

SOUTH DAKOTA BOARD OF REGENTS

Committee on Academic and Student Affairs

AGENDA ITEM: III – B (2)

DATE: April 1-2, 2015

SUBJECT: New Program: SDSU Minor in Museum Studies

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Museum Studies. This minor will prepare students to work in museums and historical sites, designing and curating exhibits and educational activities for adults and children, as well as preserving documents and artifacts. The program will aid in supporting South Dakota's tourist industry, museums, and cultural/historical sites.

According to the US Department of Labor Bureau of Labor Statistics, employment opportunities for museum workers and curators will grow 11% by 2022. Within South Dakota, employment at museums and historical is projected as one of the fastest growing employment sectors with a projected growth of 15.8 %.

The 18-credit hour minor is a collaboration between multiple departments relying primarily on existing courses. SDSU estimates 20 graduates per year with the minor after full implementation.

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RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Approve SDSU's new program proposal for a Minor in Museum Studies as described in Attachment I.

**South Dakota Board of Regents
New Baccalaureate Degree Minor**

University:	South Dakota State University
Title of Proposed Minor:	Museum Studies
Degree(s) in which minor may be earned:	B.A./B.S.
Existing related majors or minors:	Studio Art, Art Education, Graphic Design, History, Interior Design, Architecture, Landscape Architecture, Early Childhood Education, American Indian Studies
Proposed Implementation (term):	Fall 2015
Proposed CIP Code:	30.1401

University Approval

To the Board 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.

David L. Chicoine

2-4-2015

President of the University

Date

After approval by the President, a signed copy of the proposal should be transmitted to the Executive Director. Only after Executive Director review should the proposal be posted on the university web site and the Board staff and the other universities notified of the URL.

1. Do you have a major in this area? _____ Yes X No

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

The proposed minor in Museum Studies is within the statutory mission of South Dakota State University 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.

SDSU requests authorization to offer a minor in Museum Studies. Following expressions of interest by students, this interdisciplinary minor has been designed by a partnership of faculty in several disciplines (Art, History, Early Childhood Education, Interior Design, and Landscape Architecture) and leaders of the South Dakota Art Museum, the South Dakota Agricultural

Heritage Museum, and the Hilton M. Briggs Library. Community interest and support is evidenced by the involvement of the South Dakota Children's Museum, located in Brookings. In addition, the SDSU campus has three galleries/exhibit centers: the Ritz Gallery, the Helen Van Zante Gallery, and the McCrory Gardens and Visitor's Center, as well as the Special Collections in the Hilton M. Briggs Library, which include The Senator Thomas A. Daschle Career Papers, the Manuscript, Regional, and Special Collections, and the South Dakota State University Archives.

The minor is interdisciplinary in nature, but it will be administratively housed in the College of Arts and Sciences.

This minor will prepare students to work in museums and historical sites, designing and curating exhibits and educational activities for adults and children, as well as archival work preserving documents and artifacts.

The minor will contribute to the economic development of the state and region by preserving and presenting local knowledge and history to residents and tourists. The Association of South Dakota Museums¹ lists 82 museums and cultural/historical sites as members, demonstrating the breadth of interest across the state in artistic, historical, and cultural preservation and presentation. According to the 2012 study "The Economic Impact of the Nonprofit Arts and Culture Industry in the State of South Dakota," prepared by Americans for the Arts, non-profit arts and cultural organizations contribute to the business community as employers, producers, and consumers. In 2012, these organizations contributed \$36.2 million to the South Dakota economy.² Every dollar spent on a cultural event/activity generates additional tax income to state and local governments through cultural tourism to state and local governments in food and lodging sales, travel spending, etc.

The presence of a cultural/artistic facility in a community has far-reaching impacts through salaries paid to employees, the purchase of supplies, contracts for services, etc. *Arts and Economic Prosperity, IV* demonstrates that communities that support the arts also invest in an industry that supports jobs, generates tax revenue, and develops tourism. According to the Brookings Economic Development Corporation, the Children's Museum of South Dakota's (CMSD) economic impact exceeds \$5 million and generates \$60,000 in tax revenues annually. The CMSD operating costs per annum are \$1 million, generating sales for local businesses as well as a significant payroll.³ Additionally, communities with vibrant cultural attractions improve education in the local schools, contribute to a higher quality of life for their residents, and are attractive to businesses seeking to relocate their operations.

