

**SOUTH DAKOTA BOARD OF REGENTS**

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

**AGENDA ITEM: 5 – A (1)**  
**DATE: April 2-3, 2025**

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**SUBJECT**

**New Program Request – DSU – Minor in Digital Content Creation**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

**BACKGROUND / DISCUSSION**

Dakota State University (DSU) requests authorization to offer a minor in Digital Content Creation. The proposed minor will equip students to analyze, plan, and produce appropriate multimodal content or manage media campaigns for current online, app-driven, social-media platforms as well as for traditional and print media.

**IMPACT AND RECOMMENDATION**

DSU plans to offer the minor in Digital Content Creation on campus and online. DSU does not request new state resources. No new courses will be required. DSU estimates 14 students enrolled and 5 graduates by the fourth year of the program.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Program Request Summary: DSU – Minor in Digital Content Creation

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**DRAFT MOTION 20250402\_5-A(1):**

I move to authorize DSU to offer a minor in Digital Content Creation, as presented.



**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.

<b>UNIVERSITY:</b>	DSU
<b>TITLE OF PROPOSED MINOR:</b>	<b>Digital Content Creation</b>
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	<b>This minor is available to all majors except the BS Digital Content Creation</b>
<b>EXISTING RELATED MAJORS OR MINORS:</b>	<b>BS Digital Content Creation</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2025</b>
<b>PROPOSED CIP CODE:</b>	<b>09.0702</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>College of Arts and Sciences</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>DAS</b>
<b>UNIVERSITY DIVISION:</b>	<b>Language</b>
<b>BANNER DIVISION CODE:</b>	<b>DLAN</b>

**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.*

*Rebecca A. Hoey*

11/1/2024

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 President of the University
 

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 Date
 

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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:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:4</a>
DSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:5</a>
NSU:	<a href="#">SDCL § 13-59</a>	<a href="#">BOR Policy 1:10:6</a>
SDSMT:	<a href="#">SDCL § 13-60</a>	<a href="#">BOR Policy 1:10:3</a>
SDSU:	<a href="#">SDCL § 13-58</a>	<a href="#">BOR Policy 1:10:2</a>
USD:	<a href="#">SDCL § 13-57</a>	<a href="#">BOR Policy 1:10:1</a>

[Board of Regents Strategic Plan 2014-2020](#)

The BS Digital Content Creation started in Fall 2024 and has already met our enrollment projections of 5 students in the first year. We anticipate those numbers will continue to grow.

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.

This interdisciplinary minor will equip students to analyze, plan, and produce appropriate multimodal content or manage media campaigns for current online, app-driven, social-media platforms as well as for traditional and print media.

4. How will the proposed minor benefit students?

Students with this minor will demonstrate foundational digital creation, communication, and management skills, allowing them to contribute to the many fields needing media management and content expertise (such as business, marketing, entrepreneurship, fundraising, school administration, public service, just to name a few). The minor's small core and interdisciplinary elective courses provide students in multiple disciplines with an attainable asset to supplement their degree and post-graduation marketability.

The interdisciplinary nature of the program supports the development of multifaceted skills and disciplinary knowledge, producing students with the preparation to tackle complex problems and build creative solutions.

Students/prospective students also readily understand the concepts of content creation and social media campaign management. While some career tracks need to be explained to

prospective students, this field is one that students engage with many times per day. We anticipate, therefore, that students will understand and be drawn to a field that affects their digital lives in very visible ways.

- 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.*

Graduates with creative problem-solving and digital communication skills are increasingly essential across industries, contributing dynamically to organizational strategies and vision. Specifically, digital content campaigns have become a cornerstone of organizational online communication efforts, leveraging websites, mobile chat platforms, blogs, and other tools to engage stakeholders and enhance customer experiences.

The COVID-19 pandemic accelerated the need for remote-friendly, digital communication strategies across industries which persists today. This shift led to significant growth in roles focused on digital media management and social media communication, with demand spanning sectors such as healthcare, financial institutions, nonprofits, construction, insurance, technology, education, and state government in South Dakota.

Key indicators of demand include:

- A 116.4% increase in demand for paid social media roles.<sup>1</sup>
- LinkedIn listed Digital Content Creator as #9 among the Top 15 In-Demand Jobs for 2021, with 49% year-over-year growth.<sup>2</sup>
- A search for "Social Media Communication," "Media Specialist" (30) and "Digital Content" (30) positions on LinkedIn revealed 60+ job openings in South Dakota alone.
- The U.S. Bureau of Labor Statistics projects employment in media and communication occupations is projected to grow about as fast as the average for all occupations from 2023 to 2033. About 109,500 openings are projected each year, on average, in these occupations.<sup>3</sup>

These trends highlight the sustained and growing demand for graduates skilled in digital communication and content creation, both nationally and within South Dakota.

