



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.

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.	St. Petersburg College
Institution President.	Dr. Tonjua Williams

PROGRAM SUMMARY

1.1	Program name.	Digital Media
1.2	Degree type.	<input type="checkbox"/> Bachelor of Science <input checked="" type="checkbox"/> Bachelor of Applied Science
1.3	How will the proposed degree program be delivered? (check all that apply).	<input type="checkbox"/> Face-to-face (F2F) (Entire degree program delivered via F2F courses only) <input type="checkbox"/> Completely online (Entire degree program delivered via online courses only) <input checked="" type="checkbox"/> Combination of face-to-face/online (Entire degree program delivered via a combination of F2F and online courses)
1.4	Degree Classification of Instructional Program (CIP) code (6-Digit).	50.0602
1.5	Anticipated program implementation date.	January, 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: Digital Media
1.7	Is the degree program a STEM focus area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
1.8	List program concentration(s) or track(s) (if applicable).	Graphic Design Video Production

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.

The Bachelor of Applied Science (B.A.S.) degree in Digital Media at St. Petersburg College (SPC) concentrates coursework and curriculum for industry preparedness and workforce skills in digital graphic design and digital video discipline areas. The arts and entertainment industry employs creatives who are knowledgeable, skilled, and experienced in jobs such as content/commercial/social media creators, video producers/creators, narrative storytellers, and digital designers in an industry with steady and consistent growth.

This program provides an articulated pathway for A.S. degree graduates and offers a core curriculum in digital applications, digital content creation, and production skills. Completing the General Education course requirements in combination with 15-18 advanced digital media coursework credits provides the required 60 bachelor's credit hours. This program addresses the unmet need as illustrated in chart 3.1.4 of more than 200 annual job openings state-wide.

The B.A.S. degree in Digital Media at SPC provides in-state students the opportunity to earn a 4-year degree by providing a 60-credit hour program to A.S. graduates with specialization tracks in digital graphic design or digital video.

This program provides an articulated pathway for A.S. degree graduates and offers a core curriculum in digital applications, digital content creation, and production skills. Completing the General Education course requirements in combination with 15-18 advanced digital media coursework credits provides the required 60 bachelor's credit hours. This program addresses the unmet need as illustrated in chart 3.1.4 of more than 200 annual job openings state-wide.

Chart 3.1.1 FL DEO reflects data with 200 openings with an annualized salary of \$62,014.00. <https://www.floridajobs.org/workforce-statistics/products-and-services/state-colleges-projections-portal>

This upper-division curriculum offers Pinellas County students an affordable 4-year degree and the potential for employment beyond the A.S. entry-level opportunities in creative industry leadership, management, and specialized technology positions.

The industry workforce emphasis on baccalaureate programs at the state colleges offers students upward mobility. Graduates employed at entry level positions in the digital media, graphic design, video, and creative production fields may move into leadership and management positions. This B.A.S. degree serves as a pathway for higher wages and benefits for graduates of

A.S. and A.A. transfer plans. All courses and course content comply with Senate Bill 266 which modified section (s)1007.25, Florida Statute (F.S.) and Rule 6A-14.0303; General Education Course options.

This coursework and curriculum reflect a primary pathway and program admission for A.S. and A.A. graduates seeking training and skills in the areas of:

Creating content/direction/production for multimedia presentations, social media collateral, advertising, and consumer campaigns.

Designing and managing video and web content, e-Learning content, digital billboards and signage and pitch decks.

Composing and structuring 3-D modeling and 2-D animations and managing digital assets.

The B.A.S. curriculum provides courses in: Advanced graphic design; User Experience design (UX); Video direction and narrative storytelling; Specialized digital tools (e.g., Adobe Creative Suite, 2D and 3D graphic software,); and Programming languages for creation and management of digital assets (e.g., HTML5, JavaScript, and CSS3).

<https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>

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.

The Bachelor of Applied Science degree in Digital Media concentrates workforce preparedness in digital graphic design and digital video. The proposed BAS degree program focuses upon preparing students to operate effectively in the technological areas of the creative industry, and to have the ability to utilize emerging technologies and common industry practices within the curriculum and standardized career paths. Regional and national job trends in graphic design, digital videography and digital media design describe expanding growth for graduates in creative fields, particularly those holding a bachelor's degree.

Sectors such as content/commercial advertising, video production, narrative story-telling, and digital design anticipate steady and consistent growth and demand ranging from salaries in the low 30's upwards of six figures.

In Pinellas County, the occupations associated with the SOC code result in a total number of job openings of 200, with all requiring a bachelors degree. The average hourly rate of these positions is \$29.60.

Through 2021, there were no graduates from Digital Media bachelor's programs within SPC's service district (14). There is an anticipated demand of 200 positions, resulting in a county-wide unmet need over the next five years of approximately 200 jobs.

Additionally, education, law, medicine, insurance, and business sectors are employing graphic design and videography graduates in new and innovative applications, ranging from web designers, animators, content and instructional designers to deposition video recorders and gamification designers for educational, entertainment, and media applications.

<https://www.raise.me/careers/arts-and-design/graphic-designers>

<https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm>

<https://www.raise.me/careers/media-and-communication/film-and-video-editors-and-camera-operators/videographers>

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

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

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION

Occupation			Number of Jobs				Salary		Education	
Name/Title	SOC Code	County/Region	2021	2029	**Level Change	***Total Job Openings	Average Hourly Wage	Annualized Salary	FL	BLS
Producers and Directors	27-2012	14	272	337	23.9	262	32.01	\$ 66,768	B	B
Camera Operators, Television, Video, and Film	27-4031	14	81	108	33.3	90	27.58	\$ 57,366	B	B
Art Directors	27-1011	14	268	290	8.2	235	34.68	\$ 72,134	B	B
Multimedia Artists and Animators	27-1014	14	89	94	5.60	75	31.82	\$ 68,186		
Graphic Designers	27-1024	14	1200	1285	7.10	941	21.93	\$ 45,614		
								\$ -		
								\$ -		
								\$ -		
								\$ -		
					Total	200	\$ 29.60	\$ 62,014		

*Please replace the “Base Year” and “Projected Year” headers with the years reflected in the projections portal (e.g., Base Year is 2019, Projected Year is 2027).

**Please note that the “Level Change” column in Table 3.1.1 corresponds to the “Percent Growth” employment projections data produced by the DEO.

***Please note that the “Total Job Openings” columns is preset to be divided by 8.

DEMAND: OTHER ENTITY INDEPENDENT OF THE COLLEGE – (LIST NAME OF OTHER ENTITY HERE)

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

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

*Please replace the “Base Year” and “Projected Year” headers with the corresponding years reported.

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.

CLICK [HERE](#) FOR INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION: If institutions do not have data available for completers in the service district, please report statewide data. You may note these are statewide figures.

	Demand	Supply		Range of Estimated Unmet Need						
	(A)	(B)	(C)	(A-B)	(A-C)					
	Total Job Openings	Most Recent Year	5-year average or average of years available if less than 5 years	Difference	Difference					
DEO Total	200	0	0	200	200					
Other Totals				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.

The economic impact of the arts and cultural sector is important and unique, helping to attract and retain businesses and a talented workforce, supporting jobs, generating government revenue, serving as the cornerstone of tourism, inducing substantial amounts of related and ancillary spending by audiences, and helping local businesses thrive.

Tampa Bay Employment Projections

In the Tampa Bay area, the estimated annual pay for a Graphics Designer ranges from \$56,870-\$80,884, with an average salary of \$76,654 per year. These numbers, obtained in May of 2022, represent the median between entry level and creative management employment, which includes art directors, creative directors, project managers, video directors and operators.

States with the highest employment level in Graphic Designers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	32,720	1.86	1.29	\$ 38.58	\$ 80,240
New York	18,590	2.04	1.42	\$ 39.12	\$ 81,370
Texas	13,680	1.05	0.73	\$ 26.43	\$ 54,970
Florida	13,560	1.47	1.03	\$ 27.34	\$ 56,870
Illinois	9,980	1.70	1.18	\$ 28.83	\$ 59,960

States with the highest employment level in Audio and Video Technicians:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	7,170	0.41	1.07	\$ 36.25	\$ 75,400
New York	6,470	0.71	1.87	\$ 32.18	\$ 66,930
Florida	4,910	0.53	1.40	\$ 24.06	\$ 50,040
Texas	3,940	0.30	0.80	\$ 23.10	\$ 48,050
Illinois	3,370	0.57	1.51	\$ 25.22	\$ 52,450

<https://www.bls.gov/oes/current/oes271024.htm>

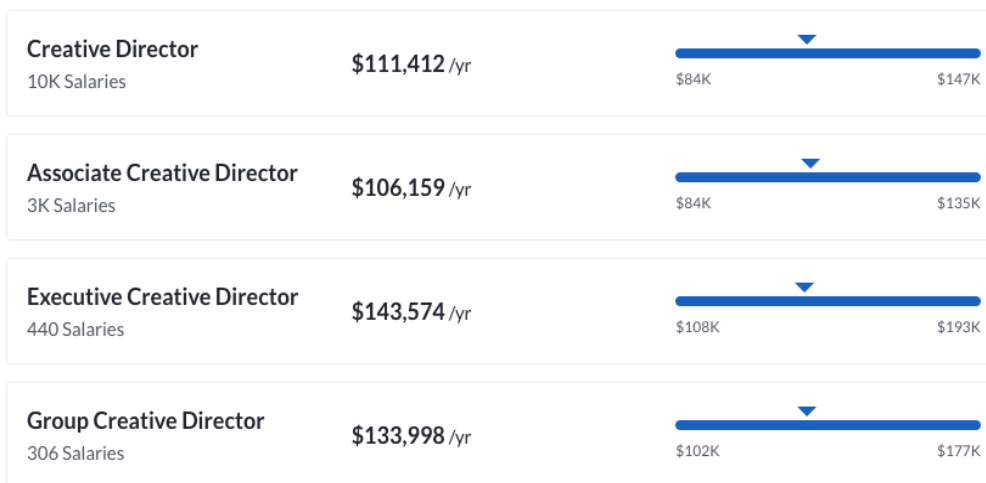
<https://www.bls.gov/oes/current/oes274011.htm> - st

The job of a **Creative Director** is to lead a team which may be composed of graphic designers, artists, or other creative professionals. Creative directors would be involved in every aspect of a collaboration from the idea face to the execution.

