



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.


UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Musical Theatre
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	B.A., B.S., B.F.A., BSEd.
EXISTING RELATED MAJORS OR MINORS:	Theatre Minor
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	50.0509
UNIVERSITY DEPARTMENT:	Art & Theatre
BANNER DEPARTMENT CODE:	NMUT
UNIVERSITY DIVISION:	School of Fine Arts
BANNER DIVISION CODE:	5F

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



President (or designee) of the University

3/11/2024

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Do you have a major in this field (*place an “X” in the appropriate box*)? Yes No

Northern inactivated its Theatre BA in Spring 2024.

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1
	Board of Regents Strategic Plan 2014-2020	

With the inactivation of Northern’s Theatre BA, the Theatre Program is pivoting to offer a modified Theatre minor and creating this new minor in Musical Theatre. Northern offers several degree programs that will benefit from the new minor such as Music, Communication Studies, Music Education, Art Education, and English Education, among others. The Musical Theatre minor therefore provides cross-disciplinary acquisition and application of skills for academic programs across campus. This minor supports the school’s strategic priority toward distinctive learning. With a curriculum grounded in experiential learning, the Musical Theatre minor will further prepare Northern’s students to produce creative activity, lead musical theatre productions, and apply scholarly work to projects on campus, in the larger SD region, and beyond.

3. What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.

The new minor in Musical Theatre is a logical extension of Northern’s reputation for training the music teachers of the future as well as students from a variety of majors who are involved in fine arts, including theatre, in their communities. With the termination of the Theatre BA, this minor serves those students who would have previously been served by the major’s emphasis in Musical Theatre. The emphasis on performance and developing a personal repertoire offer students basic skills in which to enter this field. Additionally, this minor will further provide training to Northern’s developing teachers who will likely be in charge of guiding musical theatre productions at their schools in the future.

4. How will the proposed minor benefit students?

Students interested in the study of theatre and music will be able to specialize in musical theatre with hands-on training in the field. These graduates will be able to audition for roles in the theatre as well as contribute to productions across a variety of styles. Additionally, those students training in education, such as Music Education or English Education majors—i.e., those likely

to be required to produce musical theatre at K-12 schools—will receive training in voice, musical theatre literature/history, and the production of musicals. This will set our students apart from other aspiring teachers who lack this experience.

- 5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

Statistics relating to the demand for those trained in musical theatre are not readily available for South Dakota. However, theatre students are known for their versatility and tenacity. Training in theatre provides students with oral communication skills, creative problem solving acumen, and the ability to collaborate with a wide range of people.¹ Musical theatre, specifically, primarily focuses on experiential learning in many different disciplines including music, theatre, opera, languages, history, performance, and more.²

In terms of supporting teachers, it’s worth noting that children participating in theatre experience improved reading comprehension and are often more motivated toward learning. Theatre training continually reinforces the values of empathy, discipline, and shared development.

- 6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).**

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 25	FY 26	FY 27	FY 28
Students enrolled in the minor (fall)	3	5	7	10
Completions by graduates	0	3	5	7

*Do not include current fiscal year.

Estimated enrollments are based on upon the number of students who pursued the Musical Theatre Emphasis in the past. However, the potential exists for more students across the curriculum to adopt this new minor. Musical theatre is often a draw for this generation of students. Traditionally, the Fall musical brings in more students from outside of the Theatre Program. Music majors focused on vocal performance are especially suited for this new minor.

- 7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

The new minor in Musical Theatre is based on the previously approved Emphasis in Musical Theatre that was part of the now-inactivated Theatre BA. This curriculum focuses on experiential learning with vocal training in singing and diction, study of dance styles, and the expectation of performing on stage in front of a live audience. This minor will provide the basics for students

¹ “25 Special Advantages from Studying Theatre” at <https://theatreanddance.appstate.edu/students/prospective-students/25-life-skills-learned-theatre>

² “The Lifelong Benefits of Being in a Musical” at <https://academywi.com/the-lifelong-benefits-of-being-in-a-musical/>

interested in working in musical theatre as well as support aspiring teachers who will lead productions at their future schools.

Additionally, care was taken to ensure that the Musical Theatre minor offers requirements outside of the Music BA expectations such that Music students, who are likely our primary demographic, will not run into trouble double-dipping credits required for their Music degrees.

8. Complete the tables below. Explain any exceptions to Board policy requested.

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

[Musical Theatre]	Credit Hours	Percent
Requirements in minor	14	64%
Electives in minor	4	36%
Total	18	100

B. Required Courses in the Minor

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
THEA	100	Introduction to Theatre		3	No
THEA	289	Theatre Activities		1	No
THEA	330	Musical Theatre Performance		3	No
THEA	385	Dance – Musical Theatre Styles		2	No
THEA	435	History of US Musical Theatre		3	No
MUS	347	Diction 1		2	No
Subtotal				14	

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
3 credits from the following:					
MUAP	100/101	Applied Music Voice		1-4	No
MUAP	200/201	Applied Music Voice		1-4	No
MUAP	300/301	Applied Music Voice		1-4	No
MUAP	400/401	Applied Music Voice		1-4	No

2 credits from the following:					
MUEN	100/300	Concert Choir		0-2	No
MUEN	107/307	Opera Workshop		0-2	No
Subtotal				4	

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes					
	THEA 100	THEA 289	THEA 330	THEA 385	THEA 435	MUS 347
Students will acquire and demonstrate an understanding of fundamental musical theatrical production techniques, and the ability to perform those techniques properly and safely. (<i>Critical & Creative Thinking, Foundational Lifelong Learning Skills</i>)	X	X				
Students will acquire and demonstrate analytical, preparatory, memorization, and interpretation skills around dramatic literature/music, which enable understanding and performance of roles in a wide variety of styles and formats. (<i>Critical & Creative Thinking, Information Literacy, Intercultural Knowledge</i>)	X		X	X	X	X
Students will acquire and demonstrate an understanding of the history of musical theatre, its origins, and its evolution into current forms of practice and presentation. (<i>Inquiry and Analysis, Information Literacy, Intercultural Knowledge</i>)	X				X	
Students will acquire and demonstrate an understanding the musical theatre production process, and each individual's role in collaboratively bringing a production to fruition. (<i>Critical & Creative Thinking, Problem Solving, Teamwork</i>)	X	X	X			
Students will acquire and demonstrate the skills needed to succeed in leadership positions. By working in both leadership and subordinate roles, they will learn to constructively give and receive feedback, work with diverse personality types, and learn empathy skills as they relate to working with people with various strengths and weaknesses in a theatre rehearsal setting. (<i>Teamwork, Diversity, Inclusion and Equity</i>)		X	X			

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

10. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Most courses will be taught face-to-face due to the necessity of liveness and immediacy in relation to learning theatre skills. THEA 100: Introduction to Theatre is currently offered by the Theatre Program in both face-to-face (Fall) and HyFlex (Spring) modalities. THEA 100 has also been offered as needed as an online course.

There is potential to develop THEA 435: History of American Musical Theatre as a HyFlex course as the instructor is certified to teach both HyFlex and online courses. The course has also been submitted for consideration to satisfy Northern’s Human Values requirement.

11. Delivery Location

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community Center for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall 2024

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning (e.g., as an online program)? *This question responds to HLC definitions for distance delivery.*

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

12. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

None.

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

No changes are needed with the budget or resources needed to offer the minor in Musical Theatre. The courses in this minor are already offered in consistent rotations taught by existing faculty.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).

YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.