



**BACCALAUREATE PROPOSAL APPLICATION**  
**Form No. BAAC-02**

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 proposal 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](mailto:ChancellorFCS@fldoe.org).

**CHECKLIST**

The proposal requires completion of the following components:

- Institution Information
- Program summary
- Program description
- Workforce demand, supply, and unmet need
- Student costs: tuition and fees
- Enrollment projections and funding requirements
- Planning process
- Program implementation timeline
- Facilities and equipment specific to program area
- Library and media specific to program area
- Academic content
- Program termination
- Supplemental materials

**FLORIDA COLLEGE SYSTEM INSTITUTION INFORMATION**

Institution Name.	<b>St. Johns River State College</b>
Institution President.	<b>Joe Pickens, J.D</b>

## PROGRAM SUMMARY

1.1	Program name.	<b>Performance Design and Production</b>
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).	<b>50.0101</b>
1.5	Anticipated program implementation date.	<b>August 2025</b>
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: <b>A.S. in Theater Technology</b> <b>A.S. in Stage Management</b>
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).	<b>NA</b>

## PROGRAM DESCRIPTION

2.1 This section will serve as an **executive summary of this proposal**. 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. Throughout the proposal, please include in-text references to the supplemental materials for reviewers to reference. We encourage approximately 500 words for a sufficient description.

St. Johns River State College's proposed Bachelor of Applied Science (BAS) 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 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 state and nationwide. In the College's three-county service district of Clay, Putnam, and St. Johns Counties, there is currently only one higher education institution supplying an average of 14 graduates per year in the field, and throughout all of northeast Florida's Workforce Region 8, an average of only 54 graduates per year are being produced. The Florida Department of Commerce (Florida Commerce) projects that the total job growth in occupations related to the Performance Design and Production degree will increase by up to 10% between 2024 and 2032. In SJR State's service district, the estimated annual need of graduates is 30, and these jobs will have an annualized salary of more than \$55,000. Increasing the scope of analysis to all of Workforce Region 8 results in need for 111 graduates per year, and with an average of only 54 graduates being produced each year in the Region, there is a total unmet need of approximately 60 graduates per year throughout northeast Florida (see Tables 3.1.1-3.1.4).

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, performance and music direction, 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, 18 credits of required lower-division program core courses, 24 credits of lower-division electives, 27 credits of required upper-division program core courses, and 15 credits of upper-division elective courses.

Students entering the program with an AA degree will complete all 36 general education credits as part of their AA degree; they will then complete 18 credits of required lower-division core courses and 42 upper-division credits after acceptance into the BAS program. Similarly, students entering the program with the AS degree will complete 18 of the 36 general education credits and all 18 of the required lower-division core courses as part of their AS degree; they will then complete the remaining 18 general education credits and 42 upper-division 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 Rule](#).

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 Clay, Putnam, and St. Johns Counties, in addition to 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 BAS 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, and production management. 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. Average annual earnings range from \$48,000 to \$66,000 (see Tables 3.1.1 and 3.1.1a).

AVL Productions, PRI Productions, Sight and Sound Productions, Alhambra Theatre and Dining, IATSE (International Alliance of Theatrical Stage Employees) local 115, St. Augustine Amphitheatre, and the Thrasher Horne Center 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.

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.

Florida Commerce reports a healthy workforce outlook in Florida for careers in this job sector with a projected growth of 10% between 2024 and 2032, 30 annual job openings in the College's service district (Table 3.1.1), and 111 annual job openings throughout Workforce Region 8, with an annualized average salary over \$55,000 (Table 3.1.1a).

Within SJR State's service district of Clay, Putnam, and St. Johns Counties, there are no public universities and only one private university, Flagler College, that is producing an average of 14 graduates per year in this field. In addition, the University of North Florida and Jacksonville University are producing a combined average of 41 graduates per year for a total average of 55 graduates per year within Region 8's six counties (Baker, Clay, Duval, Nassau, Putnam, and St. Johns). This current production of graduates does not meet the demand (Tables 3.1.3, 3.1.3a, and 3.1.4).

According to Florida Commerce data and as tables 3.1.2-3.1.4 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 annual unmet need of 16 graduates per year in SJR State's service district and approximately 60 graduates per year throughout Workforce Region 8.

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

**SJR STATE SERVICE DISTRICT**

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.

