In order to be eligible to take all major-specific requirements, first-time-in-college (FTIC) and transfer students seeking this degree must successfully pass Writing and Rhetoric I (ENC 1101) and Writing and Rhetoric II ENC 1102) with a 'C' or higher and have a minimum cumulative GPA of 2.85 or higher, including any transfer coursework.

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 programs.

Transfer students are treated in the same manner as FTICs in terms of meeting admission requirements. In Fall 2021, transfer students constituted 47 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	499	81.9%
Male	110	18.1%
<b>Total</b>	<b>609</b>	

Ethnicity/Race	Fall 2021	
	Headcount	%Total
Asian	8	1.3%
Black or African American	57	9.4%
Hispanic	421	69.1%
Nonresident Alien	53	8.7%
Not Reported	4	0.7%
Pacific Islander		
Two or More Races	8	1.3%
White	58	9.5%
<b>Total</b>	<b>609</b>	

Specialized Admission impact on race and gender diversity:

This degree was approved for implementation in 2017, along with its limited access status.

In its most recent accreditation visit (spring 2022), the ACEJMC made the following notation regarding diversity of the School of Communication + Journalism (all three majors), “The student population of the unit is diverse and mostly reflective of the population it serves. Latino undergraduates make up just under 69 percent of the student population, almost exactly the same as the area population. African-American undergraduates make up almost 12 percent of the student population versus almost 18 percent of the area population. Asian students and the local population are both under 2 percent. American Indians make up less than 1 percent of the school and local populations. The School’s retention and graduation rates are on par or higher for Latino, African-American and Asian students than they are for White students.”

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

The School of Communication and Journalism relies on FIU’s Office of Admissions for recruitment activities, given its strong connections to South Florida high schools. As mentioned above, FIU Connect4Success continues to facilitate the transfer of very strong students into this program from the three large Florida College System institutions in FIU’s network. Memoranda of Understanding with local state colleges that articulate into the Digital Media and Communication program also assist with diversification of the program. Additionally, the unit’s leadership is part of a K-12 taskforce designed to identify opportunities for collaboration with middle schools and high schools that can provide a feeder system into the program.

Lastly, the School has extensive retention efforts in place to support students. The University’s “Panther Success Network” provides students and their advisors alerts and success markers to help students stay on track.

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**Required Signatures**

*Aileen Aguiardo*  
Requestor/Initiator

7/12/22  
Date

*BAE*  
Signature of Campus EO Officer

8/10/22  
Date

Brian Schriener  
Signature of College Dean

DocuSigned by:  
*BA*  
E32E45895EDEF4EE...

7/13/2022  
Date

*[Signature]*  
Signature of Provost

08/17/2022  
Date

DocuSigned by:  
*Dean Colson*  
B74D32DDA924426...

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 State University \_\_\_\_\_

**DEGREE PROGRAM:** Accounting \_\_\_\_\_

**CIP CODE 52.0301** \_\_\_\_\_ **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

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

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

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

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

The Bachelor of Science in Accounting within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.<sup>1</sup>

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<sup>1</sup> The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.

## **Anticipated Student Demand**

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college's existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

## **Impact on Resources Needed**

### *Faculty Needs – College of Business*

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students' analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college's ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is

approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe.<sup>2</sup>

### *Staff Needs – College of Business*

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college's Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college's professional development team will need to grow to meet the demand for career preparation services.<sup>3</sup> This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately \$1,040,000 (with fringe). The college's current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

### *Faculty and Staff Needs – Beyond the College*

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

### *Physical Resources*

The college's current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

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<sup>2</sup> The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting \$219,500, Finance, \$240,000, Management \$177,500, Marketing \$198,100, Management Information Systems \$160,000, and Risk Management and Insurance \$240,000. These number do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about \$140,000.

<sup>3 3</sup> This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.

course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

### **Impact on Student Success**

While the Bachelor of Science in Accounting is in area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college's major concerns related to student success.

#### *Timely Graduation*

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student's graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university's retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

#### *Opportunities for Leadership, Networking, and Engagement*

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students' "soft skills" and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

#### *Post-Graduate Success*

A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college's current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college's programs is the individual attention and career counseling that results in exceptional job placements. From an employer's perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower than what is appropriate for their level of education.

## Summary

The current admissions standards for the BS in Accounting have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college's undergraduate programs are ranked in the top 25 among public schools by *US News & World Report*.
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students' academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.

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.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

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.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business' current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

- ACG X021 or ACG X001 and ACG X011)
- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
- STA X023

Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.

Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

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?

#### *Student Demographics*

Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

<b><u>Race/Ethnicity</u></b>	<b><u>Female</u></b>	<b><u>Male</u></b>	<b><u>Total</u></b>	<b><u>%</u></b>
Nonresident Alien	52	57	<b>109</b>	3.3%
Hispanic or Latino	321	474	<b>795</b>	23.8%
American Indian or Alaska Native	2	1	<b>3</b>	0.1%
Asian	40	51	<b>91</b>	2.7%
Black or African American	77	70	<b>147</b>	4.4%
Native Hawaiian or Other Pacific Islander	2	3	<b>5</b>	0.1%
White	840	1194	<b>2034</b>	60.9%
Two or more races	54	65	<b>119</b>	3.6%
Race/ethnicity unknown	19	17	<b>36</b>	1.1%
<b>Total</b>	<b>1407</b>	<b>1932</b>	<b>3339</b>	100.0%

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%). Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student

representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

### *Promoting Diversity Among Learners*

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU's Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college's advising team is the Black Men in Business (BMIB) program. BMIB's primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.



## **Appendix A**

### Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

- (a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
- (b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
- (c) the appropriate mix of online and face-to-face classes,
- (d) student-to-faculty ratios,
- (e) the load on physical resources at both Rovetta and Legacy Hall, and
- (f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

### **Resources Needed**

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

### Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – \$195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
- Add three staff members to Admissions, Graduation and Mapping – \$195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add six academic advisors – Up to \$390,000 recurring
  - Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.
  
- Add four staff members to the Center for Professional Success – \$260,000 recurring
  - Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  - Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

Total Resource Needs

The total required faculty and staff resources are \$4,240,000 in recurring dollars and \$2,500,000 in one-time funds to cover faculty startup costs.

### Required Signatures

DocuSigned by:

Kathleen McCullough  
Requestor/Initiator

8/4/2022 | 7:59 PM EDT  
Date

DocuSigned by:

Michael D. Hartline  
Signature of College Dean

8/4/2022 | 5:10 PM PDT  
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:** Athletic Training

**CIP CODE** 51.0913 **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.

According to the National Athletic Trainers' Association, "Athletic trainers (ATs) are unique health care providers and an essential member of any health care team skilled and trained in the prevention of injury and illness, examination, diagnosis, treatment and rehabilitation of emergency, acute or chronic injuries and medical conditions. Found on sidelines, military bases, warehouse floors, performance halls and clinics and hospitals, ATs provide a safer approach to work, life and sport." <https://www.nata.org/prospective-students-7-19-2022>

The Athletic Training Degree Program at Florida State University prepares students for careers and graduate study in athletic training, physical therapy, physician assistant and medicine. It is ideal for students interested in gaining clinical experience with injury prevention, recognition and immediate care, rehabilitation, health care management and professional development in a sports medicine environment. Given the rigor of the National Athletic Trainers' Association healthcare professional standards; the critical need to maintain the safety of clinical patients in the practice settings; and the desire to

maintain FSU's Athletic Training Program's national reputation as a leader in preparing healthcare professionals, it is necessary that prospective undergraduate students possess "Minimal Skills" and knowledge ***prior*** to entering major coursework. If students lack these minimal skills, they will be unable to benefit from the coursework, practical training, and mentoring offered in the curriculum.

FSU Athletic Training graduates are recruited nationally because of their didactic knowledge and clinical skills proficiency. These clinical skills are taught and practiced on live patients with real ailments, which makes the students' baseline of skill and aptitude prior to admission even more important. This baseline level of skill is then enhanced in coursework and supervised practical experience.

The Athletic Training faculty and clinical preceptors have determined that in order for a student to succeed in the program and profession, they ***must*** possess the following "Minimal Skills" and knowledge prior to enrolling in major coursework.

- Understanding of foundational pre-requisite knowledge content areas of College Algebra-MAC 1105, Analytic Trigonometry-MAC 114, Precalculus Algebra-MAC 1140, Biology I and the lab-BSC 2010/L, Chemistry I and the lab-CHM 1045/L, and Science of Nutrition-HUN 1201

- Acquisition of a minimum cumulative GPA of 2.50

- Acquisition of knowledge and skills for Healthcare Blood-Borne Pathogen Certification

- Understanding, compliance, and certification in Medical Information Confidentiality and Health Insurance Portability and Accountability Act (HIPAA)

- Possession of Technical Skills and abilities which include:

1. Mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

3. Ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak

the English language at a level consistent with competent professional practice.

4. Ability to record the physical examination results and a treatment plan clearly and accurately.

5. Capacity to maintain composure and continue to function well during periods of high stress.

6. Perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

-Possession of professional, affective personality characteristics that are conducive to healthcare professionals by completion of a Personality Profile

-Completion of Career Center Professionole Pathways for the Black Badge that are built around nine Professionole Competencies that are based on the Career Ready Competencies desired by employers and established through research by the National Association of Colleges and Employers. <https://career.fsu.edu/professionolepathways> 7-19-2022

-Career Ready Competencies Include:

1. Critical Thinking & Problem Solving: Identifies important problems and questions and gathers, analyzes, evaluates information from a variety of sources before forming a strategy, decision, or opinion.
2. Research & Innovation: Accesses and evaluates multiple sources of information and synthesizes information to solve problems and create new insights to influence or develop new ways of thinking or working.
3. Communication: Conveys meaning and responds to needs of diverse audiences through writing and speaking coherently and effectively, and develops the expression of ideas through written, oral, and digital mediums.
4. Teamwork & Cross-Cultural Collaboration: Works with and seeks involvement from people with diverse experiences and identities towards a common goal, demonstrating strong interpersonal skills, respect, and dignity for others.

5. Leadership: Takes initiative, demonstrates effective decision-making and informed risk taking, and motivates and encourages participation from others to work towards a shared purpose and vision.
6. Professionalism & Ethical Responsibility: Demonstrates integrity, honesty, dependability, and ethical responsibility and accepts direction and personal accountability.
7. Career Management: Accesses information and opportunities for career exploration, understands and articulates transferable skills in the job search process, and engages in lifelong learning to network and self-advocate for future opportunities that lead to a fulfilled life.
8. Digital Fluency: Demonstrates technological literacy and skills, and ethically and effectively uses technology to communicate, problem-solve, and complete tasks.
9. Global Fluency & Social Responsibility: Demonstrates an understanding of systemic, complex global and social issues, and how issues and actions have local and global implications for the future; appropriately challenges unfair and unjust behavior to make a positive difference in the community.

-Completion of a scored artificial intelligence professional interview

-Possess knowledge, skills, and abilities necessary to earn national certification through the American Red Cross as a Professional Rescuer that include:

1. Adult, child, and infant rescue skills for airway obstruction/choking for the conscious victim
2. Adult, child, and infant rescue skills for the unconscious choking victim
3. Adult, child, and infant rescue skills for rescue breathing
4. Adult, child, and infant rescue skills for cardiopulmonary resuscitation (CPR)
5. Adult, child, and infant rescue skills for Automated External Defibrillator (AED)
6. Adult, child, and infant rescue skills for one and two rescuers
7. Adult, child, and infant rescue skills for acute care First Aid and trauma

-Ability to submit a completed Athletic Training Degree portfolio by the published deadline which includes:

1. All College Course Credit Transcript(s)
2. Transcript with the Cumulative GPA Circled
3. SAT/ACT Score Form-completed with unofficial copy included
4. Professional Rescuer Level – CPR/AED Card
5. Professional Rescuer Level- First Aid Card (must be valid to 10-2022)
6. Resume #1 – Career Center Edits (screenshot with comments)
7. Resume #2-Final Version (all edits completed from version #1)

8. Two Professional Letters of Recommendation
9. Blood-Borne Pathogen Certificate
10. Personality Profile Report
11. Medical Information Confidentiality/HIPAA Certification
12. Black Badge Certification with name and date
13. Quinncia Artificial Interview Score
14. Academic Integrity Form
15. Criminal Background Form and Check
16. Academic Acknowledgement (Advising) Form
17. Technical Standards Form
18. Medical History Form
19. AT Shadow Forms-(6)-completed and signed – AT Subplan only
20. Additional Certifications-optional

In addition to “Minimal Skills” requirements, Athletic Training Degree Program has several limitations that affect the quality of instruction. The limitations of resources include the number of total students that the program can effectively accommodate due to the number of full-time, health care licensed faculty (2), sports medicine facilities, diagnostic, therapeutic, and rehabilitation equipment, and licensed clinical instructors and preceptors.

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

Not applicable.

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

The Athletic Training Degree Program’s admission requirements are the following:

Students may formally apply to the program during the spring semester once the pre or corequisite coursework and minimal GPA have been met. The admission requirements and procedures for the Athletic Training Program at Florida State University include common entry indicators. The common indicators included in each student’s portfolio will be ranked as follows:

1. Cumulative grade point average of 2.5 or better based on at least 12 hours of college-level course work (weighted rank of GPA at 50%). Must take and complete (1) HUN 1201 (B- or better), (2) MAC 1105, (3) MAC 1140, (4) MAC 1114, (5) BSC 2010 and lab, (6) CHM 1045 and lab by the end of the spring semester.



2. SAT/ACT Scores (weighted rank of SAT/ACT at 25%)
3. Interview Score (weighted rank of interview score at 25%)

In order to be eligible for the interview, the student must complete an application portfolio that includes completed portfolio, resume, two letters of recommendation, official copies of all post-secondary transcripts, SAT scores, medical and criminal history forms, other required content, and current enrollment in or completion of ATR 1800. All students must earn a satisfactory grade in ATR 1800 in order to be considered for formal admission.

Composite applicant scores, based on the above indicators, are calculated, and ranked. The number of athletic training applicants admitted is determined by available vacancies created by graduation. The top-ranking students are then admitted filling the vacancies.

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.

These requirements and procedures are the same for Florida College System Associates in Arts graduates competing for admission. The College of Health and Human Sciences Academic Advising Center staff provide information and support for those interested students who have graduated from a two-year institution to ease transition and application to the Athletic Training Degree Program at FSU.

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?

2022-2023 Athletic Training Degree Program Race and Gender Profile:

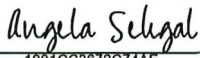
<b>Demographic</b>	<b>Athletic Training Degree Students (127 Total)</b>	<b>FSU Undergraduate Students (Approximately 34,000 Total)</b>
Female=77	61%	58%
Male=50	39%	42%
Asian=5	3%	2%
Black=15	12%	8%
Caucasian=91	72%	64%
Hispanic=16	13%	19%

The data were analyzed for the potential impact of applying specific admission criteria which would be used if specialized admission access status was granted. Since the admission criteria would stay the same, the profiles would stay the same given the typical applicant pool. Diversity would not be negatively affected.

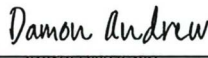
The Athletic Training Degree faculty and staff will maintain diversity and inclusion within the Athletic Training Degree Program by leveraging existing University recruitment initiatives. Contact with appropriate advisors and administrators at historically black universities, including Florida A&M, and Florida's predominately Hispanic institution, Florida International University will be maintained. In the Introduction to Athletic Training course, ATR 1800, the Athletic Training Degree Program will encourage diverse, undergraduate students to apply.

In closing, the Athletic Training Degree Program is a unique health care career preparation program. It is imperative that students possess the listed knowledge and skills prior to being admitted to the rigorous didactic and clinical major coursework. Live patients with real health conditions are utilized for teaching clinical skills during the program progression and many of the program admission criteria ensure that the athletic training student will not only have success in the courses and upon graduation, but also ensure the safety of the patients on which clinical skills are practiced by athletic training students.

### Required Signatures

DocuSigned by:  
  
Requestor/Initiator

8/5/2022 | 3:30 PM EDT  
Date

DocuSigned by:  
  
Signature of College Dean


8/5/2022 | 3:32 PM EDT  
Date

  
Signature of Campus EO Officer

8/11/22  
Date

  
Signature of Provost

8/9/22  
Date

  
Signature of Chair of the Board of Trustees

9/23/22  
Date

September 23, 2022  
Date Approved by the Board of Trustees



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

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** Florida State University \_\_\_\_\_

**DEGREE PROGRAM:** Communication Science & Disorders \_\_\_\_\_

**CIP CODE 51.0204** \_\_\_\_\_ **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, this request 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.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Bachelor's degree in Communication Science and Disorders offered by the FSU School of Communication Science and Disorders (SCSD) provides students an opportunity to learn about anatomy and physiology of the speech and hearing mechanisms; sound and its perception; the development of language and communication systems, as well as the components of the English sound system; the neurological bases of speech, language and hearing; and strategies used in the management and evaluation of speech, language and hearing impairments.

The Bachelor's degree offers the pre-professional education required to gain entry into graduate programs in Speech-Language Pathology and Audiology. Students who successfully complete the program are eligible for employment as a Speech-Language Pathologist Assistant (SLPA) or Audiology Assistant (AuDA). SLPAs clinically treat patients under the supervision of a Speech-Language Pathologist (SLP). As practitioners of clinical services, it is imperative that students who complete our program are able to successfully deliver these services. Therefore, the enrollment limitations currently in place are critical to maintaining curriculum delivery that ensures the highest level of career-

preparatory, and graduate-school preparatory, instruction and learning.

Anticipated student demand is difficult to determine precisely. Currently, we admit approximately 90 students annually, for a total major enrollment of 180. Current application numbers would indicate an annual increase of approximately 40-50%, or 40-45 students for a total population of 270. However, removal of the minimum GPA requirement of 3.0 will likely cause an even higher interest, as most students who do not meet this minimum requirement currently do not apply. Therefore, it is reasonable to estimate that enrollment interest would likely increase beyond 50% for a total population that would exceed 300.

If the program were to become open access, student success would depend heavily on the amount of resources provided, given the clinical/hands-on nature of the major. These resources extend beyond the School and College as students who struggle academically will need additional supports at the University level. Failure to provide new resources despite increasing enrollment would significantly decrease the chance of success not just for the students who may not have been accepted via specialized admissions, but those who would have been admitted but benefit from the current student-to-faculty ratios.

Two main resource limitation factors will negatively affect a student's chance of success should the specialized admission not be granted: a) resources within Florida State University and b) the national limited access to graduate study.

**Florida State University Resources:**

Faculty – Current student-to-faculty ratios range from 18:1 (labs) to 90:1 (large lectures) and allow for in-depth instruction and hands-on practice. Enlarging these ratios would be a detriment to the student learning experience which can have far-reaching effects (e.g. clinical treatment of patients, employment, etc.).

Classroom space – We already struggle with room capacity in one of our assigned rooms (DIF 228) and have just enough space overall. Opening access would necessitate an immediate move to large lectures for the vast majority of the undergraduate curriculum (which also has a substantial negative effect on institutional class-size goals).

