Florida Gulf Coast University Board of Trustees  
April 21, 2015

SUBJECT: New Degree Program: Bachelor of Music Therapy

PROPOSED BOARD ACTION

Approve the Bachelor of Music Therapy (B.M.T.) new degree program including limited access status and an exception for this program to exceed 120 credit hours.

BACKGROUND INFORMATION

FGCU is requesting permission to offer a Bachelor of Music Therapy as described in the Executive Summary.

Supporting Documentation Included: (1) Executive Summary; (2) Board of Governors Regulation 8.013; (3) Board of Governors Regulation 8.014; and (4) Board of Governors Regulation 8.011

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Legal Review by: Vice President and General Counsel Vee Leonard (March 30, 2015)

Submitted by: Provost and Vice President for Academic Affairs Ron Toll
Florida Gulf Coast University

March 23, 2014

Executive Summary
Bachelor of Music Therapy Proposal

Degree: Bachelor of Music Therapy (B.M.T.)
Major: Music Therapy
Concentrations: None
College: Arts and Sciences, Bower School of Music & the Arts
Effective Date: Fall 2015
Proposed Classification of Instructional Programs (CIP) Code: 51.2305

Introduction

Music therapists use evidence-based music interventions to accomplish individualized goals of therapeutic benefit to persons with disabilities and medical conditions. The music therapist addresses client needs utilizing therapies such as rhythm to structure motor movements, song composition to gain insight into life circumstances, sedative music to manage pain, cognitive properties of music to facilitate learning, song to facilitate speech communication, and the use of music across the life span to aid in memory retention. Music therapists document service to clients as the basis for determining therapeutic progress. This information is periodically reported to other healthcare providers in order to determine the next phase of a client’s therapeutic program.

A music therapist is a graduate from a college or university program approved by the American Music Therapy Association (AMTA) and holds the credential Music Therapist-Board Certified (MT-BC) administered by the Certification Board for Music Therapists (CBMT). Music therapists are employed in medical and rehabilitative healthcare agencies, special education programs, community centers, and state institutions.

CIP 51.2305 music therapy/therapist is a State University System (SUS) Critical Workforce-Health Area of Strategic Emphasis. As described in the Methodology for Updating Programs of Strategic Emphasis in the SUS, Board of Governors (BOG), 2015-2025 Strategic Plan, November 2013 (page 4), this category addresses the “growing consensus that Florida will need to expand its healthcare workforce in all related occupations as the provisions of the Affordable Care Act are implemented and the state experiences demographic transition as the Baby Boom Generation retires.”

Consistency with University Mission and Strategic Plan

The Mission of FGCU provides the framework for student growth across multiple perspectives integral to a successful career as a music therapist, as well as the pursuit of a meaningful life both during and beyond time spent at FGCU. In other words, academically centered career goals associated with music therapy and the FGCU Mission Statement are mutually reciprocal. Students will contribute to our rich cultural heritage through musicianship, as well as engage
with an innovative curriculum positioned for national prominence through approaches to advisement, the use of a developmental model with competency-centered outcomes, strategic applications of community resources, comprehensive use of technology, and efficiency in degree completion. These actions will increase FGCU’s national prominence in undergraduate education.

**Program Description**

The overall purpose of the proposed Bachelor of Music Therapy program is twofold:

1. To prepare students for gainful employment as music therapists in service to special populations across gerontology, developmental disabilities, mental health, medicine, and rehabilitation. Upon degree completion, students are eligible to sit for the national examination in music therapy administered by the CBMT. Upon passing this examination, graduates receive the credential MT-BC.

2. To prepare students for graduate education in music therapy (advanced practice and research) at Florida State University (FSU) or the University of Miami, each with graduate and doctoral programs in music therapy. Further, as accomplished musicians and having engaged with the health sciences, students completing this proposed degree may also pursue graduate study in related disciplines, including music performance, or to earn a master’s-level credential in another allied health discipline.

Limited access status (BOG Regulation 8.013) is requested for this program. The music programs offered through the FGCU Bower School of Music & the Arts are accredited by the National Association of Schools of Music (NASM) and student applicants must demonstrate through an audition that they have the minimum performance skills (instrument or voice) necessary to benefit from and succeed in the program.