Name/Title	SOC Code	County/Region	2024	2032	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Set and Exhibit Designers	27-1027	Clay, St. Johns, Putnam	17	17	0	11	\$22.54	63,814	B	B
Producers and Directors	27-2012	Clay, St. Johns, Putnam	80	82	2.5	54	\$31.85	66,248	B	B
Music Directors	27-2041	Clay, St. Johns, Putnam	131	139	6.11	113	\$26.44	54,995	B	B
Audio and Video Technicians	27-4011	Clay, St. Johns, Putnam	83	83	0	59	\$23.10	\$48,048	A	PS
						<b>Total</b>	<b>30</b>	<b>\$26.73</b>	<b>\$55,604</b>	

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

**WORKFORCE REGION 8**

*3.1.1b 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.*

Name/Title	SOC Code	County/ Region	2024	2032	Level Change	Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Set and Exhibit Designers	27-1027	Clay, St. Johns, Putnam	17	17	0.00	11	22.54	\$ 46,883	B	B
Producers and Directors	27-2012	Clay, St. Johns, Putnam	80	82	2.50	54	31.85	\$ 66,248	B	B
Music Directors	27-2041	Clay, St. Johns, Putnam	131	139	6.11	113	26.44	\$ 54,995	B	B
Audio and Video Technicians	27-4011	Clay, St. Johns, Putnam	83	83	0.00	59	23.10	\$ 48,048	A	PS
Set and Exhibit Designers	27-1027	Baker, Duval, Nassau	36	39	8.33	26	22.54	\$ 46,883	B	B
Producers and Directors	27-2013	Baker, Duval, Nassau	346	325	-6.07	198	\$ 37.85	\$ 78,728	B	B
Music Directors	27-2042	Baker, Duval, Nassau	344	327	-4.94	244	\$ 26.44	\$ 54,995	B	B
Audio and Video Technicians	27-4011	Baker, Duval, Nassau	244	250	2.46	180	\$ 23.10	\$ 48,048	A	PS
								\$ -		
								\$ -		
					Total	111	\$ 26.73	\$ 55,604		







**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.

	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)	30	14	14	16	16
DEO Total (Region 8)	111	49	55	62	56
				0	0

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 ([JAXUSA Biennial Report](#)). Specific to this proposed degree, with the growth of businesses, communities and residents to the area comes an increased need for skilled, trained graduates prepared to fill 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.

Although this baccalaureate degree will not be an approved State of Florida Initial Teacher Certification program, students will have the option to select as their electives 15-credits of upper-level education coursework that meets the curricular requirements for alternative teacher certification in Florida as specified in [State Board of Education Rule 6A4.006](#). A non-education bachelors degree graduate hired as a teacher in Florida will receive a five-year nonrenewable temporary teaching certificate. Upgrading this temporary certificate to a professional certificate requires completing one-year of full-time teaching experience in an elementary or secondary school, earning a passing score on all portions of the Florida Teacher Certification Exam, and satisfying the educational training requirements of professional preparation. One of the pathways for completing the educational training requirement is earning fifteen (15) hours in college credit education courses. Six (6) required professional education curricular areas are specified in [State Board of Education Rule 6A4.006](#), one of which can be met during the AA through completion of either DEP2004 Human Growth and Development or EDP2002 Educational Psychology. Alternatively, after completing one-year of full-time teaching, applicants may choose to waive one of the curricular areas, resulting in a total of fifteen required college credits (please see “Additional Comment” on page 2 of Appendix 17 Florida Department of Education Statement of Eligibility).

There is a well-documented need for creating a teacher pipeline through alternative teacher certification in Florida. Given that Florida’s public school system is the 4<sup>th</sup> largest school system in the United States with more than 4,000 public schools enrolling almost 3 million students each year ([FLDOE Teaching Recruitment](#)), and the public school enrollment in Florida projected to increase by nearly 5% over the next ten years ([NCES 203.20](#)), the job outlook for public school teachers is predicted to continue to increase. Furthermore, [Section 1012.07, Florida Statutes](#), requires the State Board of Education to annually identify high demand areas based on the recommendation of the Commissioner of Education. Annually, the Florida Department of Education publishes this in the document “[Identification of High Demand Teacher Needs Areas](#),” and although art did not make the top ten for the 2024-2025 academic year, most recent data indicates that the need for high qualified art teachers is still great.

It is important to note that not all students in the Bachelor of Applied Science in Performance Design and Production degree will be interested in a career as an educator or select the education courses as their 15 hours of electives, and this demand for teachers has, therefore, not been included in Tables 3.1.1-3.1.4 of this proposal. However, conversation with leadership of the Clay, Putnam, and St. Johns County School Districts regarding these potential degree paths has already taken place, and all have endorsed this pathway as a promising practice to help address the unmet need for qualified teachers both within SJR State’s service district and across the region and state.

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.

Although the Bureau of Labor Statistics (BLS) indicates a post-secondary non-degree as the educational requirements for Audio and Video Technicians (Tables 3.1.1 and 3.1.1a), other evidence supports the inclusion of these occupations as a component of demand. Analysis of job postings within the College's service district and Region 8 reveals a preference for baccalaureate graduates as an entry requirement, and for promotion within the profession a baccalaureate degree is generally required due to it providing a broader knowledge base for independent decision-making and problem solving, exceptional communication and analytical skills, and efficient technology skills. It is also important to note that if these more entry-level positions were removed from the list of occupations in the demand sections of this proposal, although the annual need would reduce from 30 to 22 graduates in SJR State's service district and from 111 to 81 graduates in Workforce Region 8, significant need would still remain.