Lab space and equipment – As a health program preparing students to assist with treating patients, this program requires intensive hands-on speech and audiology laboratories with expert instruction and specialized equipment. Similarly to classroom space, there is limited lab space and equipment. The current lab space has a capacity of 18. The faculty who instruct the lab sections have full teaching loads, meaning that even if the lab is unoccupied during certain hours, there would be no faculty who could teach additional lab sections. Substantial expertise, not only in using the complex equipment but also instructing novices in its correct use, is required, and hiring qualified faculty requires care and investment. Further, there would be no way to accommodate more than 18 students at one time, resulting in some students receiving lab instruction in a manner that would reduce quality and job success.

Academic support staff – The College of Communication and Information's Academic Advising team does a stellar job providing services for our students. Unlimited enrollment to this program would yield an untenable workload for our current team of advisors. The current ratio of students to advisors in CCI is 433:1, much higher than the FSU goal of 300:1. Within the School of Communication Science & Disorders, the Academic and Student Services team

consists of 1.75 FTE and their workload is already overfull. The administrative consequences from unlimited enrollment such as late course drops, probation and dismissal monitoring, and the like would increase, necessitating additional support staff.

Graduate study limited availability nationwide:

A master's degree is required to qualify graduates to work as an independent SLP. Due to the limited availability of required clinical placements for master's students, the current graduate program in CSD admission acceptance rate nationally is approximately 25%. Within our own graduate program admissions, the average upper-division GPA is approximately 3.85 for those undergraduates to whom admission is offered. Therefore, students who struggle academically are far less likely to get into a graduate program, especially in an SUS institution, as most SUS programs require at least a 3.0 upper division GPA. While GPA is not the sole component of graduate school admissions, academic letters of recommendation significantly contribute to an applicant's competitiveness and are considered the gold standard of letters of support. Increasing enrollment without increasing faculty would lead to a reduced number of faculty letters of recommendation being written for FSU students, thereby reducing the competitiveness of FSU students during graduate admissions and/or job-seeking. This would be to the detriment of Goals IV and V, Initiative B, "Support Student Career Advising to Promote Positive Post-Graduation Outcomes," of FSU's strategic plan.

Without additional resources, a specialized admissions process is required to ensure success of the students in Communication Science and Disorders (CSD). The current admissions process has served both students and the program well since the inception of its designation as a limited access program, and students continue to thrive under these parameters. Failure to balance higher enrollment with appropriate resources would decrease student performance and increase attrition.

One benefit of limited access in the past has been to balance course sequencing with course demand because all students enter the program in the Fall semester. Expanding course offerings to facilitate necessary sequencing with a substantially larger student population requires offering not only more class sections but sections offered during more semesters, which will require additional faculty as noted.

There will also be students attempting to enter the program later in their college career. For students who attempt to start in a later term, there will likely be an extension in the time-to-degree due to the sequential nature of the curriculum (i.e., the curriculum cannot be "doubled up" or taken out of sequence, so a late start means a late finish).

Student discouragement will likely occur in students who were not academically capable of successfully completing the classes, particularly for those who intended to attend graduate school. Due to the resource limitation associated with the nationally low graduate acceptance rate (~25%), there is strong competition amongst the students, and this competition would become more fierce in the wake of increasing enrollment. Lower-performing students would likely feel discouraged as their prospects for graduate study, and thus independent practice as SLPs, dwindled. Retention would likely be impacted, with a significant increase in attrition. Students who joined the major without an extremely dedicated, focused, and specific interest in the field would likely drop out after encountering the demanding curriculum or a term of poor performance, leading to late major changes with a negative impact on time-to-graduation and possibly retention/completion.

Current student-to-faculty ratios at the undergraduate level range from 18:1 (labs) to 90:1 (large lectures) with the median being 45:1. Increasing program access without appropriate resources would result in student to faculty ratios increasing by an estimated 50% in the first year (i.e. 27:1 to 135:1, median 67.5:1) and probably by 100% over the course of 3 years (i.e. 36:1 and 180:1, median 90:1). Due to the highly specialized and technical level of content, faculty members cannot just be assigned to teach any class in the program; they must teach within their areas of expertise. Most, if not all, of our undergraduate instructors also have teaching responsibilities at the graduate level. Therefore, increasing the number of students faculty must teach without appropriately increasing supports will result in a larger time commitment to teaching, likely resulting in less time they would have for their research. This would have a strong negative impact on faculty retention and recruitment in an already extremely competitive environment with an undersupply of potential faculty, discipline-wide. This would run counter to the University's strategic priorities (Goal II, Academic and Research Excellence).

Currently, there are not enough spaces available to accommodate all students who wish to enroll in the major. The School of Communication Science & Disorders is housed in the Warren building in downtown Tallahassee. This building is already at capacity and cannot accommodate any additional personnel or students. SCSD also has a limited number of dedicated, yet shared, classroom spaces in the HCB and Diffenbaugh buildings, though we typically request additional classrooms each term from Space and Scheduling.

The equipment currently used and shared by the clinic is employed nearly 100% of the time during normal business and class hours. There is the potential for a slight increase in enrollment but not unlimited enrollment. To accommodate an enrollment increase by 45 students would require another fully equipped lab space particularly for clinical experiential learning.

The field of Communication Science and Disorders is a clinical field that allows graduates to practice service delivery to patients and their caregivers. Graduates who become SLPAs will be allowed to perform myriad duties that range from administering assessments to providing direct therapy. Patients treated by SLPAs cross the entire lifespan and can possess one or more of a vast array of conditions. Examples include treating children with Autism Spectrum Disorder (ASD) who may be nonverbal, stroke victims who must be rehabilitated in swallowing and/or speech, and use of assistive technology and augmentative and alternative communication for individuals with complex communication needs. Given the potential for serious injury if the patient is improperly treated, it is critical that our students not experience a degradation in instruction quality or hands-on learning; limited lab capacity (space and equipment) and limited numbers of clinical experiences would cause such a degradation. Currently, our program is known for producing well-qualified graduates and an FSU graduate is often highly prized by grad programs and employers alike.

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.

Communication Science and Disorders (CIP 51.0204) is a Program of Strategic Emphasis (Health). While it is likely that FSU would desire to gradually increase capacity in this program over the next few years, as it aligns with the University's strategic goals in health-related programs and also FSU Strategic Plan goals II, III, IV, VI, and VI, the dollar amount

required is so substantial (\$1,528,850) that it is also likely that the resources will not be available at this time.

New resources required to meet predicted demand include: 4 tenure track faculty, 2 specialized faculty, 2 staff, 3 classrooms, 1 instructional lab and associated equipment, 8 offices, 4 research lab spaces, student advising, and technology support. Technology and equipment also have associated recurring costs for maintenance and replacement.

Item	Individual Costs	Total Costs
4 TT faculty in SCSD (salary + startup)	\$ 168,000.00	\$ 672,000.00
2 specialized faculty in SCSD	\$ 66,000.00	\$ 132,000.00
2 staff in SCSD	\$ 42,000.00	\$ 84,000.00
3 classrooms for SCSD	FSU provided space	FSU provided space
1 instructional lab in SCSD + equipment	\$ 224,850.00	\$ 224,850.00
8 offices (4 TT, 2 SF, 2 staff)	FSU provided space	FSU provided space
4 research labs (beyond 4 TT startup)	\$ 75,000.00	\$ 300,000.00
Maintenance/replacement for additional equipment (20%) estimate	\$ 15,000.00	\$ 60,000.00
Undergraduate advising for SCSD (1 FTE advisor = 300 students)	\$ 21,000.00	\$ 21,000.00
IT support	\$ 35,000.00	\$ 35,000.00
<b>SCSD TOTALS</b>	<b>\$ 646,850.00</b>	<b>\$ 1,528,850.00</b>

If, however, these resource requests are met, enabling the program to accept more students, here is a proposed timeline for implementation:

It is anticipated that, if resource requests are met, the major enrollment capacity could be increased significantly within three years, with a target implementation date of Fall term, 2025. However, the resources requested are substantial, and without them, the capacity cannot be increased while maintaining student success and employability.

Year 1	Year 2	Year 3
1. Create job descriptions for all positions.	1. Secure or begin construction on additional space.	1. Continue and complete faculty and staff recruitment.
2. Begin faculty recruitment.	2. Begin lab equipment requests and installation.	2. Finalize curricular updates through all stages including recognition through FLDOE Office of Articulation.
3. Adjust curriculum to offer additional experiential learning courses/C-SLPA certification.	3. Continue faculty recruitment.	3. Launch increased enrollment admissions
	4. Begin staff recruitment.	

Some important and uncontrollable resource limitations shape the prospects for this plan:

For faculty recruitment, there is a nationwide shortage of both senior level faculty as well as newly graduated PhDs. These vacancies would take all three years to successfully fill



with quality candidates.

This plan includes adjusting the curriculum and offering additional experiential learning courses so that the undergraduate program would lead to C-SLPA certification (current graduates can work as SLPAs but are not Certified SLPAs, which would require changes to the curriculum for which we currently do not have resources).

Additional space would need to be secured or constructed. Use of existing space requires substantial renovation. For example, the sound booth must reside on the lowest floor within a given building due to its weight. As such, allowing additional time for building code compliance is necessary. Equipment that is set up prior to the actual offering of additional lab sections can be used by current and new faculty for either clinical, instructional, or research purposes for the short period of time between installation and instructional use so that this resource is never wasted.

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

The program's specialized admissions requirements would be similar to the admission requirements for the current limited access program:

Minimum requirements for review of application include an overall GPA of 3.0 on all college work attempted. Students must have a minimum of 52 hours (acceptable to FSU) and ASHA standards IV-A requirements (accomplished through the Common Prerequisite Coursework, listed below) completed by the end of the term in which they apply.

Physical science (3 hours). One course from: PHY XXXX or CHM XXXX

Biological science (3 hours). One course from: BSC XXXX

Statistics (3 hours). STA XXXX

Social/behavioral sciences (3 hours). One course from any of the following: PSY XXXX, CLP XXXX, DEP XXXX, EXP XXXX, SYG XXXX, SYD XXXX, SYO XXXX, SYP XXXX, FYC XXXX or FAD XXXX

Applicants to the program submit an internal application form through our website which includes basic demographic information, a checklist for the prerequisite classes taken, transfer student status, and a checkbox that grants the School of Communication Science & Disorders Admissions Coordinator and Admissions Team permission to access current FSU students' unofficial transcripts for the purpose of GPA calculation and coursework verification. Current FSU students only have to submit this form as the Admissions Coordinator has access to their unofficial transcripts. Transfer students must submit the form, official transcripts, and apply to FSU. The Admissions Team reviews applications to ensure eligibility and puts forth all eligible applicants forward to the Admissions Coordinator for review. The Admissions Coordinator ranks applications based on GPA and makes admissions recommendations to the School Director for final approval.

There are no differences between 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 race and gender profile of the program are shown below. The American Speech Language Hearing Association shows little racial and linguistic diversity among the profession with only 8.8% of members identifying as racial minorities (ASHA 2020) and only 5.8% are Hispanic or Latino(a). FSU's undergraduate program in Communication Science and Disorders currently enrolls 23% Hispanic or Latino(a) students and 30% of students are from racial minorities, numbers that have been achieved with its existing limited access procedures. Specialized admissions for this program will allow the School to continue to use the strategies it already has in place to promote, maintain, and improve on diversity that is substantially better than the profession overall. These strategies include: student outreach at the high school and community college level to recruit a diverse pool of prospective students; outreach at the university level through student groups representing URM populations; hiring faculty from underrepresented racial and ethnic minoritized backgrounds who are also role models and mentors for students; identifying, providing, and facilitating student funding opportunities to support students of diverse backgrounds; and retention activities including mentoring support for retention of students from traditionally underrepresented groups. Additionally, the School would investigate and potentially develop a bachelor's/master's pathway which will seek to attract and retain FSU students for graduate study with an emphasis on students from URM populations.

Race/Ethnicity	Female	Male	<b>Total</b>
Hispanic or Latino	39	3	<b>42</b>
Asian	4		<b>4</b>
Black or African American	3		<b>3</b>
White	119	1	<b>120</b>
Two or more races	5		<b>5</b>
Race/ethnicity unknown	3		<b>3</b>
<b>Total</b>	<b>173</b>	<b>4</b>	<b>177</b>

### Required Signatures

DocuSigned by:  
**Michelle M. Kazmer**  
779CE8CD23B4441  
Requestor/Initiator

8/3/2022 | 7:22 PM EDT

Date

DocuSigned by:  
*Steve McDowell*  
0580612D5E8A447...  
Signature of College Dean

8/4/2022 | 6:29 AM EDT

Date

*Rebecca Gibbs*  
Signature of Campus EO Officer

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:** Finance \_\_\_\_\_

**CIP CODE 52.0801** \_\_\_\_\_ **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

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

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

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

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

The Bachelor of Science in Finance within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.<sup>1</sup>

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<sup>1</sup> The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.

## **Anticipated Student Demand**

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college's existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

## **Impact on Resources Needed**

### *Faculty Needs – College of Business*

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students' analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college's ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is

approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe.<sup>2</sup>

### *Staff Needs – College of Business*

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college's Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college's professional development team will need to grow to meet the demand for career preparation services.<sup>3</sup> This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately \$1,040,000 (with fringe). The college's current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

### *Faculty and Staff Needs – Beyond the College*

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

### *Physical Resources*

The college's current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

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<sup>2</sup> The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting \$219,500, Finance, \$240,000, Management \$177,500, Marketing \$198,100, Management Information Systems \$160,000, and Risk Management and Insurance \$240,000. These number do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about \$140,000.

<sup>3 3</sup> This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.

course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

### **Impact on Student Success**

While the Bachelor of Science in Finance is in area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college's major concerns related to student success.

#### *Timely Graduation*

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student's graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university's retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

#### *Opportunities for Leadership, Networking, and Engagement*

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students' "soft skills" and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

#### *Post-Graduate Success*

A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college's current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college's programs is the individual attention and career counseling that results in exceptional job placements. From an employer's perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower than what is appropriate for their level of education.

## Summary

The current admissions standards for the BS in Finance have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college's undergraduate programs are ranked in the top 25 among public schools by *US News & World Report*.
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students' academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.



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.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

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.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business' current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

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- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
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Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.

Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

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?

#### *Student Demographics*

Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

<b><u>Race/Ethnicity</u></b>	<b><u>Female</u></b>	<b><u>Male</u></b>	<b><u>Total</u></b>	<b><u>%</u></b>
Nonresident Alien	52	57	<b>109</b>	3.3%
Hispanic or Latino	321	474	<b>795</b>	23.8%
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<b>Total</b>	<b>1407</b>	<b>1932</b>	<b>3339</b>	100.0%

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%). Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student

representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

### *Promoting Diversity Among Learners*

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU's Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college's advising team is the Black Men in Business (BMIB) program. BMIB's primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.

## **Appendix A**

### Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

- (a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
- (b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
- (c) the appropriate mix of online and face-to-face classes,
- (d) student-to-faculty ratios,
- (e) the load on physical resources at both Rovetta and Legacy Hall, and
- (f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

### **Resources Needed**

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

### Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – \$195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
- Add three staff members to Admissions, Graduation and Mapping – \$195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add six academic advisors – Up to \$390,000 recurring
  - Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.
  
- Add four staff members to the Center for Professional Success – \$260,000 recurring
  - Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  - Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

Total Resource Needs

The total required faculty and staff resources are \$4,240,000 in recurring dollars and \$2,500,000 in one-time funds to cover faculty startup costs.

### Required Signatures

DocuSigned by:  
*Kathleen McLoughlin*  
Requestor/Initiator

8/4/2022 | 7:28 PM EDT  
Date

DocuSigned by:  
*Michael D. Hartline*  
Signature of College Dean

8/4/2022 | 4:37 PM PDT  
Date

*Rebecca 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:** Management Information Systems \_\_\_\_\_

**CIP CODE 52.1201** \_\_\_\_\_ **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

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

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

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

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

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

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

The Bachelor of Science in Management Information Systems within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.<sup>1</sup>

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<sup>1</sup> The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.

## **Anticipated Student Demand**

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college's existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

## **Impact on Resources Needed**

### *Faculty Needs – College of Business*

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students' analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college's ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is



approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe.<sup>2</sup>

### *Staff Needs – College of Business*

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college's Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college's professional development team will need to grow to meet the demand for career preparation services.<sup>3</sup> This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately \$1,040,000 (with fringe). The college's current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

### *Faculty and Staff Needs – Beyond the College*

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

### *Physical Resources*

The college's current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

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<sup>2</sup> The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting \$219,500, Finance, \$240,000, Management \$177,500, Marketing \$198,100, Management Information Systems \$160,000, and Risk Management and Insurance \$240,000. These number do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about \$140,000.

<sup>3 3</sup> This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.

course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

## **Impact on Student Success**

While the Bachelor of Science in Management Information Systems is in area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college's major concerns related to student success.

### *Timely Graduation*

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student's graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university's retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

### *Opportunities for Leadership, Networking, and Engagement*

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students' "soft skills" and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

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Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.

## Appendix A

### Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

- (a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
- (b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
- (c) the appropriate mix of online and face-to-face classes,
- (d) student-to-faculty ratios,
- (e) the load on physical resources at both Rovetta and Legacy Hall, and
- (f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

### **Resources Needed**

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

### Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – \$195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
- Add three staff members to Admissions, Graduation and Mapping – \$195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add six academic advisors – Up to \$390,000 recurring
  - Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.
  
- Add four staff members to the Center for Professional Success – \$260,000 recurring
  - Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  - Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

### Total Resource Needs

The total required faculty and staff resources are \$4,240,000 in recurring dollars and \$2,500,000 in one-time funds to cover faculty startup costs.



### Required Signatures

DocuSigned by:

*Kathleen McCullough*

Requestor/Initiator

8/4/2022 | 7:28 PM EDT

Date

DocuSigned by:

*Michael D. Hartline*

Signature of College Dean

8/4/2022 | 4:37 PM PDT

Date

*Reniche Gibbs*

Signature of Campus EO Officer

8/11/22

Date

*Allen*

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:** Management \_\_\_\_\_

**CIP CODE 52.0201** \_\_\_\_\_ **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

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

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

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

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

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

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

The Bachelor of Science in Management within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.<sup>1</sup>

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<sup>1</sup> The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.

## **Anticipated Student Demand**

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college's existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

## **Impact on Resources Needed**

### *Faculty Needs – College of Business*

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students' analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college's ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is

approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe.<sup>2</sup>

### *Staff Needs – College of Business*

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college's Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college's professional development team will need to grow to meet the demand for career preparation services.<sup>3</sup> This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately \$1,040,000 (with fringe). The college's current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

### *Faculty and Staff Needs – Beyond the College*

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

### *Physical Resources*

The college's current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

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<sup>2</sup> The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting \$219,500, Finance, \$240,000, Management \$177,500, Marketing \$198,100, Management Information Systems \$160,000, and Risk Management and Insurance \$240,000. These number do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about \$140,000.

