

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 4 – C (2)**  
**DATE: March 27-29, 2018**

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**SUBJECT**

**New Program: SDSU Minor in History of Art and Design**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2:23](#) – Program and Curriculum Approval

**BACKGROUND / DISCUSSION**

South Dakota State University (SDSU) requests authority to offer a minor in History of Art and Design. The minor will allow students majoring in Advertising, Architecture, Global Studies, Graphic Design, History, Interior Design, Journalism, Landscape Architecture, Studio Art, modern languages, and other majors to diversify their education with a broad knowledge of art and design history. The proposed minor ties to the School of Design’s mission to integrate various design disciplines. SDSU notes the Bureau of Labor Statistics projects between 9% and 15% growth for related occupations through 2026 in South Dakota, and 8% growth for fine arts professions nationally. In addition, the minor provides a foundation for students interested in pursuing graduate studies in a variety of fields.

The proposed minor consists of 18 credit hours of existing courses.

SDSU requests authorization to offer the minor on campus.

**IMPACT AND RECOMMENDATION**

SDSU does not request new resources to offer the minor. SDSU currently offers related majors in Architecture, Graphic Design, Interior Design, Landscape Architecture, and Studio Art. SDSU projects 19 graduates per year after full implementation.

Board office staff recommend approval of the minor.

**ATTACHMENTS**

Attachment I – New Program Request Form: SDSU – History of Art and Design Minor

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**DRAFT MOTION 20180327\_4-C(2):**

I move to approve SDSU’s new program proposal for a minor in History of Art and Design as described in Attachment I.



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

**New Baccalaureate Degree Minor**

<b>UNIVERSITY:</b>	SDSU
<b>TITLE OF PROPOSED MINOR:</b>	History of Art and Design
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	Any
<b>EXISTING RELATED MAJORS OR MINORS:</b>	Architecture (B.F.A.), Graphic Design (B.F.A. and Minor), Interior Design (B.F.A.), Landscape Architecture (B.L.A.), Studio Art (B.F.A.), Studio Arts Minor
<b>INTENDED DATE OF IMPLEMENTATION:</b>	2018-2019 Academic Year
<b>PROPOSED CIP CODE:</b>	50.0703
<b>UNIVERSITY DEPARTMENT:</b>	School of Design (SDSGN)
<b>UNIVERSITY DIVISION:</b>	Arts & Sciences (SA&S)

**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.*

*Bang H. Dunn*

\_\_\_\_\_  
President of the University

2/8/2018

\_\_\_\_\_  
Date

**1. Do you have a major in this field?**  Yes  No

**2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.**

South Dakota State University (SDSU) requests authorization to offer a minor in History of Art and Design. SDSU and the School of Design offer majors in the following design disciplines that comprise the History of Art and Design minor: Architecture (B.F.A.), Graphic Design (B.F.A.), Interior Design (B.F.A.), Studio Art (B.F.A.), and Landscape Architecture (B.L.A.). The minor will allow students majoring in Advertising, Architecture, Global Studies, Graphic Design, History, Interior Design, Journalism, Landscape Architecture, Studio Art, modern languages, and any number of other majors to take coursework to diversify their education and incorporate a broad knowledge of the history of art and design into their overall academic experience.

The History of Art and Design minor supports the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the*

*control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.* The minor expands and enhances the University's undergraduate instruction in the liberal arts and sciences.

In direct alignment to SDSU's strategic plan, *IMPACT 2018*, the new offering supports goal 1, enhancing academic excellence through enhancing program accreditation and goal 4, increasing efficiencies through academic program alignment. The minor is aligned with the mission and commitment made by the School of Design and by the College of Arts and Sciences to provide students with interdisciplinary learning and research; it is also aligned with the standards that the National Association of Schools of Arts and Design (NASAD) set forth for accreditation of art and design programs.

The College of Arts and Sciences at SDSU understands the deep link between one's consciousness of the past and the shaping of one's future.<sup>1</sup> By widening the students' perspective, the contextual nature of the art-historical discipline complements the I-deep preparation acquired through other majors in design, historical, marketing, communication disciplines and foreign languages, thus contributing to turn a student into a T-shaped professional. One of the greatest skills of contextual disciplines is to shape the future professionals as "lifelong learners with open minds," as stated by Demirkan and Spohrer.<sup>2</sup> Contextual learners are very flexible, they can quickly analyze and adapt to ever-changing situations.<sup>3</sup>

The proposed minor also ties to the School of Design's mission to integrate the various design disciplines and resources into a framework that stimulates collaboration.<sup>4</sup> Within fields of creativity that build on professional standards, students must gain awareness of historical developments, of cultural forces shaping decisions, of creative milestones, of the evolution of taste, and of the innovations, influences and creative impacts of designers on society. The potential for collaborative practices is enhanced when each design discipline increases understanding of all the others; the interdisciplinary character of the history of art in general and of this minor in particular is naturally apt to build on this attitude, which is transferrable to outcomes in studio practices and help students making such connections.