In addition to occupations that require a Bachelor 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, degree, 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 requiring a Masters degree or higher, 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 Bachelor 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 Associate 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, music director, visual content creators, multimedia creators, and performance constructionists, 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 Master degree programs such as a Master in Themed Experience, Production Design, Arts Management, and/or other graduate studies such as Education. Upon completion of these graduate programs, additionally career paths and employment opportunities will be available. The creation of a seamless pathway into graduate studies via articulation to neighboring universities has already begun.

## STUDENT COSTS: TUITION AND FEES

4.1 The Excel spreadsheets in Sections 4.1 - 4.3 are 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.

Complete the following table by entering the anticipated cost for a baccalaureate degree (tuition and fees for lower-division and upper-division credit hours) at the proposing FCS institution.

	<b>Cost per credit hour</b>	<b>Number of credit hours</b>	<b>Total cost</b>
Tuition & Fees for lower division:	\$ 108.00	78	\$ 8,424
Tuition & Fees for upper division:	\$ 124.75	42	\$ 5,240
<b>Tuition &amp; Fees (Total):</b>		<b>120</b>	<b>\$ 13,664</b>

Select if the program will be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees. If selected, please indicate below how the institution will make up any difference above \$10,000 (e.g., institutional scholarships).

4.2 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each state university in the college's service district or at each state university operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

**NOTE: SJR State is the only public postsecondary institution in its service district.**

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
			\$ -
N/A			\$ -
			\$ -
			\$ -
			\$ -

4.3 Complete the following table with the estimated cost for a baccalaureate degree (tuition and fees) at each nonpublic institution in the college's service district or at each nonpublic institution operating on a site in the college's service district. If the institution does not provide the tuition cost per credit hour, please provide the cost information provided on the institution's website. Please complete this section even if institutions in the service district do not offer the same or a comparable baccalaureate program.

**NOTE: Flagler College is the only non-public postsecondary institution in SJR State's service district.**

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
			\$ -
Flagler College	\$ 890.00	120	\$ 106,800
			\$ -
			\$ -
			\$ -

## PROJECTED BACCALAUREATE PROGRAM ENROLLMENT

5.1 To activate the Excel 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.

Complete the following table by entering the projected enrollment information for the first four years of program implementation. Unduplicated headcount enrollment refers to the actual number of students enrolled. Full-time equivalent (FTE) refers to the full-time equivalent of student enrollment.

		Year 1	Year 2	Year 3	Year 4
5.2	Unduplicated headcount enrollment:	6	14	20	28
5.3	Program Student Credit Hours (Resident)	180	420	600	840
5.4	Program Student Credit Hours (Non-resident)				
5.5	Program FTE - Resident (Hours divided by 30)	6	14	20	28
5.6	Program FTE - Non-resident (Hours divided by 30)	0	0	0	0
5.7	Total Program FTE	6	14	20	28

## PROJECTED DEGREES AND WORKFORCE OUTCOMES

6.1 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.

Complete the following table by entering the projected number of degrees awarded, the projected number of graduates employed, and the projected average starting salary for program graduates for the first four years of program implementation. Please note the “Year 1” column in the “Count of Degrees Awarded” row (6.2) is not likely to have any graduates taking into account length of time to degree completion.

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
6.2	Count of Degrees Awarded	0	4	10	18
6.3	Number of Graduates Employed	0	4	10	17
6.4	Average Starting Salary	N/A	\$55,600	\$55,600	\$55,600

## REVENUES AND EXPENDITURES

7.1 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.

Complete the following table by entering the projected program expenditures and revenue sources for the first four years of program implementation.

	2025-2026	2026-2027	2027-2028	2028-2029
<b>Program Expenditures:</b>	<b>\$ 21,722.00</b>	<b>\$ 80,226.00</b>	<b>\$ 142,108.00</b>	<b>\$ 152,500.00</b>
Instructional Expenses	\$19,222	\$75,226	\$137,108	\$147,500
Operating Expenses	\$2,500	\$5,000	\$5,000	\$5,000
Capital Outlay	\$0	\$0	\$0	\$0
<b>Revenue:</b>	<b>\$22,149</b>	<b>\$100,540</b>	<b>\$143,669</b>	<b>\$201,138</b>
Upper Level - Resident Student Tuition	\$9,363	\$53,973	\$77,103	\$107,945
Upper Level - Other Student Fees	\$3,362	\$19,351	\$27,686	\$38,761
Lower Level - Resident Student Tuition	\$ 6,150.00	\$ 19,868.00	\$ 28,382.00	\$ 39,735.00
Lower Level - Other Student Fees	\$ 2,274.00	\$ 7,348.00	\$ 10,498.00	\$ 14,697.00
Florida College System Program Funds				
SJR State Auxiliary	\$ 1,000.00			
Carry Forward:		\$ 427.00	\$ 20,887.00	\$ 22,448.00
<b>Total Funds Available</b>	<b>\$ 22,149</b>	<b>\$ 100,967</b>	<b>\$ 164,556</b>	<b>\$ 223,586</b>
<b>Total Unexpended Funds (carry forward)</b>	<b>\$ 427</b>	<b>\$ 20,741</b>	<b>\$ 22,448</b>	<b>\$ 71,086</b>

## ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

8.1 Provide a narrative justifying the estimated program enrollments and outcomes as they appear in Sections 5.1 – 6.1.

Enrollment in SJR State’s baccalaureate degree programs ranges from 48 students in the Early Childhood Education program to 241 in the Organizational Management program ([SJR State Factbook](#)). Other indicators used to project enrollment in the proposed Bachelor of Applied Science in Performance Design and Production degree include SJR State’s enrollment history in the program’s potential feeder courses and the percent of students who indicated interest in pursuing a Bachelor degree in performance production at SJR State in the College’s November 2023 survey. For this reason, SJR State conservatively estimates that in year 1, 6 students will enter the proposed Performance Design and Production program and that by year four, 12 new students will enter the program each year.

Given an 80% year-to-year retention rate and a two-year graduation rate of 60%, enrollment is projected to stabilize at a headcount of 28 students by year 4.

Although this program will cater to non-traditional students, based upon the enrollment characteristics of the feeder Associate programs, a more traditional student population preparing for direct entry into the workforce is anticipated, and students in the program are projected to average 30 credits per year.

8.2 Provide a brief explanation of the sources and amounts of revenue that will be used to start the program as well as expenditures as they appear in Section 7.1.

Program expenditures including both instructional expenses and operational expenses have been considered. New operating funds have been budgeted for the increased costs related to both professional development and educational materials and supplies that will come with the hire of new faculty.

All necessary equipment, hardware, software, facilities, library resources, etc. are already in place to support the College's feeder Associate programs. Consequently, it is not anticipated that there will be capital outlay or significant operating expenses for supplies and materials.

Instructional expenses in year 1 include additional overload and adjunct salary for the 5 new courses offered in year 1. In year 2, the addition of a full-time terminal degree faculty member is budgeted, as is additional overload and adjunct salary due to the addition of 8 new courses in year 2 and overall enrollment projections. In year 3, the addition of a second full-time terminal degree faculty member is budgeted.

Also included in the budgeted instructional expenses is a portion of the salary for one new full-time terminal degree teacher education faculty member to be hired in year one. The teaching load of this position will be shared between the Exceptional Student Education program and four of the College's non-education Bachelor degree programs that include within the menu of electives 15-credits of upper-division education courses, performance design and production being one of those four degree programs. Eighty percent (80%) of the salary and benefits of this full-time position has been charged to the ESE program, while the remaining 20% has been budgeted in the four non-education Bachelor degree programs at 5% each. That 5% is included in table 7.1 of this proposal.

Revenue projections are based on a 30%-70% split between lower-division credits and upper-division credits, as baccalaureate students will be required to take 18 credits of lower-division coursework and 42 credits of upper-division coursework to complete the last two years of the baccalaureate program. Because the program is intended to serve the residents of our service district and state, and given that the enrollment in SJR State's existing Bachelor degrees is 96% Florida residents, significant enrollment of non-resident students is not anticipated.

During year 1, SJR State will utilize funds generated through the College's auxiliaries to fund program expenditures that exceed the revenue generated through new tuition. The program is anticipated to become self-supporting in year 2.

## PLANNING PROCESS

9.1 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, department 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.
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 Bachelor in Performance Design and Production with a targeted implementation of Fall 2025.
12/11/2023	During the December department meeting, the data and program and curriculum research that had been completed by the workgroup was discussed, and the faculty voted to approve the continued development of the Bachelor in Performance Design and Production with a targeted implementation of Fall 2025.
January 2024	Faculty began to develop the curriculum, pathways to degree, course descriptions, and course outlines for the proposed Baccalaureate degree in Performance Design and Production.

3/1/2024	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	Board of Trustees approved the NOI for the Bachelor in Performance Design and Production with a targeted implementation of Fall 2025.
5/16/2024	The department's faculty voted to approve the curriculum of the BAS in Performance Design and Production with a targeted implementation of Fall 2025.
8/6/2024	SJR State IPC approved the FCS Baccalaureate proposal and curriculum for the BAS in PDP.
8/21/2024	SJR State's Board of Trustees approved the FCS Baccalaureate proposal and curriculum for the BAS in PDP.

