



**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:	Movie, Animation, & Stage Acting (MASA)
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	All baccalaureate degrees
EXISTING RELATED MAJORS OR MINORS:	Theatre Minor, BFA in Digital Media
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	50.0599
UNIVERSITY DEPARTMENT:	Music & 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

4/26/2024

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

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](#)

Northern's **Movie, Animation, & Stage Acting (MASA)** minor provides students who want to create and act in online content opportunity to hone their craft. The MASA minor compliments degrees in digital media, communication studies, marketing, sports administration, English, psychology, and music.

The MASA minor supports the SDBOR's strategic plan, specifically Goal 4: Workforce and Economic Development. Faculty teaching courses in the MASA minor are directly preparing students with the competencies they need to engage in the digital media, sports media, [film](#), and [theatre and arts](#) economies of South Dakota. In addition to specific career fields, in the gig economy, students can create revenue by creating online content that is consumed on social media platforms. The MASA minor supports Northern's strategic priority toward distinctive learning. With a curriculum grounded in experiential learning, the MASA minor will prepare Northern's students to pursue creative activities and earn an academic credential for their deep involvement and learning in theatre, film, or sports media productions.

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 MASA minor provides students with exposure and experience in acting for theatre, animation, content creation, sports programming, film, and other modalities. The MASA minor provides students with cutting-edge experiences in new forms of acting and performance across multiple modalities of production and delivery.

4. How will the proposed minor benefit students?

The MASA minor capitalizes on the University's investments in new studio spaces in our Digital Media program. Courses in the MASA minor will embolden students to create in Northern's two new Digital Media labs: The Moving Imagery Lab and Podcasting Studio and the Cinematic and

Auditory Virtual Environments Lab. The Theatre faculty member and faculty in digital media work together to create experiential learning opportunities for students from all academic programs. These opportunities include writing, producing, and acting in award-winning films and writing, producing, and presenting in sports media productions. Northern students recently won [best film in the 48Create](#) film festival. Northern students produce the [Wolves Pregame show](#) and the [Behind the Pack podcast](#). The MASA minor affords students who are actively involved in the University's digital media productions to earn a credential tied to that experience.

Northern has modernized its fine arts curriculum in Music & Theatre by redesigning curriculum and inactivating an underenrolled program. Northern's redesigned BA in Music incorporates more industry-centered applied courses, including podcast production and requires fewer credits overall, which enables students to choose one or more complimentary minors or a second major. Due to low enrollment in the degree program, Northern inactivated the BA in Theatre and reduced the faculty in Theatre to one professor who teaches the limited courses in regular rotation and supervises theatre activities and theatre research projects. Although the degree program was low enrolled, Northern students produce and act in Theatre activities on stage in the Johnson Fine Arts Center and Blackbox Theatre and on Main Street in the Aberdeen Community Theatre. In the 2023-2024 season, Northern produced 4 theatre productions, 2 opera productions, and student theatre productions. The MASA minor affords students who are actively involved in the University's continued theatre productions to earn a credential tied to that experience.

Students in the MASA minor will be actively involved in film productions, film festivals, sports media productions, and theatre productions. Through the MASA minor, students will gain experiences including narrative and documentary movie acting, acting on a green-screen soundstage within digital environments, streaming/broadcasting performance (including product advertising performance), voice-acting for podcasts and games, and acting with digital motion capture technology to give life to both animated movies and video game characters.

With classes in digital art and theatre, students in the MASA minor have opportunities to develop character traits including confidence, teamwork, empathy, trustworthiness, active listening, receptiveness to constructive criticism, and dependability that are essential to building soft skills like leadership, communication, and teamwork.

- 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.*

The South Dakota Department of Labor projects a 28.8% employment increase in Performing Arts, Spectator Sports, and Related Industries by 2030. Likewise, the US Bureau of Labor Statistics predicts a nationwide 3% increase in Performing Arts jobs, a 2.8% increase in independent artists, writers, and performers, a 2.6% increase in motion-picture and sound-recording jobs, and a 2.8% employment increase in the combined radio/television broadcasting and media streaming field.

In a recent search on Mandy.com (a media-industry job website), there were 18 positions listed for Educational Video Performer, "Live History," Content Creator, Advertising Presenter, or Live Streaming Talent within a 100-mile area of South Dakota. There are full-time and hourly positions as well as graduate assistantships available in the fields of acting in digital media.

The versatility of this minor allows for increased employment exposure for actors and performing artists across a larger combined field of stage and media outlets including traditional theatre; digital filmmaking via festival competitions; television broadcasting via streaming networks, podcasts, and social media; and advertising/marketing performances via social media or streaming services.

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)	5	8	10	12
Completions by graduates	0	2	4	6

*Do not include current fiscal year.

Estimated enrollments are based on the number of students who regularly take part in theatre productions and activities. The potential exists for more students across the campus to adopt this new minor because students pursuing careers in marketing or public relations may be interested in ways to create more engaging content.