Creative directors usually possess a bachelor's degree or higher in a background relevant to their industry. The table below illustrates employment opportunities (Glass Door) available for creative Directors in the Tampa Bay region. Current market information was obtained in 2023.

[http://www.glassdoor.com/Search/results.htm?keyword=Creative Director&locId=1154429&locT=C&locName=Tampa, FL \(US\)](http://www.glassdoor.com/Search/results.htm?keyword=Creative+Director&locId=1154429&locT=C&locName=Tampa,FL(US))
SEE ALL JOBS >

"Creative Director" Salary Results near Tampa, FL (US)



National Employment Projections

Nationally, employment in arts and design occupations is projected to grow about as fast as the average for all occupations from 2022 to 2032. Approximately 95,800 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupation permanently.

The U.S. Bureau of Labor Statistics (BLS), reports employment of graphic designers is expected to increase 7.3% from 2022-2032. Nationally, graphic designers earned a median salary of \$50,370. The BLS also provides the following as job functions for videographers and digital graphic designers:

- Meet with clients and management to discuss the scope of a project
- Create designs using digital illustration, photo editing software and layout software, camera capture, and editing techniques
- Create visual elements like logos, images, and illustrations to help deliver a desired message

- Design layouts, selecting colors, images, and typefaces to use
- Present video and design concepts to clients and management
- Incorporate changes recommended by clients and management into final designs
- Review designs for errors before printing, publishing, or final release

<https://www.bls.gov/ooh/arts-and-design/home.htm>

According to the recent Florida Department of Economic Opportunity and U.S. Bureau of Labor Statistics reports, the Tampa-St. Petersburg-Clearwater, (Greater Tampa-Bay Region) was the top metro area in the state of Florida for industry employment growth. Not only did the Tampa Bay area see the largest job gains, but it also had the most consistent across-the-board growth in five key industries:

Professional & Business Services, Wholesale Trade, Education & Health Services, Construction, and Leisure & Hospitality.

These industries support creative services which provide creative deliverables through in-house employment as well as via contracts through the freelance/gig economies. These occupations reflect a predominant 1099 annual taxable income, while a much smaller portion of the creative services industry are traditional W-2 reporting wage earners.

The Tampa Bay creative employment projections include producers and directors, film and video editors, camera operators, graphic designers, production supervisors, art directors, and designers. Many of these creative producers will supervise industry talents catering to the needs of clients in both Pinellas and Hillsborough Counties, and beyond.

Those creative managers, possessing a bachelor's degree, who are equipped and proficient with digital technologies, will oversee, manage, and coordinate projects on behalf of their organizations, departments, and clients. Creative managers hire, evaluate, and supervise freelance creatives to handle the majority of the available work. More than one-third of this total work is in film and media with 130,330 people employed. This total number of establishments for the creative industries does not include the self-employed in the greater Tampa Bay region.

- Florida Creative Industries Profile, 2010.
- Tampa Hillsborough Economic Development Corporation's latest Q4 2015
- Workforce Average Quarterly Update, 2015.
- Tampa Bay Businesses for Culture and the Arts, TBBCA, 2017.
- Tampa Bay Regional Competitiveness Report Overview and Review 2018 vs.2019

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.

The U.S. Bureau of Labor Statistics (BLS), reports employment of graphic designers with a minimum of a bachelor's degree is expected to increase 7.3% from 2022-2032.

Students with a B.A.S. degree provide professional support as Creative Managers, coordinating and producing content, and conducting basic troubleshooting of studio equipment for assigned projects. As creative project managers, clients and budgetary responsibilities are increased to those with additional educational degree and experience.

<http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml#arts>

Within the greater Tampa Bay region, B.A.S. degree holders in various Information Technology and Digital Forensic disciplines articulate into a 4-year program and qualify graduates for employment in the fields listed below. All information was obtained from featured employment listings on job recruitment websites such as Linked-In, Monster, and Indeed.

JOB TITLE	AVAILABILITY	AVERAGE SALARY	BACHELORS REQUIRED?
Video Editor	26	\$60,360.00	Yes
Videographer	32	\$48,790.00	Yes
Game/Special Effects/Animation	98	\$78,790.00	Yes

Music Director	8	\$49,130.00	Yes
Web Designer/Digital Designers	114	\$78,300.00	Yes
Film/creative Producer	78	\$79,000.00	Yes
Art Director	320	100,890.00	Yes
Total Jobs:			
**Within a 100-mile radius of St. Petersburg			

The Tampa Bay creative employment projections include producers and directors, videographers, video editors, digital designers, art directors, and animators. These occupations in the creative sector require supervisory education and experience supporting the needs of clients in Pinellas and Hillsborough Counties, and beyond.

Those creative managers, possessing a bachelor's degree, are equipped and proficient with digital technologies, will oversee, manage, and coordinate projects on behalf of their organizations, departments, and clients. Creative managers hire, evaluate, and supervise freelance creatives to produce and create the most available work. More than one-third of this total work is in film and media with 130,330 people employed in the Tampa Bay region. This total number of establishments for the creative industries does not include the self-employed and freelance workers.

<http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml#arts>

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

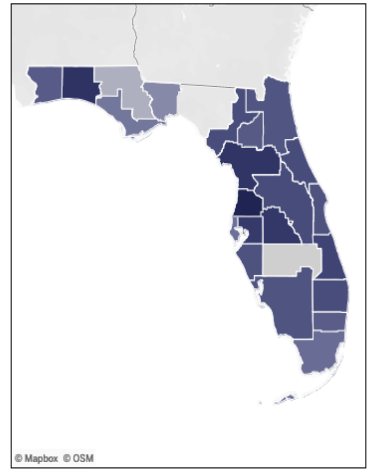
Industries which support creative services and potential employment are seen in the table below. Employment opportunities requiring a bachelor's degree include public relations specialists, producers, directors, and art directors. Creative deliverables, through in-house employment, provide the vast majority of services contracted through the freelance/gig economies.

These occupations reflect a predominant 1099 annual taxable income, while a much smaller portion of the creative services industry are traditional W-2 reporting wage earners

Training and education, foundational for the bachelor's program proposed by SPC, will support the Tampa Bay creative employment projections including training and education for producers and directors, film and video editors, camera operators, graphic designers, production supervisors, art directors, and designers. Many of these creative producers will supervise industry talents catering to the needs of clients in both Pinellas and Hillsborough Counties, and beyond.

Select Occupation Group
 Arts, Design, Entertainment, Sports, and Media Occupations

CareerSource Region by Growth Rate:



Instructions
 -Update the visuals by selecting an occupational group.
 -Specify an area for the chart by selecting a region from the map. (Darker green equals higher growth rate.)

Notes
 *Annual Median Wages are reported where hourly wage rates do not exist but annual wage rates do.
 -2022 Occupations have a minimum of 4,000 jobs.
 -Minimum base employment levels were required to qualify for the "Fastest Growing Occupations" list. These requirements can be found on the "About the Data" page.
 -Sectors without data either do not have data based on applied filters or are suppressed due to confidentiality.

2022 - 2030 Fastest Growing Occupations Occupation Group: Arts, Design, Entertainment, Sports, and Media Occupations Region (Counties in parentheses): All (All)

Soccode	SocTitle	Education Level	2022	2030	Growth	Growth Rate	Median
27-4011	Audio and Video Equipment Technicians	Associate Degree	7,561	9,069	1,508	19.9%	22
27-2012	Producers and Directors	Bachelor's Degree	7,096	8,124	1,028	14.5%	30
27-2022	Coaches and Scouts	High School Diploma or GED	12,264	14,018	1,754	14.3%	38,119
27-3031	Public Relations Specialists	Bachelor's Degree	14,544	16,177	1,633	11.2%	24
27-1026	Merchandise Displayers and Window Trimmers	High School Diploma or GED	8,248	8,921	673	8.2%	14
27-2042	Musicians and Singers	Less Than High School	9,177	9,826	649	7.1%	24
27-1024	Graphic Designers	Associate Degree	17,235	18,204	969	5.6%	24
27-1011	Art Directors	Bachelor's Degree	4,432	4,618	186	4.2%	37
27-4021	Photographers	Postsecondary Vocational	12,815	13,343	528	4.1%	18
27-1025	Interior Designers	Associate Degree	7,841	8,075	234	3.0%	27

Source
 FloridaCommerce, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Employment Projections 2022-2030.

Navigation icons: back, forward, search, print, refresh, and share.

<https://floridajobs.org/economic-data/employment-projections/fastest-growing-occupations>

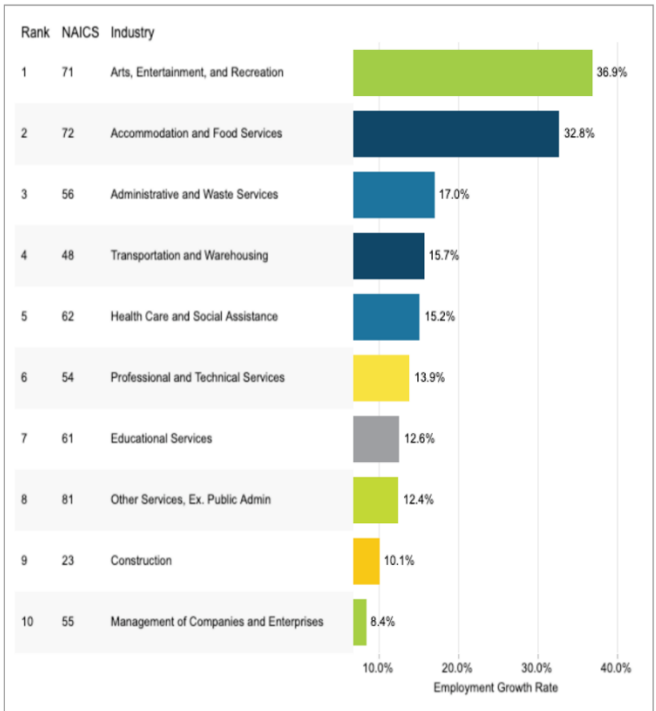
Data from state-wide and counties in the greater Tampa-Bay are listed below predicting a 14.5% growth through 2030 in the creative arts and entertainment industries. Included are specific data (screen shots) showing employment growth projections for **statewide** and **central** Florida regions respectively in the areas pertaining to employment and growth in career paths for digital media.