<sup>3 3</sup> This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.

course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

### **Impact on Student Success**

While the Bachelor of Science in Management with a major in Human Resources is in area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college's major concerns related to student success.

#### *Timely Graduation*

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student's graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university's retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

#### *Opportunities for Leadership, Networking, and Engagement*

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students' "soft skills" and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

#### *Post-Graduate Success*

A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college's current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college's programs is the individual attention and career counseling that results in exceptional job placements. From an employer's perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower than what is appropriate for their level of education.

## Summary

The current admissions standards for the BS in Management have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college's undergraduate programs are ranked in the top 25 among public schools by *US News & World Report*.
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students' academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.

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.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

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.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business' current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

- ACG X021 or ACG X001 and ACG X011)
- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
- STA X023

Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.

Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

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?

#### *Student Demographics*

Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

<b><u>Race/Ethnicity</u></b>	<b><u>Female</u></b>	<b><u>Male</u></b>	<b><u>Total</u></b>	<b><u>%</u></b>
Nonresident Alien	52	57	<b>109</b>	3.3%
Hispanic or Latino	321	474	<b>795</b>	23.8%
American Indian or Alaska Native	2	1	<b>3</b>	0.1%
Asian	40	51	<b>91</b>	2.7%
Black or African American	77	70	<b>147</b>	4.4%
Native Hawaiian or Other Pacific Islander	2	3	<b>5</b>	0.1%
White	840	1194	<b>2034</b>	60.9%
Two or more races	54	65	<b>119</b>	3.6%
Race/ethnicity unknown	19	17	<b>36</b>	1.1%
<b>Total</b>	<b>1407</b>	<b>1932</b>	<b>3339</b>	100.0%

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%). Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student



representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

### *Promoting Diversity Among Learners*

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU's Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

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Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.

## Appendix A

### Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

- (a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
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- (f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

### **Resources Needed**

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  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

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Total Resource Needs

The total required faculty and staff resources are \$4,240,000 in recurring dollars and \$2,500,000 in one-time funds to cover faculty startup costs.

### Required Signatures

DocuSigned by:  
  
Requestor/Initiator


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Signature of Provost

8/9/22  
Date

  
Signature of Chair of the Board of Trustees

9/23/22  
Date

September 23, 2022  
Date Approved by the Board of Trustees



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

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** Florida State University \_\_\_\_\_

**DEGREE PROGRAM:** Marketing \_\_\_\_\_

**CIP CODE 52.1401** \_\_\_\_\_ **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

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

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

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

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

The Bachelor of Science in Marketing within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.<sup>1</sup>

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<sup>1</sup> The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.

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approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe.<sup>2</sup>

### *Staff Needs – College of Business*

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college's Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college's professional development team will need to grow to meet the demand for career preparation services.<sup>3</sup> This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately \$1,040,000 (with fringe). The college's current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

### *Faculty and Staff Needs – Beyond the College*

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

### *Physical Resources*

The college's current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

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<sup>2</sup> The figures represent the mix of faculty needed. For reference, the average starting 9-month salary for new tenure track faculty by area is Accounting \$219,500, Finance, \$240,000, Management \$177,500, Marketing \$198,100, Management Information Systems \$160,000, and Risk Management and Insurance \$240,000. These number do not include, start up, summer support and fringe. Average starting salaries for non-tenure track faculty before fringe and summer support is about \$140,000.

<sup>3 3</sup> This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.

course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

### **Impact on Student Success**

While the Bachelor of Science in Marketing is in area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college's major concerns related to student success.

#### *Timely Graduation*

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student's graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university's retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

#### *Opportunities for Leadership, Networking, and Engagement*

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students' "soft skills" and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

#### *Post-Graduate Success*



A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college's current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college's programs is the individual attention and career counseling that results in exceptional job placements. From an employer's perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower than what is appropriate for their level of education.

## Summary

The current admissions standards for the BS in Marketing have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college's undergraduate programs are ranked in the top 25 among public schools by *US News & World Report*.
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students' academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.

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.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

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.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business' current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

- ACG X021 or ACG X001 and ACG X011)
- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
- STA X023

Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.

Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

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?

#### *Student Demographics*

Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

<b><u>Race/Ethnicity</u></b>	<b><u>Female</u></b>	<b><u>Male</u></b>	<b><u>Total</u></b>	<b><u>%</u></b>
Nonresident Alien	52	57	<b>109</b>	3.3%
Hispanic or Latino	321	474	<b>795</b>	23.8%
American Indian or Alaska Native	2	1	<b>3</b>	0.1%
Asian	40	51	<b>91</b>	2.7%
Black or African American	77	70	<b>147</b>	4.4%
Native Hawaiian or Other Pacific Islander	2	3	<b>5</b>	0.1%
White	840	1194	<b>2034</b>	60.9%
Two or more races	54	65	<b>119</b>	3.6%
Race/ethnicity unknown	19	17	<b>36</b>	1.1%
<b>Total</b>	<b>1407</b>	<b>1932</b>	<b>3339</b>	100.0%

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%). Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student

representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

### *Promoting Diversity Among Learners*

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU's Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college's advising team is the Black Men in Business (BMIB) program. BMIB's primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.

## **Appendix A**

### Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

- (a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
- (b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
- (c) the appropriate mix of online and face-to-face classes,
- (d) student-to-faculty ratios,
- (e) the load on physical resources at both Rovetta and Legacy Hall, and
- (f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

### **Resources Needed**

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

### Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – \$195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
- Add three staff members to Admissions, Graduation and Mapping – \$195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add six academic advisors – Up to \$390,000 recurring
  - Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.
  
- Add four staff members to the Center for Professional Success – \$260,000 recurring
  - Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  - Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

Total Resource Needs

The total required faculty and staff resources are \$4,240,000 in recurring dollars and \$2,500,000 in one-time funds to cover faculty startup costs.

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### Required Signatures

DocuSigned by:  
Kathleen McCullough  
Requestor/Initiator

8/4/2022 | 7:28 PM EDT  
Date

DocuSigned by:  
Michael D. Hartline  
Signature of College Dean

8/4/2022 | 4:37 PM PDT  
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:** Professional Communication \_\_\_\_\_

**CIP CODE 09.0900** \_\_\_\_\_ **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. Specialized admissions status is sought for the Advertising and Public Relations majors in the program (two majors that had limited access). The other two majors, Professional Communication and Corporate and Public Communication, are offered through the College of Applied Studies and are not affected; we do not seek specialized admissions status for them.

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.

Currently Advertising and Public Relations (PR) together accept an annual cohort of 76 students, who are typically taught in 2 sections of 19 students each throughout their major curriculum. There are currently 5 tenured faculty and 3 specialized faculty in advertising/PR (8 faculty total). Based on the number of applicants to the limited access majors over the last five years, the total opt-in entries to Advertising and PR (combined) would move from 76 per year to 190-210 per year for a total major enrollment of 380-420. This is approximately 3 times current enrollment of 134. This estimate skews low, because applications to the program are reduced, especially from transfer students, because students know there is a low likelihood of admission. Therefore, we need to look elsewhere for more plausible opt-in numbers if specialized admissions status is not approved.



Our prediction of 466-1,173 majors is based on the number of advertising and PR majors by proportion of student body at similar-sized and similar-ranked public institutions without limited access in their advertising and PR programs.

Public Relations and Advertising enrollment at comparable institutions without limited access:

Institution	proportional prediction of opt-in PR/ADV enrollment at FSU	PR/ADV enrollment	PR/ADV faculty	Student/faculty ratio	FSU undergrad enrollment as a percentage of institution undergrad enrollment	University undergraduate enrollment
University of Florida	1173.368614	1240	32	38.75	0.946265011	34391
University of Texas-Austin	1056.379844	1300	55	23.63636364	0.81259988	40048
University of Alabama	1073.443424	1264	27	46.81481481	0.849243215	38320
University of Georgia	466.852377	427	35	12.2	1.093331094	29765
University of Illinois	532.3514236	551	18	30.61111111	0.966155034	33683
Florida State University		134	8	16.75		32543

These numbers would be 3.5 to 8.5 times current major enrollment. The current student faculty ratio is 17:1. We shall assume the evidence-based potential range of 420-1173 majors. Shifting to a less-effective but more peer-aligned student faculty ratio of 30:1, which would double all class sizes from 19 to 38, indicates 14-39 faculty total, an increase of 6-31 additional faculty. Moving to a student faculty ratio of 40:1, class sizes increase by a factor of 2.5, from 19 to 48, but would allow the program to be delivered by 11-29 faculty total, an increase of 3-21 additional faculty.

Additional faculty also bring space and staff support needs, including offices, research laboratories, and other routine faculty support.

Taking a mid-range estimate and adding 8 tenure-track and 4 specialized faculty, plus one undergraduate advisor, would cost \$1,267,932 in annually recurring salaries. This does not include faculty offices, student lab space, or classrooms (we have no way to project whether that classroom space is available, given demands of other courses).

Item	Individual Costs	Total Costs
ADV/PR faculty: 8 TT	\$116,049	\$ 928,392.00
ADV/PR faculty: 4 specialized	\$74,385	\$ 297,540.00
ADV/PR facilities: 3200 sq ft lab space	FSU provided space	FSU provided space
3 classrooms for ADV/PR	FSU provided space	FSU provided space
Undergraduate advising for adv/pr (1 FTE advisor = 300 students)	\$ 42,000.00	\$ 42,000.00
<b>ADV/PR TOTALS</b>	<b>\$ 232,434.00</b>	<b>\$ 1,267,932.00</b>

The need for additional classrooms will be acute: more and larger classrooms will be needed, and class size will need to expand. Curricular offerings, as distinct from class size, will have to be doubled to accommodate students opting-in to the major in any semester rather than proceeding through the curriculum as a sequenced cohort starting each fall.

To continue offering courses that are relevant to the industry and ensure student employment success will require additional labs and collaborative workspaces where students can work creatively and in teams to develop their communication campaigns. Career success in advertising and PR is predicated on the ability to produce high quality

content in collaborative teams, which requires dedicated and accessible shared space. At the standard FSU calculation of 20sq-ft/person occupancy, at least 3200 sq ft of lab space would be required.

Currently, limited access is associated with student success in the academic program and in students' postgraduation careers. The favorable student/faculty ratio enables professors to mentor students throughout the program, providing them with opportunities that are dependent on a smaller cohort. Feedback received by alumni has consistently underlined the benefits of being in a smaller cohort. In addition, to ensure career success, the advertising and PR majors require experiential learning placements – which require instructional resources at the university as well as available internships with willing and qualified site supervisors. More than 200 additional placements each year would strain these site-based resources over which FSU has no control, reducing the proportion of students who get placements and thus reducing post-graduation employment and graduate school admissions rates.

Without specialized admission students would be able to opt-in to these writing-intensive majors without submitting a portfolio of writing that is evaluated prior to entrance, as is currently the case. Offering the necessary intensive writing feedback to large numbers of students who may not be prepared to write at the needed level or accept and operationalize the feedback given to them will both discourage students and lead to high attrition among students who cannot maintain good academic standing in the majors.

In addition, controlling access to the program has allowed for a robustly sequenced curriculum that begins in the fall (map term 5 for almost all admitted students) and builds via increasingly advanced courses through map term 8. Having students opt-in to the program at any point in their academic trajectory will necessitate teaching almost all classes in the program at least twice as often as is currently done.

Trying to deliver the program open-access without the needed resources will extend students' time-to-degree because there cannot be enough seats offered in the courses to accommodate students, and there cannot be enough sections offered each semester to ensure that students take earlier classes in the major that allow them to succeed in more advanced classes.

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.

These majors are currently within a Program of Strategic Emphasis (Gap). However, students not admitted to these majors would have the option of enrolling in the open-access majors in this program, Professional Communication and Corporate and Public Communication. There is also a program in Public Relations in CIP 09.0902 offered at Florida Agricultural and Mechanical University in Tallahassee. It is unlikely that FSU will be allocated sufficient resources to increase capacity for the Advertising and Public Relations majors because they do not align closely enough with the university's strategic goals.

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 will be asked to submit the following materials to apply to the majors in Advertising and Public Relations: (a) a personal statement describing prior experiences, career objectives and overall interests that are related to the major; (b) portfolio materials that may include a resume, writing / copywriting samples, creative works, graphic art examples, and illustrations; and (c) college / university transcript(s). These materials are evaluated by faculty in Professional Communication to help ensure student success in this extremely writing-intensive and writing-extensive program.

These requirements are the same as what were in place for Limited Access.

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. There are no Common Program Prerequisites for this program and therefore no disproportionate barriers to any specific groups of potential 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?

The current race and gender profile of the Advertising and Public Relations majors is shown below and has been developed through limited access application criteria the same as those identified above for specialized admissions. Specialized admissions for this program will allow the School to continue to use, and to build on, the strategies it already has in place to promote, maintain, and improve on diversity. These strategies include: building on our strength of recruitment of Hispanic and Latino students through the Center for Hispanic Marketing Communication; outreach at the university level through student groups representing URM populations; hiring faculty from underrepresented racial and ethnic minoritized backgrounds who are also role models and mentors for students; identifying, providing, and facilitating student funding opportunities to support students of diverse backgrounds; and retention activities including student teams and clubs that offer career-focused support for students from traditionally underrepresented groups.

Relevant also to the race profile of these majors is the fact that Florida Agricultural and Mechanical University offers a Public Relations program at the bachelor's level in CIP 09.0902. It is possible that, if the program at FSU did not have specialized admissions, enrollment, and possibly enrollment specifically of Black or African American students, could shift from FAMU to FSU. While this would promote diversity in the program at FSU, it would potentially have negative effects on FAMU which is not a desirable result.

Race/Ethnicity	Female	Male	Total
Hispanic or Latino	32	3	<b>35</b>
American Indian or Alaska Native	1		<b>1</b>
Asian	1		<b>1</b>
Black or African American	5	2	<b>7</b>
White	76	8	<b>84</b>
Two or more races	4		<b>4</b>
<b>Total</b>	<b>119</b>	<b>13</b>	<b>132</b>

### Required Signatures

DocuSigned by:  
**Michelle M. Kazmer**  
779CF8CD23B4441...  
Requestor/Initiator

8/3/2022 | 7:22 PM EDT

Date

DocuSigned by:  
*Steve McDowell*  
9589612D5FBA447  
Signature of College Dean

8/4/2022 | 6:29 AM EDT

Date

*Rebecca 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:** Real Estate \_\_\_\_\_

**CIP CODE 52.1501** \_\_\_\_\_ **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

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

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

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

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

The Bachelor of Science in Real Estate within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.<sup>1</sup>

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<sup>1</sup> The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.

## **Anticipated Student Demand**

Because the current GPA requirement is clearly posted, many interested native and transfer students who fall below the threshold do not apply for admission to the College of Business. Thus, the ultimate impact of removing specialized admissions can only be approximated. Taking the currently observed percentage of students who apply to the College of Business and extrapolating that to the population of lower-division FSU students regardless of GPA suggests a potential 16% increase in lower-division enrollment relative to the Fall 2021 level. However, this represents an overly conservative growth estimate. The observed rate of applications to the College of Business is likely biased downward given that the existing GPA requirement screens out interested candidates. The Division of Undergraduate Studies and the College of Business work with lower-division students falling short of the entrance GPA to find new options for majors outside the college to stay on track to graduation. For this reason, many students would not appear in the percentage above. Further, we expect that the greatest enrollment increase would come from transfer students, and it is impossible to estimate the number of new applications that would be received absent the college's existing selective admission criteria. The college is already struggling with faculty, staff and physical resource constraints from recent enrollment growth; therefore, the prospect of additional enrollment growth is truly problematic.

## **Impact on Resources Needed**

### *Faculty Needs – College of Business*

Even with the most conservative estimate of growth, to keep a consistent mix of online and in-person classes, the College anticipates needing 11 additional faculty lines to meet the increased demand. Note that this represents a 10% increase in faculty for a 16% increase in students. The 16% is based on an analysis of current Florida State University students that have at one time expressed an interest in business majors and transfer applicants. It does not include native students or transfers that did not declare an interest in business due to the limited access standards. This increase in faculty lines would help to ensure appropriate undergraduate class sizes and provide sufficient course offerings to keep upper-division students on map to a timely graduation. Given the nature and topics of the courses and the need to develop students' analytical and presentation skills, it is not possible to merely increase class sizes or switch to online delivery to accommodate more students. Larger and/or online classes would not permit the level of in-depth instruction and student support (e.g., office hours, mentoring, etc.) that is expected of faculty in a preeminent college of business. Further, drastic increases in class sizes and student-to-faculty ratios would severely impact several academic metrics critical to university rankings and college accreditation. Ultimately, moving to larger class sizes to meet demand would reduce the college's ability to recruit top students. Further, while there are additional classrooms in the planned new building for the college, the classroom sizes are equivalent or smaller than current classroom sizes. The cost associated with 11 new faculty lines is

approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe.<sup>2</sup>

### *Staff Needs – College of Business*

The College also would need to bolster its advising staff, student engagement, internship, and professional development/placement teams to meet the increased demand for student support services. The college's current student-to-advisor ratio (approximately 1000:1) woefully exceeds national metrics for preeminent business schools. That ratio and need for additional academic advisors will increase due to a greater number of students. In addition, the college's Academic Retention Team (CART) works to help students struggling academically to navigate policies and procedures and ensure they have the support needed to succeed. The size of this team will need to increase as the incremental students will be more at-risk than the current student body. Finally, the college's professional development team will need to grow to meet the demand for career preparation services.<sup>3</sup> This includes identifying and working with employers to provide internship opportunities and full-time employment. Estimates of staffing needs are approximately \$1,040,000 (with fringe). The college's current facilities will not be able to adequately house the added staff and meet student needs for in-person advising and professional development (the new building is expected to be available in 2025). Breakdowns of faculty and staff needs are included in Appendix A.

### *Faculty and Staff Needs – Beyond the College*

While the overall number of first time in college (FTIC) students coming to the university may not increase, the number of transfer students will likely grow, especially AA transfers who previously might not have met the admission criteria. This will impact faculty, staff, and other resource needs around the university. Beyond the College of Business, there will likely be increased demand for courses in other disciplines, including the prerequisite courses for the college (Economics, Math, Computer Studies, and Statistics). Additional staff will also be needed in the FSU Career Center to help the college serve additional students.

### *Physical Resources*

The college's current facilities would not be able to adequately house the additional faculty and staff discussed above. Additionally, the College does not have adequate classroom space to satisfy the increased number of sections of in-person classes. Currently, the College of Business classroom space allocation does not allow students to create schedules that enable efficient progressions through their

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<sup>3 3</sup> This team includes staff for the career planning course, internships, student engagement, employer recruiting and networking events, and career related skills workshops.

course of study. Finding additional classroom space outside of the college is virtually impossible at present due to limited university classroom resources.

### **Impact on Student Success**

While the Bachelor of Science in Real Estate is in area of strategic emphasis, there are major challenges to dropping limited access and drastically increasing the number of students. In addition to the financial costs outlined above, the effects on student success are of major concern, both at the university and after graduation. Access to the program does not ensure that students will succeed academically. Likewise, it does not ensure that students will succeed professionally after graduation. While not an exhaustive list of challenges, here are the college's major concerns related to student success.