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<sup>1</sup> Marketing Week, "Steep rise in demand for marketers with digital skills" accessed November 2024. [<https://www.marketingweek.com/steep-rise-demand-marketers-digital/>]

<sup>2</sup> CNBC.com, "Hiring for these jobs is on the rise in 2021, according to LinkedIn" accessed November 2024. [<https://www.cnbc.com/2021/01/12/hiring-for-these-jobs-is-on-the-rise-in-2021-according-to-linkedin.html>]

<sup>3</sup> U.S. Bureau of Labor Statistics, "Occupational Outlook Handbook: Media and Communication Occupations," accessed November 2024 [<https://www.bls.gov/ooh/media-and-communication/>]

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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	<b>FY 26</b>	<b>FY 27</b>	<b>FY 28</b>	<b>FY 29</b>
<b>Students enrolled in the minor (fall)</b>	<b>3-5</b>	<b>7-8</b>	<b>10-12</b>	<b>12-14</b>
<b>Completions by graduates</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

\*Do not include current fiscal year.

The estimates work from projected enrollments in the proposed DCC major, forecasting the minor as a desirable option for the proposed minimal-credit English major. These estimates also modestly account for the likelihood that current students in English and Digital Arts and Design already have completed multiple interdisciplinary courses included in this minor, if not already fulfilling the entirety of its scope.

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

We propose a minor that equips students with the skills to design, manage, and adapt technology-driven social media campaigns, leveraging DSU’s decades-long expertise in digital communication across three colleges. This minor will prepare students for dynamic roles in today’s ever-evolving digital landscape.

The proposed minor comprises a foundational course in digital communication (3 credits) and a set of electives (15 credits) tailored to individual interests, ensuring both depth and interdisciplinary breadth. Students can select courses from diverse fields such as marketing, computing, and design, drawing on seven different prefixes across three colleges. These electives include:

- **Digital Arts and Audio Design:** Training in technical and creative digital production using industry-standard hardware and software.
- **English, Design, and Communication:** Foundations in media analysis, planning, and composition for various audiences and contexts.
- **Programming:** Practical skills in digital languages like HTML, CSS, and Java, enabling students to create and manage digital applications.
- **Business Application Programming:** Tools for audience analysis and campaign measurement, fostering data-driven communication strategies.

This minor is modeled on existing programs at other institutions, with adaptations to fit DSU’s interdisciplinary focus and unique mission.

#### **Comparable Programs:**

1. **Temple University:** The Content Creation minor (21 credits) combines digital media, visual communication, writing, and marketing.  
[Temple University Content Creation Minor](#)
2. **Cleveland State University:** The Digital Content Production minor (19 credits) emphasizes storytelling, podcasting, publishing design, and analytics.  
[Cleveland State Digital Content Production Minor](#)

These programs highlight the growing demand for multidisciplinary training in digital communication. By focusing on skills like social media design, programming, and audience analytics, our program will uniquely position graduates to meet the challenges of today's digital economy.

**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**

Digital Content Creation	Credit Hours	Percent
Requirements in minor	3	17%
Electives in minor	15	83%
Total	18	

**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)
MCOM	353	Digital Media Communications	None	3	No
Subtotal				3	

**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)
ARTD	280	Digital Photography I	None	3	No
BADM	370	Marketing	None	3	No
CIS	338	Project Management	None	3	No
CMST	311	Business and Professional Communication	None	3	No
DAD	222	Audio Production I	CSC 105*	3	No
DAD	280	Film Editing	None	3	No

ENGL	351	Digital Collection and Curation	Minimum grade of C in ENGL 201, ENGL 283*	3	No
ENGL	405	Media Studies	Minimum grade of C in ENGL 201, ENGL 283*	3	No
MCOM	161	Graphic Communication	None	3	No
MCOM	351	Web Design	None	3	No
Subtotal				15	

\*All students take CSC 105 or equivalent and ENGL 201 or equivalent.

**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					
	MCOM 353	ENGL 405	ENGL 351	MCOM 351	DAD 280	CMST 311
Demonstrate basic proficiency in various forms of digital and social media (visual, verbal, time-based, motion-based, networked)	X	X		X	X	X
Choose and use digital media tools to display and manage original and client-driven content effectively and creatively for the web	X		X	X	X	
Analyze and develop appropriate content and designs for a variety of audiences and purposes	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.*

**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.*

- |                              |                                 |
|------------------------------|---------------------------------|
| Online learning platforms    | Digital cameras                 |
| Learning management systems  | Drone cameras                   |
| Mobile learning applications | Video and audio conferencing    |
| E-books and textbooks        | Soundboards                     |
| Virtual classrooms           | Sound editing software          |
| Webinars and webcasts        | Video editing software          |
| Online simulations           | Cloud storage                   |
| Social media                 | Web development software        |
| Web 2.0 tools                | Software and hardware tutorials |
| Augmented reality            | Team-based problem solving      |

Lecture  
Discussion

**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
<b>On campus</b>	Yes	Fall 2025

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5.</a></i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	Online Asynchronous	Fall 2025 2
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

**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
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	Online Asynchronous	Fall 2025

**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 additional resources are sought.

**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.*

**15. 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.*