Fastest Growing Industries

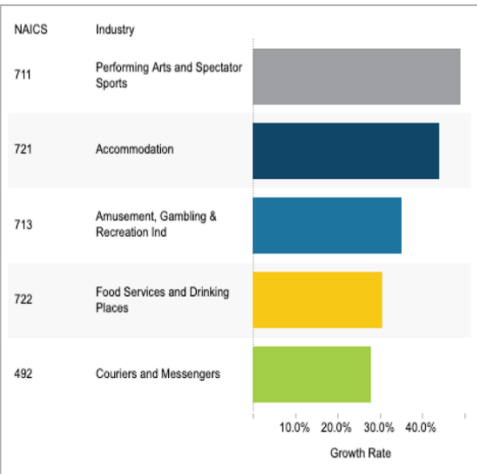
Projections Home | Fastest Growing Industries / Occupations | Employment by Educational Attainment | About the Data

2020 - 2028 Top Industries by Projected Employment Growth Rate Region: Florida

Select Region
 Florida



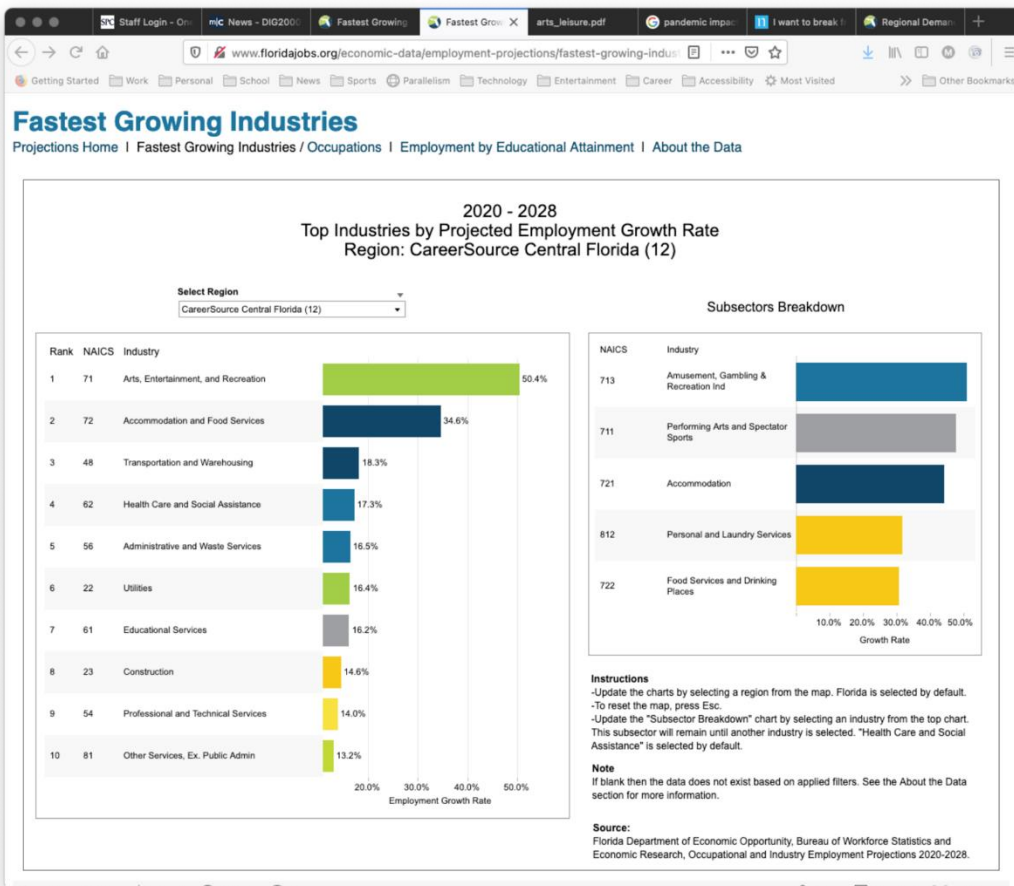
Subsectors Breakdown



Instructions
 -Update the charts by selecting a region from the map. Florida is selected by default.
 -To reset the map, press Esc.
 -Update the "Subsector Breakdown" chart by selecting an industry from the top chart. This subsector will remain until another industry is selected. "Health Care and Social Assistance" is selected by default.

Note
 If blank then the data does not exist based on applied filters. See the About the Data section for more information.

Source:
 Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Occupational and Industry Employment Projections 2020-2028.



Florida Department of Economic and Employment Projections/Florida Insight linked below.
 This data is specific to career paths and employment available to BAS graduates in the digital graphic and digital video industries.

<http://www.floridajobs.org/economic-data/employment-projections>

The **Bachelor of Applied Science degree in Digital Media** is a *professional workforce degree program*, serving multiple technological and arts focus areas. It is focused on teaching “real world” entrepreneurial skills through high quality practical curriculum, and flexible project-based collaborative experiences. The scope of participating SPC Visual Arts, Music Industry and Recording Arts, Theatre and Music departments will unify a diverse, multi-campus, set of college programs into single cooperative arts educational model.

WHY THIS PROGRAM DISTINCTIVE:

- 1) **“Focus on Employability”**: By infusing an arts and entertainment application with workforce learning strategies, heretofore used primarily in more traditional (non-Arts) programs, we solidify the concept that combining art, technology, and common business systems can be interwoven seamlessly into an educational structure focused on job creation and employability. Our model incorporates an ever-evolving framework that responds to the daily changes in all aspects of the industry. We accomplish this by engaging with **partners** serving as connective conduits to manufacturers, service providers, and all functionaries within the industry.

PARTNERSHIP CONNECTIONS: Please see attachments in Appendix: letters from Tasha Brown: USF.

Digital Graphic Design/Video workforce partnerships: All involved SPC graphic/video internship placements and SPC workforce partnership collaborations.

- Video healthcare simulations. Training actors as patients for healthcare video simulations.
- Working with USF-WEDU. Creating video content for arts and education purposes; video enrichment programming; community spotlights.
- Video coursework/credit can be offered to other students partnering with Pinellas County Schools, USF, Eckerd, and University of Tampa. **Appendix: letters Ogle**
- A report featured in the Tampa Bay Times in October 2021 reported Hillsborough County had no large-scale studios and was seeking development proposals for mixed-use spaces containing events spaces, studios, retail, and residential spaces. <https://www.tampabay.com/news/hillsborough/2019/09/20/mosi-the-favored-site-as-hillsborough-takes-steps-to-establish-film-studio/>

- Diamond View Studios constructed 10,000 square feet inside the former University Mall, now **Rithm at Uptown** featuring the new home of **VU Tampa Bay /LED Studio**
[.https://www.vu.network/locations/tampa](https://www.vu.network/locations/tampa)

Miami-Dade County has “at least eight” such studios, the study reports, where Orange County has “at least five” and Pinellas has one (Bluewater Media’s 34,000 square foot studio in Clearwater.) Using county incentive economic dollars, which provides 10 percent back on local expenditures and is capped at \$500,000, Hillsborough County has become a destination for productions with six and seven figure budgets. Hillsborough county owns 70-acres (formerly MOSI campus) along Fowler Avenue as well as the buildings, including the 400,000-square-foot hall.

<https://rdmanagement.com/properties/rithm/>

- 2) **Project-based Experiential Learning: One** essential need in most creative learning environments is the incorporation of “skill-based” portfolio building into the educational construct. The SPC approach emphasizes this requirement and uses “*Experiential Learning*” to facilitate it. There are many benefits for students working in a cooperative creative environment, when the result is a tangible artifact, which demonstrates capabilities and strengths. This affords our graduates a “leg up” in the job market by demonstrating their capabilities in meaningful way.
- 3) **Management and Art Direction:** A major component of the 4-year B.A.S. curriculum requirement includes coursework in art direction, management, and project production. Assignments and projects will culminate in student digital portfolios which graduates may present to potential employers or clients. This 4-year degree will also provide graduates with expanded regional and national employment opportunities in addition to those at local creative venues and industries.
- 4) **Entrepreneurial Studies Requirements: A** required entrepreneurial component, as part of the core curriculum across all focus areas, prepares each student for the realities of life in the digital media and video production industry. A significant percentage of industry professionals function as freelance/gig economy employees. Our students will be prepared for the overriding employment structure and protocols of life in the creative economy/industry.

5) **Serving the Artist as well as the Technologist:** After extensive research, we have concluded that best type of digital graphic and video programs must focus on both the artist *and* the technologist by facilitating interaction between two related, yet quite different educational regimens. This proposed BAS degree serves this concept through a common curriculum construct allowing each focus area to fully prepare students while introducing them to cooperative education outside their specialty.

Close Integration into Community-based Initiatives: By fostering the metamorphosis of the St. Petersburg area into an arts-centric community, we will be able to attract and support the industries that create an important source of employment for our students. An example provided is provided with the partnership between SPC and WEDU. This partnership has been fostered between students in the SPC Advanced Videography course and **WEDU Arts Plus** local and national segments.

PARTNERSHIP CONNECTIONS: Please see attachments in Appendix: letter from WEDU.

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.

	Cost per credit hour	Number of credit hours	Total cost
Tuition & Fees for lower division:	\$ 111.75	78	\$ 8,717
Tuition & Fees for upper division:	\$ 122.70	42	\$ 5,153
Tuition & Fees (Total):		120	\$ 13,870

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).

Click or tap here to enter text.

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.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University of South Florida	\$ 211.00	120	\$ 25,320
			\$ -
			\$ -
			\$ -
			\$ -

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.

Institution Name	Cost per credit hour (Tuition & Fees)	Number of credit hours	Total cost
University of Tampa	\$ 579.00	120	\$ 69,480
Eckerd College	\$ 1,506.00	126	\$ 189,756
			\$ -
			\$ -
			\$ -

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.

		2025	2026	2027	2028
5.2	Unduplicated headcount enrollment:	30	45	60	75
5.3	Program Student Credit Hours (Resident)	900	1350	1800	2250
5.4	Program Student Credit Hours (Non-resident)	5	8	8	8
5.5	Program FTE - Resident (Hours divided by 30)	30	45	60	75
5.6	Program FTE - Non-resident (Hours divided by 30)	0.2	0.3	0.3	0.3
5.7	Total Program FTE	30.2	45.3	60.3	75.3

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.

		2025	2026	2027	2028
6.2	Count of Degrees Awarded	0	10	21	40
6.3	Number of Graduates Employed	0	8	17	32
6.4	Average Starting Salary	\$ -	\$ 48,500.00	\$ 51,000.00	\$ 52,250.00

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.

