

NOTICE OF INTENT

Form No. BAAC-01

Section 1007.33(5)(d), Florida Statutes (F.S.), and Rule 6A-14.095, Florida Administrative Code (F.A.C.), outline the requirements for Florida College System baccalaureate program proposals. The completed Notice of Intent form, incorporated in Rule 6A-14.095, F.A.C., Site Determined Baccalaureate Access, shall be submitted by the college president to the chancellor of the Florida College System at ChancellorFCS@fldoe.org.

CHECKLIST

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand, supply, and unmet need
- Planning process

FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION

Institution Name:	St. Johns River State College
Institution President:	Joe Pickens, J.D.

PROGRAM SUMMARY

1.1	Program name.	Bachelor of Applied Science in Digital Art and Media
1.2	Degree type.	<input type="checkbox"/> Bachelor of Science <input checked="" type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	50.0409
1.5	Anticipated program implementation date.	August 2025
1.6	What are the primary pathways for admission to the program? Check all that apply.	<input checked="" type="checkbox"/> Associate in Arts (AA) <input checked="" type="checkbox"/> Associate in Science (AS) <input type="checkbox"/> Associate in Applied Science (AAS) If you selected AS/AAS, please specify the program: A.S. in Visual Art
1.7	Is the degree program a STEM focus area?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Optional concentration in K12 teaching

PROGRAM DESCRIPTION

*2.1 This section is the **executive summary** of this notice of intent. We recommend providing an abbreviated program description including but not limited to: the program demand, current supply, and unmet need in the college's service district; primary pathways to program admission; overview of program curriculum; career path and potential employment opportunities; and average starting salary. We encourage approximately 300 words for a sufficient description.*

St. Johns River State College's proposed Bachelor of Applied Science degree in Digital Art and Media will provide students with the skills required to successfully gain employment in the fields of digital design, animation, and multimedia design and production. The program will also have an optional track for those interested in pursuing a career as a teacher in Florida.

The workforce demand for professionals trained in the field of Digital Art and Media is currently not being met, and this gap is projected to continue to grow both within our local region and nationwide. In the College's Workforce Region 8, total job growth in occupations directly related to the Digital Art and Media degree is projected to increase nearly 8.8% from 2023 to 2028. In Region 8, the estimated annual unmet need of graduates is 435, and statewide this number balloons to 2,601 each year. These jobs will have an annualized salary of over \$63,000.

The BAS in Digital Art and Media will provide students instruction in the skills and artistry needed for careers in the emerging fields of graphic design, illustration, visual communication, animation, and gaming design. The degree's curriculum will incorporate upper-level coursework that focuses on digital design, imaging, photography, video and audio production, 3D animation and motion graphics.

The BAS degree will require a total of 120 semester credits and be a 2+2 program articulating from both the Associate in Arts (AA) and Associate in Science (AS) degree. All students will be required to complete a total of 36 credits of general education coursework, 21 credits of required lower-division coursework, 24 credits of lower-division electives (which can be chosen to align with the student's upper-division specialization), 24 credits of required upper-division coursework, and 15 credits of upper-division specialization coursework.

Students entering the program with an AA degree will complete all general education and required lower-division credits and as part of their AA degree; they will then complete 21 credits of lower-division required foundation coursework after acceptance into the BAS program. Similarly, students entering the program with the AS degree will complete 15 of the 36 general education credits and all 21 credits of the lower-division required foundation coursework and 24 lower-division-credits as part of their AS degree; they will then complete the remaining 21 general education credits after acceptance into the BAS program.

All upper- and lower-division courses and course content will comply with Florida Statutes and Florida State Board of Education Rules.

As part of the initial exploration of potential baccalaureate degree expansion, SJR State surveyed interested community members and current, future, and former SJR State students to determine their career and educational interests. In addition to focusing on local, regional, and state employment data and trends, SJR State has also engaged with advisory board members and industry professionals to ensure the proposed curriculum is in alignment with and will meet the needs of Workforce Region 8 and the state of Florida. St. Johns River State College's baccalaureate in Digital Art and Media is being proposed in response to this feedback and the documented gap between the projected number of open positions and the number of graduates being produced within our region and state.