9.2 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, 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 during this Zoom meeting 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 proposed education elective coursework. Kristin Carroll (PCSD Administrator of Certification, Recruitment, Novice Teacher Program, Instructional Experience, Intern Placement) indicated the School District’s support of the proposal.
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 proposed education elective coursework. Parker Raimann (SJCSD Director of Instruction Personnel) indicated the School District’s support of the proposal.
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 proposed education elective coursework. Samantha Wright (CCSD Supervisor of Certified Teacher Placement) indicated the School District’s support of the proposal.
April 2024	Individual discussions of proposed BAS in Performance Design and Production curriculum took place with members of advisory board who hire technical staff in their various performing arts centers: Executive Director Chris Brown (Orlando Family Stage), Sherrie Provence (Limelight Theatre), Danny DaVilla and Harmony McChesney (Character Costume Design at Walt Disney Imagineering).
April 2024 – Nov 2024	<p>SJR State received a variety of letters of support for its baccalaureate development efforts from local community partners and potential employers.</p> <p><u>Appendices 1-11: General Letters of Support from Community Partners for Expansion of Baccalaureate Degrees:</u></p> <ol style="list-style-type: none"> <li>1. Clay County Board of County Commissioners</li> <li>2. Putnam County Board of County Commissioners</li> </ol>

3. St. Johns County Board of County Commissioners
4. CareerSource Northeast Florida
5. Clay Florida Economic Development Corporation
6. Clay Electric Cooperative, Inc.
7. Putnam County Chamber of Commerce
8. Putnam County Chamber of Commerce Economic Development Council
9. Putnam County Sheriff's Department
10. Clay County Superintendent of Schools
11. St. Johns County Superintendent of Schools

Appendices 12-15: Specific Letters of Support from Employers Hiring in the Field of Performance Design and Production:

12. Orlando Family Stage
13. The Thrasher Horne Center
14. The Limelight Theatre
15. IATSE

9.3 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.

**9.3 Florida’s Academic Program Pre-Proposal Recognition System (APPRiSe)**

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. There were no responses posted within APPRiSE prior to the closing of the comment window on 5/9/2024.

**9.3.1 Public Universities in College’s Service District**

NA--No public universities have facilities in the College’s service district.

**9.3.2 Regionally Accredited Institutions in College’s Service District**

4/5/2024: SJR State’s President shared information via email in advance and on 4/5/2024 spoke via phone with Flagler College’s President about SJR State’s proposal. During this call, President Delaney shared that Flagler College did not object to the proposal and wished SJR State the best in its efforts.

9/30/2024: A letter of support for SJR State’s baccalaureate proposal was submitted by Flagler College’s President. (Appendix 16)

**9.3.3 Institutions outside of College’s Service District**

3/25/2024: SJR State’s President spoke with Florida State College at Jacksonville’s President who voiced support for SJR State’s proposal. SJR State’s Chief Operating Officer followed up the conversation with an email to the President.

3/25/2024: SJR State’s President spoke with Daytona State College’s President who voiced support for SJR State’s proposal. SJR State’s Chief Operating Officer followed up the conversation with an email to the President.

## PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	March 25, 2024
10.2	Indicate the date of District Board of Trustees approval.	April 17, 2024
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	April 17, 2024
10.4	Indicate the date the completed proposal was submitted to DFC.	November 21, 2024
10.5	<p>Indicate the date the proposal is targeted for State Board of Education (SBOE) consideration.</p> <p>Please note that from the date the DFC receives the finalized proposal, the Commissioner has 45 days to recommend to the SBOE approval or disapproval of the proposal. Please take into account the date you plan to submit the proposal in accordance with the <a href="#">next SBOE meeting</a>.</p>	January 2025
10.6	Indicate the date the program is targeting for SACSCOC approval (if applicable).	January 2025
10.7	Indicate the date the program is targeting initial teacher preparation program approval (if applicable).	NA
10.8	Indicate the targeted date that upper-division courses are to begin.	August 2025

## FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

11.1 Describe the existing facilities and equipment that the students in the program will utilize.

St. Johns River State College has campuses in Orange Park, Palatka, and St. Augustine, and these campuses are equipped with traditional classrooms, appropriately equipped laboratory space, computer labs, and other instructional spaces, in addition to full-service libraries, tutoring centers, and other academic and student services. Online and hybrid courses use the learning management system Canvas.

The proposed Bachelor in Performance Design and Production will be offered through a combination of online and on-campus courses. As part of their baccalaureate studies, students will have class on-campus in traditional classrooms and computer labs. Specialized equipment utilized in the Bachelor degree is already owned by the college and currently used in support of the Associate in Science degrees.

The availability of classroom space and spaces dedicated to academic and student support services on all three SJR State campuses is sufficient to accommodate the addition of this proposed baccalaureate degree.