		2024	2025	2026	2027
7.2	Program Expenditures:	\$ 60,557.00	\$ 63,057.00	\$ 121,114.00	\$ 121,114.00
7.2.1	Instructional Expenses	\$55,557.00	\$ 55,557.00	\$ 111,114.00	\$ 111,114.00
7.2.2	Operating Expenses	\$ 5,000.00	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00
7.2.3	Capital Outlay				
7.3	Revenue:	\$ 112,558.95	\$ 169,051.32	\$ 224,266.32	\$ 279,481.32
7.3.1	Upper Level - Resident Student Tuition Only	\$ 110,430.00	\$ 165,645.00	\$ 220,860.00	\$ 276,075.00
7.3.2	Upper Level - Nonresident Student Fees	\$ 2,128.95	\$ 3,406.32	\$ 3,406.32	\$ 3,406.32
7.3.3	Upper Level - Other Student Fees				
7.3.4	Florida College System Program Funds				
7.3.5	Other Sources				
7.4	Carry Forward:				
7.4.1	Total Funds Available	\$ 112,558.95	\$ 169,051.32	\$ 224,266.32	\$ 279,481.32
7.4.2	Total Unexpended Funds (carry forward)	\$ (52,001.95)	\$ (105,994.32)	\$ (103,152.32)	\$ (158,367.32)

*Please replace the “Year 1” through “Year 4” headers with the corresponding years reported.

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.

Beginning in fall 2025, we estimate **30 program enrollments** for year 1, steadily **increasing to 75 by 2028** (year 4). In the first year we expect many new students enrolled for the new B.A.S degree and a high percentage of graduates will enroll from our A.S digital media graduates. Marketing to SPC digital media alumni and recent graduates will result in the projected first year's numbers. In addition, high school graduates interested in a 4-year degree program in digital media, will also contribute to the first semester students moving forward.

Aggressive state-wide and national marketing and recruitment efforts will result in projected enrollments by year 4. In 2026 we expect 8 graduates from the program, increasing to 32 by year 2028 (see diagram 6.1).

Projected enrollments are based upon current students pursuing a bachelor's degree in digital media seeking additional creative management opportunities. Marketing and recruitment efforts to the greater Tampa Bay region will allow students to register and attend the program online, blended, and face-to-face.

Expected employment outcomes for graduates of the program follow both national and Tampa Bay employment trends. According to projected growth data, graduates can expect salaries beginning in the high 40's to the mid 50's depending on experience and employment demands.

Regional and national standards for creative and digital media employment increases through several factors including growth in population, increases in business and industry, flexibility through economic availability, new and evolving technologies, and industry demand.

Emphasis on the following descriptors best describes employment opportunities for creative industry individuals, much like our B.A.S. graduates:

Flexibility: Graduates who want to work without having set hours may look for gigs to fit their schedules.

Variety: Gig employment provides workers with a chance to try several types of jobs. As a result, these opportunities present variety and career exploration to both new and experienced workers.

Scheduling: Not having set hours or an employer who provides direction for the day is challenging for some gig workers, and the creative industry has been foundational in this application having been known as freelance workers.

<http://www.floridajobs.org/economic-data/employment-projections>

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.

Growth in enrollment numbers will result in the necessary hiring of 2 FT-faculty members in 4 years at a rate of \$55,557 annual salary. Projected annual tuition based upon 30 students at a rate of \$122.70 per credit hour, resulting in \$112, 558.95 in-state tuition revenue. Subsequent years with 15 new students, each additional year, will maximize the budgetary provisions outlined in these projections. By year four, revenue is expected to be \$279,481.32. Expanding course offerings will also be balanced with increasing adjunct faculty hires. During the first year, non-instructional operating expenses include marketing and supplies totaling \$5,000.00. Increases in marketing and materials for years two through four, averaging \$10,000 by year four, would be offset by the increase in enrollments.

[Click or tap here to enter text.](#)

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.

St. Petersburg College has made it a strategic priority to meet the baccalaureate workforce needs of the surrounding communities by providing strong workforce programs. Pinellas County is the most densely populated county in the state.

December 2001

St. Petersburg College had the privilege of being the first of the state's community colleges to begin to offering baccalaureate degrees. The college was accredited as a Level II institution by the Southern Association of Colleges and Schools to offer four-year degrees in (Supplemental Materials – SACS – Level II status letter).

Since that time, the ability to offer 4-year higher-level degrees has been a critical part of the college's mission. It has been an on-going strategic priority to provide workforce programs at the baccalaureate level to meet the needs of the local community. The baccalaureate program enrollment at the college has grown dramatically since its inception.

While currently the largest of the 28 state colleges in terms of baccalaureate enrollment and graduates, this new baccalaureate proposal represents the college's second proposal in the last nine years.

2012-2013

Initial investigation and research: Faculty meetings included a focused effort on preparing a bachelor's degree proposal for a BAS in Digital Media. Various faculty members reported findings from individual research, identifying the workforce need, and studying similar successful programs.

March 2013

SPC held an initial meeting to identify potential areas for program development at the college. During the meeting, academic areas discussed community's needs and proposed various baccalaureate programs. After numerous follow-up meetings with various college stakeholder groups (e.g., Academic Deans, Campus Provosts, etc.), one area that rose to the top was Digital Media. Additional discussions with members of the community along with an in-depth workforce analysis of the area confirmed this community's need.

St. Petersburg College has had a strong tradition of programs in the arts, including music, theater, studio art, digital and graphic arts, and digital photography. The Digital Media A.S. degree has been in place for several years. Existing and prospective students expressed strong interest in the creation of a Bachelor of Applied Sciences program to provide additional skill development and preparation for careers. Discussions with members of the business and arts community and advisory committee members, many of them employers, confirmed the need for such a program.

September 2013

As part of the discussion phase in the internal baccalaureate program selection process, input was sought from the advisory committees during their meetings and all members indicated their support. SPC's Career Pathways office, along with career and outreach specialists, provided research data including confirmation of the minimum requirement for a bachelor's degree in many fields in the arts technology area. Local and nearby institutions were contacted, and the University of South Florida, Eckerd College and University of Tampa all provided letters of no objection.

October 2013

Design a Curriculum (DACUM) was conducted and the qualitative, narrative data from organizations and enterprises, such as HSN, Creative Loafing, and ABC Studios suggested current labor market needs in the Arts technology areas were not currently being met due to the compartmentalization of creative technologies into separate competency cores. These employers provided feedback suggesting a BAS degree is needed which can produce graduates who are skilled in creative services and business enterprises who can collaborate with others in work teams. These were key features in developing our proposed program.

January 2014

SPC tabled the BAS proposal for further study.

December 2018

The Dean of Fine Arts, and the Academic Department Chair of Digital Media and Humanities met with the Vice President for Academic Affairs to review and renew the BAS in Digital Media. Meetings via Skype were conducted with several members of our academic teams to discuss and develop.

January 2019

The Dean of Fine Arts and Chair of Digital Media met with the College-wide A.S. Arts program faculty to receive input and exchange ideas. From that point forward there have been weekly or bi-weekly planning meetings with our office of New Program Development, to begin putting together a proposal to submit for approval.

May 2019

Our internal proposal was presented to the Provost/Dean's Council meeting for evaluation and approval. Internal approvals, including Academic Affairs Committee, Executive Council, and Board of Trustees were also granted.

July 2019

The newly appointed Dean of Fine Arts, formerly Chair of Digital Media, met with the College-wide leadership to present CORE courses and curriculum for the BAS degree in two distinct tracks: Digital Graphic Design and Digital Video

November 2019

Local nearby institutions were contacted, and the University of South Florida provided a letter of no objection.

August 2019

St. Petersburg College conducted a DACUM (Develop-A- Curriculum) session to survey and receive current input from industry professionals regarding the specific course development needs for a bachelor's program such as the BAS degree we propose.

August - December 2020

Advisory Committee recommendation consisted of; revamping curriculum to meet industry needs; concentration on development of tracks focusing on graphic design and video. The Digital Media Advisory Board met in both fall (2020) and spring (2021) with all members unanimously supporting efforts to expand the A.S. into a B.A.S degree. Contributing to this effort was the need for more management positions filled with qualified applicants in the creative arts industry. The current SPC A.S. degree does include upper division coursework to meet this impending need.

May 2021

Application submitted to State.

August 2021:

The new program marketing plan was established to utilize an **updated program website** and employ **direct email to current students and former graduates**.

New marketing materials and rack cards will be created and disseminated to the public.

Spring 2022

A marketing push involving our partners at **Pinellas County High Schools**, a targeted venue for new student enrollment. The SPC recruitment and marketing team were involved.

Summer/Fall 2022:

The department conducted training for advising staff including detailing program pathways. Program orientations for all 2-year students continued.

Spring 2023 Spring 2023

Application updated and submitted to the State.

A marketing push involving our partners at **Pinellas County High Schools**, a targeted venue for new student enrollment. The SPC recruitment and marketing team were involved.

Fall 2023:

The department will conduct training for advising staff including detailing program pathways. Program orientations for all 2-year and 4-year students will continue.

Spring/Fall 2024:

The department will conduct training for advising staff including detailing program pathways. Program orientations for all 2-year and 4-year students will continue.

The new program will be highlighted at our monthly **Arts Info Fest** recruitments, orientations, open house and explore SPC events. The 4-year program will be highlighted at the **FAMA (Fine Arts and Media awards)** awards in April 2024.

Spring 2025

Program will admit new students

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.

St. Petersburg College has strong working relationships with arts organizations in the Tampa Bay Area. The College has been a leader in the revitalization of the cultural community surrounding the greater St. Petersburg area and throughout Pinellas County. These relationships include the following:

The **Leepa-Rattner Museum of Art** was established at the Tarpon Springs Campus in 2002 to house the collections of artists Abraham Rattner and Allen Leepa.

The **Palladium Theater** in St. Petersburg, founded in 1998, became a part of St. Petersburg College in 2007 and continues to serve the community as a professional venue for performing arts as well as an important training site for students in our Music Industry Recording Arts (MIRA) program.

The **American Stage Theater Company**, a respected professional equity theater, moved to St. Petersburg College's Downtown Center location in 2009 and serves as an internship site for SPC Theater students and collaborations.

The Florida Orchestra, a college partner since 2007, maintains its administrative offices in our Downtown Center as well. In 2012, the administration of Ruth Eckerd Hall approached SPC arts faculty and administrators requesting assistance in establishing an accredited program or credential that would provide a pathway for students who desire a career in one of the many technical support positions that surround and are required for professional public artistic performances such as take place at their hall.

