

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.	Performance Design and Production
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).	50.0101
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 Theater Technology
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 Performance Design and Production will provide students with the skills required to successfully gain employment in the areas of audio design and engineering, projection and lighting technology, video editing, design and construction technology, theme park production, cruise ship production, and production management. 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 design and production 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 design and production degree will increase nearly 5.8% from 2023 to 2028, the estimated annual unmet need of graduates is 171 average annual openings, and these jobs will have an annualized salary of \$62,853. Statewide, total job growth will increase nearly 5.9% from 2023-2028, the estimated annual unmet need of graduates is 2,802 average annual openings, and these jobs will have an annualized salary of \$62,820.

The BAS in Performance Design and Production will provide students instruction in the skills of live performance-based design and construction, stage mechanics, garment construction, projection and lighting technology, project management, audio production, and video editing. Students will gain knowledge and skills needed to work as a member of a team and as a freelance designer and technologist. The degree's curriculum incorporates upper-level coursework that focuses on career development, design and construction technology, and video and audio production.

The BAS degree will require 120 semester credits and provide an articulation pathway for both Associate in Arts (AA) and Associate in Science (AS) students. 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.

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 Performance Design and Production 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 Performance Design and Production will be prepared for a wide range of in-demand careers in the field of audio technology, projection and lighting technology, video editing, design and construction technology, theme park production, cruise ship production, production management, and career/technical education. This degree will prepare graduates specifically for employment in target occupations such as lighting technician, audio technician, set and exhibit designer, costume/fashion designer, lighting designer, sound designer, projection designer, makeup artist, technical director, stage constructionist, producer, director, visual content creators, multimedia creators, and performance constructionists, and K-12 design and production teachers. Average annual earnings range from \$61,000 to \$66,000 (see Tables 3.1.2.a and 3.1.2.b).

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. AVL Productions, PRI Productions, Sight and Sound Productions, Alhambra Theatre and Dining, IATSE (International Alliance of Theatrical Stage Employees) local 115, St. Augustine Amphitheatre, Thrasher Horne Center 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 Universal Studios, Busch Gardens, The Walt Disney Company, Legoland, 4Wall Orlando, MBS Equipment Company, MTI Sound, Lighting and Staging, PRG Orlando, Zenith Lighting, Orlando Family Stage, Orlando Shakes, Asolo Repertory Theatre, and regional theatres and production companies across the state of Florida.

The Florida Departments of Economic Opportunity (DEO) reports a healthy workforce outlook in Florida for careers in these occupations with a projected growth of approximately 7% statewide and nationally between 2023 and 2031. Data from Lightcast (formerly EMSI) mirrors that projected growth of nearly 7% with 331 annual job openings in SJR State's Region 8 (see Table 3.1.2.a) and nearly 7.5% statewide with an additional 5846 jobs openings for a total of 6,177 annual job openings across the state of Florida (see Table 3.1.2.b).

Within SJR State's six-county service Region 8, there are two private universities, Flagler College and Jacksonville University, and one public, University of North Florida, supplying an average of 55 graduates a year into this field. Increasing the scope of analysis to the state of Florida reveals that the public colleges and universities (University of West Florida, Florida Atlantic University, University of South Florida, Florida International University, Florida State University, University of Florida, University of Central Florida, The University of Tampa, Eckerd College, Florida Southern College, Southeastern University, Lynn University) are only producing an average of 350 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 Performance Design and Production is not meeting the demand of the workforce, resulting in an unmet need of 257 graduates in Region 8 and 5,443 graduates in the state of Florida per year according to the Lightcast and IPEDS data.