11.2 Describe the new facilities and equipment that will be needed for the program (if applicable).

No new facilities or equipment will be needed for this program.

## LIBRARY AND MEDIA SPECIFIC TO PROGRAM

12.1 Describe the existing library and media resources that will be utilized for the program.

St. Johns River State College has three campus libraries each of which features a robust collection of print and digital materials supporting the curriculum. Each campus library has two librarians on staff who hold master's degrees in library science from ALA accredited institutions and employs several professional and support staff members with varying, appropriate credentials. Each campus library is open 65 hours per week in the fall and spring semesters and 56 hours per week in the summer. The library is open from 8:00 a.m. to 9:00 p.m. Monday – Thursday, Friday from 8:00 a.m. to 5:00 p.m., and Sunday from 1:00 p.m. to 5:00 p.m. In the summer, the College is closed on Fridays. Saturday hours are provided at each location before finals week. The library provides a space and atmosphere conducive to study and research. In addition to a variety of seating areas for studying, each campus library provides computers for student use. These computers are maintained by the College's IT department and are outfitted with programs for which the College has site licenses.

SJR State's Learning Resources include:

- Library resources (data captured 5/16/2024):
  - 65,970 books (unique volume count)
  - 264,990 eBooks
  - 7,555 DVDs (unique volume count)
  - 43,693 streaming videos
  - 35,303 online periodicals
  - 142 online database subscriptions
- Educational technology, high-speed internet, and WiFi for current students, faculty, and staff
- Tutoring services in-person and online
- Research assistance in-person and online
- Class instruction and outreach by faculty request
- Academic support workshops

Discipline-specific resources currently in the SJR State Library collection that support the BAS in Performance Design and Production include:

- 293 print book titles

- 998 eBook titles
- 14 online periodicals
- 1,646 streaming videos and DVDs
- 18 online databases
- A discipline specific research guide ([Florida School of the Arts Library Resource Guide](#))

Additional books, journals and databases will be added as needed and upon request from faculty to support curricular needs.

Students access library and learning resources online via the Learning Resources web site ([Learning Resources website](#)); a link to this web site is provided on the College home page and in multiple places on MySJState (the College's student and faculty portal). Single sign-on protocols allow students to access the library's resources using the same username and password used to login to MySJState. Students are automatically granted access to the library's resources upon registering for classes.

The library's physical collections, streaming videos, and eBooks are discoverable through Ex Libris' discovery platform, Primo ([SJR State's Library's Ex Libris' discovery platform Primo](#)). The "Library Catalog" link in the header of the Learning Resources web site gives students easy access to Primo. Primo is the statewide union catalog of Florida's public colleges and university system libraries and SJR State maintains a reciprocal borrowing agreement with all Florida College System (FCS) and State University System (SUS) libraries.

Using Primo's request feature, Uborrow ([SJR State's Library's Primo's request feature Uborrow](#)), students can check out items from any SJR State campus and have them delivered to their nearest campus library for pickup and return. Additionally, students can use Uborrow to request books, media, and articles from any state college or university library; items are shipped directly to their selected campus library for student pick-up and students may return the material to any campus library. To provide access to resources available nationally, the library provides inter-library loan services through Worldcat Discovery ([SJR State's Inter-Library Loan Services through Worldcat Discovery](#)) at no cost to students or faculty.

Students are made aware of the library and learning/information resources available to them through classroom outreach visits and instructional sessions provided by Learning Resources staff and faculty on-campus, off-site, and online. Library faculty provide instructional services in all modalities to help students develop the critical set of skills needed to find, retrieve, analyze, and use information. Instructional services are provided in required courses and gateway courses such as English composition, but is provided to all courses, upon faculty request, and will be available to BAS faculty and students.

Instructional services provided by library faculty include:

- Face-to-face course related instruction, which includes lecture sessions, orientation sessions and tours.
- In-person, one-on-one reference, and online database research consultations, in the library and online via chat or video conference.
- Creation of course-related research guides.
- Creation of online instructional guides for program-specific resources.

SJR State assigns a liaison librarian to provide additional support for Florida School of the Arts programs.

Students can get on-demand help using library resources during all hours of library operation in-person or online via the library's chat service ([SJR State's Library Chat Service](#)). The chat service is embedded as a widget on every Learning Resources web site page and is a text box on the Library Help web page. Extended chat support is provided on weekends through the statewide Ask-A-Librarian service which students access from any link to the library's chat service.

12.2 Describe the new library and media resources that will be needed for the program (if applicable).

The SJR State Library regularly updates its collection in alignment with student, faculty, and programmatic needs. New library and media resources will not be needed to implement this program.

## ACADEMIC CONTENT

13.1 List the admission requirements for the proposed baccalaureate program and describe the process for each admission pathway as reported in section 1.6, including targeted 2+2 agreements, academic GPA, test scores, fingerprints, health screenings, background checks, signed releases, and any other program requirements (as applicable).