#### *Timely Graduation*

The prerequisite classes, mapping and GPA requirements for the College of Business have been created by the faculty to ensure that admitted students are able to successfully complete the curriculum in a timely manner. Based on the 2017 cohort of FTIC students, the college boasts a 4-year graduation rate of 76%. For the most recent cohorts of transfer students, the 2-year and 3-year graduation rates are 57% and 85%, respectively. Removing the GPA threshold for the college would undoubtedly increase the number of students repeating classes. This will result in additional tuition costs for students and possibly excess credit hour fees. Moreover, the need to repeat classes can create scheduling problems that delay a student's graduation. For some, the challenges can be more severe, potentially leading to academic probation and not graduating due to the university's retention criteria. As more students retake classes to complete degree requirements, it also puts additional strain on the university structure. Coupled with the resource constraints outlined above, the College would have difficulty offering enough classes to accommodate repeated courses. The combination of these factors could prove costly for students and families, not only in terms of tuition dollars, but also lost wages after graduation. For the university, four- and six-year graduation rates will likely decline as a result.

#### *Opportunities for Leadership, Networking, and Engagement*

Employers and graduate schools increasingly look for leadership and relevant experience in students. Opportunities for leadership are limited and increasing the number of students will reduce the percentage of students having those skills upon graduation. Likewise, the college involves engaged alumni in a robust student mentoring program. However, the number of alumni connections is not limitless, and not all students will be able to benefit from a mentor. The increase in students will also strain our capacity to provide adequate networking and engagement events to develop students' "soft skills" and prepare them for the job market. This too would compound challenges for students seeking full-time employment or graduate school admission.

#### *Post-Graduate Success*



A fundamental goal of students and families is strong placement in full-time positions and/or admittance to graduate school. Graduate schools and an increasing number of employers consider GPA in evaluating candidates. In fact, many employers screen applicants by minimum GPAs of 3.0 or higher. The college's current 2.9 GPA threshold helps to increase the percentage of our students able to meet employer and graduate school requirements. By removing this criterion, more students would struggle to secure worthwhile internships, full-time placement and graduate school acceptance leading to lower placement and graduate school acceptance outcomes. Given the resource constraints mentioned above, it would be more challenging for college staff to provide targeted professional development and career planning to help students leverage their education. The hallmark of the college's programs is the individual attention and career counseling that results in exceptional job placements. From an employer's perspective, a drop-off in professional development and career planning will make it more difficult to find good talent and the right fit for their organization. If graduates fail to meet employer expectations, it will likely impact both current and future hiring of FSU graduates. In addition to job placement concerns, post-graduate performance on key industry benchmarks, such as the CPA exam and other professional qualifications, are likely to suffer. In short, students may find it difficult to achieve their professional goals. Graduates may be forced to take jobs in unrelated fields and/or at compensation levels lower than what is appropriate for their level of education.

## Summary

The current admissions standards for the BS in Real Estate have helped to increase the preeminence of the college and foster student success. This can be seen in many ways, for example:

- Six of the college's undergraduate programs are ranked in the top 25 among public schools by *US News & World Report*.
- 90% of College of Business graduates who applied for employment after graduation received a job offer.
- 94% of College of Business graduates who applied to graduate school after graduation received an admission offer.
- 76% of College of Business FTIC students graduate in four years.
- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students' academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.

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.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

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.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business' current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

- ACG X021 or ACG X001 and ACG X011)
- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
- STA X023

Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.

Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

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?

#### *Student Demographics*

Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

<b><u>Race/Ethnicity</u></b>	<b><u>Female</u></b>	<b><u>Male</u></b>	<b><u>Total</u></b>	<b><u>%</u></b>
Nonresident Alien	52	57	<b>109</b>	3.3%
Hispanic or Latino	321	474	<b>795</b>	23.8%
American Indian or Alaska Native	2	1	<b>3</b>	0.1%
Asian	40	51	<b>91</b>	2.7%
Black or African American	77	70	<b>147</b>	4.4%
Native Hawaiian or Other Pacific Islander	2	3	<b>5</b>	0.1%
White	840	1194	<b>2034</b>	60.9%
Two or more races	54	65	<b>119</b>	3.6%
Race/ethnicity unknown	19	17	<b>36</b>	1.1%
<b>Total</b>	<b>1407</b>	<b>1932</b>	<b>3339</b>	100.0%

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%). Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student

representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

### *Promoting Diversity Among Learners*

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU's Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college's advising team is the Black Men in Business (BMIB) program. BMIB's primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.

## Appendix A

### Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

- (a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
- (b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
- (c) the appropriate mix of online and face-to-face classes,
- (d) student-to-faculty ratios,
- (e) the load on physical resources at both Rovetta and Legacy Hall, and
- (f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

### **Resources Needed**

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

### Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – \$195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
- Add three staff members to Admissions, Graduation and Mapping – \$195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation

- Add six academic advisors – Up to \$390,000 recurring
  - Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.
  
- Add four staff members to the Center for Professional Success – \$260,000 recurring
  - Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  - Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

### Total Resource Needs

The total required faculty and staff resources are \$4,240,000 in recurring dollars and \$2,500,000 in one-time funds to cover faculty startup costs.

### Required Signatures

DocuSigned by:  
  
Requestor/Initiator

8/4/2022 | 7:28 PM EDT  
Date

DocuSigned by:  
  
Signature of College Dean

8/4/2022 | 4:37 PM PDT  
Date

  
Signature of Campus EO Officer

8/11/22  
Date

  
Signature of Provost

8/9/22  
Date

  
Signature of Chair of the Board of Trustees

9/23/22  
Date

September 23, 2022  
Date Approved by the Board of Trustees



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

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** Florida State University \_\_\_\_\_

**DEGREE PROGRAM:** Risk Management/Insurance \_\_\_\_\_

**CIP CODE 52.1701** \_\_\_\_\_ **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

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

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

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

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

The Bachelor of Science in Risk Management/Insurance within the College of Business is currently a limited access program. The college respectfully seeks specialized admissions status. Under the proposal, there would be no changes to the current selective admissions criteria, and any student meeting those requirements would be admitted to the program. Removal of the limited admissions requirement (a 2.9 GPA) would result in a substantial increase in enrollment, putting a significant strain on faculty, staff and physical resources that would negatively impact student success.<sup>1</sup>

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<sup>1</sup> The full selective admissions criteria are discussed later in the application; however, it should be noted that the college does not put a cap on the number of students admitted. All students meeting the selective admissions criteria are admitted to the program. In addition, the college maintains an appeals process for students with extenuating circumstances. Tallahassee Community College has recently proposed a four-year bachelors degree in business which would provide a local option for students who still want to obtain a bachelors in business locally and are not interested in business-related options at Florida State University.



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- 85% of FCS transfers into the College of Business graduate in three years.

Removing the ability to have admission criteria for this degree without a corresponding increase in resources would adversely affect the educational quality of the program, and in turn, students' academic and professional success. As the volume of students increases and the variance in abilities and skills widens, it becomes increasingly challenging to meet the needs of all students. Ultimately, this would negatively impact the reputation of the College, university metrics and independent rankings.

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.

If limited access is removed, the University would not be able to absorb the full increase in the number of faculty and staff required to keep the current mix of online and on-campus classes, faculty-to-student ratios, and service standards from staff. If selective admission is removed, the college would ask for increased funding to mitigate the challenges but would likely be forced to increase the percentage of classes offered online to students in combination with measures such as increased grade requirements in prerequisite classes. The result would likely have a negative impact on diversity in the college as well as on student success measures.

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.

Undergraduate programs in the College of Business were approved for limited access admission in 1982, requiring an overall GPA of 2.5. Since 1982, the GPA has been raised or lowered five times to accommodate the number of students in the college with available resources. The last change occurred in 2004 when the overall GPA requirement was raised to 2.9. If specialized status is approved, the college would maintain the 2.9 GPA threshold. The College of Business' current admission requirements are described below.

Admission to any of the College of Business undergraduate programs requires an overall GPA of 2.9 and a C- or better in the seven statewide common core prerequisites:

- ACG X021 or ACG X001 and ACG X011)
- ACG X071
- CGS X100
- ECO X013
- ECO X023
- MAC X233
- STA X023

Students applying for transfer admission from another institution are subject to the same admission criteria as native FSU students. Further, native and transfer students must meet the admission requirements no later than their fifth mapping term (traditionally fall of third year). Students transferring to Florida State University after completing five terms must also be on track with the current milestone requirements in place for the program. Current FSU students seeking to change their major to one of the College of Business majors must also be meeting the mapping milestones in place for their map term.

Students meeting all admission requirements except overall GPA may submit a written appeal for an admission exception based on extenuating circumstances. Written appeals should include an explanation of the extenuating circumstances that prevented them from achieving the required GPA and provide supporting documentation, if available.

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?

#### *Student Demographics*

Because the College of Business is requesting an extension of its existing specialized admission criteria, the observed demographic breakdown of students, which reflects those admission standards, would be expected to continue if the application is approved. However, as discussed below, the College is undertaking a variety of initiatives to increase diversity in the program to improve diversity among learners. Based on Fall 2021 enrollment of juniors and seniors admitted to the College of Business, that breakdown is as follows:

<b><u>Race/Ethnicity</u></b>	<b><u>Female</u></b>	<b><u>Male</u></b>	<b><u>Total</u></b>	<b><u>%</u></b>
Nonresident Alien	52	57	<b>109</b>	3.3%
Hispanic or Latino	321	474	<b>795</b>	23.8%
American Indian or Alaska Native	2	1	<b>3</b>	0.1%
Asian	40	51	<b>91</b>	2.7%
Black or African American	77	70	<b>147</b>	4.4%
Native Hawaiian or Other Pacific Islander	2	3	<b>5</b>	0.1%
White	840	1194	<b>2034</b>	60.9%
Two or more races	54	65	<b>119</b>	3.6%
Race/ethnicity unknown	19	17	<b>36</b>	1.1%
<b>Total</b>	<b>1407</b>	<b>1932</b>	<b>3339</b>	100.0%

Roughly 42% of upper division business students are female and 58% are male. The percentage of Black or African American students in the college is less than that of the entire university, while the percentage of Hispanic or Latino students exceeds the percentage of the total FSU student body. We discuss below some of the current and planned initiatives to increase minority enrollment.

While it is difficult to predict with certainty the demographic shifts if the 2.9 GPA threshold is removed, examining the diversity of business intent students not yet admitted to the college should provide insight. In other words, if the existing limited access criteria are dropped, upper division business majors would look more like the business intent students not yet admitted. If we take the freshman class of students in Fall 2021 and select those identifying as “not formally admitted” (NFA) business students, the percentage of Black or African American students is quite similar (4.8%) while the percentage of Hispanic or Latino students is clearly less (22.1%). The percentage of White students is clearly greater in the NFA population (63.7%). Thus, if the admission criteria are removed, we can expect to observe a decline in Hispanic student representation and an increase in White student

representation. The NFA population also has a greater percentage of male students (62.4%) than we currently observe among upper division students, suggesting that removing the GPA requirement would reduce the proportion of female business majors.

### *Promoting Diversity Among Learners*

A significant challenge for the college has been the difficulty in attracting minority, particularly African American, students to business majors. This past year, the college conducted an informational session to attract lower-division students to business majors and specifically targeted underrepresented minorities in this effort by coordinating with FSU's Center for Academic Retention and Enhancement (CARE) and various minority student organizations. CARE provides academic support for a variety of students who may face unique challenges in college because of economic, cultural, or educational circumstances. The college also designated one of its academic advisors to serve as a liaison with CARE to help students meet the mapping requirements for admission to the college and ensure that CARE advisors are fully informed about College of Business programs. The college is also increasing efforts to ensure that first generation students feel supported. The goal is to build community and assist in identifying campus-wide resources to facilitate both admission to and graduation from the college. We are continuing to grow and develop these initiatives.

A common bottleneck for students entering the College of Business are the introductory accounting prerequisite courses. Two years ago, the Accounting Department worked with CARE to dedicate tutors to CARE program students enrolled in ACG 2021 and ACG 2071. In spring of 2022, the college piloted a program for in-person tutoring for these two courses as well as a spreadsheet course and a finance course. In 2022-23, the college intends to more aggressively promote the in-person tutors located at the CARE center.

Another targeted initiative within the college's advising team is the Black Men in Business (BMIB) program. BMIB's primary goal is to promote the success of male students of color as measured through increased matriculation, retention, graduation, graduate-school admission, and post-degree employment. It supports the Black male student population via an academic and social community of brotherhood that addresses academic and non-academic challenges with targeted mentoring, peer networking, and campus/community engagement.

Last year the college hosted a Women in Business Summit designed to support the female students in the college as they transition into the business community. The college plans to continue these programs and to develop other programs aimed at increasing attention to the needs of diverse student populations.

## Appendix A

### Faculty Needs

The College of Business has developed a resource model that identifies the number of instructors (tenure-track and specialized) needed to adequately meet current and anticipated student demand. Our model is based on assumptions that address:

- (a) the appropriate mix of tenure-track and specialized faculty to meet accreditation standards,
- (b) teaching loads for the appropriate mix of faculty (incorporating research requirements necessary for a preeminent business school),
- (c) the appropriate mix of online and face-to-face classes,
- (d) student-to-faculty ratios,
- (e) the load on physical resources at both Rovetta and Legacy Hall, and
- (f) the need to maintain class sizes that are consistent with current offerings.

Based on this model, the college would need 11 additional faculty lines to meet increased demand, ensure appropriate class sizes given that increased demand, and ensure offerings to keep upper-division students on map to a timely graduation. The rate needed is approximately \$3,200,000 recurring to cover base salary and fringe and \$2,500,000 to cover start-up costs including summer salary and fringe. These additional faculty lines also would allow the college to reduce overloads and adjuncts, as well as better meet the class size initiatives of the university.

### **Resources Needed**

To effectively meet student demand and ensure student success, the College of Business will need to increase staff and faculty resources.

### Staffing Needs (dollar amounts include expected salary and fringe)

- Add three staff members to CART – \$195,000 recurring
  - Focus on retention of students facing probation and dismissal
  - Target students that are near probation or trending downward
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation
- Add three staff members to Admissions, Graduation and Mapping – \$195,000 recurring
  - Support students and ensure timely communication with students that are not keeping up with the mapping requirements for the college and provide them with options to either get back on track if possible or connect them with the right resources to get on track with a new major
  - Coordination with other university teams to increase retention, decrease time to graduation, and increase outcomes after graduation



- Add six academic advisors – Up to \$390,000 recurring
  - Advising First has suggested that the college will need approximately nine more advisors in the coming years to expand the advising team to come closer to the proper advisor to student ratio. With three staff members added to the CART team (above), the college would still need at least six new advisors.
  
- Add four staff members to the Center for Professional Success – \$260,000 recurring
  - Additional staff to administer the GEB 1030 course or the new Engage 100 course, as well as augment the professional development, student engagement, and internship support for students
  - Increases student success as they navigate the college, and expands opportunities for professional development, job placement, and internships

### Total Resource Needs

The total required faculty and staff resources are \$4,240,000 in recurring dollars and \$2,500,000 in one-time funds to cover faculty startup costs.

### Required Signatures

DocuSigned by:  
*Kathleen McLoughlin*  
Requestor/Initiator

8/4/2022 | 7:28 PM EDT  
Date

DocuSigned by:  
*Michael D. Hartline*  
Signature of College Dean

8/4/2022 | 4:37 PM PDT  
Date

*Rebecca Gibess*  
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:** Sport Management

**CIP CODE** 31.0504 **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 (status will last a maximum of four years)
  - Minimal Skills (status will last a maximum of five years)
  - Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide the rationale for why the program meets the criteria selected above.
  - 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 admissions 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.
  - If seeking specialized admissions status based on minimal skills/talents required in the program, please specify what skills are needed, why those skills are needed, and how those skills will be assessed.

The College of Education Sport Management undergraduate program is currently designated as Limited Access and admits 150 students each Fall semester. The undergraduate program received 340 applications for the 2021-2022 academic year. Current admissions requirements are:

1. Minimum 2.75 cumulative GPA in all attempted college coursework,
2. Completion of at least 60 credit hours of college coursework,
3. Completion of FSU General Education Requirement or AA degree from a Florida public college, and
4. Completion of common program prerequisites with a grade of C or better.

Due to limited resources, admitting more than 150 undergraduate students is not possible for the department of Sport Management. The two main areas of limited resources are classroom space and faculty.

- The department is located in Tully Gymnasium which is a multipurpose building,

shared with FSU Athletics and FSU Campus Recreation. There are only four traditional classrooms available to the Sport Management program in Tully Gymnasium. These spaces house classes for the Sport Management Bachelor's, Master's, and Doctoral academic degree programs. Classes are currently scheduled at capacity in these four classrooms, which hold 45-49 seats.

- The department currently has 4 Specialized Faculty and 8 Tenured or Tenure Earning Faculty members. Of the 8, one faculty member serves as the department chair and one faculty member serves as Associate Dean for Research in the College of Education. Thus, there is instructional effort 10.5 faculty members in the department for all three degree programs. Fall 2021 headcount included 285 Bachelor's, 200 Master's, and 27 Doctoral students.

The College of Education and department have estimated the necessary resources for admitting more students to the Sport Management Bachelor's program. While the program routinely receives at least 300 applications each year, it is estimated that without Specialized Admissions status that applications may rise to 450. It is important to note that the College has no way of knowing how many transfer students might apply if Limited Access is lost and Specialized Admission status is not approved.

In order to admit 450 students each year, the College and department would need to:

- Hire 10 Specialized Faculty members (\$1,067,785)
- Hire 12 Tenured or Tenure Earning Faculty members (\$1,947,886)
- Schedule 52 more class sections, all of which would need to be outside of Tully Gymnasium

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.

Florida State University and the College of Education do not plan to increase the undergraduate admissions capacity of the Sport Management Bachelor's program in order to maintain focus on other strategic areas of growth. Two strategic areas of focus for FSU, the College of Education, and the Department of Sport Management are graduate education and faculty research.

#### Graduate Education

Over the past four years, the interest in the Sport Management Master's degree drastically increased. In Fall 2017, the MS program received 126 applications and had 84 students enrolled. In Fall 2021, the MS program received 308 applications and had 200 students enrolled.

Tenured or Tenure Earning Faculty also recruit and mentor doctoral students. The Sport Management doctoral program currently has 27 students who are mentored by the 8 Tenured or Tenure Earning Faculty members. Due to the strong research profile of the department faculty, the Sport Management Doctoral degree program was ranked #1 in the nation by College Choice.

#### Faculty Research Productivity

The Department of Sport Management has in recent years emphasized faculty research productivity as a major deliverable to the University. To this end, the Department's faculty have focused on publishing their research in the top, most impactful journals in their field. According to Academic Analytics, the Department's

faculty have produced more SSCI-indexed journal articles over the past 10 years than have any other U.S. Sport Management program.