WORKFORCE DEMAND, SUPPLY, AND UNMET NEED

3.1 Describe the workforce demand, supply, and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from Sections 3.1.1 to 3.1.4. For proposed programs without a listed Standard Occupational Classification (SOC) linkage, provide a rationale for the identified SOC code(s). If using a SOC that is not on the CIP to SOC crosswalk, please justify why the SOC aligns with the baccalaureate program.

Graduates of St. Johns River State College's Bachelor of Applied Science in Digital Art and Media will be prepared for a wide range of in-demand careers in the fields of graphic design, multimedia production, animation, or teaching a visual arts field in a K-12 school. This degree will prepare graduates specifically for employment in target occupations such as visual content creators, multimedia creators, SFX artists and animators, art directors, illustrators, and K-12 teachers. Average annual earnings range from \$55,000 to \$75,000 (see Tables 3.12 and 3.12b).

It is important to note that although this proposed baccalaureate degree is being designed for the residents and employers of the College's tri-county service district, Clay, Putnam, and St. Johns Counties serve as "bedroom communities" for the greater Jacksonville area of Workforce Region 8, and residents of these counties generally anticipate pursuing job opportunities outside of their home county. Furthermore, employers in the greater Jacksonville area count on the residents of Clay, Putnam, and St. Johns Counties to fill vacancies within their organizations. For these reasons, the scope of analysis within this proposal has been broadened beyond SJR State's tri-county service district to include all of Workforce Region 8. Sally Industries, PRI Productions, Fisher Agency, Kinda Wonderful, Crop Media, Dimension Design, Bold City Graphics, David Parrish Design, local news productions and our local school districts are just a few of the potential employers in our region that will pursue graduates of this proposed degree. Additionally, students will be prepared for other employment opportunities with Disney Imagineering, Universal Studios, and other design, animation, and multimedia companies across the state of Florida.

While the Florida Department of Economic Opportunity (DEO) reports a healthy workforce outlook in Florida for careers in these occupations with a projected growth of approximately 6% statewide and nationally between 2023 and 2031, even greater need is projected within the College's local service district. Data from Lightcast (formerly EMSI) indicates a projected growth of nearly 9% and 459 annual job openings in SJR State's Region 8 (see Table 3.1.2) and an additional 3289 annual job openings throughout the rest of the state for a total of 3748 annual job openings across the state of Florida (see Table 3.1.2b).

Within SJR State's service district of Clay, Putnam, and St. Johns Counties, there is currently no supplier of graduates in this field as there are no public universities and only one private university (Flagler College) that does not offer a baccalaureate degree with concentration in this area. Currently, Florida State College of Jacksonville is the only public institution supplying graduates in this field within SJR State's six county service Region 8 of Baker, Clay, Duval,

Nassau, Putnam, and St. Johns counties. Increasing the scope of analysis to the entire state of Florida reveals that the state's public colleges and universities (University of Central Florida, Miami Dade College, University of Florida, Florida State University, Indian River State College, Florida Gulf Coast University) and private colleges and universities (Full Sail University, Ringling College of Art and Design, University of Miami, Lynn University) are only producing an average of 1457 baccalaureate graduates per year in related CIP codes.

As tables 3.1.1, 3.1.2, 3.1.3, and 3.1.4 illustrate, the supply of graduates of programs in the field of Digital Arts is not meeting the demand of the workforce, resulting in an unmet need of 435 graduates in Region 8 and 2,601 graduates in the state of Florida per year according to the Lightcast and IPEDS data.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

3.1.1 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

No data to report for Table 3.1.1

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/ Region	2023	2031	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
						Total	0			