SDSU does not intend to request new state resources.

### **3. What is the nature/purpose of the proposed minor?**

A minor in History of Art and Design can be productively coupled with majors across colleges to prepare students for alternative career paths in the arts, by providing them general knowledge to increase awareness of the art world. Due to its interdisciplinary nature and methods, the minor provides a solid theoretical and methodological foundation that students can use in combination with their major to enter graduate school in a variety of studio arts and design disciplines, as well

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<sup>1</sup> College of Arts and Sciences, "Find yourself at South Dakota State University" web, accessed Nov. 20, 2017: <https://www.sdstate.edu/arts-sciences>

<sup>2</sup> Haluk Demirkan and Jim Spohrer, "T-Shaped Innovators. Identifying the Right Talent to Support Service Innovation." *Research-Technology Management*, vol. 58, issue 5, 2015: 13, web, accessed Nov. 20, 2017: <http://excelsior.sdstate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=109348493&site=ehost-live>

<sup>3</sup> Ibid.: 13.

<sup>4</sup> School of Design, *The Difference is Design*, web, accessed Nov. 20, 2017: <https://www.sdstate.edu/school-design>

as various allied disciplines in the humanities, including history, archaeology, anthropology, philosophy, law, and religion.

Additionally, in absence of a major in the history of art, students who want to successfully pursue graduate studies in art or architectural or design history would be able to combine the knowledge received at SDSU through this minor with a solid preparation through related majors in humanities, such as History, English, modern languages, and Global Studies. Several graduate programs in the history of art at prominent universities emphasize the need for the student to gain interest towards one particular chronological or geographical area, which can be accomplished at SDSU through a general studies degree; often, the coursework in the history of art does not need to be necessarily a completed major.<sup>5</sup>

Additionally, the minor in the History of Art and Design provides theoretical and historical strengths in support of the School of Design's existing programs in Architecture (B.F.A.), Graphic Design (B.F.A.), Interior Design (B.F.A.), Studio Art (B.F.A.), and Landscape Architecture (B.L.A.). This minor's multidisciplinary and interdisciplinary structure reflects the School of Design's mission of shared curriculum across disciplines.<sup>6</sup> The minor builds from existing theoretical strengths within the School of Design and further enhances students' awareness of the historical and contemporary manifestations of the concept of "design" across disciplines.

The skills students learn in the history of art, including performing extensive research, conceptualization, forming a solid argument, carrying out a complex project requiring extensive time and resilience, can be transferrable to a variety of professions. The University of Notre Dame has compiled a wide list encompassing a multitude of professions that require and benefit from a training in the history of art, including but not limited to antiquarians, artist agents, agents for copyright, insurance and art-related matters, law enforcement officers, teachers, art consultant for hotels (paired with interest in architecture and interior design) and arts organizations like the National Endowment for the Arts (NEA) and National Endowment for the Humanities (NEH), editors (paired with graphic design skills), visual resource curators, and also a variety of professionals in art galleries, in libraries, in museums, in auction houses.<sup>7</sup>

#### **4. How will the proposed minor benefit students?**

The History of Art and Design minor requires students graduating within a design discipline (fine arts, graphic design, architecture, interior design, landscape architecture) to further widen their horizons towards understanding how "design" manifests itself in their chosen discipline, as well as in the other design disciplines. Such knowledge can be used by other majors at SDSU (for instance, Chemistry, English, French Studies, German, History, Journalism, Political Science, and Spanish) to gain valuable knowledge and awareness of contemporary art and design that is indispensable to the entire art world in a variety of related professions.

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<sup>5</sup> Columbia University requires only 4 courses in the history of art (<http://www.columbia.edu/cu/arthistory/graduate/phd-apply.html>); Yale University emphasizes strengthening a particular timeframe or culture (<http://arthistory.yale.edu/graduate/admissions>); MIT requires English proficiency (<http://act.mit.edu/academic-program/admissions/>); the University of Pittsburgh's thematic graduate program requires proficiency in one foreign language (<https://haa.pitt.edu/graduate/apply>). The Bard Graduate Center requires for admission to its PhD in Decorative Arts, Design History, Material Culture, some coursework in "history of art, architecture, decorative arts, history, material culture studies, archaeology and anthropology" (<https://www.bgc.bard.edu/ma-phd/2/admissions>).

