

Board of Governors, State University System of Florida
 Limited Access Program Request
 Reference: BOG Regulation 8.013 Limited Access

University:	Florida Gulf Coast University	Degree(s) offered:	Bachelor of Music Therapy (B.M.T.)
Program:	Music Therapy	Six digit CIP code:	51.2305

1. Will the entire program be limited access or only a specific track?

The entire program will be designated as 'limited access'.

2. If only a track is limited access, please specify the name of the track N/A

3. How many students will the program plan to accommodate?

Approximately 14 students will be admitted every fall.

4. When do you propose to initiate limited access? Fall, 2015

5. What is the justification for limiting access?

This program will be offered through the Bower School of Music and the Arts (formerly Bower School of Music), which is accredited by the National Association of Schools of Music. Applicants must demonstrate through an audition that they have the minimum performance skills (instrument or voice) necessary to benefit from, and succeed in this program.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

In addition to applying for admission to FGCU, prospective students are required to apply to the Bower School of Music and the Arts and schedule an audition, including the administration of the Music Theory Assessment Tool. Prospective students are expected to follow audition guidelines and procedures throughout all Bower School of Music and the Arts application and audition processes (deadlines, performance time length, selection of repertoire, live vs. recorded, attire, use of an accompanist [if applicable], and recommendation form). The actual audition occurs before at least two faculty members from the keyboard, vocal, or instrumental divisions, as applicable, who serve as audition jurors. Acceptance into a degree program is based on the prospective student's meeting pre-established performance standards as a predictor of success in fulfilling degree requirements. The student's score on the Music Theory Assessment Tool is used solely for recommending appropriate placement in the sequence of lower level music theory courses. Florida community college Associate of Arts degree graduates are assured of equal access to the program. These students will be given the opportunity to audition in the same manner as native students.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

Presented in the two charts below are race and gender profiles of students currently enrolled in the degrees, Bachelor of Music Education and Bachelor of Arts in Music Performance for the 2014-15 academic year (number & percentage). The data are derived from an annual report on race and gender from the Bower School of Music and the Arts to the National Association of Schools of Music (2014-2015 HEADS Data Survey, Section II.G: Ethnic Breakdown of Students, National Association of Schools of Music).

Number Count:

Black/ African- American		American Indian/ Alaska Native		Asian		Hispanic (of any race)		Native Hawaiian/ Pacific Islander		White		Other/ Ethnicity Unknown		TOTAL
5		2		2		20		0		51		47		127
M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1		1		1		12		0		24		30		M = 69
	4		1		1		8		0		27		17	F = 58

Percentage:

Black/ African- American		American Indian/ Alaska Native		Asian		Hispanic (of any race)		Native Hawaiian/ Pacific Islander		White		Other/ Ethnicity Unknown		TOTAL
3.8%		1.6%		1.6%		15.3%		0%		40%		37%		100%
M	F	M	F	M	F	M	F	M	F	M	F	M	F	
.8%		.8%		.8%		9%		0%		19%		24%		M = 54%
	3%		.8%		.8%		6.3%		0%		21%		13%	F = 46%

In view of the high percentage (37%) of students enrolled for which the category of 'other/ethnicity unknown' is indicated, it is not clear regarding the extent to which this proposed action will contribute to a change in the current demographic profile across the types of ethnicity identified. However, in view of this profile, it is evident that future enrollments, if stable, may contribute to efforts by the American Music Therapy Association (AMTA) to increase the number of males and diverse ethnic groups engaged in the practice of music therapy (*AMTA Member Survey Workforce Analysis, 2013*). As reported in the *Survey*, 88% of the music therapy workforce is female, whereas, 12% of the workforce is male. In comparison, the BSM female population is 46%; the male population is 54%. Additionally, the number of BSM students reporting an ethnicity of 'Hispanic' (15.3%) is well above the percentage of music therapists reporting this ethnicity (2.9%), as indicated in the chart below.