As a result, when the major rankings services (Times Higher Education, QS, etc.) rank universities, colleges, and programs, the FSU Sport Management faculty have made a greater contribution to their University's and College's performance (as measured by journal articles) than have any of their disciplinary peers.

Additionally, another key metric for research performance—percentage of the Department's research faculty who are actively participating in externally-funded research projects—has increased by 60% over the past decade. At present, a majority of the faculty in the unit are working on funded projects supported by a range of agencies and organizations, including the NCAA, the United States Tennis Association, the North American Society for Sport Management, United States of America Pickleball Association, and the Atlantic Coast Conference.

To maintain focus on graduate education and faculty research, FSU and the College of Education must also focus the distribution of resources. While the Sport Management undergraduate program plays a very important role at FSU and in the College, taking resources away from these two strategic areas of focus would negatively impact the research mission of the university, college, and department.

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

The 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.

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?

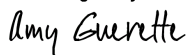
The Department of Sport Management historically has had a higher ratio of male to female students, and a higher percentage of White students compared to other racial groups. In the last two Quality Enhancement Reporting (QER) cycles the gender and racial diversity of the undergraduate students in the department as a whole has shifted. The percentage of female, Black, and Hispanic students has been increasing. The Sport Management bachelor's degree program historically has been a "discovery" program, meaning a very high percentage of students come from within FSU. Knowing the highest percentage of students in the program come from within FSU, promotional efforts include working with minority student groups on campus (based on gender and race) to generate interest in the degree program. At the annual FSU Sport Management conference special effort is made to include minority speakers, to demonstrate to students that men and women, and individuals of color, are engaged in careers in the sport industry. Similar efforts are undertaken to incorporate minority speakers in courses. In 2021-2022 a new student association, Women in Sport Administration (WISA) was started to provide additional opportunities for female students. In the current term a new association, Black Students in Sport Administration (BSSA) was started to provide additional opportunities for Black students. When hiring new faculty members effort is made to recruit minority applicants; our most recent hire was a Black male.

<b>Race/Ethnicity</b>	
Non-Resident Alien	2%
Hispanic or Latino	14%
American Indian or Alaska Native	0%
Asian	1%
Black or African American	8%
Native Hawaiian or Other Pacific Islander	0%
White	68%
Two or More Races	5%
Race/Ethnicity Unknow	1%
<b>Gender</b>	
Female	30%
Male	70%

Since the program is currently approved for Limited Access and no admissions changes are being proposed, we do not believe that the current race and gender profile will be negatively impacted by approval for Specialized Admissions.

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**Required Signatures**

DocuSigned by:  
  
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 Requestor/Initiator

8/5/2022 | 3:48 PM EDT  
 Date

*Renée Gibess*

Signature of Campus EO Officer

*8/11/22*

Date

DocuSigned by:

*Damon Andrew*

Signature of College Dean

8/5/2022 | 3:56 PM EDT

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:** Visual Disabilities

**CIP CODE** 13.1009 **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, this request 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.
- 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 Visual Disabilities undergraduate program respectfully requests the admission of 15 students each academic year due to the resource demands of maintaining a state approved teacher education program. The program is currently approved for Limited Access admissions of 15 students a year. There would be no change in current admissions procedures <https://education.fsu.edu/teacher-ed-admissions>

**Rationale**

The Florida Department of Education approves all initial teacher preparation programs. Upon successful completion of a state approved programs, all requirements for a [Florida Professional Educator's Certificate](#) are considered met. Currently, the FSU College of Education Visual Disabilities program is a FLDOE state approved teacher education program and, as such, the program must follow all FLDOE requirements and standards specified in:

- Florida Statute 1004.04: Public Accountability and State Approval for Teacher



#### Preparation Programs (Appendix A)

- Florida Rule 6A:5.006: Approval of Teacher Preparation Programs (Appendix B), including the TPI-US Florida Site Visit Framework (Appendix C).

Appendix D summarizes the major requirements of the Florida statute, rule, and site visit framework. The extensive approval requirements create a resource intensive academic program in which restricted admissions are necessary.

Many state requirements lead to a situation where access to the academic program does not ensure successful completion. For example, admitted students must take and pass three Florida Teacher Certification Exams prior to graduation from a state approved teacher preparation program, per Florida Statute 1004.04. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. These test preparation and remediation requirements put a resource burden on such a program, thus differing from most majors at an institution.

In order to successfully complete a state approved teacher education program, the College must provide preservice field experiences that fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate's area or areas of program concentration with a diverse population of students in a variety of challenging environments.

To meet this requirement, the Visual Disabilities program faculty have designed an intensive series of field experiences that includes 200 hours in local schools prior to internship. The final internship, also known as student teaching, is a 15 week, 200 hour placement in general education and special education school classrooms which requires the student to demonstrate the knowledge, skills, and dispositions of a certified teacher. Program faculty provide supervision of all field experiences, including extensive observations and evaluations during student teaching.

The geographic location of Tallahassee, as well as the size and population of Leon County Public Schools, make finding these state required field placements difficult. Many other SUS institutions are located in urban areas with large, diverse student populations. Four other SUS institutions are located in Florida counties with school districts that are in the top 10 largest school districts by student population. For example, Florida International University partners with Miami-Dade County Public Schools which is the 4<sup>th</sup> largest district in the nation with 350,434 students. Leon County Public Schools currently has 33,978 students. See Appendix E for greater detail of Florida public school district size and affiliated state universities.

At present, Leon County Schools maintains a list of mentor teachers who meet all FLDOE requirements for supervising university students. These requirements include:

1. Clinical Educator Training
2. Florida Professional Florida Teacher Certificate
3. At least 3 years of teaching experience in PK-12 grade
4. Earned an effective of highly effective on the prior year's teacher evaluation

5. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

Due to these requirements, there are currently 3 special education classroom teachers in Leon County Schools on the district-maintained list. If the Special Education program admits 15 students each year, 45 placements are needed. Accepting more students than 15 per year would not enable students to have the state required, intensive field experiences necessary for training day one ready educators.

Other areas of the state requirements necessitate demands for greater staffing resources when compared to other majors across campus. State approved teacher education programs are required to design, maintain, and report on extensive continuous improvement data systems. The College of Education houses a central office of three individuals to maintain the “Candidate and Completer Performance Management System” which includes all current students and recent program completers/graduates from state approved teacher preparation programs. The office monitors candidate performance on the state required Uniform Core Curriculum during coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years 1 and 2 of employment. The office also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE on an annual basis but require weekly data collection and analysis. In the Fall 2021 semester alone, 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported.

Another aspect related to program graduates is the “2 year guarantee” in Florida Statute 1004.04(4)(d). Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

In summary, FSU, COE, and program supports require extensive effort and resources due to the FLDOE requirements. Due to these rigorous support systems, the graduation rate for the Visual Disabilities BS program is currently 100%. This high graduation rate mean that more students are fully prepared to meet the critical teacher needs in the state of Florida.

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

The largest resource needed by the Visual Disabilities program is access to state and district approved classroom placements. This resource cannot be impacted by Florida

State University since the resource is external in nature.

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 2.50 cumulative GPA in all attempted college coursework
- Completion of at least 60 credit hours of college coursework
- Completion of FSU General Education curriculum or an AA degree from a Florida public college
- Completion of EDF 1005 (Introduction to Education) with a C or better
  - Note: This course is widely available at Florida State Colleges
- Visual Disabilities Educator Preparation Essay
  - **Essay Prompt:** Teachers are expected to create an equitable learning environment in which all students' needs are met and all students are challenged to succeed. Considering these expectations, what strengths would you bring to the role of teaching students with visual impairments? What obstacles do you anticipate facing in your role as a teacher of students with visual impairments?

These admission criteria ensure equal access for qualified Florida College System Associate of Arts graduates by no longer requiring students take and pass the Florida Teacher Certification Exam *General Knowledge Exam* prior to admission. Essay responses were added to create a more holistic admissions process for all students.

The 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.

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 2022 admission cohort consisted of 91% female and 9% male students. The race/ethnicity demographics are presented in the following table.

Race/Ethnicity	Visual Disabilities Education (BS)	
	Count	%
Non-Resident Alien	0	0%
Hispanic or Latino	1	9%
American Indian or Alaska Native	0	0%

Asian	2	18%
Black or African American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	8	73%
Two or more races	0	0%
Race/ethnicity unknown	0	0%
	<b>11</b>	<b>100%</b>

Since the program is currently approved for Limited Access and no admissions changes are being proposed, we do not believe that the current race and gender profile will be negatively impacted by approval for Specialized Admissions.

Program faculty and College advising staff have worked diligently to recruit and retain more students from underrepresented populations. Current strategies to promote and maintain diversity include:

- Initiatives to increase awareness of the teaching profession among students from underrepresented populations.
  - Local high school visits to Godby, Rickards, and Lincoln High Schools
  - Collaborating with Leon County School to form FFEA (Florida Future Educators of America) chapters at Leon and Lincoln High Schools
  - Presentations to and advising sessions for Florida State University CARE (Center for Academic Retention and Enhancement) students multiple times per year
  - College of Education Day at Tallahassee Community College
  - Current work to establish a larger network of Florida State College partners throughout the state including planned visits with administrators and advisors
- Initiatives to increase the number of students from underrepresented populations that complete and graduate from one of the BS/MS Teacher Education Pathways
  - Creation and upcoming implementation of a mentoring program for all students of color
  - Specific communication regarding the Florida Fund for Minority Teachers
  - Advising workshops on topics such as new student information, financial aid, College of Education scholarships, field experiences, resume building, interviewing, student teaching, and teacher certification
  - Creation of Student Success Plans for all students related to academic or disposition concerns

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### Required Signatures

DocuSigned by:  
Amy Gurette  
DBF063902A194DD...  
Requestor/Initiator

\_\_\_\_\_  
Date

DocuSigned by:  
Damon Andrew  
0101DF588B7F49C...  
Signature of College Dean

\_\_\_\_\_  
Date

Renée Gibess  
\_\_\_\_\_  
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:** University of Central Florida

**DEGREE PROGRAM:** Advertising/ Public Relations B.A.

**CIP CODE** 09.0903 **Effective Academic** 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.
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.

Advertising and Public Relations (Ad/PR) is a program that emphasizes strategic skills courses and high-impact experiential learning opportunities for its majors. The students begin with a series of theory-based program core prerequisites in introductory advertising and public relations. They then progress to more advanced skills courses, a required professional internship, and ultimately a capstone experience in their senior year.

There are a total of eight core classes and five electives. Two of the Ad/PR electives and three of the core classes, including the capstone experience, are writing and skills intensive classes that are capped at either 16 or 20 students to maximize the learning experience, be pedagogically consistent with Association for Education in Journalism and Mass Communication (ACEJMC) accreditation guidelines, and to meet the learning outcomes and skill development expected by the professional community. This emphasis on small, skills-based courses is critical for building the type of professional portfolio necessary for entry into the Advertising/Public Relations industry. (Note: Because the Nicholson School and all programs – not just the Ad/PR program – are evaluated for ACEJMC accreditation, the Nicholson School has chosen to not pursue program accreditation, but does offer instruction in keeping with the ACEJMC accreditation criteria.) The writing and skills intensive courses are as follows:

### **Public Relations Publications and Writing for Public Relations**

These courses are conducted in laboratory settings and rely on the use of computer equipment and software (Adobe suite and In-Design) provided by the university. Lab space in the school is limited to three labs with seat capacities of 20 or less. Public Relations Publications is capped at 20. Writing for Public Relations is capped at 16 due to the extensive interaction and feedback required to deliver on course objectives and learning outcomes.

### **Advertising Copywriting and Preparing for Public Relations Certification**

These senior level courses require extensive interaction and feedback from faculty to deliver on course objectives and learning outcomes. As such, they are capped at 20 students.

### **Capstone**

In the capstone course, students function as if they were professionals in an advertising and public relations agency to create integrated campaigns for real-world clients. Students serve in roles consistent with the roles in a professional agency – account executive, copywriter, researcher, etc. There are only so many roles that students can perform in these capstones courses to maximize the learning experience before it would dilute the pedagogical purpose behind the course. Capstone courses are capped at 20.

Students are also required to complete a professional internship in which they are immersed in the industry and working in a professional environment under the guidance and direction of an industry professional. This high-impact experiential learning opportunity is critical to professional and skill development. Internships require substantial resources from the professional community as well as extensive interaction and oversight of the faculty. That interaction includes recruitment of qualified employers and the monitoring, oversight and communication between faculty and the professional community as well as between faculty and students to keep the opportunities open and beneficial to students.

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

While there has been a consistent effort to increase the number of small, writing-intensive and skill-based courses, we do not plan to increase capacity in the next few years. Limited equipment budgets and resources inhibit our ability to grow. As resources from the university and/or the program become available, the Nicholson School will consider increasing the number of students admitted annually.

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 Advertising/Public Relations program requires a separate application after all admission requirements are completed.

- Students must be in good academic standing with UCF and in the program.
- Students must satisfactorily complete a minimum of 30 credit hours of college work before applying.
- The student's Grade Point Average (GPA) is a major component of the admission criteria, and the admission GPA will be calculated using all college work attempted. The GPA cut-off for admission varies each semester,

- depending on the applicants; but for the previous six admission periods, the GPA averaged 3.3.
- Students must meet a grammar proficiency standard by:
  - Earning a "B" (3.0) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
  - Passing the grammar proficiency exam administered by UCF's Testing Center; or
  - Submit Advanced Placement (AP) or International Baccalaureate (IB) credit in English
- Students must meet a writing proficiency standard by completing a written essay via WritePlacer, which is administered through the UCF Testing Center and evaluates writing structure and basic proficiency.
- Students must complete or be enrolled into and complete the following courses with a "C" or better (if in progress at the time of admission, students who do not earn a "C" or better will be removed from the program):
  - ADV 3008 - Principles of Advertising
  - PUR 4000 - Public Relations

Students are encouraged to meet with an advisor regarding the admission requirements. The Florida College System (FCS) transfer student who completed an A.A. degree will have fulfilled the program common prerequisite as well as the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

Graduation rates in the Ad/PR program are almost 100%. Students who apply to the program but are not accepted can and often do enter the Human Communication B.A. or Communication and Conflict B.A. programs where courses they took in preparation for Ad/PR can be used to fulfill these degree requirements, so their graduation is not negatively impacted.

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 admission status has not negatively impacted the current race and gender profile of the program. Ad/PR remains a highly diverse program, with 48% of majors in AY2021-22 identifying as white, 36% as Hispanic/Latino, 7% as Black, 4% Multiracial and 4% Asian. Pending majors identified as 45% white, 35% as Hispanic/Latino, 9% as Black, 5% Multiracial and 4% Asian.

Regarding gender, 86% of the majors were female and 14% male, and pending majors were 84% female and 16% male. Although the program is largely female, the gender profile is consistent with the gender profile of the industry in the state. For example, the Florida Public Relations Association, the oldest Public Relations association in the country, is 85% female and 15% male. The average GPA for the admitted majors remains high, averaging above 3.0 each admission period.

Although the Ad/PR program is more diverse than the UCF student population, there remains an emphasis on supporting access to the industry among minority populations. In support of that effort, the program is a contributor to the Multicultural Advertising Internship Program (MAIP), which provides world-class development opportunities for multicultural students seeking to enter the advertising industry. MAIP is sponsored by the American Advertising Federation, a national trade association, and it places students in national firms each summer for paid internship experiences, mentoring and job placement. The



Ad/PR program has supported the placement of more than 100 students in this program since 2005.

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**Required Signatures**

*Robert S. Littlefield*

Requestor/Initiator

8/8/2022

Date

*Tomova*

Signature of College Dean

8/10/2022

Date

**Nancy F. Myers**

Digitally signed by Nancy F. Myers  
Date: 2022.08.12 10:55:23 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

**Michael D. Johnson**

Digitally signed by Michael D. Johnson  
Date: 2022.08.18 16:54:44 -04'00'

Signature of Provost

Date

*Guy Martin*

Signature of Chair of the Board of Trustees

10.20.22

Date

October 20, 2022

Date Approved by the Board of Trustees



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

**INSTITUTION:** University of Central Florida

**DEGREE PROGRAM:** Journalism B.A.

**CIP CODE** 09.0401 **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.
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.

Journalism is a program that emphasizes high-impact experiential learning opportunities for its majors. Students progress through a series of program core pre-requisites beginning with introductory reporting classes that progressively become more advanced and culminating in a capstone experience their senior year along with the presentation of a senior portfolio. The majority of these courses are conducted in laboratory and studio settings, with seat capacities of 20 or less, and rely on the use of camera and studio equipment. They also require the completion of numerous in-the-field assignments requiring extensive interaction and feedback from the instructors. The Nicholson School is already making full use of the laboratory classrooms and studio space that is available and is already maximizing available technology and equipment fees to provide the necessary resources for teaching these courses.

In the capstone courses, students serve as either editors of Nicholson Student Media (an online news site that serves as the publishing outlet for content created in the journalism courses) or as producers of Knightly News (a live weekly 30-minute broadcast news program, plus the daily webcasts). There are only so many roles that students can perform in these capstones courses to maximize the learning experience before it would dilute the

pedagogical purpose behind the capstone experience. Finally, each senior portfolio must be evaluated by a committee of faculty in a thorough and timely manner. Increasing the number of students without increasing the resources available would make the portfolio review process unsustainable.

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

While there has been a consistent effort to increase the amount of student access to equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. Limited equipment budgets and storage space inhibit our ability to grow. Similarly, laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space.

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 Journalism program requires a separate application after all admission requirements are completed.

- Admission is based on multiple factors, not strictly Grade Point Average (GPA)
- Students must be in good academic standing with UCF and in the program.
- Attain an overall minimum 2.5 GPA based on a minimum of 30 credit hours of college work. NOTE: Meeting the minimum GPA does not guarantee admission because students are admitted on a space available basis.
- Students must meet a grammar proficiency standard by:
  - Earning an "A-" (3.75) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
  - Passing the grammar proficiency exam administered by UCF's Testing Center; or
  - Submit Advanced Placement (AP) or International Baccalaureate (IB) credit in English

Students are encouraged to meet with an advisor regarding the admission requirements. The Florida College System (FCS) transfer student who completed an A.A. degree will have fulfilled the program common prerequisite as well as the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

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

The specialized admission status has not impacted the current race and gender profile of the program. Journalism remains a highly diverse program, with 41% of majors in AY2021-22 identifying as white, 36% as Hispanic/Latino, 14% as Black, 4% International, 4% Multiracial, and 1% Asian.

Pending majors identified as 31% white, 35% as Hispanic/Latino and 17% as Black, 11% Multiracial, 5% International, and 1% Asian.

Regarding gender, 72% of the majors were female and 28% male, and pending majors were 67% female and 33% male. Meanwhile, the average GPA has continued to increase for the admitted majors, averaging well-above 3.0 for the past six admission periods.

The Journalism program has worked to increase diversity and currently, white students are at 48% overall, representing a majority of the students representing diverse ethnic and cultural backgrounds. The program has been consistently aware of the need to diversify its student population. Should the program become less diversified at any point, NSCM will work with the Office of Diversity, Education and Training to take steps to increase the diversity of its student population.