An exception to 120 credit hours for the baccalaureate degree (BOG Regulation 8.014) is requested for this program. This exception is needed to address specialized accreditation standards for program content. All FGCU music programs must meet NASM accreditation standards. In addition, the University will seek approval of the Bachelor of Music Therapy program by the AMTA, which is the national organization that sets standards for music therapy education and training at the bachelor’s, master’s, and doctoral levels.

Planned program length is 132 semester credit hours, which is consistent with the existing baccalaureate program at FSU. Students who demonstrate proficiency in secondary piano and select common prerequisite courses that also count for FGCU general education requirements may complete the program in 127 hours. The curriculum includes (a) 36 hours of general education coursework, (b) 28 hours of common prerequisites, (c) 54 hours of required courses in the major, (d) 9 hours of restricted electives in the major, and (d) 3 hours of IDS 3920 University Colloquium.

The majority of the coursework will be offered in a traditional delivery mode on the main campus. Clinical training requirements, totaling 15 credits, will be accomplished through practicum and internship experiences located off campus at agencies serving special populations, including gerontology, developmental disabilities, mental health, medicine, and rehabilitation.
The curriculum was approved by the College of Arts and Sciences Undergraduate Curriculum Committee on February 18, 2015, and the university-wide Undergraduate Curriculum Team on March 2, 2015. The program is consistent with BOG Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

**Need and Demand**

Music therapy has experienced consistent growth since its inception as an allied health profession in 1950. Today, there are over 6,200 MT-BC credentialed music therapists in the United States. The growth of music therapy as a profession is supported by expanding employment opportunities in private practice, schools, and medical and rehabilitative healthcare settings. The growth in employment is supported by corresponding increases in salaries. Currently, the average annual salary for music therapists nationwide who are employed beyond six years is $50,808 (AMTA Member Survey & Workforce Analysis, 2014). The average annual salary for music therapists in the state of Florida is $49,711.

Short-term need for music therapists is reflected in the 121 positions currently advertised on the AMTA Job Opportunities Listing. Of particular note is the number of announced positions associated with private music therapy agencies (N=25). Music therapists are increasingly opening contract service businesses. Local short-term need for music therapy in Florida is reflected in 15 positions posted on the AMTA Job Opportunities Listing during October and November 2014.

According to the 2014 CBMT Certificant Survey, of the 250 MT-BC credentialed music therapists currently employed in Florida, 34% graduated from FSU (N=85), 7.6% graduated from the University of Miami (N=19), and 58.4% graduated from out-of-state colleges and universities (N=142). These data suggest that music therapy graduates from Florida universities are underrepresented among the pool of graduates eligible for employment in Florida. Further analyses of these data suggest that the region of Southwest Florida ranks sixth (out of eight regions) in music therapy services for its citizens, with 14 credentialed music therapists.

As with other human service professions, more music therapists will be needed to address future retirement trends. From 2003-2009, the number of music therapists between the ages of 50-59 years increased by nearly 17%. As these individuals retire, the gap between open positions and qualified applicants will need to be filled with more recent graduates of music therapy programs.

With the growth in the music therapy profession, several state governments, including Florida, have enacted or are considering statutes and occupational regulations to assist the public in distinguishing between MT-BC credentialed professionals and those who engage in the general use of music in human service environments.

Increasing student demand for music therapy programs is impacted by familiarity with music therapy as a profession. National and local human interest stories on music therapy are now reported in all forms of media. These reports include a recent “Persons of the Week” segment on ABC World News Tonight recognizing Congresswoman Gabby Giffords’ rehabilitation assisted by music therapists; the recent acknowledgement of music therapy by President Obama in service to returning military personnel; and a 2012 PBS NewsHour program, “The Healing Power of Music.” Prospective students are able to recall and share such reports. In
addition, they are increasingly able to speak with personal familiarity regarding the impact of music therapy on family members, acquaintances, and public figures.

The SUS Council of Academic Vice Presidents’ Academic Program Coordination review group considered the music therapy pre-proposal on December 6, 2012, noting concerns regarding need and duplication. FSU is the only Florida public institution that offers a baccalaureate music therapy program in CIP 51.2305. As described above, demand for individuals who possess the music therapy credential has increased over the past few years. In addition, FSU is not currently able to admit all qualified applicants; consequently, FSU has no objection to FGCU’s proposal for a bachelor’s degree in music therapy (communication with FSU Assistant Vice President for Faculty Development and Advancement; February 19, 2015).