<sup>6</sup> School of Design, *The Difference is Design*, web, accessed Nov. 20, 2017: <https://www.sdstate.edu/school-design>

<sup>7</sup> Charles M. Rosenberg, "Career Alternatives for Art Historians," web, accessed Nov. 20, 2017: <https://www3.nd.edu/~crosenbe/jobs.html>

In the article “The Case for a New Kind of Core”, published in November 2016 in the *The Chronicle of Higher Education*, Nicholas Lemann, endowed Professor and Dean Emeritus at the Columbia University Graduate School of Journalism, advanced the case that a wider education, built through the liberal arts, is what distinguishes an undergraduate education from the technical education received in trade school. Lemann argues as essential skills for success and growth an understanding of one’s limits and the capacity to overcome them: when these skills are honed, students can perform well in an unfamiliar environment and avoid fast assumptions that promote erroneous decisions.<sup>8</sup> By its own nature, the history of art and design is a contextual discipline that builds understanding through progressive acquisition of knowledge, requiring a humble approach that acknowledges the unknown and constantly readjusts the overall vision as soon as new information are made available. Students honing this type of skills are better equipped to enter their profession with leadership aspirations.

Courses in the History of Art and Design minor include research and writing assignments with proper training and instruction that touch at different levels on almost all of the skills defined by Lemann in his article: “Information Acquisition” (evaluate diverse sources of information and conflictual arguments) “Cause and Effect” (establish a research question and test it through primary and/or secondary sources), “Interpretation” (understand meaning, contradictions and connections within texts), “Perspective” (understanding of one’s knowledge limits and keeping an open mind towards other views), “The Language of Form” (learning to ‘read’ an image), “Thinking in Time” (learning that different contexts create different outcomes), “Argument” (learning to formulate a research question, gather related evidence and make an educated claim).<sup>9</sup>

**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.*

Art and design students with the minor can expect to move naturally and more confidently towards the professions of their chosen major. Additionally, the minor provides strengths that students can use along with their major to continue their education and pursue alternative employment opportunities in a wide range of fields, including education, museums, curatorial and archival professions, libraries, art consultant and art appraisal services. The Bureau of Labor Statistics from the United States Department of Labor projects for the decade 2016-2026 an 8% increase in the fine arts profession, a 6% in landscape architecture, a 5% increase in interior design, a 4% growth in architecture, a 5% increase in graphic design, 13% growth in museum-related professions like archivist, curators and museum workers, a 9% increase in librarians, a 15% increase for legal assistants and paralegals, a 5% increase for historians, a 3% increase for anthropologists and archaeologists, and a 7.3% employment relative standard error (RSE) in 2016 for agents and business managers of artists.<sup>10</sup> In addition, employment projections through 2024 are strong within South Dakota for many of these occupations, including for example landscape architects (11%), architects (15%), and museum curators (9%).<sup>11</sup>

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<sup>8</sup> Nicholas Lemann, “The Case for a New Kind of Core,” *The Chronicle of Higher Education*, Nov. 27, 2016, web, accessed Nov. 20, 2017: <https://search-proquest-com.excelisior.sdstate.edu/docview/1865639516?accountid=28594>

<sup>9</sup> Ibid.

<sup>10</sup> Data retrieved by the Bureau of Labor Statistics, United States Department of Labor, web, accessed Nov. 20, 2017: <https://data.bls.gov/search/>

<sup>11</sup> Data retrieved by Projections Central, State Occupational Projections, “Long Term Projections (Through 2024),” web, accessed January 3, 2018: <http://www.projectionscentral.com/Projections/LongTerm>.

A background in the history of art prepares students to approach a wide variety of careers with high earning potential. The statistics published in a 2012 article from the *New York Times* reveals that among the top 1% of earners, 5.9% have an undergraduate degree related to the history of art and criticism.<sup>12</sup>

**6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.**

The School of Design currently has an estimated 380 majors. The estimates assume that enrollment in this minor will equal 10% of the enrollment in affiliated majors, which is in line with most minors in the College of Arts and Sciences.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>Students enrolled in the minor (fall)</b>	9	19	28	38
<b>Completions by graduates</b>	0	0	14	19

\*Do not include current fiscal year.