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**Required Signatures**

*Robert S. Littlefield*

Requestor/Initiator

8/8/2022

Date

*TOMOVA*

Signature of College Dean

8/10/2022

Date

**Nancy F. Myers** Digitally signed by Nancy F. Myers  
Date: 2022.08.12 11:02:42 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

Michael D. Johnson Digitally signed by Michael D.  
Johnson  
Date: 2022.08.18 16:57:22 -04'00'

Signature of Provost

Date

*Alex Martin*

Signature of Chair of the  
Board of Trustees

10.20.22

Date

October 20, 2022

Date Approved by the Board of Trustees



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

**INSTITUTION:** University of Central Florida

**DEGREE PROGRAM:** Media Production and Management (MPM) B.A.

**CIP CODE** 09.0701 **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.

Yes. Please note that the Radio-Television B.A. was initially approved for specialized admissions in Summer of 1996. The degree area name was changed to Media Production & Management in fall of 2021.

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 Media Production & Management (MPM) degree requires expensive technology and limited laboratory facilities to enable students to gain the breadth and depth of knowledge and experience to be viable candidates for employment after graduation. We currently have one broadcast-quality studio and control room which has a capacity of 16 students for teaching and operation. We have 8 production rooms, each with a normal capacity of 2 for use as lab space for course lab periods as well as for student use outside of class meetings. We are equipped with 15 professional camera packages and 20 semi-professional camera packages for students to reserve and use for course work (across 10 courses). Additionally, we have a student editing lab with 20 positions that is used for post-production courses as well as an open student lab when classes are not meeting. Finally, the seating in the classroom that offers direct access to the broadcast and production facility is capped by the fire marshal at 18.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing

program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale.  Not applicable.

While there has been a consistent effort to increase the amount of student access to technical equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. Limited equipment budgets and storage space inhibit our ability to grow. Similarly, laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab and studio facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space and consider increasing the number of students admitted annually.

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 MPM program requires a separate application after all admission requirements are completed.

- Students must be in good academic standing with UCF and in the program.
- Attain an overall minimum 2.25/4.00 GPA based on a minimum of 30 credit hours of college work. Note: meeting the minimum GPA does not guarantee admission since students are admitted on a space available basis. The GPA cut-off varies each term with the quality of applicants, and during previous years, ranged upward from a minimum of 2.9.
- Students must complete or be enrolled into and complete, RTV 3007 with at least a "C" (2.0) or better (if in progress at the time of admission).
- Students must meet a grammar proficiency standard by:
  - Earning a "B" (3.0) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
  - Passing the grammar proficiency exam administered by UCF's Testing Center

Students are encouraged to meet with an advisor regarding the admission requirements. The FCS transfer student who completed an AA will have fulfilled the program common prerequisite as well as (most of) the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

Students who apply to the program but are not accepted can and often do enter the Human Communication program where the courses they took in preparation for MPM can be used to fulfill Human Communication B.A. requirements, so their graduation is not negatively impacted.

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 ethnic characteristics of the student population in the MPM major in 2021 were consistent with those of the university as a whole: Caucasian 44% (UCF 45%), Hispanic/Latino 32% (UCF 28%), Black/African American 11% (UCF 10%), Asian 3% (UCF 7%), and Multiracial 5% (UCF 4%). The characteristics of the gender of MPM major differs slightly from the university population in that 45% were female and 55% male. Whereas the UCF student body is 55% female and 45% male. We continue to market the



major to students across campus as well as welcoming all students who seek to be involved in media-based storytelling. Although there have been gains in the representation of women in the program, we will continue to present technological aspects of the program in an inviting manner for all and offer paths for students to pursue more limited-technology based courses of study.

## Required Signatures

<i>Robert S. Littlefield</i>	8/8/2022
Requestor/Initiator	Date
<i>TOMOVA</i>	8/10/2022
Signature of College Dean	Date
Nancy F. Myers <small>Digitally signed by Nancy F. Myers Date: 2022.08.12 11:36:49 -04'00'</small>	8/12/2022
Signature of Campus EO Officer	Date
Michael D. Johnson <small>Digitally signed by Michael D. Johnson Date: 2022.08.18 16:57:22 -04'00'</small>	Date
Signature of Provost	Date
<i>Alex Martin</i>	10.20.22
Signature of Chair of the Board of Trustees	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 Design (major Architecture)

**CIP CODE** 04.0201 **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.

Enrollment in the School of Architecture's Bachelor of Design (B.Des.) degree program is limited by the number of desks available in the design studios. The School of Architecture maintains a "cold desk" policy in which each student is assigned a dedicated work space throughout the semester. The studio spaces available for Upper Division classes have 96 desks each, which caps our enrollment in third and fourth year at 96. The number of students in our Lower Division studios typically exceeds this capacity, which requires the School to reduce enrollment through a review of work created by students during their first two years in the program.

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

The School is working to expand enrollment by introducing Upper Division studio courses during Summer C 2023. These summer studios will be offered as optional study abroad courses, which will have the additional benefit of meeting student demand for more travel opportunities. Summer studios should help us increase enrollment capacity in our Upper Division cohorts by approximately 16 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 School of Architecture currently manages Upper Division enrollment through a review of Lower Division student work during the Spring semester of each student's second year. Known as Pin Up, this process requires all second-year students to prepare a large panel displaying work created during their first four semesters in the B.Des. program. Students with AA degrees from FCS institutions are invited to participate in the Pin Up process and several receive admissions offers every year. However, our limited resources restrict the number of admissions offers extended every year.

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

Under the current specialized admissions program, B.Des. students identify as 58.76% female, 41.24% male, and 10% Asian, 8% Black, 29% Hispanic, 1% Native American, 47% white, and 4% other. UF Institutional Research data indicates that Architecture students are generally more diverse than the UF undergraduate student body as a whole. We hope to increase this diversity by expanding Upper Division enrollment, which will allow us to admit and enroll more FCS AA graduates.

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## Required Signatures



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Requestor/Initiator

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July 13, 2022

Date

*Chimay J. Anumba*

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Signature of College Dean

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7/15/2022 | 8:55 AM EDT

Date

Melissa S  
Curry

Digitally signed by  
Melissa S Curry  
Date: 2022.08.08  
14:12:47 -04'00'

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Signature of Campus EO Officer

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Date: 2022.08.08

Date

Joseph  
Glover

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
15:48:11 -04'00'

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Signature of Provost

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Date: 2022.08.08

Date

Morteza "Mori"  
Hosseini

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
07:53:54 -04'00'

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Signature of Chair of the  
Board of Trustees

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Date: 2022.08.18

Date

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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 in Biomedical Engineering

**CIP CODE** 14.0501 **Effective Academic Year** 2023-2024

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

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 number of students who meet all the requirements for admission to the university and to the program are in excess of space and faculty resources. All students seeking a degree in Biomedical Engineering at the University of Florida are required to take a hands-on cellular engineering laboratory (BME3323L) and a year-long senior design sequence (BME48832/3). Student capacity for both courses is limited by departmental space and personnel limitations.

BME3323L requires specialized cell culture hoods and other biohazard safety equipment. The capacity for this laboratory is limited at any given time because of the space limitations due to the number of cell culture hoods in the room. Additional cell culture hoods cannot be added because of requirements related to the biohazards and required sterile techniques associated with cell culture and the handling of animal-derived cell species and samples. Sections of the laboratory course are currently offered multiple times in a given week. The course capacity per semester is at maximum capacity of 60 students causing the

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 are unable to increase capacity unless we are provided space and personnel resources. Resources would be needed to expand our teaching labs (new facilities and equipment) and financial resources for staffing these spaces with instructors, staff and teaching assistants to ensure adequate safety.

Space: Over the next 4 years, we do not have a plan to increase space capacity limitations. The BME department does not currently have additional space to allocate to the specialized courses.

Personnel Resources: The BME department does plan to hire two additional instructional faculty over the next year (Year 1). In the Years 2 and 3, the faculty will be trained to teach the specialized courses. By Year 4, our plan is to evaluate the potential for increasing the instructional coverage and number of sections for

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.

Admissions Requirements and Process:

Current UF students and transfer must meet the following minimum requirements to be considered for admission to the upper division program.

- Minimum 2.8 GPA in critical tracking courses (best attempt). Only the best attempt in each critical tracking course is considered for admission to the upper division program. Critical tracking courses are indicated in the plan of study (see attached).
- No more than two attempts allowed for critical tracking courses (withdrawals included).

Minimum grade of C in each critical tracking course.

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?

Current Race and Gender Profiles (Graduating Classes 2014-2021; Students = 417)

Male: 55%, Female: 45%

White 51%, Asian 22%, Hispanic 21%, Black 4%, Unknown 2%, Pacific Islander 1%, American Indian 1%

No potential impact on the race and gender profiles is anticipated. The departmental strategy is to admit and maintain the diversity represented by the freshman engineering cohort. In order to promote diversity of the applicant pool, we actively connect with freshmen students through the college's freshman advising office. We also ensure a holistic review process that considers more than just academic ability and uses both curricular and extracurricular activities to

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## Required Signatures

*Curtis Taylor*

Requestor/Initiator

7/22/2022 | 3:22 PM EDT

Date

*Cammy Abernathy*

Signature of College Dean

7/22/2022 | 4:07 PM EDT

Date

Melissa S  
Curry

Digitally signed by  
Melissa S Curry  
Date: 2022.08.08  
14:35:18 -04'00'

Signature of Campus EO Officer

Date: 2022.08.08

Date

Joseph  
Glover

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:11:05 -04'00'

Signature of Provost

Date: 2022.08.08

Date

Morteza "Mori"  
Hosseini

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:41:13 -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 Health Science (major Communication Sciences and

**CIP CODE** 51.0204 **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 rationale for seeking specialized admissions status due to limited resources centers around the following factors: (1) pedagogical approach, and (2) infrastructure to provide an outstanding student experience. The CSD core curriculum provides students with applied knowledge and skills in the areas of clinical observation, clinical reasoning, audiologic rehabilitation, audiometry, speech acoustics, and the neuro-basis of communication. The coursework in the program is delivered through instructor-facilitated case studies, supervised clinical experiences (25 hours minimum required by the American Speech-language Hearing Association), and controlled activities with instruments and devices. The reduced faculty-to-student ratio allows for a closely managed and interactive experience between students and faculty. Losing specialized admission status would compromise the ability of the CSD major to deliver and assess the required learning outcomes that are at the core of the program

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

The CSD program is not targeting additional resources at this time, particularly given other college needs. College priorities instead include investment in the expansion of AI initiatives consistent with UF's overall AI commitment, community initiatives consistent with accreditation review, involvement in UF and Health Science Center priorities related to off site development and expansion of clinical activities, and increasing local and national presence.

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.

Applicants must have a minimum 3.0 overall and 3.0 prerequisite GPA to be considered for the major. In addition, native and transfer students complete an internal application on which they provide general demographic and contact information, unofficial prerequisite grades, work and extracurricular experiences (e.g., volunteering, shadowing a health care professional, student organization involvement, leadership positions, patient care experiences, and teaching assistant positions), as well as respond to an essay prompt regarding their pursuit of a career in communication sciences and disorders. Applicants are then evaluated by an admissions committee who reviews the applicants holistically.

Whether or not an applicant is a native or a transfer student is not considered

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 ethnicity profile of the CSD major (Class of 2023 and 2024; n=154) is shown below. Relative to gender and compared to the University (56.5%), the CSD major is predominately female (97.4%), which is consistent with the CSD field on a national level. We do not anticipate a negative impact on the major relative to race, ethnicity, or gender if the major were granted specialized admission status.

Race/Ethnicity	CSD - % (Juniors and Seniors)
Asian	4.5
Black or African American	3.2
White	65.5
Two or More Races	2.0
Hispanic/Latino	24.0

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**Required Signatures**

*Charles Ellis Jr.*

7-27-2022

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Requestor/Initiator

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Date

*Bethany*

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Signature of College Dean

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7/27/2022

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Date

**Melissa S  
Curry**

Digitally signed by  
Melissa S Curry  
Date: 2022.08.08  
16:40:05 -04'00'

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Date: 2022.08.08

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Signature of Campus EO Officer

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Date

**Joseph  
Glover**

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:16:23 -04'00'

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Date: 2022.08.08

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Signature of Provost

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Date

**Morteza "Mori"  
Hosseini**

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:52:31 -04'00'

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Date: 2022.08.18

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Signature of Chair of the  
Board of Trustees

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Date

8/16/22

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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 in Construction Management

**CIP CODE** 15.1001 **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 number of workstations available in the senior capstone studio limits enrollment in the Rinker School of Construction Management's Bachelor of Science degree program. Each senior student is assigned a dedicated workspace throughout the semester from among the 60 seats available, which caps our enrollment in fourth year to 60. The number of students in our Lower Division courses typically exceeds this capacity, which requires the School to limit enrollment through a competitive application process prior to their Junior year.

Due to the unique and prescriptive learning outcomes associated with the program's accreditation, faculty are required to have specific areas of specialization. These specializations limit the amount of students the program can carry each semester. Below is a listing of outcome specializations and associated qualified faculty:

Design 2 faculty:

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 Rinker School of Construction Management has limited resources (facilities, faculty and staff). Increased capacity is being discussed but unidentified at this time. Limitations in faculty hiring, our faculty need to have specialized/varied backgrounds to teach as well as having the funding to hire. Most of the faculty are nine-month faculty so increasing summer course offerings can be difficult. The School also prides itself on providing a quality education. Limiting the number of students also indicates the greatest likelihood of student success due to the class sizes and faculty to student ratio.

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

The program's admissions requirements are the same for transfer students with Associates in Arts degrees as well as internal transfer students. All applicants must submit SAT or ACT scores, a letter of intent including work experience, participation in student organizations and community events. This information along with an evaluation of their construction management prerequisite courses are used to determine admission into the program.

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

Currently the School has 21% females and 29% minority. The minority representation is broken down into the following sub groups: Asian – 3%, Black – 4%, Hispanic - 20%, Native American – 2%. No impact on the race and gender profiles of the program is anticipated. The School will continue to support UF freshman recruitment opportunities including the Gator Design and Construction (GDC) program with Santa Fe College as well as encourage staff, faculty, current student and alumni to attend high school, UF, and State College recruiting events to showcase career opportunities within the construction industry.

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## Required Signatures

*Robert F. Cox*

Requestor/Initiator

8/4/2022 | 9:06 AM EDT

Date

*Chimay J. Anumba*

Signature of College Dean

8/4/2022 | 11:20 AM EDT

Date

Melissa S  
Curry

Digitally signed by  
Melissa S Curry  
Date: 2022.08.08  
14:35:56 -04'00'

Signature of Campus EO Officer

Date: 2022.08.08

Date

Joseph  
Glover

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:11:31 -04'00'

Signature of Provost

Date: 2022.08.08

Date

Morteza "Mori"  
Hosseini

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:41:52 -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 Health Science (major Health Science)

**CIP CODE** 51.0000 **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 rationale for seeking specialized admissions status due to limited resources centers around two primary factors: (1) pedagogical approach, and (2) infrastructure to provide an outstanding student experience. The BHS core curriculum provides an immersive experience whereby students begin to develop and enhance skills such as patient-provider communication, critical thinking in healthcare, recognizing and working through ethical and legal issues, understanding the complex nature of the US healthcare system, as well as understanding the lived experience of people diagnosed with various diseases and/or living with disabilities. Given this coursework is largely application based, the reduced student-to-faculty ratio allows for a collaborative and interactive experience between students and faculty. The lab-based experiences already require maximal faculty oversight and teaching assistant support. For example, in health care leadership course, we strive to maintain a student-to-faculty ratio of 16:1 for a senior class of approximately 215 students. Seeking specialized

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 BHS program is highly successful and stable in its current model and level of resource investment. Therefore, the college is not targeting the health science major for additional resources at this time, particularly given other college needs. College priorities instead include investment in the expansion of AI initiatives consistent with UF's overall AI commitment, community initiatives consistent with accreditation review, involvement in UF and Health Science Center priorities related to off site development and expansion, and increasing local and national presence.

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 Health Science major is currently limited access. Applicants must have a minimum 3.0 overall and 3.0 prerequisite GPA to be considered for the major. Native and transfer students complete an internal application on which they provide general demographic and contact information, unofficial prerequisite grades, work and extracurricular experiences (e.g., volunteering, shadowing, student organization involvement, leadership positions, patient care experiences, and teaching assistant positions), as well as respond to an essay prompt regarding their pursuit of a career in health. Applicants are then evaluated by an admissions committee who review the applicants holistically.

Whether or not an applicant is a native or a transfer student is not considered

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 ethnicity profile of the Health Science major (Class of 2023 and 2024; n=419) largely mirrors that of the University of Florida with the exception that the Health Science major enrolls a larger proportion of Asian students. However, relative to gender, the Health Science major is predominately female (82.8%) compared to the University (56.5%). This percentage is consistent with the overall female-to-male ratio within the college (81% female) as well as graduation percentages from undergraduate health professions programs nationally. We do not anticipate any negative impact on the major relative to race, ethnicity, or gender if the major were granted specialized admission status.

Race/Ethnicity	UF	Health Science
Asian	9.7	18.9
Black or African American	5.7	5.0



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## Required Signatures

*Stephanie Hanson*

7/26/22

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Requestor/Initiator

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Date

*Beth Curry*

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Signature of College Dean

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7/27/2022

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Date

Melissa S  
Curry

Digitally signed by  
Melissa S Curry  
Date: 2022.08.08  
16:38:05 -04'00'

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Date: 2022.08.08

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Signature of Campus EO Officer

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Date

Joseph  
Glover

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:16:01 -04'00'

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Date: 2022.08.08

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Signature of Provost

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Date

Morteza "Mori"  
Hosseini

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:51:59 -04'00'

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Date: 2022.08.18

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Signature of Chair of the  
Board of Trustees

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Date

8/16/22

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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:** BA (major Interdisciplinary Studies (IDS))

**CIP CODE** 30.9999 **Effective Academic Year** 2023-2024

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

No, this applies to the College of Liberal Arts and Sciences concentrations in Film and Media Studies (BA).

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 IDS-FMS program provides film students with a vital and exploratory path to take film courses across the various departments and disciplines that house them. For example, in addition to the film courses offered by FMS in the English department, an IDS film student with filmmaking aspirations in particular could take important production-oriented courses in the College of Journalism and Communication (specifically courses offered in the Media Production, Management, and Technology program); script analysis, acting for the camera, lighting and directing courses in the School of Theater and Dance; and various video/digital production courses in the School of Art. Film students with a more pronounced interest in film theory/studies are eligible to take important courses outside the English department's film program, specifically courses which focus on different linguistic and cultural contexts of film (i.e., German, Hebrew, Italian, Japanese, French). All these courses are offered in fields outside the English department in which the film program is housed and are all closely related to film.