Students seeking admission to the Bachelor degree in Performance Design and Production must submit an application for admission to the College, complete an online orientation course, and comply with the College's general admissions procedures.

Admission to the program will be open to applicants during the Fall, Spring, and Summer terms who have a cumulative GPA of 2.0 or higher and have completed an Associate in Arts or an Associate in Science in Technical Theatre or Stage Management or a higher degree from an accredited institution. All general education coursework must be completed with a grade of "C" or higher. There are no prerequisite courses required prior to program admission. Submission of official transcript(s) is required prior to program acceptance.

SJR State will be adding this program to current 2+2 agreements and pursuing additional transfer agreements with other institutions as deemed appropriate to allow students with AS degrees from other colleges to matriculate seamlessly into the Bachelor degree in Performance Design and Production. Matriculation of students with an earned AA or higher degree will follow standard transfer practices.

13.2 What is the estimated percentage of upper-division courses in the program that will be taught by faculty with a terminal degree?

During the 2023-2024 academic year, 100% percent of the SJR State full time faculty and 66% percent of the adjuncts teaching in the performance design and production department had a terminal degree in the field. Due to the planned addition of two full time faculty with terminal degrees, it is estimated that 100% of upper division courses in the proposed Bachelor degree in Performance Design and Production will be taught by faculty with a terminal degree.

13.3 What is the anticipated average student/teacher ratio for each of the first three years based on enrollment projections?

Year 1	Year 2	Year 3
6:1	8:1	10:1

13.4 What specialized program accreditation will be sought, if applicable? What is the anticipated specialized program accreditation date, if applicable?

No specialized program accreditation is required or will be sought.

13.5 If there are similar programs listed in the Common Prerequisites Manual (CPM), list the established common prerequisites courses by CIP code (and track, if any).

University of Tampa, Eckerd College, Southeastern University, and Lynn University offer Bachelor degrees with CIP 50.0101. There are no specified common prerequisites for this major.

13.6 Describe any proposed revisions to the established common prerequisites for this CIP (and track, if any).

My institution does not anticipate proposing revisions to the common prerequisite manual.

My institution does anticipate proposing revisions to the common prerequisite manual, as summarized below.

13.7 The Excel spreadsheets below are 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.

For each primary pathway identified in Section 1.6, list all courses required once admitted to the baccalaureate program by term, in sequence. Include credit hours per term and total credits for the program. Please note what courses fulfill general education (ge), program core (pc), elective requirements (elec), and what courses apply to concentrations (conc), if applicable, by including the provided abbreviations in parentheses following each course title.

**NOTE:** Students will choose five courses (15 credits total) from the following upper-level elective courses:

TPA3XXX	Stage Electronics and Networking (3 credits) (elec)
TPA3XXX	Costuming and Wardrobe (3 credits) (elec)
TPA3251C	Music Theatre Performance (3 credits) (elec)
TPP3257	Music Theater Voice (3 credits) (elec)
TPA4206	Advanced Stagecraft (3 credits) (elec)
TPA3XXX	Lighting and Projection Technology and Programming (3 credits) (elec)
TPA4003	Design Seminar (3 credits) (elec)
EDF 4444	Assessment of Learning and Behavior (3 credits) (elec)
EDF 4603	Critical Issues in Classroom Management, Ethics, Law, & Safety (3 credits) (elec)
EDG 4343	Instructional Strategies (3 credits) (elec)
RED 4342	Foundation of Research Practices in Reading Education (3 credits) (elec)
TSL 3083	ESOL Issues and Strategies (3 credits) (elec)

13.7.1	Program of Study for Students with A.A. Degree	
<b>Term 1 Fall</b>	<b>Course Title</b>	<b>Credit Hours</b>
TPA 1202	Stagecraft (ldpc=lower division program core)	3
TPA 1200	Introduction to Production/ Design (ldpc)	3
TPA 3401	Professional Practice in the Arts (udpc=upper division program core)	3
DIG 3253C	Digital Media Audio (udpc)	3
TPA 4946	Production Practicum (udpc)	1
	Total Term Credit Hours	13
<b>Term 2 Spring</b>	<b>Course Title</b>	<b>Credit Hours</b>
TPP 2304	Script Analysis (ldpc)	3
TPA 2071	Theatre Rendering Techniques (ldpc)	3
GRA 3XXX	Multimedia Video Production (udpc)	3
Elective	Upper Division Elective (elec)	3
TPA 4946	Production Practicum (udpc)	1
	Total Term Credit Hours	13
<b>Term 3 Summer A</b>	<b>Course Title</b>	<b>Credit Hours</b>
TPP 2100	Introduction to Acting (ldpc)	3
Elective	Upper Division Elective (elec)	3
	Total Term Credit Hours	6
<b>Term 4 Fall</b>	<b>Course Title</b>	<b>Credit Hours</b>
TPA 2220	Lighting Design (ldpc)	3
THE 3213	World Theatre History 1 (udpc)	3
Elective	Upper Division Elective (elec)	3
Elective	Upper Division Elective (elec)	3
TPA 4946	Production Practicum (udpc)	1
	Total Term Credit Hours	13
<b>Term 5 Spring</b>	<b>Course Title</b>	<b>Credit Hours</b>
TPA 4993	Production Portfolio Capstone (pc)	3
Elective	Upper Division Elective (elec)	3
TPP 4310	Directing (pc)	3
TPA 4XXX	Production Management (pc)	3
THE 4284	Period Costume, Architecture and Décor I (pc)	3
	Total Term Credit Hours	15
<b>Term 6 Summer A</b>	<b>Course Title</b>	<b>Credit Hours</b>
	Total Term Credit Hours	0
	<b>Program Total Credit Hours:</b>	<b>60</b>