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (EMSI)—REGION 8

3.1.2 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to “Worksheet Object”, and then “Open”. To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	2023	2031	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Art Directors	27-1011	Region 8	251	299	19.12	253	\$ 36.78	\$ 76,502	B	B
Special Effects Artists and Animators	27-1014	Region 8	149	179	20.13	1852	\$ 27.17	\$ 56,514	B	B
Graphic Designers	27-1024	Region 8	1155	1327	14.89	972	\$ 27.68	\$ 57,574	B	B
Camera Operators, Television, Video, and Film	27-4031	Region 8	84	91	8.33	68	\$ 26.70	\$ 55,536	B	B
Film and Video Editors	27-4032	Region 8	171	190	11.11	143	\$ 27.50	\$ 57,200	B	B
Career/Technical Education Teachers, Middle School	25-2023	Region 8	89	91	2.25	52	\$ 33.91	\$ 70,533	B	B
Career/Technical Education Teachers, Secondary School	25-2032	Region 8	618	628	1.62	331	\$ 32.83	\$ 68,286	B	B
					Total	459	\$ 30.37	\$ 63,164		

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (EMSI)—STATE OF FLORIDA

3.1.2b The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Occupation			Number of Jobs				Salary		Education Level	
Name/Title	SOC Code	County/Region	2023	2031	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Art Directors	27-1011	Statewide	4692	5451	16.18	4543	\$ 36.44	\$ 75,795	B	B
Special Effects Artists and Animators	27-1014	Statewide	2956	3509	18.71	2966	\$ 28.99	\$ 60,299	B	B
Graphic Designers	27-1024	Statewide	17557	18881	7.54	13153	\$ 27.99	\$ 58,219	B	B
Camera Operators, Television, Video, and Film	27-4031	Statewide	1946	2122	9.04	1575	\$ 28.59	\$ 59,467	B	B
Film and Video Editors	27-4032	Statewide	2869	3298	14.95	2533	\$ 28.90	\$ 60,112	B	B
Career/Technical Education Teachers, Middle School	25-2023	Statewide	742	706	-4.85	401	\$ 31.66	\$ 65,853	B	B
Career/Technical Education Teachers, Secondary School	25-2032	Statewide	9683	8989	-7.17	4811	\$ 30.13	\$ 62,670	B	B
					Total	3748	\$ 30.39	\$ 63,202		

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, IPEDS

3.1.3 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Program		Number of Degrees Awarded					
Institution Name	CIP Code	2021-22	2020-21	2019-20	2018-19	2017-18	5-year average or average of years available if less than 5-years
FSCJ	10.0304	22	31	16	24	28	24
	Total	22	31	16	24	28	24

Program		Number of Degrees Awarded					
Institution Name	CIP Code	2021-22	2020-21	2019-20	2018-19	2017-18	5-year average or average of years available if less than 5-years
University of Central Florida	50.0102	574	517	404	309	271	415
Full Sail University	50.0102	287	261	263	266	466	309
Ringling College of Art and Design	10.0304	156	125	151	136	97	133
Miami Dade College	50.0602	74	60	49	57	37	55
University of Miami	50.0602	59	53	49	58	41	52
University of Florida	50.0102	56	53	53	51	46	52
Lynn University	10.0304	32	28	27	30	42	32
Florida State University	50.0602	28	28	30	26	28	28
Indian River State College	10.0304	26	39	39	39	42	37
Florida Gulf Coast University	50.0102	24	17	8	0	0	10
FSCJ	10.0304	22	31	16	24	28	24
	Total	1338	1212	1089	996	1098	1147

ESTIMATES OF UNMET NEED

3.1.4 The Excel spreadsheet below is set up with predefined formulas. To activate the spreadsheet, right click within the spreadsheet, go to "Worksheet Object", and then "Open". To exit, save any changes and exit out of the spreadsheet. Alternatively, double click anywhere on the table. To exit the spreadsheet, single click anywhere outside of the table.

Region 8	Demand	Supply		Range of Estimated Unmet Need	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
DEO Total	0	0	0	0	0
Other Totals	459	22	24	437	435

Florida	Demand	Supply		Range of Estimated Unmet Need	
	(A)	(B)	(C)	(A-B)	(A-C)
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference
DEO Total	0	0	0	0	0
Other Totals	3748	1338	1147	2410	2601

3.2 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data and information not reflected in the data presented in Sections 3.1.1 to 3.1.4, such as local economic development initiatives, emerging industries in the area, or evidence of rapid growth.