These partnerships, in a growing Creative Arts industry, have provided a strong base of support for developing additional degrees and certificates including the proposed BAS in Digital Media and Video Production Technology.

September 2009

The concept of a bachelor's program in Digital Media has been discussed at SPC. College program managers met with representatives of **Eckerd College's Program for Experienced Learners (PEL)** to discuss a four-year degree (2+2) program for SPC Fine Arts undergraduates to complete their education and receive a Fine Arts bachelor's degree from Eckerd College. Several options were presented for review and consideration. Due to administrative changes at Eckerd College no further steps were taken and currently the Eckerd College Fine Arts program remains offered only as a minor for bachelor's degree seeking students.

September 2012

St. Petersburg College hosted a strategic planning session in the Collaborative Lab including representatives from **Pinellas County Schools**, private schools, **Ruth Eckerd Hall**, **University of Tampa**, **Eckerd College**, professional arts venues, and College arts faculty.

The event underscored the large opportunity for technical work in the arts and the need for programs to provide development of required skills. It became evident during this meeting that the area Colleges and Universities were primarily interested in maintaining quality in their existing programs in arts, fine arts, or arts education and were not interested in developing a new program focused on the technology in the Arts. SPC was prepared and willing to work on this challenge.

February 2013

As part of the internal proposal process, SPC had a discussion with the **University of South Florida** regarding the development of a Media Technology program. The University of South Florida is an important educational partner as it is the college's closest state university and has the highest number of the college's AA and AS transfers. After discussing the heavy technology and workforce focus of the proposed program, the University of South Florida provided a letter of no objection to include as part of the letter of intent process.

St. Petersburg College values its educational partnerships and understands the importance of being part of an educational ecosystem within the community. This proposed BAS Degree in Digital Media will provide students with employment opportunities and integration of creative services and management with our educational partners.

<p>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.</p>
<p>9.3.1 Public Universities in College’s Service District</p>
<p>Date(s): 2/6/ 2019 and 1/17/2023</p> <p>Institution(s): University of South Florida</p> <p>Activity Descriptions and Outcomes: 2/2019: Letter of Support obtained from President Genshaft of the University of South Florida; 1/2023: Letter of Support obtained from President Law of the University of Florida Click or tap here to enter text.</p>
<p>9.3.2 Regionally Accredited Institutions in College’s Service District</p>
<p>Date(s): March 2019</p> <p>Institution(s): Eckerd College</p> <p>Activity Descriptions and Outcomes: Program proposal shared with President – Eckerd is supportive of SPC’s decision to move forward with application process; no objections</p>
<p>9.3.3 Institutions outside of College’s Service District (If applicable)</p>
<p>Date(s): Click or tap here to enter text.</p> <p>Institution(s): Click or tap here to enter text.</p> <p>Activity Descriptions and Outcomes: Click or tap here to enter text.</p>

PROGRAM IMPLEMENTATION TIMELINE

10.1	Indicate the date the notice was initially posted in APPRiSe.	November 2019
10.2	Indicate the date of District Board of Trustees approval.	November 2019
10.3	Indicate the date the Notice of Intent (NOI) was submitted to DFC.	June 2023
10.4	Indicate the date the completed proposal was submitted to DFC.	October 2023
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 next SBOE meeting.</p>	January 2024
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).	Click or tap here to enter text.
10.8	Indicate the targeted date that upper-division courses are to begin.	January 2025

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

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

Expanding the Digital Media program at SPC allows current AS face-to-face and online students to take advantage of procuring their own hardware and software for program accessibility and student success.

Very few of the current A.S. courses, and none of the BAS courses, will require textbooks and/or additional materials for student success.

Students have the ability to use classroom/campus equipment and studio production equipment, including accessibility, at night and on weekends. Standard face-to-face courses taught in labs/classrooms are fully equipped with hardware and software and will continue to serve as tutoring/production classrooms to extend accessibility to all students.

Our dual-platform program enhances knowledge and skills utilizing the following equipment available to all students:

3 Dedicated Computer Labs/classrooms equipped with **Adobe Creative Suite** software.

Apple Computer lab with 23/ 27" iMac computers/ 1 Epson Color Laser Printer

Apple Computer lab with 23/ 21" iMac computers/ 1 Epson Color Laser Printer

Microsoft Computer lab with 23/ 28" Surface Studio Pro Touch screen computers / 1 Epson Color Laser Printer

Blackmagic Video Production Studio

The St. Petersburg college Seminole campus houses a fully operational 4K capable video studio dedicated to teaching and learning. The studio has 1500 square feet of floor space with a 25-foot-high ceiling equipped with a full lighting grid, a variety of light fixtures and light controller. There is a green screen wall for chroma keying and moveable curtains to change backgrounds. There is a moveable set and news style desk in the studio. The studio includes a sound-proof audio recording and editing booth with high end voice microphones that connect to an iMac computer.

The studio is equipped with the following equipment:

- Three Blackmagic studio cameras with teleprompters mounted on high end studio pedestals for easy movement of cameras
- One Blackmagic studio camera mounted on a jib arm
- 55-inch program monitors
- Variety of microphones
- A Revolution Lightboard is also housed in the studio for creating eLearning lectures

The studio is supported by a connected production control room containing the following equipment:

- Blackmagic Design ATEM 2 M/E Production Studio 4K Live Switcher with control panel with built in Digital Video Effects.
- 16 Input Audio Mixer Console
- 2 Blackmagic Design HyperDesk Studio Pro 2 recorders also can be used for playback.
- Character generator for live titling and graphics
- Teleprompter control panel
- Full patch bay for routing audio and video signals
- Video monitor stack to display all video sources
- Technical director's station with waveform monitors, vector scopes, and camera control units
- Intercom equipment for communication with talent and television crew
- **Video presentation equipment**
Allowing instructors to provide close-up demonstrations of projects while maintaining social distancing.
- **Audio Technology for use in the Production Studio:**
Allowing for multiple outdoor events to be run by students
Supports full programs and outdoor student events.

Graphic/Video Program Lending Equipment:

- 5 - Dell Laptop Computers
- 17 - Panasonic AG-AC30 Camcorder Kits – include Lavalier microphones, Phantom powered shotgun microphones, 2 batteries.
- 5 - Panasonic HC-X1000 4k Camcorders – includes Lavalier microphones, Sennheiser boom microphones, 2 batteries
- 2 -Canon 5D Mark 3 DSLR cameras
- 2 - DJI ronin Camera Gimbals
- 10 - Canon rebel T6 two lens camera kits
- 10 - Go-pro Hero 7 camera
- 5 - Go-pro Camera Gimbals
- 15 - Sennheiser G4 Wireless microphone kits
- 20 - GVM 800D RGB LED lighting kits 3 light set
- 12 - Halogen 6-piece lighting kits
- 6 - LED lighting kits
- 15 - Zoom H6 audio recorders
- 30 - Fluid head Libtec tripods
- 5- Sennheiser stereo Boom microphones
- 10 - Sennheiser Mono shotgun microphones
- 10 - Sekonic Speed Master Light Meters
- 5 - 4k camera mount monitors
- 2 - HD Camera mount monitors

- 5 - Collapsible green screens 7'-9'
- 5 - 9'-13' collapsible green screen kit
- 20 - Shotgun boom poles
- 45 - 64GB Sandisk SD cards
- 3 - C-stands

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

This plan is to maintain existing technology and facilities until additional demand is necessary.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM

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

Bachelor of Applied Science Digital Media Library/Learning Resources Support

With more than 60% of digital media students enrolled in at least one online course each semester, SPC Learning Resources has made major strides to support digital media online students in several ways. Every SPC Learning Resource Center provides free and unlimited access to Digital Media hardware and software titles allowing students to work on assignments and projects.

The [Learning Resources website](#) offers a gateway to library and tutoring services and resources across all modalities of instruction, including:

- A [library research portal](#) with both a federated and database-specific search, leading to print and digital books, multimedia content, and journal articles, among other forms

of research and learning resources; interlibrary loan services; and faculty requests for information literacy instruction;

- General and course-specific [research and help guides](#);
- The [SPC Online Appointment System](#) for students to schedule consultations with librarians and tutors throughout the week;
- [Ask A Librarian](#) online research assistance;
- The Virtual Learning Commons (login required to learning management system) featuring online video tutorials and resources for course support; and
- [24/7 access to Tutor.com](#) for both live and asynchronous online tutoring services.

Material purchases are developed through formal collection development policies and procedures. Library staff determine institutions with similar programs and propose literature and resources that best represent current practices. Campus library staff use various recommended selection aids (Choice, etc.) to assemble lists for potential purchases. The library collection of digital media related electronic books, databases and websites is extensive and offers students and faculty easy access from remote locations. Additionally, the library supports interlibrary loan services with fulfillment libraries throughout the nation.

As the curriculum is the most important influence on the development of the M. M. Bennett Library collection, librarians obtain suggestions and advice about digital media materials selection from the faculty and the administration. Recommendations from students are welcomed. Selection and budget allocation responsibility is retained by the library. User groups are surveyed regularly to measure how well the library serves the needs of the Digital Media program and course of study. Administrators are consulted regularly for selection advice, and significant additions to the collection will be reported to the campus administration. Library Material Request forms are available on the library homepage and in each library for faculty, staff, students, administrators, and others to make suggestions for library materials for consideration.

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

Library Holdings for Digital Media Bachelor of Applied Science Degree

Periodicals and Research Databases

The library subscribes to many electronic research databases. These databases include selected articles from thousands of periodical titles accessible to students from any Internet connected computer 24 hours/7 per week. Most program faculty preferred periodical databases over print subscriptions for better student access. Lists of projected print periodicals were adapted and used to identify databases which best matched program needs.

Electronic Journals and Databases

The libraries of St. Petersburg College provide access to numerous full-text journals in the areas of art criticism, art history, video/film production, technology, digital graphic design, entrepreneurship, visual studies, and legal/copyright issues. Through electronic databases such as EBSCO's Academic Search Complete, Fine Arts (Gale OneFile), Humanities Source, and JSTOR, many full-text journals can be utilized in support of the program. The Films on Demand database contains several streaming video series, covering many aspects of the design career and featuring professionals in the field.

