



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

Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	NSU
CURRENT PROGRAM DEGREE:	Bachelor of Science in Education
CURRENT PROGRAM MAJOR/MINOR:	Physical Education
CURRENT SPECIALIZATION (If applicable):	N/A
CIP CODE:	31.0501
UNIVERSITY DEPARTMENT:	Sports Sciences
BANNER DEPARTMENT CODE:	NHPE
UNIVERSITY COLLEGE:	School of Education
BANNER COLLEGE CODE:	5E

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.

Michael Wanous

Vice President of Academic Affairs or
President of the University

2/19/2025

Date

1. This modification addresses a change in (place an "X" in the appropriate box):

- | | |
|--|--|
| <input type="checkbox"/> Total credits required within the discipline

<input type="checkbox"/> Total credits of elective course work

<input type="checkbox"/> Program name

<input type="checkbox"/> CIP Code

<input checked="" type="checkbox"/> Modification requiring Board of Regents approval
<i>Must have prior approval from Executive Director or designee</i> | <input type="checkbox"/> Total credits of supportive course work

<input checked="" type="checkbox"/> Total credits required for program

<input type="checkbox"/> Existing specialization

<input checked="" type="checkbox"/> Other (explain below)
Change BSEd to BS and add 2 specializations |
|--|--|

2. Effective date of change: 8/1/2025

3. Program Degree Level (place an "X" in the appropriate box):

Associate Bachelor's Master's Doctoral

4. Category (place an "X" in the appropriate box):

Certificate Specialization Minor Major

5. If a name change is proposed, the change will occur (place an "X" in the appropriate box):

- On the effective date for all students
- On the effective date for students new to the program (enrolled students will graduate from existing program)

Proposed new name: _____

Reminder: Name changes may require updating related articulation agreements, site approvals, etc.

6. Is the program being modified associated with a current articulation agreement?

Yes No

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:

7. Primary Aspects of the Modification (add lines or adjust cell size as needed):

<i>Existing Curriculum</i>				<i>Proposed Curriculum (highlight changes)</i>			
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
				Foundation Courses			
HLTH	103	Personal Health	3	HLTH	103	Personal Health	3
PE	180	Foundations of HPER	2	PE	180	Foundations of HPER	2
PE	183	Professional Communication in HPER/A	3	PE	183	Professional Communication in HPER/A	3
PE	200	Professional Prep: Fitness	1	PE	200	Professional Prep: Fitness	1
PE	202	Professional Prep: Individual & Dual Activities	2	PE	202	Professional Prep: Individual & Dual Activities	2
PE	203	Professional Prep: Team	1	PE	203	Professional Prep: Team	1
PE	250	Human Anatomy & Physiology	3	PE	250	Human Anatomy & Physiology	3
PE	250L	Human Anatomy & Physiology Lab	1	PE	250L	Human Anatomy & Physiology Lab	1
PE	334	Behavioral & Social Issues in HPER/A	3	PE	334	Behavioral & Social Issues in HPER/A	3
PE	341	Curriculum Development & Evaluation	3	PE	341	Curriculum Development & Evaluation	3
PE	350	Exercise Physiology	3	PE	350	Exercise Physiology	3