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

Northern’s MASA minor also works toward Digital Media competencies as set forth by National Association of Schools of Art and Design (NASAD) accreditation standards:

- Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.
- Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.
- Ability to analyze and synthesize relevant aspects of human interaction in various contexts (e.g., physical, cognitive, cultural, social, political, economic, etc.) and with respect to technologically-mediated communication, objects, and environments.
- Understanding of what is useful, usable, effective, and desirable with respect to user/audience-centered digitally-based communication, objects, and environments.
- Ability to work in teams and to organize collaborations among people from different disciplines.
- Ability to use the above competencies in the creation and development of professional quality digital media productions.

Additionally, the MASA minor’s approach of mixing training in media production as well as approaches to acting in live and digital performance serves as vital pre-professional training for students perusing careers in the entertainment industry. Increasingly, students entering the

workforce need experience working on camera, on mic, and on stage to ensure diverse, sustainable, and robust careers.

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

Movie, Animation, & Stage Acting	Credit Hours	Percent
Requirements in minor	12	66%
Electives in minor	6	33%
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)
ARTD	113	Introduction to Digital Media		3	No
THEA	131	Introduction to Acting		3	No
ARTD	338	Video Streaming & Digital Filmmaking I	ARTD 113	3	No
THEA	360	Acting for the Camera	THEA 131	3	No
Subtotal				12	

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)
<i>Choose One Theatre Elective (BFA Digital Media majors choose 6 credits from Theatre Electives):</i>					
THEA	100	Introduction to Theatre		3	No
THEA	250	Play/Script Analysis		3	No
THEA	289	Theatre Activities		0-2	No
THEA	292	Theatre Topics		1-4	No
THEA	435	History of American Musical Theatre		3	No
THEA	480	Summer Theatre		1-5	No
THEA	494	Theatre Internship		1-16	No

<i>Choose One Art/Digital Media Elective:</i>					
ARTD	241	Animations & Visual Effects I	ARTD 113	3	No
ARTD	333	Game, App, and Web Design I	ARTD 113	3	No
ARTD	337	Podcasting & Sound Design I	ARTD 113	3	No
ARTD	438	Video Streaming & Digital Filmmaking II	ARTD 113 and ARTD 338	3	No
ART	494	Internship		1-16	No
Subtotal				6	

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 <i>(Same as in the text of the proposal)</i>	THEA 131*	THEA 360*	ARTD 113*	ARTD 338*	THEA 100/250/289/292/435/480	ARTD 241/333/337/438/494
Executes and examines effective written and oral two-way communication skills with key stakeholders.	X	X	X	X	X	X
Designs and innovates content for all aspects of time-based media and presentation (i.e. stage, filmmaking, broadcasting/streaming, podcasting, video and audio advertising).		X	X	X		X
Identifies, differentiates, and creates production tactics for imaginative, truthful, and factual approaches to communication/representation.		X	X	X	X	X
Establishes critical and creative strategies for individuals, teams and/or events, depending on the needs of a target audience.	X	X		X	X	X
Constructs professional experience and demonstrates industry skills specific to succeeding in digital media and/or theatrical careers.	X	X	X	X	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.

9. 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.*

The instructional approach used in digital design courses is project-based. Supplemental design exercises encourage collaboration in visual thinking practices. Upper-level digital media courses incorporate student-driven projects with more design autonomy. Critiques and evaluations are used to strengthen design knowledge and communication skills.

The digital media (ARTD prefix) courses are offered on a set and sequenced 2-year rotation to ensure students progress timely through their major and to ensure courses meet minimum course enrollments. The theatre courses will be offered on a predictable rotation and spaced over 2 years to ensure courses meet minimum course enrollments. Most theatre courses place a premium on liveness and immediacy; therefore, the courses are primarily taught face-to-face through experiential learning. THEA 131 and THEA 360, especially, provide students with hands-on training in realistic acting styles while developing skill in collaboration, textual analysis, and creating a role. Feedback aims to instill professional habits as performers across media types and increase creative expressiveness.

Among the theatre electives, 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 approved to satisfy a degree requirement across all majors.

10. 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)	Yes	HyFlex	Fall 2024

Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:
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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.

11. 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.

12. 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.

There is little identifiable cost, budget, or resources needed to offer this minor. The courses in this minor are already offered in consistent course rotation in the theatre minor and in the digital media degree. All courses are taught by existing faculty. No new faculty are needed to offer this minor with the projected enrollments. If the minor grows in popularity beyond projections, faculty workload may be impacted, and chairs will adjust workloads and may hire adjuncts to support certain courses (though not necessarily those in this program) accordingly.

13. 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.

14. Additional Information: *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*

Northern's MASA minor is open to all students and is designed to attract undergraduates interested in Theatre and acting as well as students majoring in communication studies, marketing, sports administration, English, psychology, and music.

The minor is also a good fit for students earning the BFA in Digital Media. Northern's BFA in Digital Media requires no courses with the THEA prefix. Students in this major will take their 6 electives all in the THEA prefix, avoiding significant overlap with the degree.