Additionally, Lexis, Computer & Applied Sciences Complete, and Business Source Complete provide further coverage on legal, technical, and economic aspects related to digital arts and index numerous journals in full text as well. See below for a selection of titles indexed in the databases:

Afterimage
Art Business News
Camera Obscura
Computers in Entertainment
Crossings: Electronic Journal of Art & Technology
Digital SLR Photography
DV: Digital Video

Entertainment Design
European Comic Art
Flash Art International
International Journal of Arts Management
International Journal of Comic Art
International Journal of Digital Multimedia Broadcasting
International Journal of Performance Arts & Digital Media
Journal of Humanities & Arts Computing: A Journal of Digital Humanities
Journal of Intellectual Property & Entertainment Law
Journal of the Fantastic in the Arts
Journal of Visual Art Practice
Journal of Visual Literacy
Mastering Advanced Photoshop Techniques for Professional Photography
Mix
Modern photography
PAJ: a journal of performance and art
Petersen's photographic digital photography guide
Photography (Tulsa World)
Popular photography & imaging
Sound & Video Contractor
Stereo review's sound & vision
Studies in French Cinema
Studies in Latin American Popular Culture
Technoetic Arts: A Journal of Speculative Research
UCLA Entertainment Law Review
United States Photography Studios Industry Report
Vanderbilt Journal of Entertainment & Technology Law

Visual Studies
Worldwide Motion Pictures Theaters Industry Report

Selected List of Databases

Business Source Complete: (EBSCO)

One of the premier business databases, Business Source Complete, includes industry and company profiles, trade publications, SWOT analyses, and more from the business sector.

Computer & Applied Sciences Complete (EBSCO)

This database covers a broad spectrum of computer and applied sciences including digital arts, film and video production, entertainment technology, cinematography, and more.

Films on Demand

Streaming video from large and small production companies covering a wide range of subjects to enhance college courses. These videos include public performance rights that allow them to be used in the educational setting. Relevant titles include *Product Design* series with 2 titles; *Animation in Multimedia* series with 3 titles; *How Hollywood Does It-Film History & Techniques of Animation* series with 5 titles; *Animation in Multimedia* series with 4 titles; and many others covering design careers and artists and animators at work.

Fine Arts

Fine Arts and Music Collection provides access to scholarly journals and magazines that support research in areas including drama, music, art history, and filmmaking. Full-text content includes publications from the Wilson Art Index and RILM bibliography.

Humanities Source (EBSCO)

This database contains a vast array of scholarly resources in the Humanities including specialty sources. Newer journals include *American Art; Art Bulletin; Art Monthly; Computers & The Humanities; Journal Of Aesthetics & Art Criticism; Music, Sound, and the Moving Image.*

JSTOR

Providing access to back issues of over 55 music journals, this full-text, searchable database contains numerous top peer reviewed academic journals in the humanities, social sciences, and sciences. Many journals pertaining to art, art history, graphic design, and technology.

Lexis

A comprehensive law database which includes primary law, secondary sources, and practical guidance. Elevate your research experience with Lexis Practice Centers covering a variety of jurisdictions, practice-areas, and industries.

Mergent Intellect

Mergent Intellect is a web-based application that features a deep collection of worldwide business information that enables companies to generate insightful business intelligence. It offers access to private and public U.S and international business data, industry news, data, executive contact information, the ability to access industry profiles and much more. This database is useful for company and industry research and brand identity for designers.

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ACADEMIC CONTENT

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).

To be admitted to our **Bachelor of Applied Science in Digital Media** degree program, you'll need:

- 60 credits from a regionally accredited institution, including:
 - 18 credits of [transferable general education courses](#)
 - ENC1101-Composition I or equivalent
 - A college Math Course: MAT 1033, MAT1100 or any MAC, STA, MAP, MGF, MTG, MAS math prefix
 - 21 Technical Credits in one of the following areas DIG and/or GRA, PGY with a Grade C or better
- A cumulative grade point average of 2.0 on a 4.00 scale in all college classes

Degrees which articulate:

- A.S. degrees and Certificates that transfer to this bachelor's degree:
 - DIG-AS – Digital Arts, Media, and Interactive Design AS degree
- A.A. Degree in a case-by-case evaluation/proscribed pathway advising

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

In accordance with the Southern Association of Colleges and Schools (SACS), at least 25% of the upper division coursework in the proposed BAS program will be taught by faculty with a terminal degree. At minimum 25% of the courses will be taught by faculty with terminal degrees. However, this number is likely to be higher based on the pool of qualified faculty hired specifically to teach in the program.

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
--------	--------	--------

12:1	15:1	20:1
------	------	------

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

NA

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).

NA

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

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.

[Click or tap here to enter text.](#)

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.

13.7.2 Program of Study for Students with A.S./A.A.S. Degree Video Subplan		
Term 1	Course Title	Credit Hours
DIG3305	Computer Art: Animation and Interactivity (pc)	3
DIG 3330	Lighting Design and Techniques (conc)	3
DIG 3343	Broadcast Graphics 1: Animated Text and Logo Design (conc)	3
ARH 2051	Art History: Renaissance to Contemporary (ge)	3
	Total Term Credit Hours	12
Term 2	Course Title	Credit Hours
DIG3306	Intro to 3d Modeling & Animation (pc)	3
DIG3347	Advanced Digital Cinematography (conc)	3
DIG3349	Digital Compositing and VFX (conc)	3
ENC 1102	Composition II or CRW 2001 Creative Writing (ge)	3
	Total Term Credit Hours	12
Term 3	Course Title	Credit Hours
DIG3124	Principles of Interaction & Usability (pc)	3
ESC1000	Earth Science or ESC1000C (ge)	3
	Total Term Credit Hours	6
Term 4	Course Title	Credit Hours
DIG4126	Interaction Design (pc)	3
DIG4822	Electronic Journalism (conc)	3
DIG4097	Digital Media Entrepreneurship (pc)	3
EVR 1001C	Introduction to Environmental Science (ge)	3
	Total Term Credit Hours	12
Term 5	Course Title	Credit Hours
DIG4114	Digital Cinema Short Film (conc)	3
GRA 4591C	Art Direction and the Creative Process (pc)	3
HUM 2210	Western Humanities: Ancient to Renaissance (ge)	3
MGF1107	Mathematics for Liberal Arts II (ge)	3
	Total Term Credit Hours	12
Term 6	Course Title	Credit Hours
DIG4588	Digital Portfolio (conc)	2
DIG4940	Internship (pc)	1
DIG4431	Advanced Video Production (conc)	3
	Total Term Credit Hours	6
	Program Total Credit Hours:	60

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.

Click or tap here to enter text.

PROGRAM TERMINATION

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

St. Petersburg College’s policy 6Hx23-3.04 directly addresses program closure. The decision to close a program must be made by the District Board of Trustees and communicated to the Southern Association of Colleges and Schools Commission on Colleges by the President of the College. Such action will not be taken without a thorough evaluation of other programming options and special consideration of the implications for students pursuing this degree program. In the unlikely event a program is terminated, the College would establish a “teach-out” plan in accordance with the Policy Statement of the Commission on Colleges of the Southern Association of Colleges and Schools and notify SACSCOC at least 6 months prior to the closing of the program and develop a timeline for affected student to complete the program.

SUPPLEMENTAL MATERIALS

15.1 Summarize any supporting documents included in 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.

We need to list of all supplement materials to include

Appendix A: Business and Industry Letters of Support

A1. Jack Conley – Senior VP of Operations WEDU PBS

A2. Dr. Tasha Brown – Chair, Digital Media Advisory Board and Associate Director, Education Design and Technology

A3. Jonathan Ogle – Pinellas County Schools, PreK-12 Visual Arts Specialist

Appendix B: Communication with Regional University

B1. University of South Florida Letter of Support (1.18.2023)

B2. University of South Florida Letter of Support (2.6.2019)

Appendix C: Advisory Minutes and Notes

C1. Digital Media Spring 2021

C2. Digital Media Charter/Advisory Board 2022-2024

C3. Digital Media Charter/Advisory Board Spring 2019

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.

No alternative proposals or objections were received.

May 20, 2021

Barbara Grazul Hubbard, Ph.D.
Dean of Humanities and Fine Arts
St. Petersburg College
Clearwater Campus
2465 Drew Street
Clearwater, FL 33765

Dear Dr. Hubbard,

I would like to share my continued support for the Digital Media Arts program at St. Petersburg College and specifically my eager backing of the proposal to introduce the Bachelor of Applied Science Degree for Digital Media Graphic Design and Digital Video.

I have more than 30 years of public media production and management experience and more than ten years of direct interaction with the St. Petersburg College Digital Media Arts program as a member and past chair of the program's workforce advisory committee. I have personally seen the value the Digital Media Arts program has on their students in providing them the skills necessary to join the workforce immediately and directly contribute to the media production business in our community.

Through the current program, students are able to provide skilled talent to the freelance "gig economy" and as skilled employees at media organizations. However, I am firm in my belief that students who are able to participate in the proposed Bachelor of Applied Science Degree program will gain additional soft skills and benefit from a broader education which will ultimately provide them opportunities to rise more successfully during their careers.

St. Petersburg College students in this BAS degree program will gain the additional experience and preparation to allow them to reach the pinnacles of success in their field. Having this four-year degree program will assuredly increase their opportunities.

Thank you for allowing me to add my support to this initiative.

Sincerely yours,



Jack Conely
Senior VP of Operations
WEDU PBS

May 10, 2021

Barbara Hubbard, PhD
Dean, Humanities & Fine Arts
St. Petersburg College
2465 Drew Street
Clearwater, FL 33765

Dear Dr. Hubbard:

I'm writing in support of the Bachelor of Applied Science in Digital Media Graphic Design and Digital Video four-year degree program.

Over the years, we have seen tremendous growth in online teaching and learning. This has been further substantiated by the pandemic and the need to shift to remote training, teaching, and learning. When developing content for online learning, training, and professional development, graphic designers and videographers/editors bring a wealth of knowledge and skills. They have expert knowledge of digital media and design thinking with considerable experience using Adobe Creative Suite software. Using this knowledge and expertise, they help instructional designers to develop solid courses and trainings while enlivening the learning experiences of the participants.

I recognize the tremendous value graphic designers and videographers/editors add to eLearning content development. As we continue to explore the possibilities of online learning and training, instructional design teams can benefit from the talents and skills offered by graphic designers and videographers. These teams can leverage their knowledge, skills, and abilities to ensure the end product has a strong visual design that is consistent with the organization's brand. This four-year degree program will provide graphic designers and videographers with a solid foundation of digital media and will enable them to work with companies and educational institutions, or as independent contractors to translate content into compelling visuals.