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (Light Cast) – Region 8

3.1.2.a 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
Fine Artists, Including Painters, Sculptors, and Illustrators	27-1013	Region 8	364	476	30.77	424	\$ 17.01	\$ 35,381	B	B
Artists and Related Workers, All	27-1019	Region 8	112	117	4.46	92	\$ 26.48	\$ 55,078	NR	NR
Fashion Designers	27-1022	Region 8	63	70	11.11	54	\$ 31.60	\$ 65,728	B	B
Set and Exhibit Designers	27-1027	Region 8	147	146	-0.68	98	\$ 28.05	\$ 58,344	B	B
Designers, All Other	27-1029	Region 8	247	259	4.86	172	\$ 33.42	\$ 69,514	B	B
Actors	27-2011	Region 8	296	331	11.82	322	\$ 31.35	\$ 65,208	SC	SC
Producers and Directors	27-2012	Region 8	437	445	1.83	317	\$ 34.33	\$ 71,406	B	B
Music Directors and Composers	27-2041	Region 8	272	288	5.88	242	\$ 33.01	\$ 68,661	B	B
Audio and Video Technicians	27-4011	Region 8	315	333	5.71	250	\$ 25.86	\$ 53,789	PS	PS
Lighting Technicians	27-4015	Region 8	17	18	5.88	14	\$ 26.94	\$ 56,035	HS	HS
Makeup Artists, Theatrical and	39-5091	Region 8	12	15	25.00	21	\$ 63.96	\$ 133,037	PS	PS
Audiovisual Equipment Installers	49-2097	Region 8	124	126	1.61	102	\$ 25.47	\$ 52,978	PS	PS
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	311	\$ 31.73	\$ 65,998		

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (Light Cast) – Florida

3.1.2.b 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
Fine Artists, Including Painters, Sculptors, and Illustrators	27-1013	Statewide	6309	7970	26.33	6976	\$ 17.57	\$ 36,546	B	B
Artists and Related Workers, All	27-1019	Statewide	1192	1257	5.45	983	\$ 20.83	\$ 43,326	NR	NR
Fashion Designers	27-1022	Statewide	1161	1312	13.01	1040	\$ 31.66	\$ 65,853	B	B
Set and Exhibit Designers	27-1027	Statewide	967	970	0.31	675	\$ 28.55	\$ 59,384	B	B
Designers, All Other	27-1029	Statewide	2845	2997	5.34	2008	\$ 37.40	\$ 77,792	B	B
Actors	27-2011	Statewide	10544	11542	9.47	11198	\$ 31.50	\$ 65,520	SC	SC
Producers and Directors	27-2012	Statewide	8937	9854	10.26	7137	\$ 37.82	\$ 78,666	B	B
Music Directors and Composers	27-2041	Statewide	3602	4034	11.99	3421	\$ 33.83	\$ 70,366	B	B
Audio and Video Technicians	27-4011	Statewide	5952	6410	7.69	4857	\$ 24.55	\$ 51,064	PS	PS
Lighting Technicians	27-4015	Statewide	1123	1149	2.32	861	\$ 24.79	\$ 51,563	HS	HS
Makeup Artists, Theatrical and	39-5091	Statewide	457	512	12.04	695	\$ 39.04	\$ 81,203	PS	PS
Audiovisual Equipment Installers	49-2097	Statewide	2095	2078	-0.81	1701	\$ 23.28	\$ 48,422	PS	PS
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	5846	\$ 29.47	\$ 61,302		

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
Flagler College (Region 8 / FL)	50.0501	14	13	11	18	12	14
Jacksonville University (Region 8 / FL)	50.0501	13	14	10	21	11	14
University of North Florida (Region 8 / FL)	50.0903	22	28	26	30	28	27
University of West Florida (FL)	50.0501	17	12	22	22	18	18
Florida Atlantic University (FL)	50.0501	20	16	31	11	16	19
University of South Florida (FL)	50.0501	25	28	35	20	37	29
Florida International University (FL)	50.0501	33	36	37	21	31	32
Florida State University (FL)	50.0501	55	86	69	60	90	72
University of Florida (FL)	50.0501	66	57	43	52	43	52
University of Central Florida (FL)	50.0501	94	83	80	94	81	86
The University of Tampa (FL)	50.0101	23	21	16	13	11	17
Eckerd College (FL)	50.0101	16	12	17	11	10	13
Florida Southern College (FL)	50.0509	5	15	8	10	5	9
Southeastern University (FL)	50.0101	4	2	2	1	0	2
Lynn University (FL)	50.0101	3	0	0	0	0	1
	Total	410	423	407	384	393	403

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.