Northeast Florida is presently ranked as one of the top five job markets in the nation, generating 5,300 new jobs with almost 4.1 billion dollars in private investment capital (2021 JAXUSA Biennial Report). Specific to this proposed degree, with the growth of social media platforms, web-based consumerism, and increased interaction of people and technology-based entertainment, the importance of visual and digital design is more prominent than ever. The role of digital artists has become paramount in shaping the visual identity of businesses and industries. The canvas of the modern world extends beyond physical spaces, finding its expression in websites, videos, and static images that populate the vast landscape of the internet.

The expanding digital landscape is present in all facets of modern society and an outgrowth of new careers and applications for skills in digital arts-related industries can be seen. The skills and creativity of digital artists find applications across various sectors contributing to the growth of industries and companies that rely heavily on visual and digital design. All industries and corporations exist simultaneously as a physical entity and digital presence in websites, videos, and static images. The effectiveness of that digital presence is crafted through the skills and creativity of a digital artist.

Industries such as entertainment, gaming, advertising, and education heavily rely on animation and multimedia artists. These professionals bring characters, stories, and concepts to life through 2D or 3D animations, enriching visual content with dynamic and engaging elements.

The evolving nature of technology and the increasing integration of digital media across industries ensure a diverse array of career paths for individuals with digital arts expertise. Whether in established sectors like marketing and entertainment or emerging fields such as virtual reality and interactive design, the demand for skilled digital artists continues to grow, offering a myriad of exciting and rewarding careers.

In addition to the occupations previously discussed, given that Florida's public school system is the 4th largest school system in the United States with more than 4,000 public schools enrolling almost 3 million students each year([Recruitment Programs \(fldoe.org\)](https://fldoe.org)), the existing critical shortage of qualified teachers in Florida, and public school enrollment in Florida projected to increase by nearly 5% over the next ten years (https://nces.ed.gov/programs/digest/d22/tables/dt22_203.20.asp), the job outlook for public school teachers is predicted to continue to increase.

Although this baccalaureate degree will not be an approved State of Florida Initial Teacher Certification program, it will have an optional pathway that includes 15-credits of upper-level coursework that meet the curricular requirements for alternative teacher certification. Including teacher preparation coursework as part of the baccalaureate degree is intended to provide students with exposure to teaching as a potential career path and provide these students with the confidence and skills necessary to succeed as teachers in their own classrooms. St. Johns River State College's Department of Teacher Education has a long history of successfully supporting students who choose alternative teacher certification, and the department stands ready to support students in this proposed degree pathway.

3.3 If the education level for the occupation identified by the Florida Department of Economic Opportunity (DEO) or the Bureau of Labor Statistics (BLS) presented in Sections 3.1.1 to 3.1.2 is below or above the level of a baccalaureate degree, provide justification for the inclusion of that occupation in the analysis.

Occupations cited in the demand section of this proposal such as art director, special effects artists and animators, graphic designers, film and video editors, and career/technical education teachers require a baccalaureate degree for career advancement and promotion within the profession because they provide a broader knowledge base for independent decision-making and problem solving, exceptional communication and analytical skills, and proficient technology skills.

In addition to occupations that require a bachelor's degree or less, there are also occupations that require education above the level of a baccalaureate degree that will be of potential interest to candidates of this proposed degree in Digital Art and Media. Because these occupations require post-baccalaureate, graduate level, studies, the occupations have not been included in this analysis. However, graduates of this degree will be prepared for and eligible to continue their study to prepare for professions such as emerging media occupations like advanced animators and visual effects artists, interactive media creators, game designers, and multimedia producers, and St. Johns River State College has begun the process of establishing articulation agreements with institutions in the State University System for this purpose.

3.4 Describe the career path and potential employment opportunities for graduates of the program.

The career paths and potential employment opportunities for graduates of St. Johns River State College's Digital Art and Media baccalaureate degree will encompass a myriad of professions within design, production, and multimedia related fields.

In accordance with Florida Statute and Florida Department of Education State Board Rule, St. Johns River State College's Bachelors degrees are all 2 + 2 degrees, so students in this proposed baccalaureate program must first earn either their Associate in Arts (AA) degree or Associate in Science (AS) degree. Students will be able to begin their academic program as early as high school by enrolling in general education courses that lead towards the AA degree through dual enrollment.