To summarize, the need for the proposed music therapy program is supported by the external environment including growth in the profession, employment opportunities, retirement demographics, salaries, increased recognition, and title protection legislation. Demand by students for music therapy programs is influenced by increasing familiarity with the benefits of music therapy programs and potential professional opportunities.

Enrollment, Resource, and Budget Projections

Enrollment, resource, and budget projections in this proposal are based upon what is needed to add the proposed program. This program builds upon existing efficiencies by utilizing numerous courses already offered for the Bachelor of Music Education and Bachelor of Arts Music-Performance programs.

Projected student FTE and costs are based on ten new music therapy courses and additional sections of five existing courses. A conservative student headcount of 24 is anticipated in Year 1 of the program with total headcount of approximately 46 in Year 5. Approximately 14 new students will be admitted every fall. Corresponding student FTE is 3.95 in Year 1 and 11.50 in Year 5. The projected growth is based on enrollment patterns in the existing FGCU music programs, growth in similar programs across the United States, and available resources.

Year 1 of the program will require approximately $41,545 from existing Education & General (E&G) funds for ranked faculty salaries and benefits. By Year 5, projected costs will be approximately $94,927 from the continuing E&G base, which includes $80,262 for ranked faculty salaries and benefits and $14,665 for adjunct faculty. E&G cost to add the program per student FTE generated is $10,518 in Year 1 and $8,255 in Year 5.

No new library resources, classrooms, laboratories, or administrative space are needed to implement and sustain the program through Year 5. There are no specialized services required, nor is financial support greater than normal expected.

An initial gift of $2.5 million from Alan and Marilyn Korest, together with matching funds from the State of Florida Gifts Trust Fund, supported the construction of the Bower School of Music & the Arts building. The interest generated from remaining funds is allocated annually to support ensembles, scholarships, travel, outreach, and other activities of the music programs. Alan Korest together with his wife, Marilyn Korest, also provided funds to establish the Marilyn Bower Korest Music Therapy Scholarship Endowed Fund. Interest from this fund will provide scholarships for music therapy students.
The Southwest Florida Children’s Charities (SWFCC), Inc., has established a $1 million endowed fund to directly support the music therapy program in perpetuity. Funding toward this endowment is expected to be completed in spring 2016.
8.013 Limited Access

(1) The Board of Governors may declare certain degree programs as limited access programs, upon request by university board of trustees. University degree programs may be approved as limited access programs for the following reasons:

(a) The number of students who have met all the requirements for admission to the university and to the program in excess of available resources (examples are: space, equipment or other instructional facilities; clinical facilities; adequate faculty to meet acceptable student-faculty ratios; fiscal or other resource limitations). In the case of such programs, selection for admissions shall be competitive. The selection criteria may vary from term to term depending on the number of student spaces available and the quality of the applicant pool. The selection criteria shall be published in the university catalogue along with the standards used for admissions decisions at the time the catalogue is published.

(b) The program is of such nature (normally in the fine or performing arts) that applicants must demonstrate through an audition or submission of a portfolio that they already have the minimum skills necessary for them to benefit from the program.

(c) The program is of such nature that in order to demonstrate potential for success in the program, applicants must attain a grade point average (GPA) and/or other standards (e.g. standardized test scores) that are above those required for admission to the university offering the program. [Note: Teacher preparation programs are mandated by Section 1004.04 (4) (b), F.S., to maintain certain admission requirements, and, therefore, will be classified and reported as limited access programs only if enrollment is limited for reasons (e.g. limited resources) that exceed statutory requirements. Teacher preparation programs will be monitored for compliance with requirements of Subsection 1004.04 (4) (b), F.S., through a report which is separate from the limited access reports.]