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

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

If approved, the IDS- Film and Media program will continue with the admission requirements of a minimum 3.0 UF GPA, faculty sponsorship by two faculty from different areas of concentration, and acceptance through the IDS Committee, which consists of faculty members in multiple disciplines. In addition, the student must provide an acceptable portfolio or project that demonstrates their skill to complete the program.

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

The current race and gender profile for the program:

Gender: Female 25%, Male 75%

Race/Ethnicity: White: 70%, Asian: 30%

The Interdisciplinary Studies major is a self-selected major by students whose academic and professional goals are not met by a traditional degree program, or, by students who have an academic and professional interest in two or more disciplines. The program is promoted through its website which features testimonials from diverse genders and race. Each of the established tracks have a director who interacts with students who express an interest in the program. Because it is a self-selected program, it attracts a diverse set of students. Neither gender nor race are considered as a determining factor, nor is this information requested in the application process.

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**Required Signatures**

*Margaret U. Fields*

Requestor/Initiator

July 7, 2022  
Date

*Dale Middleton*

Signature of College Dean

7/7/2022

Date

Melissa S  
Curry

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

Signature of Campus EO Officer

Date: 2022.08.08

Date

Joseph  
Glover

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:12:13 -04'00'

*JG*  
*11-9-22*

Signature of Provost

Date: 2022.08.08

Date

Morteza "Mori"  
Hosseini

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:43:12 -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:** BS (major Interdisciplinary Studies (IDS))

**CIP CODE** 30.9999 **Effective Academic Year** 2023-2024

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

No, this applies to the College of Liberal Arts and Sciences concentration in Biochemistry and Molecular Biology (BS)

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 specialization combines courses from the College of Liberal Arts and Sciences (CLAS) with the College of Medicine (COM). COM provides specialized lab space for the students through the COM faculty sponsor. The undergraduate program requires the support of COM for students who specialize in areas unique to research conducted in the laboratories within the COM.

CLAS is the home to many research laboratories of a far-reaching range. Each research lab is dedicated to an area of expertise that requires specified infrastructure to support the process and methods of the research. Students interested in Biochemistry and Molecular Biology propose research specific to an existing laboratory, most of which are located in the College of Medicine due to the nature of the research proposed.

The lab space in the College of Medicine is critical to the success of this 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.

The IDS – Biochemistry and Molecular Biology attracts one to three students each semester. Each student secures two faculty sponsors, one of whom has a research lab conducting research in which the student plans to participate. The lab chosen by the student must have sufficient capacity to accommodate one undergraduate student. The number of majors in this track is governed by the number of students seeking in-depth specialized research with publication-worthy outcomes. Because the major requires an application process, rather than the usual declaration of a major, and is a “found” major, the number of applicants remains low. An increase in applicants and resources is not anticipated over the next few years. The number of applicants to the program aligns with the laboratory space made available by the College of Medicine; therefore, additional 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.

If approved, the IDS- Biochemistry and Molecular Biology program will continue with the admission requirements of a 3.0 GPA, faculty sponsorship, and acceptance through the IDS Committee, which consists of faculty members in multiple disciplines. Both incoming and transfer students obtain faculty sponsorship through the assistance of the Associate Dean in the college office who assists with making contact with the interested students and faculty sponsors. Lab space is limited. The requirements and procedures do not limit students' access to the major, provided they meet the academic requirements, as long as a lab has the space for the student. Qualified Florida College System Associates in Arts graduates do not compete with other students for inclusion in the program.

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

The current race and gender profile for the program:

Gender: Female 50%, Male 50%

Race/Ethnicity: White: 20%, Hispanic/Latino: 50%, Unknown: 30%

The Interdisciplinary Studies major is a self-selected major by students whose academic and professional goals are not met by a traditional degree program, or, by students who have an academic and professional interest in two or more disciplines. The program is promoted through its website which features testimonials from diverse genders and race. Each of the established tracks have a director who interacts with students who express an interest in the program. Because it is a self-selected program, it attracts a diverse set of students. Neither gender nor race are considered as a determining factor, nor is this information requested in the application process.

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**Required Signatures**

*Margaret U. Fields*

Requestor/Initiator

July 7, 2022  
Date

*Dale Middleton*

Signature of College Dean

7/7/2022

Date

Melissa S  
Curry

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

Signature of Campus EO Officer

Date: 2022.08.08

Date

Joseph  
Glover

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:12:13 -04'00'

*JG*  
*11.9.22*

Signature of Provost

Date: 2022.08.08

Date

Morteza "Mori"  
Hosseini

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:43:12 -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 Design in Interior Design

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

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

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 core instructional mode for this program (like with most other design programs) is the design studio. In these courses, students learn to design projects similar to the ones they will do in practice after graduation. This happens in a studio environment similar to a design studio environment in a design firm. This mode of instruction requires modest student-instructor ratios, typically in the neighborhood of 15 – 1. The department has two design studio spaces for juniors and two for seniors and each studio has capacity for 16 students, thus limiting cohort sizes to 32 students beginning with the junior year.

Demand for the program is often more than our capacity. Consequently, we use a Selective Admissions process whereby students in the major compete for spots in the upper level curriculum. At the end of the sophomore year, students prepare an exhibit with samples of their best work to date (done during the previous 4 semesters). The work, and their GPAs are evaluated by the faculty in the program and selections are made for admission to the upper level half of the



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.

Although we would like to increase capacity, we do not anticipate that being possible in the near future, unless instructional space allocated to design studios is increased. While the college will be expanding its facilities in the near future, the expansion does not include additional design studios.

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.

Admissions standards are:

- 60 credits and/or Associate of Arts degree
- 3.0 GPA
- Completion of the following courses: MAC 1147, PHY 2053, ARH 2051

These requirements make the program accessible to existing UF students as well as qualified transfer graduates with Florida College System Associates in Arts degrees.

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 Interior Design Program enjoys a good mix in terms of diversity, with more than 20% of students identifying as Hispanic, African American, Native American or other (non-white) groups.

Undergraduates Race & Gender Profile Fall 2022:

Fall 2022

Females - 95.96%

Males - 4.04%

Population Breakdown

Asian - 9.09%

Black - 6.06%

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## Required Signatures

*Roberto J Rengel*

Requestor/Initiator

7.14.22

Date

*Chimay J. Anumba*

Signature of College Dean

7/15/2022 | 8:55 AM EDT

Date

Melissa S  
Curry

Digitally signed by  
Melissa S Curry  
Date: 2022.08.08  
15:38:21 -04'00'

Signature of Campus EO Officer

Date: 2022.08.08

Date

Joseph  
Glover

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:13:15 -04'00'

Signature of Provost

Date: 2022.08.08

Date

Morteza "Mori"  
Hosseini

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:45:02 -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 Landscape Architecture

**CIP CODE** 04.0601 **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.

We are seeking to continue our specialized admissions status for the bachelor's degree in landscape architecture (BLA) based on limited resources. The BLA is a professional degree program that prepares students for licensure and service to the public's health, safety, and welfare. The program is accredited by the Landscape Architecture Accreditation Board which maintains student/faculty ratios in studios are typically not greater than 15:1. The UF BLA program goal as reported to SACSCOC is 12-18 students per faculty member. The BLA just underwent a curriculum change that took the program from a 5-year to a 4-year degree. Starting in fall 2022, students who are selected to remain and finish the 5-year program will be in the same classes as the four-year students. This overlap of cohorts will challenge limited departmental resources including facilities and faculty. This change impacts the program until 2024-2025.

However, the new four-year program is currently advertised in the catalog and is starting in fall 2022 as we anticipate increased enrollments

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 expect to see increased enrollments over the next few years as we advertise the LA four-year program. We believe this will be a much more attractive option to students who were not willing to select a five-year course of study. Currently, space is already an issue for the program with different studio courses having to share studio rooms to provide seats for all enrolled students. This sharing of space creates scheduling and teaching difficulties; however, they are manageable and allows us to increase capacity in our required studio courses. As demand increases, additional sections would need to be added to maintain appropriate student faculty ratios. At this point, both space and teaching resources become critical. As there are no current plans in place to expand studio space for landscape architecture, selective admission to upper division allows us to

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.

Currently the FCSAA students are evaluated through the same process to gain entrance into the upper division, and they take the same classes prior to evaluation as students admitted directly to University of Florida. The attached procedures and criteria are used in the evaluation/selection of students making application for admission to the Upper Division in the Department of Landscape Architecture. (See attached document)

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 (2021-22) race profile of the program is:

1.54 % American Indian  
15.38 % Hispanic  
3.08 % Black (non-Hispanic)  
63.08 % Caucasian  
9.23 % Asian or Pacific Islander  
7.69 % Other

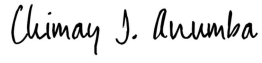
And the current (2021-22) gender profile is 33 males and 32 females

Diversity in the profession of landscape architecture is critical to serve the needs of a diverse society. The UF Landscape Architecture Department embraces diversity and does not use performance-based qualifiers to limit access of a particular individual. The LA faculty uses a process to ensure fair metrics are applied to all

## Required Signatures

  
Requestor/Initiator

\_\_\_\_\_  
07/14/2022  
Date

  
Signature of College Dean

\_\_\_\_\_  
7/15/2022 | 8:55 AM EDT  
Date

**Melissa Curry** Digitally signed by Melissa Curry  
Date: 2022.08.08 17:21:00 -04'00'  
Signature of Campus EO Officer

Date: 2022.08.08  
\_\_\_\_\_  
Date

**Joseph Glover** Digitally signed by Joseph Glover  
Date: 2022.08.08 17:21:12 -04'00'  
Signature of Provost

Date: 2022.08.08  
\_\_\_\_\_  
Date

**Morteza "Mori" Hosseini** Digitally signed by Morteza "Mori" Hosseini  
Date: 2022.08.18 09:34:01 -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

**DEPARTMENT OF LANDSCAPE ARCHITECTURE**  
**2022 Selective Admission Guidelines**  
School of Landscape Architecture and Planning  
College of Design, Construction and Planning, University of Florida

The following procedures and criteria are to be used in the evaluation/selection of students making application for admission to the Upper Division in the Department of Landscape Architecture.

**Critical Dates**

Introduction in class:	February 25, 2022
Packets emailed to students:	March 14, 2022
Email Submission of Written Application:	April 8, 2022
Pin-Up Digital Submission:	April 22, 2022
Pin-up Exhibit & Digital Submission:	April 22-29, 2022
Email Notification of Admission Status:	May 6, 2022

**Eligibility**

- You must have completed or be one semester away from completing the required pre-professional courses and UF requirements as outlined in the Department of Landscape Architecture Required Undergraduate Curriculum.
- If the lower division Gen Ed requirements and the required courses in Landscape Architecture and Architecture are not completed prior to the close of spring semester 2022, you must indicate the specific deficiencies & planned schedule of completion in your formal letter of application. Other than ORH 3513c you may enter upper division with only one Gen Ed course incomplete. All math must be complete before entering upper division.
- When submitting an application, you must be enrolled or completed LAA 2360 Principles of Landscape Architecture at the University of Florida.
- If your GPA is lower than 2.75 you can not take LAA 2360.

**Written Application—Due April 8, 2022**

- Prior to submitting your application packet, you must make certain that transcripts for all your transfer course work completed prior to January 1, 2022, has been recorded in the Registrar's Office.
- All application materials must be emailed to Vanessa Niblett [vniblett@dcp.ufl.edu](mailto:vniblett@dcp.ufl.edu) (and copy Tina Gurucharri [guruch@ufl.edu](mailto:guruch@ufl.edu) and Huiqing Kuang [hkuang@ufl.edu](mailto:hkuang@ufl.edu)) by 4:00 pm on Friday, April 8, 2022. Once this is received you will be assigned a numbered space on the 4<sup>th</sup> floor office wing hallways for the exhibit of your work (pin-up).
- Your application packet must contain:
  1. A current SASS audit (to be provided by the department).
  2. A one-page letter addressed to the Faculty Review Committee, stating your reasons for pursuing a degree in Landscape Architecture.
  3. A second letter describing any deficiencies in lower division requirements and the schedule with specific dates you anticipate completing these courses. Consideration will be given to the feasibility of your projections in the selection process. If there are no deficiencies, state no deficiencies. List your phone number, (current and summer) and e-mail address (UF and non-UF) and where you graduated from High School (name of school and city, county, and state where it is located).
- All application materials must be in one .pdf file, named "2022\_BLA2\_WritternApplication\_Your Last Name.pdf".

**Pin-Up Criteria—Due April 22, 2022**

Pin -Up includes three parts. 1) Exhibition; 2) Digital Board; 3) Digital Portfolio. Evaluations are anonymous so students need to cover or conceal their names on all project work.

- Content: The pin-up will consist of a physical board for exhibition and a digital portfolio. The exhibition should include the student's best work (final and process drawings) primarily from LAA 2360 (Principles of Landscape

Architecture), from LAA 2376 ([Design Communications 1](#)) and LAA 2379 ([Design Communications 2](#)), and work (drawings & models and/or photos of models are acceptable) from ARC 1301 ([Architecture Design 1](#)). Students should include 2D process & final drawings, and photos of 3D work such as grading & design models. The exhibition should include a variety of examples illustrating diversity as well as competence. The faculty are especially interested in seeing a student's understanding of the design process & of three-dimensional thinking. Students may only include work in which they are the sole authors.

- **Exhibition Format:** Each exhibition pin-up should be composed on 4'x7.5' white foam board. The board should be secured to the wall under your assigned number. The bottom of the vertical boards should be right above the black floor molding. The horizontal boards should rest on the wood hand rails. Three-dimensional exhibits (models) are encouraged but should not project more than 12" from the wall. No part of the exhibit should hang from the ceiling. The boards can be secured to the wall using pushpins. **No nails or adhesive are permitted.**
  - **Date:** Exhibition of all student work for Landscape Architecture will take place April 22-29, 2022.
  - **Location:** The exhibition will take place on the fourth floor of the administrative wing of the Architecture Building.
  - **Time:** All exhibits of work are to be installed between 7:30 and 10:30 AM on Friday, April 22. You must exhibit within the boundaries of your designated space. **During installation and removal noise in the corridors must be kept to a minimum.** The exhibit is to stay in place through noon on Friday, April 29. The exhibit area will not be accessible after 4:30 PM.
- **Digital Board Format:** Student's work should be composed in the Miro board: [https://miro.com/app/board/o9JlPi87j8=](https://miro.com/app/board/o9JlPi87j8=/), under your assigned number and follow the template for ordering. You must exhibit all your work within the boundaries of your designated frames.
  - **Due date & time:** The Miro board will be locked on April 22, 2022, 11:59 pm.
  - **Review period:** Faculty will review your board from April 23 to 29, 2022.
- **Digital Portfolio Format:** One pdf file, named "2022\_BLA2\_Portfolio\_Your Last Name.pdf", no more than 20 pages (including cover and table of contents), spread. The dimensions and ratios of the portfolio are up to you but should be large enough that you can see the material and small enough to be comfortable to manage when being held.
  - **Due date & Time:** The Digital Portfolio should be submitted to LAA2360c CANVAS site by April 22, 2022, 11:59pm.

### Evaluation Criteria

- This program is limited access. Acceptance into upper division is based on faculty review of the pin-up (exhibit and portfolio), a competitive overall GPA, quality of written statement of interest, and review of performance of all landscape architecture courses.
- While the minimum acceptable GPA is 2.75, students need a minimum GPA of 3.0 to be competitive.
- Evaluations are anonymous so no names should appear on the pin-up exhibit. Faculty members will review and evaluate all exhibits individually. Evaluations are confidential.
- Students who score low on the exhibit, have an overall GPA under 2.75 or are deficient in lower division requirements may be eliminated from further consideration.
- Faculty members may choose to interview students if the composite of the exhibit score, GPA and the balance of the application materials do not provide a sufficient basis for an admissions decision.

### Notification

- You will be notified via email (UF email address) of your admission status on Friday, May 6, 2022.
- Any students who are denied admission to the professional program during the Selective Admission process are encouraged to make an appointment with the Departmental Undergraduate Coordinator, Professor Tina Gurucharri, to discuss options and/or alternatives applicable to their academic circumstances.

### Questions

- Questions concerning selective admissions should be directed to:  
Professor Huiqing Kuang  
[hkuang@ufl.edu](mailto:hkuang@ufl.edu)



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 Public Health

**CIP CODE** 51.2201 **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 college does not have the capacity, due to a limited number of instructors and pedagogical model, to open the Bachelor of Public Health (BPH) Program major to all students at the university. The BPH program is lock step, requiring a specific course sequence with later courses building upon earlier courses. These courses are offered once per year. In order to maintain small faculty to student ratios for the existing 146 students, sections are controlled based on the number of faculty who teach in the program. We would require additional faculty resources to be able to maintain the integrity of the program (courses offered at the right time and students progressively building expertise, culminating in leadership training and practica) and manage student increases beyond those for which we have already planned. Loss of specialized admissions would require the program to offer multiple new course sections within a set course sequence and hire additional faculty mentors to supervise senior projects, for which we do not have the resources. Although we plan to invest resources to hire new faculty,



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.

Unlike our health science major, the public health major is new (graduated 3 classes). Therefore we still need to invest resources to allow us to increase our student capacity approximately 25% based on our initial 5-year plan. We have recently hired one instructor who will begin in Fall 2022. We also have a new faculty posting to hire a second instructor who will share instructional duties between the BPH and MPH program. These hires will allow us to add sections of required courses to maintain low faculty:student ratios based on the addition of the new students. Within 3-4 years, we plan to hire an undergraduate coordinator to provide advising and oversee the required service learning practicum.

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.

- Completion of prerequisites

- i. BSC 2005: Biological Sciences or BSC 2010: Integrated Principles of Biology 1 (3 credits)

- ii. STA2023: Introduction to Statistics 1 (3 credits)

- Completion of 6 credits of Social and Behavioral Sciences, including the following as the state core:

- i. PSY 2012: General Psychology (3 credits)

- ii. ENC 1101: Expository and Argumentative Writing (3 credits)

- iii. ENC 1102: Argument and Persuasion ( 3 credits)

- iv. ENC 2210: Technical Writing (3 credits) or ENC 3453: Writing in the Health

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?

In the BPH program, we are committed to cultivating and fostering a diverse and inclusive environment and learning environment for all students. Currently, there are approximately 123 females and 24 males. While men are underrepresented in our program, the percentage is generally consistent with the national representation of men and women within the field of public health, where historical NCES data indicate that men comprise less than 25% of general public health students. In addition, recent NCES data indicate that women comprise 84.3% of students graduating from health professions and related fields.

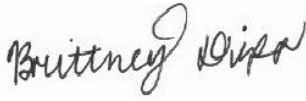
[https://nces.ed.gov/programs/digest/d20/tables/dt20\\_325.60.asp?current=yes](https://nces.ed.gov/programs/digest/d20/tables/dt20_325.60.asp?current=yes)

The public health major has a diverse student body, as noted below.