	Black/ African- American	American Indian/ Alaska Native	Asian	Hispanic (of any race)	Native Hawaiian/ Pacific Islander	White	Other/ Ethnicity Unknown	Multi- Racial	TOTAL
BSM	3.8%	1.6%	1.6%	15.3%	0%	40%	37%		100%
AMTA	1.7%	.2%	4.7%	2.9%	.3%	88.2%	.4%	1.5%	100%

It will be critically important well into the future to engage in the purposeful recruitment of minority populations qualified to enter this degree program. The current ethnic profile of students enrolled in music degree programs is well below the prevalence of reported disability among ethnic groups in the state of Florida, as indicated in the chart below. Further, by 2025, those of Black and Hispanic ethnicity in the state of Florida will surpass all other ethnic groups combined (*The Current State of Florida College Access and Success, February 2012*). These two factors suggest the likelihood of increases in both minority-related disability populations, as well as minority students potentially qualified to enter this proposed program. The ability to work effectively with ethnically diverse populations (particularly in view of music as a culturally-centered and personally felt medium), will remain an essential skill for music therapy students and practitioners well into the future.

	Black/ African- American	American Indian/ Alaska Native	Asian	Hispanic (of any race)	Native Hawaiian/ Pacific Islander	White	Other/ Ethnicity Unknown	TOTAL
BSM	3.8%	1.6%	1.6%	15.3%	0%	40%	37%	100%
Prevalence of Disability: Florida*	11.6	22.3	4.4	9.5%	(not reported)	10.1	11	100%

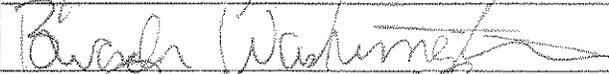
*Data derived from: *Prevalence of disability among non-institutionalized working-age people (ages 21 to 64) by race category in FL*; Cornell University, 2012. www.disabilitystatistics.org

To ensure the desired outcome for student diversity, recruiting efforts will continue within the initial target population area (FGCU's five-county area: Lee, Collier, Charlotte, Hendry, and Glades) and extend to other geographic regions having larger under-represented populations of prospective students. Outreach approaches may include personal contact with area civic, faith-based, Greek-letter, and service organizations whose membership comprise prospective students that meet the program requirements; networking with the diverse student population to seek potential enrollees; and communicating through select mailing lists/list serves that serve the targeted student group(s). FGCU's strong commitment to ensure diversity among faculty and staff will further enhance success in the recruitment, retention and graduation of all students. FGCU employs a minority recruiter as part of its admissions team. The music therapy program is one of the programs this administrator will focus on. Music therapy as a specialty works with diverse populations; consequently, there is frequent interaction with underrepresented populations.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

The demand for graduates is best characterized as 'moderate' in view of the scope of awareness and understanding of music therapy by the public-at-large. Specifically, there are approximately 6,200 music therapists nationwide who hold the credential, "Music Therapist-Board Certified" (MT-BC). There are approximately 250 credentialed music therapists (MT-BC) in the state of Florida who are employed by federal veteran's hospitals, state-residential institutions (mental health and developmental disabilities), public school special education programs, and programs for the elderly (nursing homes, hospice, etc.). The Southwest Region of Florida ranks sixth (out of seven regions) in terms of the number of music therapists (14) regionally employed (with 7 being the lowest ranking). In comparison, the Southeast Region (with 125 music therapists), and the Northwest Region (with 95 music therapists) rank 1 and 2, respectively, each with institutions offering Bachelor's, Masters, and Doctoral programs in music therapy (the University of Miami and FSU).

As the public-at-large, including administrators of healthcare and educational institutions in Southwest Florida become increasingly aware and understand outcomes associated with music therapy services, demand is expected to steadily increase. Finally, there is at present a high level of congruence across the number of prospective students, enrollments, graduates and employment opportunities across all academic music therapy programs nationwide (including FSU and the University of Miami), such that demands as they increase are being met within limited access standards common to all programs.

Request Initiated by:	
EEO Officer's Signature:	
Provost's Signature:	 4/21/2015
University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form)	 4/21/2015

Send the completed form to: Dr. Jan Ignash
 Vice Chancellor of Academic and Student Affairs
 Board of Governors
 State University System of Florida
 325 West Gaines Street, Suite 1614
 Tallahassee, Florida 32399-1950

**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

Prepared by: Associate Vice President for Academic and Curriculum Support
Cathy Duff

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.