Graphic designers and videographers/editors play an integral role in the development of eLearning content. Developing courses and materials that are creative, consistent, and high-quality can be achieved through a myriad of reasons. One of those reasons is having a knowledgeable and skilled graphic designer or videographer that is part of the team. This four-year degree program will be of great value to students, eLearning and training teams, and companies within the Tampa Bay region and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tasha M. Brown', written in a cursive style.

Tasha M. Brown, PhD, PMP
Chair, Digital Media Advisory Board
Associate Director, Educational Design and Technology



Vision:
100% Student Success

Mission:
"Educate and prepare each student for college, career and life."

ADMINISTRATION BUILDING
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph. (727) 588-6000

**SCHOOL BOARD OF
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Superintendent
Michael A. Grego, Ed.D.

May 12, 2021

To Whom It May Concern,

I am writing in full support of expanding the current two-year Digital Media Applied Science program to a four-year Bachelor of Applied Science program at St. Petersburg College.

By providing the opportunity to earn a B.A.S. in digital media, St. Petersburg College will be able to better prepare their creative scholars for the work force and the jobs of tomorrow. Additionally, SPC will improve their recruitment potential since Pinellas County Schools always has a number of high school students graduating every year desiring to pursue a Bachelor of Applied Science in either graphic design or video production. Having such a program in our own backyard will clearly be ideal, for multiple reasons.

Furthermore, the expansion of a two-year into a four-year degree will provide more opportunities in art management, art direction, and creative entrepreneurship for both regional and national employment for St. Petersburg College graduates. It goes without saying, homegrown "talent" is preferred, not to mention vital to communities.

The strong partnership that our large public school district (with 100,000 students) has maintained with St. Petersburg College over the years, though such programs as the State of the Digital Arts Pinellas High School Exhibition each year, and also the Fine Arts and Media Awards, have allowed our high school creatives exposure to SPC's cutting-edge programming. We now look forward to producing an additional State of the Digital Arts Exhibition with St. Petersburg College next school year, for our elementary and middle school students, thereby creating even earlier exposure.

Please consider allowing the expansion of the two-year Digital Media A.S. program to a four-year B.A.S. program at St. Petersburg College for the benefit of our public-school students and families looking to fulfill their educational dreams as they pursue creative careers in graphic design and video production.

Sincerely,

Jonathan Ogle
PreK-12 Visual Arts Specialist



MINUTES
DIGITAL MEDIA/PHOTOGRAPHY ADVISORY COMMITTEE
04/23/2021 - ZOOM

Date of Meeting: 04/23/2021

Members Present: Bryan Bowhall, Tasha Brown, Zora Carrier, Jack Conely, Barton Gilmore, Ed Gonzalez, Barbara Hubbard, Bryan Voliton, Melvin Young,

Members Excused:

Others present: Marilyn Brown, Jacob Wortock, Theresa Afify

Call to order: Meeting Started at 12:00PM Tasha Brown Advisory Committee Chair opened the meeting with call to order and a welcome message. Fall 2020 Meeting minutes. Fall 2020 meeting minutes were approved by the committee.

Previous Minutes Approved:

Motion by: Jack Conley

Second by: Bryan Voliton

Approved by quorum

Unfinished Business:

1. The BAS in Digital Media Graphic Design and Digital Video application is being finished up to be submitted May 2021.
2. The Digital Media Academic Chair and Full Time Faculty positions are on hold until further notice due to COVID 19 pandemic.
3. Currently there are two full time faculty: Dr. Muehl (Acting Academic Chair) and Ragan Brown.
4. When hiring freeze is lifted we will be looking to hire two additional FTF and may ask Advisory Committee members to participate in hiring committees.

Program Updates:

1. The Unduplicated Student Count 2018 – 360, 2019 – 358, and so far in 2020 – 2012 320.
2. Current Student Count by Program is;
 - a. Digital Graphic Design - 91
 - b. Digital Video Production - 61
 - c. Video Game Foundations - 28
 - d. Digital Media Production UX - 32
 - e. Digital Photography – 25
3. Current Certificate Counts 2019
 - a. Digital Graphic Design - 2
 - b. Digital Media Multimedia Foundations - 6
 - c. Digital Media Multimedia UX Certificate - 0
 - d. Digital Video Production – 15
4. SPRING 2021 Semester started January 11, 2021 All courses are being delivered remotely.
5. Summer 2021 Semester will start May 17, 2021 All courses will be delivered remotely.
6. Fall 2021 Semester will start August 16, 2021. Many classes will return to campus. About half of the classes will be held on campus and half remotely.
7. Photography Update Barton Gilmore: The Photography AS subplan is being phased out due to

low enrollment. The Photography certificate has been updated and to an 18 credit program and is financial aid eligible. PGY2800 and PGY2407C have online options. All other courses will be taught on campus.

8. Digital Media AS Subplan and certificate downsizing plan has been approved by the VPAA and curriculum. There are now two AS subplans, Digital Graphic Design and Digital Video Production effective Fall 2021. There are three certificates, Digital Media Foundations, Digital Graphic Design and Digital Video Production also effective Fall 2021.

Subcommittee Reports: N/A

Student Update: N/A

Career Outreach Specialist:

1. Outreach Events – Theresa Afify
 - a. This past spring, the College actually reduced the number of college wide events so we did see a drop in some of the offerings that we do. One of the things that we wanted to make sure, because we are always available on campus for students to drop in but also offer some virtual drop ins.
 - b. Twice a month During February, March and April we hosted a career drop in for students that wanted to come in and talk about resumes and career exploration. We let students know we are there for them and that we could set up an appointment afterwards. We will carry this practice forward into the summer and likely during the fall as well.
 - c. We hosted an event called blank pages, the art of collaboration. We had five panelists attend, we had someone from gallery 909 fairgrounds visit SPC Clearwater. This helped students understand the importance of collaborating not just with creatives but with people who are not creative themselves and how to interact with them. Digital Media had partnered with MIRA to host that event.
 - d. Career services hosted a wide array of events throughout the semester. There were events for personal branding, resume writing, mock interviews, and LinkedIn social media. The social media manager from SPC spoke directly to students.
 - e. This summer and usually every summer, we are hosting a virtual career connections training. It's an all hands on deck kind of thing we do have recruiters, all of the career outreach specialists, and faculty.
 - f. I always just want to put a plug into your ear is, if you have any job openings if or if you know of any companies that are looking to hire, refer them to SPC tie ins, this is where students do go to look for internships, volunteer opportunities, a events, and job opportunities.
2. Employment and Internships - Jacob Wortock
 - a. SPC is always looking for new and exciting and innovative ways to partner with the industry. Not only you who are here today, but people that you know that are connected in the industry that may want to work with SPC students. We're always trying to infuse this as much as we can into the curriculum and into outside activities as well, like the informational nights and the networking opportunities. It doesn't have to be an internship or a job, it could just be in parting wisdom by sharing stories and sharing experiences.
 - b. Bryan Voliton back in the fall you mentioned just how critical it is to be working with these students and coaching them along the way, so their expectations of what the world of work looks like after they finish their degree is so critical. We would like to be working directly with them sooner before they graduate. When industry professionals come and share stories with students it can spark them to say hey you know what, this is probably

something I should be working on now and starting to develop. With the internal team, the professor's and you guys really are the catalyst.

- c. Give them a wake up and say well okay yeah you're studying you're doing great you're learning all these things, but we really need to start be focusing on developing those interpersonal skills, communication skills, networking, professionalism, etc.
- d. We're going to schedule a lot of virtual job fairs this year. We're definitely looking at hybrid models going into the fall semester and to open more networking opportunities on campus
- e. The fall as well, but we still are going to be offering those online options, I think, as well, I think there's definitely room to have both of those things.
- f. Please me or Teresa know if you have hiring opportunities, internships or freelance projects that you're working on or know of anybody who is. We're always looking for those types of things. The best place to post these opportunities in on hire SPC. Please go to hire SPC to post jobs, events, and informational updates to streamline communication to students as much as possible.
- g. If you're looking for ways of connecting and partnering with SPC, please feel free to reach out to me or Theresa by phone or email. We'd love to love to chat with you guys outside of these meetings and see how we can kind of partner more throughout the year.

New Business: John Muehl

1. Digital Media BAS program update
 - a. We are moving closer to final submission of BAS Digital Media Degree with submission in May 2021 and hopeful approval in the Fall 2021.
 - b. The BAS course pathways for both the Digital Graphic Design and the Digital video subplans were presented to the committee. After a short discussion, the committee was asked for a consensus on the curriculum.
 - c. All members approved, no dissents.
2. Digital Media Online: Currently in QM Development Process
 - a. DIG1004C Exploration of Media Tools (Moved Back 2022)
 - b. DIG2131 Digital Art and Design (In progress)
 - c. DIG 2200 Introduction to Digital Media (In progress)
 - d. DIG2302 Introduction to 3D (In progress)
 - e. DIG 2410 Basic Scripting for Videos (In Progress)
 - f. DIG2251 Sound for Media (Fall 2021)
 - g. DIG2100 Web Design 1 (Fall 2021)
3. Digital Media Fully Online Option Proposal (Approved by VPAA)
 - a. Students who select "fully online" must agree to purchase or own acceptable computer, enroll in Adobe Creative Cloud, and verify having sufficient Internet access.
 - b. Students who select Digital Video subplan must purchase a camera kit.
 - c. Offer every section of Digital Media courses online or Live Online. Offer additional sections on campus for locals. Local students will end up taking some online classes.
 - d. For selected specialty courses such as Studio Production, Offer Saturday half day Seminars two or three times a semester (Open to all Digital Media students).
 - e. Also offer weekend Special Subject seminars like lighting, green screen, UI/UX etc. (also open to all Digital Media students).

The Digital Media Fully Online Option Proposal was presented to the committee. After a short discussion, the committee was asked for a consensus on the curriculum.
 - f. All members approved, no dissents.

Industry Updates & Discussion:

Open Discussion: Tasha Brown

Tasha Brown: Yes, so we're now at the industry updates in our open discussions, this is the time for our partners to tell us more about what's going on within their world the industry anything we need to be made aware of, as we teach our students, so the floor is open for comment and dialogue.