Race/Ethnicity	% of Public Health Students
Asian	17 %

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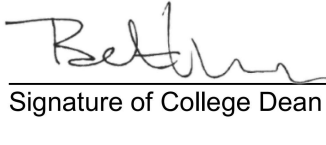
## Required Signatures



Requestor/Initiator

7/18/22

Date



Signature of College Dean

7/27/2022

Date

Melissa S  
Curry

Digitally signed by  
Melissa S Curry  
Date: 2022.08.08  
16:41:29 -04'00'

Date: 2022.08.08

Signature of Campus EO Officer

Date

Joseph  
Glover

Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:16:43 -04'00'

Date: 2022.08.08

Signature of Provost

Date

Morteza "Mori"  
Hosseini

Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:53:01 -04'00'

Date: 2022.08.18

Signature of Chair of the  
Board of Trustees

Date

8/16/22

Date Approved by the Board of Trustees



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

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Florida

**DEGREE PROGRAM:** Bachelor of Science in Sustainability and the Built Environment

**CIP CODE** 30.3301 **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 program is growing and approaching 200 students for 2023 with only three faculty.

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.

Currently, the proposed plan is to evaluate the program in 2023 when it reaches 200 students. At that time the college will determine what plan of action needed to increase capacity and provide resources (such as additional faculty and staff) or cap the admission to 200 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.

60 credits and/or Associate in Arts degree

3.0 GPA

Completion of the following courses: ECO 2013, ECO 2023, MAC 1147, STA 2023

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

Currently the SBE program has 177 students. 56 have self-reported as Black, Hispanic or Native American. This is 32% of our student population and meets our program goal of 30%.

We plan to maintain and further improve our program's diversity through:

- Continue mentoring the student organization Equity, Diversity, and Inclusion in Sustainability. Through this organization that was developed by SBE students, we reach students from around campus.

- Continue working with the Black and Hispanic Institutes on campus as some of their members are SBE students. We plan to present about SBE program at their semester meeting. These presentations will be by our faculty and SBE Black and Hispanic students.

- We plan on restarting our collaboration with Black colleges that we started before

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## Required Signatures

Bahar Armaghani, Director  
Requestor/Initiator

July 7, 2022  
Date

*Chimay J. Anumba*  
Signature of College Dean

7/15/2022 | 8:55 AM EDT  
Date

Melissa S  
Curry Digitally signed by  
Melissa S Curry  
Date: 2022.08.08  
15:34:35 -04'00'

Signature of Campus EO Officer

Date: 2022.08.08  
Date

Joseph  
Glover Digitally signed by Joseph  
Glover  
Date: 2022.08.08  
17:11:52 -04'00'

Signature of Provost

Date: 2022.08.08  
Date

Morteza "Mori"  
Hosseini Digitally signed by  
Morteza "Mori" Hosseini  
Date: 2022.08.18  
09:42:32 -04'00'

Signature of Chair of the  
Board of Trustees

Date: 2022.08.18  
Date

August 16,  
2022 Digitally signed by August  
16, 2022  
Date: 2022.08.18  
10:03:06 -04'00'

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: Health Science \_\_\_\_\_

CIP CODE 51.0000 \_\_\_\_\_ 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 does not apply to the whole degree program and only applies to the Kinesiology track.

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

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

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

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

Student interest in the Bachelor of Science in Health with a concentration in Kinesiology program has grown and additional resources would be required to accommodate this interest. Relative to student interest, we currently have an insufficient number of faculty to serve an increased number of students. There are currently five full-time Faculty members and four Adjunct Instructors supporting the program. Among the full-time Faculty, three also have teaching responsibilities in the Master of Science in Health with a concentration in Kinesiology and Lifestyle Medicine program. The number of faculty required for increased enrollment is in place to help ensure and monitor safety procedures and protocols and instructional quality in our Kinesiology laboratory, especially during maximal exercise/stress testing and blood testing procedures. The current instructional facilities, including classroom and laboratory spaces, are insufficient to accommodate an increase in program and course enrollments. Classroom capacity is dictated by both the number of available seats and fire code restrictions. Our current program enrollment meets those maximum restrictions in many instances. The laboratory is at capacity with current course enrollments and equipment and functional space requirements needed for instruction. Additionally, the existing laboratory equipment used for teaching is aging and could not withstand the increased volume of use that would accompany larger course enrollments. Lastly, we do not have sufficient external resources in the form of funding

to support the purchasing and/or replacing of necessary equipment and in available clinical sites for our mandatory internship experiences (eg, cardiac rehabilitation, physical therapy, and occupational therapy) to support a growth in enrollment.

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

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

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

The Bachelor of Science in Health with a concentration in Kinesiology program does not currently plan to increase capacity. The limited number of full- and part-time Faculty with sole dedication to the Kinesiology program is currently insufficient to support an increase in growth. Each full-time Faculty member has a full teaching assignment and three Faculty share teaching responsibilities in the Master of Science in Health with a concentration in Kinesiology and Lifestyle Medicine program. The current student enrollment in lecture and laboratory courses is at a maximum with multiple sections offered to provide quality instructor-student interaction and achieve instructional and course learning objectives and goals. Laboratory courses are capped at lower enrollments to monitor and ensure student safety and equipment procedure guidelines during instruction. The current classroom and laboratory space constraints limit an increase in student capacity. Lecture courses are split into multiple sections to accommodate available seating in various rooms across campus. The Kinesiology laboratory contains specialized equipment, examination tables, and instructional space and is at capacity. The laboratory courses require various instructional equipment and open, free space for hands-on physical activity and physiological procedures and are supervised by only one Faculty member per course. The existing Kinesiology laboratory equipment is also a concern. Many pieces of the equipment are near the end of their life cycles. Although student lab fees for supplies and equipment are collected in laboratory courses, the low amount collected per student has restricted the purchase and replacement of permanent equipment on a regular schedule. Student lab fees for the purchase of expandable supplies is sufficient in the program. The program has chosen to accrue annual equipment lab fees over several years to allow a one-time purchase of permanent equipment when applicable. Additionally, increased use of the existing aging equipment without necessary replacements will contribute to further equipment failures and instructional interruptions. The Department of Clinical and Applied Movement Sciences and the Bachelor of Science in Health with a concentration in Kinesiology program have increased development and philanthropy efforts with the Brooks College of Health Administration. These efforts concentrate on funding for instructional support (eg, facility renovations, equipment purchases) to assist in program growth. The program also continues to seek new clinical education site opportunities for students each year. Based on student requests and interests, additional cardiac rehabilitation, physical therapy, and occupational therapy sites are needed to meet current demands. We will continue to pursue the development of relationships with community partners in the future. A plan to increase Faculty, space, and resources in the program is a priority for the Brooks College of Health. The Brooks College of Health will be requesting additional Faculty lines and resources from Academic Affairs in the future.

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 admission standards for the Bachelor of Science in Health with a concentration in Kinesiology program are as follows:

To be considered for admission to the Kinesiology program, each applicant must fulfill the following minimum requirements:

- Attainment of minimum 2.75 GPA overall.
- Completion of and attainment of minimum of a "C" grade or higher on the following prerequisite courses no later than the summer term, prior to fall admission.
  - BSCX085/BSCX085L - Anatomy and Physiology I and Lab
  - BSCX086/BSCX086L - Anatomy and Physiology II and Lab
  - CHMX045/CHMX045L - General Chemistry and Lab
  - MACX105 - College Algebra
  - PSY2012 - Intro to Psychology
  - HUN2201 - Human Nutrition
  - SPC2608 - Fundamentals of Speech
  - STA2023 - Elementary Statistics for Business
- Completion of all general education and prerequisite courses prior to enrolling in the Kinesiology courses.
- Six of the eight prerequisites must be completed by the application deadline. The remaining prerequisite(s) must be completed no later than summer term, prior to fall admission.
- Applicants who apply while still enrolled or plan to enroll in general education and/or prerequisite courses may be admitted contingent upon successful completion of all courses with a minimum grade of "C" or higher on the prerequisites above and with a minimum 2.75 GPA overall.
- Submission of all official transcripts, UNF application, and documentation by May 1 of the year of application.
- Adult CPR/AED certification with hands-on practical skills assessment (Online only certifications are not accepted.)

The University intends to seek Specialized Admissions Status for the Kinesiology program. We currently limit the cohort size to 90 incoming juniors each fall. This represents the maximum number of students that we can accommodate with our current faculty, instructional facilities and materials, and external resources. The proposed Specialized Admissions Status for the Kinesiology program is not anticipated to impact the current diversity in the Bachelor of Science in Health with a concentration in Kinesiology. Female to Male students is approximately 65% and 35%, respectively. Approximately 36% of the undergraduate students currently enrolled are from diverse populations. Strategies to promote diversity include scholarship incentives for diverse students. The UNF Foundation has been successful in securing funds from private donors to support the needs of first generation, low-income, and/or diverse students. Applicants from the Florida College System currently have equal access to the Bachelor of Science in Health with a concentration in Kinesiology. We will continue to ensure equal access with the Kinesiology program as the listed admission requirements are clearly posted online and made available to internal and external academic advisors. Additionally, program admission decisions are purely quantitative, weighting heavily on prerequisite and overall GPA scores.



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 University of North Florida Brooks College of Health attracts a diverse student body to the current Bachelor of Science in Health with a concentration in Kinesiology program. The Brooks College of Health fully supports UNF's mission, vision, and goals and those of the UNF Commission on Diversity and Inclusion. Currently within the Bachelor of Science in Health Kinesiology concentration, 64% of students are White, 16% Hispanic, 6.8% Asian, 6.3% Two or More, 5.7% Black or African American, .6% Native Hawaiian and Other Pacific Islander, and .6% Unknown. UNF data also indicates 65.0% of the students are Female and 35.0% Male. We anticipate our diversity will only continue to increase with the Kinesiology program, due to increased popularity and demand and the revised curricular standards for the degree set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation for the Exercise Sciences (CoAES). In 2019, the Bachelor of Science in Health with a concentration in Kinesiology program was granted a full 10-year accreditation from CAAHEP/CoAES. We intend to broadly market the Kinesiology program throughout Florida and the United States in print and electronic outlets that focus on diversity and inclusion. We will utilize UNF's existing marketing and recruitment strategies through our professional association and conferences to promote the program. In addition to recruiting diverse students, we will make every effort to enhance the diversity among the program faculty when an opportunity presents itself supporting UNF's mission, vision, and goals, Brooks College of Health Strategic Plan, and those of the UNF Commission on Diversity and Inclusion.

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Required Signatures

  
Requestor/Initiator

7/25/2022  
Date

  
Signature of College Dean

07-25-22  
Date

  
Signature of Campus EO Officer

7-27-22  
Date

  
Signature of Provost

07/31/2022  
Date

  
Signature of Chair of the Board of Trustees

8/11/22  
Date

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



Date: January 25, 2023

MEMORANDUM

To: Dr. Christy England, Vice Chancellor  
Academic and Student Affairs

Via: Dr. Karen Patterson  
Provost and Vice President for Academic and Student Affairs

From: Chadwick Lockley  
Director of Academic Programs and Accreditation, Office of Institutional  
Effectiveness

Subject: Bachelor of Science in Health Science Kinesiology Track, CIP 51.0000,  
Specialized Admissions

UNF offers the following updated clarifications for the Specialized Admissions application for the Bachelor of Science in Health Science Kinesiology Track, CIP 51.0000.

**Item 1:** The request indicates the specialized admissions status is only for the Kinesiology track. Please correct the scope in ARTS to reflect the selected track.

**UNF Response:** It appears that to correct the track UNF will need to use the “Resubmit” option in ARTS. UNF will do so as the updated memorandum is uploaded.

**Item 2:** The request indicated plans to increase funding for instructional support, seek new clinical education site opportunities, and request additional faculty lines but did not specify the timeline. Please provide the anticipated timeline for this expansion.

**UNF Response:** Currently, a specific timeline to increase faculty, space, and resources in the Bachelor of Science in Health Science Kinesiology Track is not developed. Strategic planning in the Brooks College of Health continues and the college awaits future funding opportunities from the University to obtain additional resources. The Department of Clinical and Applied Movement Sciences Chair has monthly meetings with the Brooks College of Health development officers to develop and implement philanthropy activities to fund physical renovations and equipment purchases for the Kinesiology Lab. The Program Director identifies and visits approximately 20 potential clinical education sites during the academic year. Future visits will focus on cardiac rehabilitation, physical therapy, occupational therapy, and relevant clinical sites. These clinical education site visits also identify and develop relationships with community partners. The Brooks

College of Health administration plans to request additional faculty, space, and resources based on available funding and allocations at the University level.



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:** Biomedical/Medical Engineering

**CIP CODE:** 14.0501

**Effective Academic Year:** AY 2023/2024

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

Yes, the request is for the entire degree program.

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

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

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

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

The University of South Florida's (USF) undergraduate Biomedical Engineering (BME) program has higher student demand than available resources. Highly specialized labs are required to deliver the critical BME courses and research opportunities but current lab facilities are limited.

Since BME is one of the fastest growing areas within Engineering, we expect the number of BME applicants to continue to grow at USF.

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 University is starting the fourth year of a seven-year plan to increase the number of tenure-track BME faculty by two additional faculty each year. This expansion will provide additional faculty to teach courses and provide research opportunities.

USF is in the process of planning expansion of its existing Medical Engineering/BME space in the Interdisciplinary Sciences Building (STEM) Building. This planned expansion includes enlargement of the highly specialized BME student labs used for critical lab and senior capstone courses.

Additional BME lab areas and increased numbers of tenure-track faculty will provide more opportunities for expansion of the undergraduate BME 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.

For students to be successful in this highly technical program, USF will implement the following program admission requirements for both FTIC and Florida College System Associates in Arts graduates:

- 3.5 GPA for all common course prerequisites:
  - Calculus I
  - Calculus II
  - Calculus III
  - Differential Equations
  - Calculus-based Physics I with Lab
  - Calculus-based Physics II with Lab
  - General Chemistry I with Lab
  - General Chemistry II with Lab
  - Biology I with Lab
- Minimum grade of C in each common prerequisite;
- No more than two attempts on each of the common prerequisites;
- Minimum 2.0 overall GPA; completion of departmental application.

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

The tables below represent the race and gender profile of students currently enrolled in USF's B.S. Biomedical Engineering program:

<b>Race/Ethnicity</b>	<b>Enrolled</b>	<b>Percentage</b>
<i>Asian</i>	32	13%
<i>Black</i>	17	7%
<i>Hispanic</i>	46	19%
<i>Native Hawaiian or Other Pacific Islander</i>	1	1%
<i>Non-Resident Alien</i>	48	20%
<i>Not-Reported</i>	8	3%
<i>Two or More Race</i>	8	3%
<i>White</i>	83	34%
<i>Total</i>	243	100%

Source: USF EIS Cubes Enrollment Data AY 21/22

<b>Gender</b>	<b>Enrolled</b>	<b>Percentage</b>
<i>Female</i>	124	51%
<i>Male</i>	119	49%
<i>Total</i>	243	100%

The College of Engineering continues to be committed to engaging underrepresented and minority high school students into Engineering programs. The College engages routinely with teachers, students and parents in Title I schools to attract students from diverse racial, ethnic and socio-economic backgrounds. BME faculty work closely with the College's coordinator of minority student recruitment to actively recruit underrepresented minority students

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### Required Signatures

DocuSigned by:  
*Robert Frisina*  
E474B3E3C3D34B3...  
\_\_\_\_\_  
Requestor/Initiator

8/10/2022  
\_\_\_\_\_  
Date

DocuSigned by:  
*Robert Bishop*  
A85534E3F037430...  
\_\_\_\_\_  
Signature of College Dean

8/11/2022  
\_\_\_\_\_  
Date

DocuSigned by:  
*Tricia Pennicook*  
9CB4FDD07F9047D...  
\_\_\_\_\_  
Signature of Campus EO Officer

8/11/2022  
\_\_\_\_\_  
Date

DocuSigned by:  
*Sam G...*  
152446B4FFD648D...  
\_\_\_\_\_  
Signature of Provost

8/11/2022  
\_\_\_\_\_  
Date

*[Handwritten Signature]*  
\_\_\_\_\_  
Signature of Chair of the Board of Trustees

*9/6/2022*  
\_\_\_\_\_  
Date

September 6, 2022  
\_\_\_\_\_  
Date Approved by the Board of Trustees





Board of Governors, State University System of Florida

**Specialized Admissions Status**

**Initial Approval Request Form**

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of West Florida

**DEGREE PROGRAM:** Clinical Laboratory Sciences, BS

**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.

UWF is requesting specialized admissions for both tracks in CIP Code 51.1005.

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 Clinical Laboratory Sciences, BS degree program in CIP Code 51.1005. This program prepares students for a certification required for licensure in the state of Florida. Additionally, the program has a clinical component that requires students to complete clinical internship placements at clinical sites that offer limited placements.

UWF currently has 28 clinical sites that stretch from Mobile, Alabama (58 miles away) all the way to Tampa, FL (467 miles away). However, most students in the program are non-traditional students and 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 32 hours a week for 29 weeks (two-semester).

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. Of these currently approved sites, 17 of these sites can only accept 1

clinical student at a time for the two semesters of clinical placement due to size and staffing constraints. Other clinical sites, such as Baptist Hospital or Sacred Heart Hospital (both in Pensacola, FL) are able to take 4-6 students for the two-semester clinical assignment, however it should be noted that all sites are not always available due to further constraints described below. Additionally, student placement at the non-commutable sites would present a hardship on the student and create a potential barrier to completion of the degree program.

Another constraint the program faces with clinical placements is staffing shortages at various clinical lab sites. The clinical site provides supervision of the students and must have appropriate staff to accommodate the number of students they typically accommodate. There is also an AAS program at NWFSC that competes with the UWF program for clinical placements as well. Both these constraints impact whether a site may be able to accommodate clinical students, the actual number may be less or not at all due to staffing shortages and/or accommodations to clinical students from other institutions.

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 all clinical laboratories available to UWF. UWF will make every effort to increase clinical instruction capacity to these additional sites by pursuing clinical site agreements with any new laboratories provided they meet the proper criteria.

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.

- Completion of all the prerequisite course work
- A minimum GPA of 2.5 in the completed course work
- Personal interview with the selection committee
- Recommendation letters

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 MLT to MLS pathway for students graduating from accredited MLT programs at a Florida College System Institution with an appropriate credential by ASCP, AMT, or AAB.

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	3
	Male	-
American Indian/Alaskan Native	Female	-
	Male	-
Asian	Female	3
	Male	1
Hispanic	Female	5
	Male	2
Non-Resident Alien	Female	3
	Male	1
Not Reported	Female	2
	Male	-
Two or More	Female	4
	Male	1
White	Female	38
	Male	10
Total		73

We do not anticipate any negative impact on 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:  
*Katie Connor*  
Requestor Initiator

07/27/2022

Date

DocuSigned by:  
*David Bellar*  
Signature of College Dean

07/27/2022

Date

DocuSigned by:  
*Gregory Tomso*  
Signature of Campus EO Officer

07/27/2022

Date

DocuSigned by:  
*Michelle Williams*  
Signature of Provost

for George Ellenberg

07/27/2022

Date

*Samuel Spin*  
Signature of Chair of the Board of Trustees

*9.15.22*  
Date

September 15, 2022

Date Approved by the Board of Trustees