SDSU is well-positioned to offer a minor in Museum Studies given the concentration of local resources. SDSU does not intend to request new state resources as all but one of the courses are already being taught. The only new course, Introduction to Museum Studies, can be handled in-load.

¹ www.asdm.org

² Americans for the Arts. "Arts and Economic Prosperity in the State of South Dakota, IV." 2012.

³ Email from CMSD Director to the Associate Dean of Arts and Sciences, March 21, 2013.

3. How will the proposed minor benefit students?

The proposed minor in Museum Studies will benefit students by providing them with a strong background in the preservation and presentation of cultural materials and artifacts, as well as communication, design, and management skills. It will prepare them for entry level jobs in museums and cultural organizations and for graduate study in the discipline of Museum Studies.

Museum Studies is an area of growing interest to students. Since 2000, the South Dakota Art Museum has provided internships for 15 SDSU students and has hosted seven student interns from Manchester Metropolitan University in Manchester, England. In Summer 2013, the Museum had 14 inquiries regarding availability of internships, eight applicants, and selected five students for internships (three from SDSU, one from Lycoming College, and one from the Accademia di Belle Arti, in Bologna, Italy). One recent intern at the South Dakota Art Museum designed the exhibit of 15 pieces from the Neil Cocherline collection of original prints from the 60's, 70's, and 80's. According to her supervisor, the student has developed very marketable skills⁴. Another recent intern is pursuing graduate study at Texas Tech University in Museum Studies where he had the opportunity to coordinate a collections move for the Museum of Texas Tech University. In addition, The South Dakota Agricultural Heritage Museum regularly provides internships for students. The South Dakota Children's Museum also regularly provides internships and employs SDSU students in various offices. Several SDSU students have enrolled in the online Public History Program at Northern State University. The former Head of the History, Political Science, Philosophy, and Religion Department at SDSU reports that in early New Student Orientation sessions in June 2014, four students inquired about museum-oriented careers in the first two weeks of Orientation⁵ Nationally, more than 400,000 people work in America's museums, more than two-thirds attended college, the median age is 40, and the median annual salary in 2009 (at a time when the U.S. economy was in a recession) for all full-time museum workers was \$38,980. ⁶ According to the American Alliance of Museums, 85% of museum employees have at a minimum a bachelor's degree (*2012 National Comparative Museum Salary Study*).⁷ According to the U.S. Bureau of Labor Statistics, the job outlook for museum workers and curators is expected to grow 11% between 2012-22, an average rate of growth, while the median pay is anticipated to be \$44,000/\$21.35 per hour.⁸ Within South Dakota, employment in museums, and historical sites will be one of the fastest growing employment sectors at a 15.8 % increase.⁹ A minor in Museum Studies will also prepare students to work in cultural and historical tourism sites and for graduate study in Museum Studies or in other fields including art history, children's educational programming, the chemical and biological sciences involved with materials preservation, management of non-

⁴ www.keloland.com/newsdetail.cfm/sdsu-student-exhibits-eye-for-her-future/?id=154090

⁵ Email from the former head of the SDSU Department of History, Political Science, Philosophy and Religion to the Associate Dean of Arts and Sciences June 13, 2014.

⁶ 2012 National Comparative Museum Salary Study, American Alliance of Museums, p. 86.

⁷ www.aam-us.org

⁸ <http://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm>

⁹ https://dlr.sd.gov/lmic/industry_projections.aspx

profits, electronic and multi-media design.

4. Provide estimated enrollments and completions in the table below and explain how the estimates were developed.

The estimates below were developed based on past enrollment figures in new minors and their four-year progression, along with discussions with faculty and administrators regarding interest in the proposed minor.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 16	FY 17	FY 18	FY 19
Students in the minor (fall)	10	15	20	25
Completions by graduates	0	0	15	20

* Do not include current year.