Bryan Voliton: I think it's cool what you guys have put together for the BAS program and the online option. Everything looks as though it's going to be super beneficial for a lot of the students. I was in a meeting today and we were talking about marketing and social media and finding people for those things and It made me really think about how there are a lot of smaller businesses, smaller companies that have the same needs as big companies and they don't really know where to find people, so it was good to be reminded that SPC is there and a lot of what I saw in the BAS program makes me feel really encouraged to start sending people that direction, because it looks like they will be taken care of by the students because what they'll be learning in this program feels more cohesive.

John Muehl: Thank you, Brian that's what we're shooting for.

Jack Conely: I'd like to back up what Bryan said, I think you guys have done a terrific job. And I love to be reminded, even though it has been such a longtime relationship, but that just this just this semester, WEDU aired three Arts Plus segments. Those students are providing use those segments and we put them into the program but we're paying others to do that work. Months in months out across the years we've been doing this' placing the students in real world examples that potentially they could be paid for in the future and as soon as they graduate, they could come and to the workforce and get paid. I'd be happy to share a letter on WEDU letterhead that that reinforces that we've been doing it for over 10 years now and it's just terrific. Just to remind the rest of the group here that Arts Plus is what WEDU calls our weekly arts magazine program. We produce a local segment and then in these three cases, the students at SPC produced the segments, we combine them with three other segments that are from a collaborative of stations working together so it could be Chicago, Denver, Houston, New York whatever. There's no guarantee, but over the years we contribute the SPC segments to a common pot that about three dozen of these stations across the U.S. contribute to. There have been quite a few of the SPC student produced that have been included as part of a similar magazine program in Denver or in Houston etc. It is a real resume building real world experience. Thank you and I am excited about the four-year degree program that's just been a long, long, long time coming.

Zora Carrier: I wanted to just continue, I wasn't sure if the programs are somehow are concluded with a capstone project. I am working at Florida museum or for the graphic arts and just to give us an example we did have a group of students from USF who worked on a capstone project for of our market research and communication research and actually just hired one of the students that worked with us on this communication project and the this young man is graduating in May, and we are looking forward to include him as a part of our team, and he will work on our communications. So I was wondering if we can put let's say group of five or six students on a graphic design capstone project for a company. The first thing is its enormous experience working with a real-world client but the second thing is that's where the employer can see the students working and see their work at the exceed their level of knowledge and reliability. And can decide to hire them because they're already in touch for a whole semester, so I think this is something that other schools are using exactly for that purpose. And I would definitely welcome a group of students from SPC. We do have a history of having interns, but I think working on the capstone project is a better platform for the students to show what they know and how ready, they are. So I just thought that we can consider that, and if we do, then I definitely think that the

museum can accommodate this kind of student work.

John Muehl: Zora, excellent question and, yes, the associates degrees and the bachelor's degree all have capstone courses in video and graphic design and as a matter of fact, the Advanced Videography class that does the segments for WEDU Arts Plus is their capstone course. We would love to do that and I'll get your number, and we can talk. Absolutely, you have my email and we can definitely work on that and I'll be happy to make myself available for the capstone.

John Muehl: I'll be in touch quickly.

Zora: Thank you.

Melvin Young (Student Representative): I'm really excited about this program going forward. I can't wait to just watch it grow and be part of it.

John Muehl: Thanks Melvin. Melvin is one of our students who's always around practicing and learning, Every time I'm on campus he's there.

Melvin Young: I just try to use utilize all that awesome equipment that is afforded to us.

Barbara Hubbard: If I might, I'd just like to thank all of you for being our partners for all these years. Jack and Tasha, you guys are our bedrock foundation, and I think going forward with all of you helping to educate the folks in Tallahassee that will be looking at our application. What they're concentrating on our students finding jobs. We need to reinforce the understanding that our students will be prosperous, not only in the Florida market or in a small mom and pop organization, but that the entire world is their job market, so I would ask that if you can help us influence and to help legislators understand what it is that we do. With COVID we had a little bit of a challenge, but a lot of us continue to work, and I think if we can hone in on that, we can probably convince those who would give us the gold Star and let us continue training a new workforce will be well served by our BSA program. Thank you all for all the support that you always give us.

John Muehl: Thank you all for coming We appreciate you being here and got through 24 slides and 45 minutes, so looking good. I'll be contacting probably in November to plan for the next meeting in December. I'll turn it back over to Tasha.

Tasha Brown Committee Chair: I have nothing more so if there's nothing more from anyone else on our committee, can we have a motion to adjourn the meeting.

Bryan Voliton: I make a motion to adjourn the meeting.

Tasha Brown: Thank you and may we have a second.

Zora Carrier: Second.

Tasha Brown: Thank you everyone for attending. I hope you all have a great weekend and, as always, thank you for your commitment to the St. Petersburg college and our advisory board.

Meeting Adjourned 12:47PM.

Program Needs: N/A

Adjournment: Meeting adjourned at 1:00PM EST.

John M. Muehl

Secretary

St. Petersburg College
Digital Media
Advisory Committee Charter 2022-2024

Purpose

The function of the **Digital Media Advisory Committee** is to make recommendations to assist program personnel and other administrators in developing and improving program effectiveness. All recommendations submitted by the committee will be considered. A report from the Dean of Humanities and Fine Arts about the actions taken and the reasons for those actions will be returned to the Digital Media Advisory Committee members. These functions consist of:

- Assessing how the program meets the current occupational and technology needs of employers;
- Reviewing and making recommendations on equipment and the program curriculum;
- Providing input to help prepare students for work in the field.
- Assisting in recruiting, providing internships and in placing qualified graduates in appropriate jobs;
- Expanding and enhancing St. Petersburg College's reputation in the community by fostering positive community relationships.

Number/Length of Meetings

The full Digital Media Advisory Committee (DMAC) shall meet at least twice annually. Additional meetings may be called by the chairman and sub-committee co-chairman as needed for effective program coordination.

Meeting Minutes

Minutes of each DMAC meeting will be recorded by staff. The minutes of the each DMAC meeting will be reviewed by the Advisory Committee members for accuracy prior to submission to the senior vice president of Academic and Student Affairs. A copy shall also be maintained by the Office of the Dean of Humanities and Fine Arts.

Committee Leadership

The DMAC leadership shall be comprised of the Chairperson, sub-committee Co-Chairpersons and the Dean of the College of Humanities and Fine Arts. This leadership will guide the Advisory Committee in its activities.

Role of the Chairperson

The Advisory Committee membership elects a chairperson to a one-year term at the meeting closest to **July 1 of each calendar year**. When two or more candidates are listed, voting shall be done by ballot. The term begins July 1 of the current year and ends on June 30 of the following year.

As the elected leader of the committee, the Chairperson presides over the committee's

meetings and is the committee's spokesperson.

The Chairperson sets committee meeting dates and agendas, coordinating with the Dean of Humanities and Fine Arts.

Role of the sub-committee Co-Chairs

Sub-committee Co-Chairs are volunteer positions for one-year terms. Sub-committee Co-Chairs are responsible for:

- Working directly with the Chairperson and Dean to establish the annual accomplishment goals of their respective sub-committees.
- Establishing the working and communication protocol to be followed by the sub-committee members.
- Accomplishing the established goals of the respective sub-committees
- Proactively making recommendations regarding initiatives to be followed by the sub-committee.

Role of the Dean

The Dean acts as program administrator to the committee and the program spokesperson.

Working with the Chairperson, the Dean provides information and advice about college rules and procedures.

The Dean is responsible also for the distribution of all copies of meeting notices, agendas and minutes to all members, including ex-officio members and site administrators.

Committee Structure

The DMAC is comprised of five to 25 persons including ex-officio members. Ex-officio members of the committees include the senior vice president of Academic and Student Affairs or their appointed representatives, plus student(s) voted on by Digital Media faculty and program faculty and staff. The DMAC is sub-divided into 3 sub-committees each with a specific focus:

- **Curriculum** – Sub-committee members will, among other activities, lend their subject matter expertise and industry and local labor market insight to aid in the review of current and development of new programs ensuring the college is focused on relevant curriculum.
- **Mentoring** – Sub-committee members will assist Digital Media students in providing guidance and advice in ensuring they are properly to enter to the workforce. Includes, but not limited to, participation in portfolio presentations, career fairs, one-on-one discussions and other pertinent events that occur from time-to-time.
- **Promotion** – Sub-committee members will use their industry knowledge, contacts and personal networks to promote the college and its students. Includes, but not limited to, assisting in growing enrollment, assisting in securing internships and promoting SPC programs in the local tech community.

Membership Eligibility

Non-faculty members of the Tampa Bay community that wish to serve on the Advisory Committee for St. Petersburg College's Digital Media Advisory Committee must meet the following eligibility and participation requirements:

- Potential advisors must complete and submit to the Dean the Advisory Committee application including a short bio describing the potential advisors experience and qualifications
- Potential advisors must be an accomplished information technology professional in the Tampa Bay area with executive level experience and responsibility. Graduates of the college's Digital Media curriculum are exempt from this requirement.
- All advisors are expected to be active participants in the Advisory Committee and participate to some degree in the committee functions throughout the calendar year. Advisory committee members that have not actively participated in any committee functions in a calendar year will be excused from the board.
- Committee Leadership will be responsible for approving all potential new committee members.

Length of service

Digital Media Advisory Committee members are appointed to serve one-year terms beginning July 1 of the current year and ending on June 30 of the following year. To ensure continuity of the committee's activities, members may be reappointed to serve additional terms.



St. Petersburg College Digital Arts

2019 Spring Advisory Board Committee Meeting Agenda

Date: Thursday, February 28, 2019

Time and Location:

9:15 – 10:30 a.m.

- | | |
|---|---|
| I. Welcome | Barbara Hubbard |
| a. Approval of Spring Minutes | |
| b. Committee Introductions/New members | Co-Chairs:
Sandy Mills-Alford
Tasha Brown |
| II. Program Updates and Announcements | |
| a. Digital Arts AS Program | Hubbard |
| b. Portfolio Review/Internship | Hubbard |
| c. Bachelor's Program/Updates/Curriculum | Steele |
| d. WAVE Club | Keefe |
| III. New Business | |
| a. Internships/Externships | Jacob Wortock |
| b. Software/Hardware Updates | Jonathan Sullivan |
| IV. Open Discussion | |
| a. CCIT Program Partnership | Steele/Hubbard |
| b. 2019 SEMmy Awards/AB Presenters | Hubbard |
| c. What Our Students Need to Know | Hubbard |
| d. Ch-ch-ch-Changes | Hubbard/Steele |
| V. Setting of Next Meeting Date and Location | |