(d) When an institution has exceeded its upper-level FTE enrollment limit as assigned by the Legislature by more than five percent, programs which have not normally been designated as limited access programs may need to limit enrollment. If the institution’s actual student credit hour productivity exceeds the institution’s funded enrollment to this extent, the institution may take corrective actions in subsequent terms such as limiting admission of new students into upper level programs, limiting course loads of enrolled students and/or other measures as may be necessary to stay within funded enrollment levels.
(e) In the case of programs for which prerequisite courses are required for admission, the prerequisites, and grades for the prerequisite courses determined acceptable by the program, by themselves, will not cause a program to be declared limited access. That is, if all the applicants completing prerequisite courses, with any specified grade requirement, are admitted to the program, the program need not be designated a limited access program. Associate in Arts graduates from Florida public community colleges and universities who have not completed prerequisite courses for a given major shall be admitted to a university in order to complete those prerequisite courses, after which program admission can be determined.

(2) Programs assigned limited access status will be reviewed by the university in the course of its cyclical program review process to determine if there is a need for the program to remain limited access. The university will report to the Board of Governors by October 1 each year with a list of all limited access programs, the minimum admissions standards for each program, the reasons the program is designated as limited access, and a copy of the most recent review demonstrating the need for retention of limited access status.

(3) Selection criteria for admission into limited access programs shall be appropriate indicators of academic ability, creativity, or talent to perform required work within the program and of the potential for success.
   (a) Such criteria shall not discriminate against community college transfers with Associate in Arts degrees from Florida public community colleges in favor of SUS students who are applying for admission or plan to continue enrollment after completion of 60 semester credits at the lower division level.
   (b) Selection criteria for limited access programs shall be publicized in catalogues, counseling manuals, and other appropriate publications with sufficient time for prospective students to adjust programs to meet criteria.
   (c) Where necessary to achieve established equal access enrollment goals, up to ten percent of the students may be admitted to a limited access program with different criteria.
   (d) Each university shall advise students who meet the minimum requirements for admission to the upper division of a state university, but are denied admission to limited access programs, of the availability of similar programs at other State University System institutions and the admission requirements of such programs.
(e) Florida community colleges Associate in Arts graduates and university students who have successfully completed 60 semester credit hours of course work, including the 36 credit hour General Education Requirement, and met the requirements of Section 1008.29, F.S., shall receive priority for admission to such limited access programs over out-of-state and transfer students from private institutions.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-29-07
8.014  Bachelors’ Degree Exceptions to 120 Credit Hours Requirement

(1) In accordance with the requirements of Section 1007.25, F.S., the Board of Governors may approve a request by a university board of trustees for a bachelor’s degree program to exceed 120 credit hours to degree. Programs may be approved for the following reasons:

(a) Additional courses are required to meet specialized accreditation standards for program content and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared (e.g. Engineering, Architecture); or

(b) Additional courses are required to meet state or federal mandated criteria for professional licensing (e.g., Teacher Education).

(c) The degree program offers a unique and innovative learning experience, such as honors programs, individualized study, and other non-traditional approaches to education.

Authority: Section 7(d), Art. IX, Fla. Const., 1007.25, F.S.; History: New 3-29-07.
8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.

(1) New Academic Degree Program Authorization - To ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans, the following criteria and processes for new academic program authorization are established.

(2) Definitions - Within the context of this regulation, academic degree programs are defined as follows:

   (a) Degree Program – An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2) (b), but may have multiple majors.

   (b) Program Major – An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters of paragraph (3) (a) 6c.

(3) Criteria for New Degree Program Approval – A proposal for a new degree program shall be approved by a university board of trustees and the Board of Governors only if it meets the following criteria:

   (a) Institutional and State-Level Accountability

      1. The Program is Consistent with the State University System Strategic Plan, and the University Mission, University Strategic Plan, and University Work Plan. The proposal shall demonstrate that the goals of the program are consistent with current State University System strategic planning goals by identifying which of the goals the program will directly advance. Additionally, the proposal shall demonstrate that the program goals are aligned with the university’s mission and strategic planning goals and relate to specific institutional strengths, and that the program is consistent with the
program list provided in the university work plan required by Board of Governors Regulation 2.002.