Course offerings at both the Associates and Baccalaureate level will be designed to accommodate traditional as well as nontraditional students and will be scheduled with both face to face instruction and online courses, enabling students to hold entry-level positions in the field while simultaneously pursuing their baccalaureate degree.

With their earned baccalaureate degree, graduates will be prepared to competitively enter the workforce in a variety of positions and career paths including art direction and design, special effects artists and animators, graphic designers, film and video editors, and career/technical education teachers, and their degree coupled with experience working in the field will also support their promotion into positions with greater scope and leadership.

In addition to preparing students for employment, this baccalaureate degree will prepare students who wish to pursue graduate study for transfer into Masters programs such as a Masters in Digital Arts and Sciences, Digital Media, Studio Art and Design, Digital Arts and Entertainment, Emerging Media, and Interactive Entertainment, and/or other graduate studies such as E-Learning Design and Development, and Digital Marketing.

PLANNING PROCESS

4.1 Summarize the internal planning process. In timeline format, please describe the steps your institution took in completing the internal review and approval of the baccalaureate program. For example, summarize actions taken by the academic department proposing the degree, any non-academic departments, the college-wide curriculum committee, the college president, the Board of Trustees and any other areas.

Date	Activity
11/3/2023	In response to discussion with and amongst faculty, community stakeholders, and students, on November 3, 2023, a group of faculty and academic leadership met to develop several workgroups to explore the expansion of SJR State baccalaureate degree programs. Items to be discussed by the workgroups include the top occupations in SJR State's service district and Region 8, the average number of available jobs, the typical entry-level education required, and the unmet graduate need.
Nov 2023	SJR State surveyed its current students regarding their interest in pursuing a baccalaureate degree in Animation and Theater Technology at SJR State. Survey results indicated 8% of respondents were interested in Animation and 5% interested in Theater Technology.
11/17/2023	After examining the data and determining it reflected a local need for baccalaureate graduates in the field of Digital Design and Media that included the skills aligned with graphic design and animation, Florida School of the Arts faculty and leadership voted to explore the development of a baccalaureate degree and submitted to College Administration an email of intent to begin the process of exploring curriculum and program development.
11/15/2023	During the President's Cabinet Meeting, SJR State's President, Vice Presidents, and senior leadership team discussed the data, next steps, and timeline of the faculty workgroup's baccalaureate degree development efforts. During this meeting, the President's Cabinet indicated support for the potential program.
11/21/2023	Dr. Brown shared with the College's IPC the faculty workgroup's baccalaureate degree development efforts. The data, next steps, and timeline were discussed. During this meeting, the IPC voted to approve the continued development of the Bachelors in Digital Art and Media with a targeted implementation of Fall 2025.
12/6/2023	Dr. Brown shared with the SJR State Board of Trustees the faculty workgroup's baccalaureate degree development efforts. The data, next steps, and timeline were discussed. During this meeting, the Board of Trustees voted to approve the continued development of the Bachelors in Digital Art and Media with a targeted implementation of Fall 2025.
12/11/2023	During the December faculty department meeting, the Florida School of the Arts faculty discussed the data and program and curriculum research that had been completed by the workgroup and voted to approve the continued

	development of the Bachelors in Digital Art and Media with a targeted implementation of Fall 2025.
January 2024	Faculty begin to develop the curriculum, pathways to degree, course descriptions, and course outlines for the proposed Baccalaureate degree in Digital Art and Media.
1/22/2024	During the Academic Affairs Curriculum meeting, the faculty workgroup's baccalaureate degree development efforts and the data supporting the degree development were discussed. At this time, the Academic Affairs Curriculum Committee voted to approve the continued development of the Bachelors in Digital Art and Media with a targeted implementation of Fall 2025.
2/9/2024	The Florida School of the Arts Visual Art faculty voted to approve the submission of the Notice of Intent (NOI) and continued development of the BAS in Digital Art and Media with a targeted implementation of Fall 2025.
3/28/2024	The members of the President's Cabinet reviewed the NOI and indicated support of its submission to IPC and continued development of the BAS in Digital Art and Media with a targeted implementation of Fall 2025.
4/2/2024	SJR State IPC approved the NOI and continued development of the BAS in Digital Art and Media with a targeted implementation of Fall 2025.
4/17/2024	SJR State Board of Trustees approved the submission of the NOI for the Bachelors in Digital Art and Media with a targeted implementation of Fall 2025.