PE	350L	Exercise Physiology Lab	1	PE	350L	Exercise Physiology Lab	1
PE	352	Adapted Physical Education	3				
PE	360	K-8 Physical Education Methods	2	PE	360	K-8 Physical Education Methods	2
PE	440	Organization & Admin of HPER/A	3	PE	440	Organization & Admin of HPER/A	3
PE	452	Motor Learning & Dev	3	PE	452	Motor Learning & Dev	3
PE	454	Biomechanics	3	PE	454	Biomechanics	3
PE	480	7-12 Methods of Teaching PE	3	PE	480	7-12 Methods of Teaching PE	3
IDL	190	Seminar	2	FYS	101	First Year Seminar	2
EDFN	102	Intro to Education	3	PK-12 Education Specialization			
SPED	100	Intro to Persons with Exceptionalities	3	PE	352	Adapted Physical Education	3
EPSY	302	Educational Psychology	3	EDFN	102	Intro to Education	3
EPSY	296	Field Experience	0	SPED	100	Intro to Persons with Exceptionalities	3
INED	411	South Dakota Indian Studies	3	EPSY	302	Educational Psychology	3
SPED	441	Inclusive Methods for Diverse Learners	2	EPSY	296	Field Experience	0
ELRN	435	Principles of Instructional Design	3	INED	411	South Dakota Indian Studies	3
SEED	396	Field Experience	1	SPED	441	Inclusive Methods for Diverse Learners	2
EDFN	440	Classroom Management	3	ELRN	435	Principles of Instructional Design	3
EPSY	428	Child & Adolescent Development	3	SEED	396	Field Experience	1
EDER	415	Educational Assessment	2	EDFN	440	Classroom Management	3
SEED	496	Field Experience	2	EPSY	428	Child & Adolescent Development	3
ELRN	485	Classroom Technology	3	EDER	415	Educational Assessment	2
SEED	400	7-12 Curriculum & Instruction	3	SEED	496	Field Experience	2
SEED	450	Reading & Content Literacy	2	ELRN	485	Classroom Technology	3
EDFN	472	School Law & Ethics	2	SEED	400	7-12 Curriculum & Instruction	3
ELED	488	K-8 Student Teaching	4	SEED	450	Reading & Content Literacy	2
SEED	488	7-12 Student Teaching	4	EDFN	472	School Law & Ethics	2
				ELED	488	K-8 Student Teaching	4
				SEED	488	7-12 Student Teaching	4
				Youth Sports and Recreation Specialization			
				PE	208	Professional Preparation	1
				PE	395	Practicum	3
				PE	378	Sport for Individuals w/Disabilities	3
				PE	496	Field Experience	3
				PE	467	Event Planning & Facility Management	3
				PE	372	Fitness Coaching & Administration	3
				Electives (choose 3)			
				PE	411	Sport Marketing	3
				PE	412	Financial Aspects of Sport	3
				PE	414	Law & Ethics	3
				PE	415	Esports Management	3
Total number of hours required for major, minor, or specialization			91	Total number of hours required for major, minor, or specialization			64-88

Total number of hours required for degree

Total number of hours required for degree

8. Explanation of the Change:

One proposed change is shifting the degree from a BSEd to a BS in Physical Education to more accurately reflect the structure of the program. The second change is the addition of two specializations to distinguish between certification and non-certification pathways. The Youth Sports and Recreation specialization prepares students for careers in youth sports and recreation, emphasizing physical, psychological, and social development. This specialization aligns with workforce demands, including a projected 28% growth in recreation industries and 11% growth in coaching careers in South Dakota.[1] It equips graduates to create inclusive programs, promote lifelong physical activity, and meet the growing need for trained professionals in youth-focused recreation.

The PK-12 Education specialization, which mirrors the current BSEd in Physical Education, provides a direct pathway for individuals seeking certification as physical education teachers.

[1] South Dakota Department of Labor. South Dakota Occupational Employment Projections to 2030. https://dlr.sd.gov/lmic/lb/2022/lbart_sept22_occupational_projections_2020_2030.aspx

For substantial modifications requiring Board approval, complete the items below. References to external sources should be documented with a footnote (including web addresses where applicable).

9. Date of approval from the Executive Director or designee. February 19, 2025

10. Identify the program modification requested.

Change the degree from a BSEd in Physical Education to a BS in Physical Education with 2 specializations:

- PK-12 Education (leads to initial teaching licensure)
- Youth Sports and Recreation

11. Provide justification for the desired modification.

Changing the BSEd in Physical Education to a BS in Physical Education is a strategic decision that enhances clarity and transparency and better serves students. The current BSEd designation is traditionally associated with teacher certification, which does not fully represent the scope of the proposed program. By transitioning to a BS in Physical Education, we ensure that the degree type aligns with both the teacher certification and non-certification pathways. Retaining the BSEd degree could cause confusion, as it implies that all graduates are preparing for licensure.

The BS in Physical Education designation more accurately reflects an encompassing degree that serves both those pursuing teacher certification (PK-12 Education specialization) and those entering non-certification careers (Youth Sports and Recreation specialization). The change from a BSEd to a BS with two specializations ensures transparency for students, employers, and

stakeholders while reinforcing the program's alignment with workforce needs in both teacher education and sports recreation fields.

The curriculum for the BS Physical Education is designed so both specializations share a substantial core. This enables students to complete nearly 40 credits in the BS Physical Education before deciding their specialization. By this point, students will have had time and opportunity to discern whether they want a career in teaching.