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

Numbers published in the *NASAD Handbook* identify the history of art and design, in both roles of stand-alone emphasis and supporting coursework for other majors, as one of the basic standards for accreditation. Majors in art and design disciplines require at least 5% of overall graduation credits and 10-15% of the credits in the major to be in art and/or design history.<sup>13</sup> The current course offerings in art and design history exceed the NASAD requirements and combined can provide an innovative minor that enhances the theoretical understanding of the interdisciplinary character of “design” as a concept finding practical manifestation in the various professional disciplines. The proposed minor thus provides a formal acknowledgment of already existing theoretical course strengths within the School of Design, helps students identify such strengths and tie them either to their studio art and professional practices in the design disciplines, or to alternative art-related careers, if combined with other majors at SDSU.

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

**A. Distribution of Credit Hours**

<b>Minor in History of Art and Design</b>	<b>Credit Hours</b>	<b>Percent</b>
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

<sup>12</sup> Robert Gebeloff and Shaila Dewan, “What the Top 1% o Earners Majored In,” *The New York Times*, Jan. 18, 2012, web, accessed Nov. 20, 2017: <https://economix.blogs.nytimes.com/2012/01/18/what-the-top-1-of-earners-majored-in>

<sup>13</sup> National Association of Schools of Art and Design Handbook 2016-2017, web, accessed Nov. 20, 2017: <https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2015/11/AD-Handbook-2016-2017.pdf>

**B. Required Courses in the Minor**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ARTH	312	History of Graphic Design	3	No
ID	341	History of Interiors and Furnishings	3	No
LA	242	History of Landscape Architecture	3	No
Subtotal			9	

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

Select 9 credits from the following:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ARCH	241	Building History I	3	No
ARCH	341	Building History III	3	No
ARTH	120	Film as Art	3	No
ARTH	211	History of World Art I	3	No
ARTH	212	History of World Art II	3	No
ARTH	310	History of US Art and Architecture	3	No
ARTH	320	Modern Art and Architecture Survey	3	No
ARTH	490	Seminar	3	No
ARTH	492	Topics	3	No

**10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?**

As a result of completing the minor in History of Art and Design, students will:

1. Gain a broader understanding of the complex intertwining of historical, cultural, social, and political contexts that sparked innovations in the art and design disciplines.
2. Evaluate the importance of the art and design disciplines in shaping social life and communication.
3. Articulate parallels, intersections and reciprocal influences between art and design disciplines.
4. Expand the use of art and design vocabulary.
5. Refine written, verbal and conceptualization skills.

By their own nature, history courses in the art and design disciplines require students to write extensively, to perform research on primary and/or secondary sources, to analyze and compare-contrast art and design masterpieces, to understand and reconstruct the context behind the work's genesis, to express themselves professionally through acquisition of the discipline-specific vocabulary and present a project to the class.

The attached curriculum map (Appendix A) shows where students achieve these outcomes in the curriculum.

**11. 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.*

Standard instructional technologies will be used.

**12. Delivery Location<sup>14</sup>**

- 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., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Start Date
<b>On campus</b>	Yes	2018-2019 Academic Year

	Yes/No	If Yes, list location(s)	Intended Start Date
<b>Off campus</b>	No		

	Yes/No	If Yes, identify delivery methods <sup>15</sup>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	No		

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?<sup>16</sup>**

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

Approximately 31% of the curriculum can be taken by students in online setting. Some courses in the History of Art (ARTH 211, ARTH 212, ARTH 320) are offered both on campus and online. ID 341 will be offered online in Fall 2018.

- 13. 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.

- 14. 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.**

<sup>14</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>15</sup> Delivery methods are defined in [AAC Guideline 5.5](#).

<sup>16</sup> This question responds to HLC definitions for distance delivery.



*Address off-campus or distance delivery separately.*

All courses are currently being taught. SDSU does not require any additional resources to offer this minor.

**15. 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.*

**Appendix A**  
**History of Art and Design Minor – Student Learning Outcomes**

Individual Student Outcome	Program Courses that Address the Outcomes											
	Required Coursework			Electives								
	ARTH 312	ID 341	LA 242	ARCH 241	ARCH 341	ARTH 120	ARTH 211	ARTH 212	ARTH 310	ARTH 320	ARTH 490	ARTH 492
Students will gain a broader understanding of the complex intertwining of historical, cultural, social, and political contexts that sparked innovations in the art and design disciplines.	X	X	X	X	X	X	X	X	X	X	X	X
Students will evaluate the importance of the art and design disciplines in shaping social life and communication.	X	X	X	X	X	X	X	X	X	X	X	X
Students will articulate parallels, intersections and reciprocal influences between art and design disciplines.	X	X										
Students will expand the use of art and design vocabulary.	X	X	X	X	X	X	X					
Students will refine written, verbal and conceptualization skills.	X				X				X	X	X	