4.2 Summarize the external planning process with the business and industry community. In timeline format, please describe your institution's interactions and engagements with external stakeholders, including but not limited to industry advisory boards meetings, discussions with advisory committees, briefings from local businesses, consultations with employers, and conducting paper and online surveys.

Date	Activity
Nov 2023	SJR State surveyed community members and local employers regarding potential baccalaureate program expansion. Survey results indicated that they were interested in Animation and 5% interested in Theater Technology..
11/14/2023	During the Florida School of the Arts Advisory Board Meeting, Florida School of the Arts leadership shared with advisory board members the data, next steps, and timeline of the baccalaureate degree development efforts. Five new members in various professional production and design related fields were introduced to the board during this meeting. During this meeting, the members of the advisory board indicated by formal vote their support for the potential program.
3/14/2024	SJR State's Teacher Education Coordinator Dawn Boles spoke with leadership at the Putnam County School District about the proposed BAS in Digital Art and Media and discussed the optional track in K12 teaching. Kristin Carroll (PCSD Administrator of Certification, Recruitment, Novice Teacher Program, Instructional Experience, Intern Placement) indicated the School District's support of the proposal and vowed that the District would continue to serve on the Teacher Education Advisory Board and to serve as a resource in curriculum development conversations. SJR State's Dawn Boles followed up the conversation with an email to both Kristin Carroll and Executive Director of Human Resources Tonya Whitehurst.
3/26/2024	SJR State's Teacher Education Coordinator Dawn Boles spoke with leadership at the St. Johns County School District about the proposed BAS in Digital Art and Media and discussed the optional track in K12 teaching. Parker Raimann (SJCSJ Director of Instruction Personnel) indicated the School District's support of the proposal and vowed that the District would continue to serve on the Teacher Education Advisory Board and to serve as a resource in curriculum development conversations. SJR State's Dawn Boles followed up the conversation with an email to both Parker Raiman and Associate Superintendent of Human Resources Wayne King.
3/27/2024	SJR State's Teacher Education Coordinator Dawn Boles spoke with leadership at the Clay County School District about the proposed BAS in Digital Art and Media and discussed the optional track in K12 teaching. Samantha Wright (CCSD Supervisor of Certified Teacher Placement) indicated the School District's support of the proposal and vowed that the District would continue to serve on the Teacher Education Advisory Board and to serve as a resource in curriculum development conversations. SJR State's Dawn Boles followed up the conversation with an email to Ms. Wright providing additional information.

4.3 List external engagement activities with public and nonpublic postsecondary institutions. This list shall include meetings and other forms of communication among external postsecondary institutions regarding evidence of need, demand, and economic impact.

Date	Activity
3/12/2024	SJR State submitted a posting in Florida’s Academic Program Pre-Proposal Recognition System (APPRiSe) to notify all post-secondary institutions statewide that the College is considering developing a baccalaureate degree in Digital Art and Media and provide advance opportunity for discussion and collaboration. As of this date, no feedback has been received, and the comment period is scheduled to close April 26, 2024.
3/25/2024	SJR State’s President Pickens spoke with Florida State College at Jacksonville President Dr. Avendano about SJR State’s proposed bachelors degree in Digital Art and Media. President Avendano shared his support of the proposal. Dr. Brown followed up their conversation with an email providing further information.
3/25/2024	SJR State’s President Pickens spoke with Daytona State College President Dr. LaBosso about SJR State’s proposed bachelors degree in Digital Art and Media. President Avendano shared his support of the proposal. Dr. Brown followed up their conversation with an email providing further information.
4/5/2024	SJR State’s President Pickens spoke with Flagler College President Delaney about SJR State’s proposed bachelors degree in Digital Art and Media. President Delaney shared that Flagler College did not object to the proposal.