13.7.2 Program of Study for Students with A.S. Degree		
Term 1 Fall	Course Title	Credit Hours
ACADEMIC P.	Academic Pathway or other General Ed (ge)	3
SOC. SCI.	General Education Social Science (ge)	3
TPA 3401	Professional Practice in the Arts (udpc)	3
DIG 3253C	Digital Media Audio (udpc)	3
TPA 4946	Production Practicum (udpc)	1
	Total Term Credit Hours	13
Term 2 Spring	Course Title	Credit Hours
NAT. SCI	General Education Natural Science (ge)	3
ENC 1102	General Education Communications (Composition II) (ge)	3
GRA 3XXX	Multimedia Video Production (udpc)	3
Elective	Upper Division Elective (elec)	3
TPA 4946	Production Practicum (udpc)	1
	Total Term Credit Hours	13
Term 3 Summer A	Course Title	Credit Hours
COMM.	General Education Communications (Literature) (ge)	3
Elective	Upper Division Elective (elec)	3
	Total Term Credit Hours	6
Term 4 Fall	Course Title	Credit Hours
MATH	General Education Mathematics (Elem. Statistics suggested) (ge)	3
THE 3213	World Theatre History 1 (udpc)	3
Elective	Upper Division Elective (elec)	3
Elective	Upper Division Elective (elec)	3
TPA 4946	Production Practicum (udpc)	1
	Total Term Credit Hours	13
Term 5 Spring	Course Title	Credit Hours
TPA 4993	Production Portfolio Capstone (pc)	3
Elective	Upper Division Elective (elec)	3
TPP 4310	Directing (pc)	3
TPA 4XXX	Production Management (pc)	3
THE 4284	Period Costume, Architecture and Décor I (pc)	3
	Total Term Credit Hours	15
Term 6	Course Title	Credit Hours
	Total Term Credit Hours	0
	<b>Program Total Credit Hours:</b>	<b>60</b>

13.8 Indicate whether the program is being proposed as a limited or restricted access program.

- Limited Access
- Restricted Access
- N/A

Provide additional information (e.g., enrollment capacity, admissions requirements, etc.) if the program is being proposed as a limited or restricted access program.

## PROGRAM TERMINATION

14.1 Provide a plan of action if the program is terminated in the future, including teach-out alternatives for students.

If the Bachelor of Applied Science in Performance Design and Production is terminated in the future, the College will work with all admitted students to find alternative paths for program completion, including facilitating transfers into programs at other institutions and a minimum teach-out period of two years.

## SUPPLEMENTAL MATERIALS

15.1 Summarize any supporting documents included with the proposal, such as meeting minutes, survey results, letters of support, and other supporting artifacts. Throughout the proposal, please include in-text references to the supplemental materials for reviewer reference.

### Appendix:

1. Clay County Board of County Commissioners
2. Putnam County Board of County Commissioners
3. St. Johns County Board of County Commissioners
4. CareerSource Northeast Florida
5. Clay Florida Economic Development Corporation
6. Clay Electric Cooperative, Inc.
7. Putnam County Chamber of Commerce
8. Putnam County Chamber of Commerce Economic Development Council
9. Putnam County Sheriff's Department
10. Clay County Superintendent of Schools
11. St. Johns County Superintendent of Schools
12. Orlando Family Stage
13. The Thrasher Horne Center
14. The Limelight Theatre
15. IATSE
16. Flagler College Letter of Support
17. Florida Department of Education Statement of Eligibility

15.2 List any objections or alternative proposals for this program received from other postsecondary institutions. If objections or alternative proposals were received, institutions are welcome to submit a rebuttal and include any necessary supporting documentation.

St. Johns River State College's proposed Bachelor in Performance Design and Production did not receive any objections to or alternative proposals from other postsecondary institutions.