2. **There is a Demonstrated Need for Program Graduates, Research, and/or Service.** - The proposal shall demonstrate a need for more individuals to be educated in the program at the level proposed, provide an estimate of the headcount and full-time equivalent (FTE) for students who will major in the program, and indicate steps to be taken to achieve a diverse student body. If an argument is made for the program based upon research or service need, then specific supporting information shall be provided. In analyzing the need for the proposed program, the university shall consider whether similar programs are offered at other postsecondary institutions in Florida and what impact, if any, such programs may have on the proposed program, and shall include this analysis in the proposal to substantiate the need for the program.

3. **The Program Does Not Unnecessarily Duplicate Existing State University System Degree Programs.** - If the program duplicates another degree program at a state university in Florida which has a substantially similar curriculum, evidence shall be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate a need for duplication. If the proposed program curriculum substantially duplicates an existing program at a historically black university in the State University System, an analysis shall be conducted to determine whether the proposed program may adversely affect that university’s ability to achieve or maintain student diversity in its existing program.

4. **Financial Planning and Resources are Sufficient for Implementation.** - The proposal shall include a complete budget for the program which is comparable in cost to similar existing programs, reflects the purpose of the proposal, and provides evidence that, in the event resources within the institution are redirected to support the new program, such a redirection will not have an unjustified negative impact on other programs.

5. **There is a Sufficient Projected Benefit of the Program to the University, Local Community, and State.** - The proposal shall describe the projected benefit to the university, local community, and the State if the program is implemented. The proposal should demonstrate efficient use of resources and justification for the investment. The projected benefit may be both quantitative (data driven) and qualitative in nature.

6. **Access and Articulation are Maintained for All Programs.**
   a. In a proposal for a baccalaureate program, all prerequisite courses shall be consistent with common prerequisites for similar degree programs within the State University System and the Florida College System, or an exception shall be sought through the Articulation Coordinating Committee in accordance with Board Regulation 8.010.

   b. In a proposal for a baccalaureate program, if limited access status is sought in accordance with Board Regulation 8.013, adequate justification shall exist for such a
designation, and evidence shall be provided that diversity, articulation, and workforce issues are appropriately addressed.

c. In a proposal for a baccalaureate program, the total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014.

d. A proposal for any degree level shall include a plan to achieve a diverse student body in the program.

(b) Institutional Readiness

1. The Institution Demonstrates an Ability to Implement a High-Quality Program. - The proposal shall provide evidence that the institution has the resources in place, or will make the necessary investments, to ensure that the proposed program will be of high quality. If appropriate, the proposal shall provide evidence that the proposed program will specifically relate to existing institutional strengths such as other academic programs that have achieved national recognition, or related institutes and centers. If program reviews or accreditation activities in the discipline pertinent to the proposed program or in related disciplines have included recommendations affecting the proposed program, the proposal shall provide evidence that progress has been made in implementing those recommendations.

2. The Curriculum is Appropriate for the Discipline and Program Level. - The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases in which specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006.

3. Sufficient Qualified Faculty is Available. - The proposal shall demonstrate that sufficient qualified faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years. The proposal shall demonstrate that the academic unit or units associated with this new degree have been productive in teaching, research, and service. For a research or professional doctoral program, evidence shall be provided that the faculty in the aggregate has the necessary instructional experience, as well as research and grant activity, to sustain a doctoral program.

4. Sufficient Institutional Resources are Available. - The proposal shall demonstrate that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites shall be available to implement the program. For a graduate-level program, the proposal shall indicate whether
appropriate fellowships, scholarships, and graduate assistantships are in place, or if the
university has made sufficient plans for their existence when student support is the
norm in similar programs in the discipline.

(4) New Degree Program Approval Authority and Process –
(a) Professional and Research Doctoral Degree Programs - Each university board of
trustees shall approve new research and professional doctoral degree programs for
submission to the Board of Governors for authorization, in accordance with the criteria
outlined in section (3) of this regulation. In approving a new doctoral degree program,
the Board of Governors shall consider the sufficiency of the university proposal
evaluation process, the distinctive mission of the university, alignment with the State
University System and university strategic plans, and the extent to which the program
will contribute to the economic development of the local community and the state as
demonstrated by its alignment with the Areas of Programmatic Strategic Emphasis
adopted as part of the State University System Strategic Plan.

1. A proposal that is complete and has been determined by Board staff to meet
all criteria for new program authorization shall be considered by the Board of
Governors for approval and, subsequent to a program’s approval, an institution may
offer the new program at a date no sooner than that specified in the proposal.