	Demand	Supply		Range of Estimated	
	(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 (Service District)	0	0	0	0	0
Light Cast Total (Region 8)	311	49	54	262	257
Light Cast Total (Florida)	5846	410	403	5436	5443

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 businesses, communities and residents to the area comes an increased need of entertainment-based design and production jobs.

Florida is home to numerous live events, concerts, and festivals throughout the year, drawing both local, national, and international performers. Convention centers and event venues host a wide range of corporate events, trade shows, and conventions. Within Duval, Clay, and St. Johns counties alone there are eight live event venues that regularly welcome musicians, comedians, and touring shows for adults and children. Production designers, stage managers, lighting technicians, riggers, and audio engineers play vital roles in creating the audience experience for these events.

Florida's theme park and cruise industries lead the nation and Orlando serves as a hub for performance design and production-based jobs in this field. These industries continually invest in attractions, shows, and experiences, creating a demand for professionals in set design and construction, costume design and construction, lighting design and technology, lighting technicians, sound design and technology, sound engineering, stagehands, wardrobe crew, stage management, production management, and company management.

Cities like Jacksonville, Miami and Orlando have a thriving film and television industry, serving as popular filming locations. Productions ranging from movies and TV shows to commercials and music videos require skilled professionals in set construction, prop design, costume creation, lighting, and production management.

Florida also boasts a rich theater scene, with professional theaters and touring productions offering opportunities for performers, designers, and production staff.

With the expansion of digital platforms and websites driving consumerism, the evolution of performance design and production jobs within corporate industries and companies play a crucial role in shaping how society consumes entertainment and, in turn, drives consumerism. Individuals with skills in creative direction, experiential design, and video production can apply their skills to a number of emerging areas of marketing and advertising. As the areas of employment for these design and production skills evolve, an array of exciting and rewarding career paths will develop.

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 \(fldoe.org\)](#)), 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.

Employers view candidates with bachelor's degrees as more competitive applicants. The increased skills, knowledge, and experience gained during a bachelor's degree program make candidates more attractive to employers seeking highly qualified individuals. While some of the occupations cited in the demand section of this proposal such as audio and video technician, lighting technician, and makeup artist require either a high school diploma, some postsecondary education, or an associate degree, baccalaureate degrees are generally required for promotion within the profession because they provide a broader knowledge base for independent decision-making and problem solving, exceptional communication and analytical skills, and efficient technology skills.

The need for that broader knowledge base can be seen in cited occupations such as designers, producers, directors, and educators that require a baccalaureate degree as the desired entry level education.

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 Performance Design and Production. 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 themed experience design and production, creative director, show set producer, show set designer, theme park designer, production manager, higher education teaching artist, dramaturg, executive director, and artistic director 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 Performance Design and Production 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 lighting technician, audio technician, set and exhibit designer, costume/fashion designer, lighting designer, sound designer, projection designer, makeup artist, technical director, stage constructionist, producer, director, visual content creators, multimedia creators, and performance constructionists, and K-12 design and production 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 Themed Experience, Production Design, and Arts Management, and/or other graduate studies such as Education.

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 design and production that included the skills aligned with technical theatre, 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 Performance Design and Production 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 Performance Design and Production 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 Performance Design and Production 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 Performance Design and Production.
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 Performance Design and Production with a targeted implementation of Fall 2025.
2/9/2024	The Florida School of the Arts faculty voted to approve the submission of the Notice of Intent (NOI) and continued development of the BAS in Performance Design and Production 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 Performance Design and Production with a targeted implementation of Fall 2025.
4/2/2024	SJR State IPC approved the NOI and continued development of the BAS in Performance Design and Production 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 Performance Design and Production 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 Performance Design and Production 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 Performance Design and Production 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 Performance Design and Production 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
3/25/2024	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 Performance Design and Production 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 May 9, 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 Performance Design and Production. 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 Performance Design and Production. 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 Performance Design and Production. President Delaney shared that Flagler College did not object to the proposal.