5. What is the rationale for the curriculum?

The curriculum is the result of several planning meetings between SDSU faculty and the staff of local museums. The committee examined the curriculum of several leaders in the field of Museum Studies, in particular the University of Michigan’s Minor in Museum Studies (attached). There is no accepted “standard” for such programs but most include an introductory course (s) and more specialized courses, culminating in an internship. The proposed curriculum at SDSU includes nine required hours. A required three-credit introductory course, A&S 110 Introduction to Museum Studies, provides a broad overview of the museum field, including the historical development of the industry and the philosophy, purpose and structure of the various types of institutions (i.e. art, history, natural history, etc.). In this course, students will focus on the functions of the museum in collection management, preservation, exhibits, interpretation, education, and business management. Ethics and legal issues are common threads. The course will include lectures, field trips, guest speakers and hands-on experience.

For the second required course, students will enroll in LMNO 201 Leadership and Management of Non-Profit Organizations. This course provides a basic understanding of the non-profit sector, which most museums are. It covers the ethics and organization of such units, and the role of advisory boards in the non-profit.

The third required course will be a culminating three-credit internship in a museum, gallery, or public garden, depending on the student’s area of interest. The SDSU campus and the Brookings community contain several potential internship sites and qualified personnel to supervise the interns. It is anticipated that the majority of students will be placed in or near the Brookings area for the internship because there are nine museums, galleries, archives, special collections and public gardens that will be open to accommodate internships for students. In addition, the state of South Dakota has 82 museums/cultural/historical sites that are likely to welcome interning students. Agreements with sites are developed and approved upon placement in an approved site. Formal processes are in place for placement, supervision, monitoring and assessment of the internship experience.

Students will also select a concentration of nine credits for more focused experience in specific areas of interest: Concentration 1: Art and Design; Concentration 2. Early Childhood Programming; Concentration 3. Natural History/Gardens; Concentration 4. American Indian History and Culture; and Concentration 5. Agricultural Preservation. The numbers of concentrations are appropriate and needed given the scope of facilities and expertise on the SDSU campus and the Brookings community, as well as the range of interest expressed by students.

6. Complete the tables below. Explain any exceptions to BOR policy being requested.

A. Distribution of Credit Hours

Museum Studies	Credit Hours	Percent
Requirements in Minor	9	50
Electives in the Minor	9	50
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	New*	Hours
A&S	110	Introduction to Museum Studies	Y	3
LMNO	201	Introduction to Leadership and Management of Non-Profit Organizations	N	3
A&S	494	Internship	N	3
Subtotal, required				9

* New: Y= yes, N = no.

C. Elective Courses in the Minor: List courses that may be taken as electives in the minor. Indicate any new courses to be added specifically for the minor. (If the list of existing courses is long, it may be provided as Appendix A.)

After completing the required introductory course, students will select a concentration area based on their educational and career goals.

Concentration 1: Art and Design 9 credits from the following:

Prefix	Number	Course Title	New*	Hours
ARTH	212	History of World Art II	No	3
ARTH	310	History of U.S. Art & Architecture	No	3
ARTH	320	Modern Art & Architecture	No	3
ARTD	202	Computer Graphics I	No	3
ART	121	Design I 2D	No	3
ART	122	Design II Color	No	3
AM	242-242L	Textiles I	No	3
AM/ WMST	253	Sociological and Psychological Aspects of Dress	No	3

AM	352	History of Dress in the Western World	No	3
DSGN	110	Creative Cognition	Yes	3
ID	209	Human Factors and Behaviors	Yes	3
ID	341	History of Interiors and Furnishings	Yes	3

Concentration 2: Educational Programming for Children: 9 credits from the following:

Prefix	Number	Course Title	New*	Hours
ECE	372	Preschool to Middle Childhood Development	No	2
Or HDFS	227	Human Development and Personality I: Childhood	No	3
PSYC	327	Child Psychology	No	3
EPSY	302	Educational Psychology	No	3
THEA	355	Children's Theater	No	3
ENGL	240	Juvenile Literature	No	3

Concentration 3: Natural History/Gardens Concentration: 9 credits from the following:

Prefix	Number	Course Title	New*	Hours
LA	101	Introduction to Landscape Architecture	No	3
HO	330	Arboriculture	No	3
HO	350	Environmental Stewardship in Horticulture	No	3
NRM	110	Environmental Conservation	No	3
LA	241	History of Landscape Architecture	No	3
RECR	101	Parks and Society	No	3

Concentration 4: American Indian History and Culture: 9 credits from the following:

