




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

**Revised Course Request: Unique Course  
(Substantive Modification)**

Use this form to request a substantive change to an existing unique course. Consult the system course database for information about existing courses. If the course revision is for an approved General Education course, please see the Revision to General Education Requirements Form. Signatures are required on the final form submitted to the Academic Affairs Council (AAC).

NSU	Chelsee Shortt	Anna Schwan	Click here to enter a date.
<b>Institution</b>	<b>Form Initiator</b>	<b>Dean's Approval Signature</b>	<b>Date</b>
Choose an item.	Sports Sciences		3/11/2024
<b>Institution</b>	<b>Division/Department</b>	<b>Institutional Approval Signature</b>	<b>Date</b>

**Section 1. Existing Course Title and Description**

If changing from a course that previously had only a lecture or laboratory component to a composite course, identify both the course and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete course description as it appears in the system course database including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
PE 208	Professional Preparation: Camping	1

Course Description
Knowledge and skills necessary to enable students to lead, analyze, and prescribe outdoor education activities appropriate for school settings that contribute to personal development.

**Section 2. Modification(s) Requested**

**2.1. This modification will include (place an "X" in the box for all that apply):**

- A change in description/subject matter content (enter revised description below).**

Knowledge and skills necessary to enable students to lead, analyze, and prescribe activities that contribute to personal development.
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*Note: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.*

Current

New

- Change in instructional method** \_\_\_\_\_ to \_\_\_\_\_
- Addition/deletion of a lab/lecture component (*explain below*)**

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**If the addition of a lab/lecture component requires a change in pre-requisites or co-requisites, indicate below (add lines as needed, make sure to copy and paste formatting)**

Prefix & No.	Course Title	Pre-Req/Co-Req?
		Choose an item.

**Will the grade for this lab/lecture component be limited to S/U (pass/fail)?**

- Yes
- No

**Will section enrollment for the lab/lecture component be capped?**

- Yes, max per section: \_\_\_\_\_
- No

**Change to existing unique course:**

Prefix & No.	Course Title	Credits

*NOTE: Use the Authority to Offer an Existing Course Form to request authorization to offer an existing common or unique course.*

**Effective term of the change:** Summer 2024

**Explain any additional minor changes proposed at this time below (if needed):**

Title change to: Professional Preparation Repeatable for additional credit (standard in system for repeatable credit is 99)
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**2.2. Add justification for all changes noted above:**

<p>Transforming a course from a fixed content structure to a repeatable format offers an array of advantages. First, the professional preparation course allows for the dynamic nature of the subject matter. By embracing a repeatable model, the course becomes a versatile platform for continuous skill enhancement, allowing participants to delve into different aspects of professional preparation led by faculty with diverse backgrounds and expertise. The proposed change to this course would cater to individuals at various stages of their professional journeys, from beginners seeking foundational knowledge to seasoned practitioners aiming to refine advanced skills. Professional preparation courses empower learners to explore diverse facets of the field, accommodating changes in personal interests or career aspirations. Ultimately, this shift facilitates a more flexible and tailored educational experience, promoting sustained engagement, and ensuring the course remains a relevant and valuable resource for participants across various contexts and levels of expertise.</p>
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### **Section 3. Other Course Information**

**3.1. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course database?**

- Yes                       No

*If yes, indicate the course(s) to which the course will equate (add lines as needed):*

<b>Prefix &amp; No.</b>	<b>Course Title</b>

### **Section 4. Department and Course Codes (Completed by University Academic Affairs)**

- |  | <u>Current</u> | to | <u>New</u> |
|--|----------------|----|------------|
| <input type="checkbox"/> <b>Change in University Department Code</b> | _____          |    | _____      |
| <input type="checkbox"/> <b>Change in Banner Department Code</b>     | _____          |    | _____      |
| <input type="checkbox"/> <b>Change in <a href="#">CIP Code</a></b>   | _____          |    | _____      |