2. If a university contemplates implementing a master’s or specialist program
and a doctoral program in the same discipline simultaneously, a single proposal for
both degree levels should be developed, differentiating elements within the proposal as
necessary. Both degree levels shall be approved by the university board of trustees
prior to submitting the doctoral program proposal to the Board of Governors for
consideration.

3. New doctoral programs shall be considered by the Board of Governors only
at the June and November meetings, unless extenuating circumstances justify the need
for Board consideration during a different timeframe. The Chancellor shall establish
deadlines for university submission of new degree proposals for consideration.

(b) Bachelor’s, Master’s, Advanced Master’s, Specialist and other Non-Doctoral Degree
Programs - Each university board of trustees shall approve for implementation new
degree programs at the bachelor’s, master’s, advanced master’s, and specialist levels in
accordance with sections (3) and (5) of this regulation.

(c) University Policies for New Degree Program Authorization - Each university board
of trustees shall ensure that university policies for new degree program planning and
approval are consistent with this regulation and provide a copy of the policies to the
Board of Governors Office. The university policies shall include at a minimum:

1. A formal process for determining degree programs that the university will
explore for implementation over the period covered by the university strategic plan and
the university work plan;

2. A formal process for review and approval of proposed programs by the
appropriate curriculum, financial, and administrative entities of the university;
3. A formal written review of doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal;

4. A process for final consideration by the board of trustees that includes review of the proposed program by the full board or a designated committee with regard to Board of Governors approval criteria and implementation costs; and

5. Adoption of a common State University System new degree proposal format developed by Board staff in collaboration with university academic affairs officers.

(d) State University System Academic Degree Program Inventory –

1. The Board Office shall maintain a State University System Academic Degree Program Inventory that will identify the approved degree programs for each university and that will be used by the universities for reporting enrollments, degree completions, and other information related to instructional delivery. Within four weeks of approval of a bachelor’s, master’s, specialist, or advanced master’s degree by the university board of trustees, a university shall notify the Board of Governors Office in writing and provide an electronic copy of the proposal for each program, along with related board of trustees approval documents. For baccalaureate programs, the notification shall include any request for approval of limited access status, exceptions to the 120 credit hours to degree, and exceptions to the established statewide common prerequisite courses. A CIP code for each program shall be assigned by the Board of Governors Office in consultation with the university.

2. Upon resolution of any outstanding issues regarding the program, it shall be added to the State University System Academic Degree Program Inventory and a letter of notification shall be provided to the university.

(5) Independent Degree Programs at Branch Campuses and Off-Campus Sites - Complete degree programs, or substantially complete degree programs, having designated faculty lines with independent curricular decision-making authority, designated facilities and instructional resources, and a designated student body, shall not be implemented at a branch campus or other off-campus instructional location unless approved by the university board of trustees, even if the university already has authority to offer the degree program at another location. Each such program shall meet the Board of Governors’ new degree program approval criteria and follow the same approval process as other new program offerings at the university. This requirement does not apply to programs currently approved for one location that share faculty and students between or among instructional locations.

(6) Each university shall establish policies for academic degree program offerings away from the main campus, including degree programs offered through continuing
education or outreach, degree programs offered under contract as sponsored credit for an external public or private entity, degree programs offered in other states, and degree programs offered in foreign countries.

(7) Authorization of Other Academic Curricular Offerings - Each university board of trustees shall ensure that the university has policies consistent with this regulation and applicable accreditation standards for the approval, implementation, and review of other types of academic curricular offerings as defined in sections (7) (a)-(c) of this regulation. Copies of each university’s policies for approving other academic curricular offerings shall be provided to the Board of Governors Office.

(a) Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. - Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

(b) College Credit Certificate Program - An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.

(c) Non-College-Credit Certificate – An organized curriculum of study of any length that is offered for non-college credit (as measured through clock hours, continuing education units, competency exams, etc.), that leads to specific educational or occupational goals, and for which the university awards a certificate or diploma upon completion. The length of a non-college-credit certificate program shall be set by the university.

Authority: Section 7(d), Art. IX, Fla. Const.; History: 3-27-07, Amended 3-24-11.