Prefix	Number	Course Title	New*	Hours
HIST	476	History of South Dakota	No	3
ANTH	220	Physical Anthropology	No	3
AIS/ REL	238	Native American Religions	No	3
AIS/ WMST	362	Indigenous Feminisms	No	3
AIS/	368	History and Culture of the	No	3

HIST		American Indian		
AIS	400	Education and Native Peoples	No	3
AIS	410	North American Ethnology	No	3
AIS/ ANTH	421	Indians of North America	No	3
AIS/ ENGL or AIS/ ENGL	445 447	American Indian Literature American Indian literature of the Present	No No	3
AIS/ GEOG	467	Geography of the American Indian	No	3

Concentration 5: Agricultural Preservation: 9 credits from the following:

Prefix	Number	Course Title	New*	Hours
BOT	127	Ethnobotany	No	3
GEOG	101	Introduction to Geography	No	3
PS	243	Principles of Geology	No	3
SOC	240	The Sociology of Rural America	No	3

7. What outcomes will be expected for all students who complete the minor? How will these outcomes be achieved?

As a result of completing the minor in Museum Studies, students will:

1. Demonstrate familiarity with museum professions, practices, and management.
2. Integrate design and communication skills for effective exhibits and interpretations.
3. Understand the contexts and uses of cultural and natural objects.
4. Develop knowledge of the legal, ethical, and social responsibilities of museums as educational institutions.
5. Demonstrate proficiency in the technical aspects of museum work, including the care and management of collections, technology applications, and disaster preparedness.

The outcomes will be achieved through coursework in specific concentrations and internships in facilities that support the individual student’s interests and career goals.

Please see the attached matrix of Student Learning Outcomes (Appendix A).

8. What instructional technologies will be used to teach courses in the minor? This refers to the instructional technologies used to teach the new courses in the minor and NOT the technology applications students are expected to learn.

Standard instructional technologies will be used.

9. Is the University is requesting authorization to provide the minor to students at an off-campus location or by distance delivery? If yes, explain. If off-campus or distance delivery authorization is not requested, enter “None.”

None

10. Costs, Budget & Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, instructional technology and software, other O&M, facilities, etc needed to implement the minor.

One instructor (TBD) to teach one course, Introduction to Museum Studies (3 cr.), in fall semesters and to supervise internships and to administer the minor. This can be accomplished in load. The minor will make use of existing classes and facilities, such as the South Dakota Art Museum, the Children's Museum of South Dakota, the Hilton M. Briggs Library, McCrory Gardens Visitors Center, the South Dakota Agricultural Heritage Museum, and others.

11. Additional Information *Additional information is optional. Use this space to provide information not requested above. Limit the number and length of additional appendices. Identify appendices with capital letters. Letters of support are not necessary and are rarely included with Board materials. This item may be deleted if it is not used.*

Appendix A: University of Michigan Museum Minor Studies Program

Appendix B: Museum Studies Minor - Student Learning Outcomes

Appendix A

Curriculum Example: University of Michigan

Additional information regarding the Museum Studies minor at University of Michigan may be found at:

<http://www.lsa.umich.edu/students/academicsrequirements/majorsminors/museumstudies/minormuseumstudies>



The screenshot shows the top portion of a web page. At the top left is the LSA logo, which consists of a large yellow 'M' followed by 'LSA' in white, and the text 'COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS UNIVERSITY OF MICHIGAN' in white on a dark blue background. Below the logo is a navigation menu with links: 'STUDENTS FACULTY & STAFF RESEARCH ALUMNI & FRIENDS EVENTS DEPARTMENTS & UNITS SUPPORT LSA'. Below the menu is a breadcrumb trail: 'Home / LSA Students / Academics & Requirements / Majors & Minors / Museum Studies /'. The main heading of the page is 'Minor: Museum Studies'.

Effective Fall 2009

The primary goal of the academic minor in museum studies is to teach students how museums work, both in historical and contemporary contexts. Doing so involves learning to critically engage the historical, social, cultural, artistic and scientific dimensions of heritage, both tangible and intangible, within the museum. The museum studies academic minor seeks to foster "museum literacy" by introducing students to the processes by which meaning is inscribed upon objects within the context of museums and to the roles museums, broadly defined, play in society. Institutions, objects and collections, and society thus form the curriculum's conceptual foci.

Objects and Collections — The artifact, collections of artifacts maintained by museums, and the information associated with them:

the nature of objects; learning from objects; disciplinary perspectives on the object; the role of museum artifacts in research; conservation; connoisseurship; collectors and collecting; tangible and intangible culture; how objects acquire their meaning; the real vs. the represented; exhibit design (how museums choose to display objects)

Institutions — The wide variety of organizations that collect and display artifacts for education, research, or entertainment:

the history of museums; administration, governance, and ethics; non-profit and for profit models of museums; national vs. local museums; museums in their various forms (*i.e.*, science centers, zoos, botanical gardens, history centers, art museums, themed experiences); the relationship of museums to libraries and archives; rationalizing the museum within society; museum design and architecture; assessment; technology in museums; organization of and access to museum information; professional associations at the state, national and international levels

Society — The audiences that museums engage, individually or collectively, and the communities whose cultures are represented in museum displays:

the role of museums in society; the representation of ethnicity, gender, race, and culture in museums; the role of museums in nation building; public culture; repatriation and debates over the ownership of cultural properties and cultural heritage; visitor studies; learning in museums; defining the museum experience; audience and visual perception studies

Investigations into the interrelationships that exist between these three foci will add to the wealth of material addressed in the curriculum. Indeed, some of the most interesting issues exist at the intersections of these foci.

Students will derive multiple secondary benefits from this course of study - new content knowledge, an enhanced ability to conduct research in one's academic discipline, a new means by which to understand other cultures and societies, a heightened awareness of the points of view afforded through multidisciplinary study and understanding the relationship of how one's discipline relates to other disciplines, an increased capacity for critical thinking and observation, and the personal empowerment derived from becoming more informed users of cultural assets, especially those available at the University of Michigan.

Despite being situated in the College of LSA, the undergraduate minor has been designed to accommodate concentrators from other schools and colleges at the university. While it has been broadly conceived, the museum studies academic minor will hold special appeal to students concentrating in Anthropology, Classical Archaeology, History, History of Art, American Culture, and Communication Studies, where students are first introduced to these topics.

Prerequisites to the Academic Minor

None for the academic minor *per se*, although individual courses elected to meet the requirements of the academic minor may have course prerequisites.

Students will be eligible to declare their desire to pursue the Museum Studies academic minor upon completion of MUSEUMS 301 (sophomore standing).

Academic Minor Program

The academic minor requires at least 18 credits as stated:

1. **Core Courses:** MUSEUMS 301 and 401.

MUSEUMS 301 and MUSEUMS 401 provide a theoretical/historical overview of museums as examined through the constructs of institutions, objects and collections, and society as well as an examination of the critical issues confronting museums in the contemporary world.

2. **Museum-Based Practicum:** MUSEUMS 409 (Practicum in Museums) will be available to students who have declared the academic minor in Museum Studies. MUSEUMS 409 establishes a critical bridge between theory and practice and - through the use of mentoring, class discussion, and engagement with the principles of reflective practice -- will assure that students draw the most from this experiential requirement. Based on the premise that theoretical grounding is necessary for a successful practicum experience, students will *not* be allowed to seek MUSEUMS 409 credit for museum-based practical experiences undertaken before completing MUSEUMS 301. Students interested in acquiring additional museum experience may repeat MUSEUMS 409 for a total of six credits. In such instances the second three credits may replace one of the required three elective courses.
3. **Electives:** Three elective courses chosen in consultation with, and approved by, the museum studies faculty advisor. These courses are selected from designated 300- and 400-level courses in the three thematic areas (institutions, objects and collections, and society) of the program. Students must elect one course from at least two of the three areas.

- A. Institutions
- B. Objects & Collections
- C. Society

A complete list of current electives can be found on the Museum Studies website.

The electives offer students the opportunity to take courses to further their knowledge of institutions, objects and collections, and society in many departments in the university. Those students selecting courses not directly focused on the museum will have the opportunity to make critical ties back to the field through the completion of mentored writing assignments. To receive elective credit for a course that is not explicitly museum-focused, upon receiving prior approval a student will be required to write a brief (5-page) rationale paper that addresses the relationship between the content of the course and issues considered in the two museum studies core courses, MUSEUMS 301 and 401. The academic staff of the Museum Studies Program will evaluate these papers.