The PK-12 Education specialization leads to teacher certification. Students graduating with this specialization will be prepared to teach physical education in any PK-12 setting. NSU Teacher Education and registrar can track those meeting teacher certification requirements through the PK-12 Education specialization.

The Youth Sports and Recreation specialization does not lead to teacher certification. This specialization prepares students for careers in youth sports and recreation, equipping them with skills in program development, coaching, and leadership outside of the traditional classroom setting.

With a BS degree and two specializations, Northern can actively recruit and retain students who want to teach in a PK12 setting and those who enjoy working with youth sports and recreation but prefer to work outside a PK-12 setting, including fitness centers, recreation programs, athletic clubs, or club sports programs.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

Yes, the catalog description will change and learning outcomes for the Youth Sports and Recreation Specialization will be added.

Catalog Description

The BS in Physical Education prepares students for careers in physical education, coaching, and youth recreation. Through a combination of theoretical coursework and hands-on experiences, graduates are equipped with the skills to foster physical well-being, sportsmanship, and inclusive participation in various educational and recreational settings. This program offers two specializations:

- PK-12 Education leads to teacher certification, preparing students to teach physical education in schools and promote lifelong physical activity among youth.
- Youth Sports and Recreation is a non-certification pathway focused on coaching, recreation management, and youth development outside a PK-12 setting, including fitness centers, recreation programs, athletic clubs, or club sports programs.

Learning Outcomes for the Youth Sports and Recreation Specialization

- 1) Design, implement, and evaluate inclusive and developmentally appropriate youth sports and recreation programs that promote physical activity, teamwork, and personal growth.
- 2) Apply effective coaching techniques, leadership strategies, and motivational methods to foster positive youth development and sportsmanship in recreational settings.

- 3) Demonstrate an understanding of the physical, psychological, and social needs of youth in sports and recreation, incorporating best practices to support holistic development.
- 4) Apply knowledge of safety, injury prevention, and ethical decision-making to create safe and responsible youth sports and recreation environments.
- 5) Collaborate with community organizations, schools, and recreation agencies to enhance access to quality sports and recreation programs while demonstrating professional communication and advocacy skills.

13. Indicate the number of students currently enrolled in the program.

Twenty-two students are currently enrolled in the BSEd in Physical Education.

14. Describe the real impact to students.

Degree change - The BSED is specifically tied to education, and the larger disciplines of Physical Education and Sports Sciences have evolved and expanded in scientific rigor. The BS degree better reflects the science of the disciplines.

Name change – no impact in time to degree or cost for students. Positive impact will come from ease of explaining degree and specialization to employers.

Curriculum change – the shared core and two specializations enable efficiency in course planning while also ensuring students’ transcripts demonstrate their specialized knowledge in the field.

The transition from a BSEd to a BS in Physical Education with two distinct specializations provides students with greater clarity, flexibility, and career opportunities. This change ensures that students can confidently pursue a path that aligns with their professional goals—whether in PK-12 Education for those seeking teacher certification or in Youth Sports and Recreation for careers in coaching, recreation management, and youth development outside a PK-12 setting.

For students in the Youth Sports and Recreation specialization, the new degree structure eliminates confusion regarding certification requirements and better reflects the broad range of career possibilities in youth sports and community recreation. Graduates will be better positioned to enter the workforce in high-demand areas such as coaching, program coordination, and sports administration, with the skills necessary to make a lasting impact on youth physical activity and well-being.

Changing the degree type and defining two clear specializations creates clear pathways, expands career options, enhances the student experience, and strengthens graduates’ competitiveness in the job market.

15. Describe the real impact to the university.

The transition to a BS in Physical Education with two distinct specializations strengthens the university’s ability to attract and retain students by offering a more clearly defined and career-focused program. By distinguishing between the PK-12 Education (certification) and Youth Sports

and Recreation (non-certification) pathways, the university ensures that prospective students can easily identify the program that best aligns with their professional aspirations.

This change enhances program marketability and enrollment potential, appealing to a broader audience, including those interested in careers beyond traditional teaching. It also aligns with regional workforce demands, reinforcing the university's role in preparing graduates for in-demand fields such as youth recreation, coaching, and sports management.

Additionally, this structure streamlines academic advising and program administration, reducing confusion about certification requirements and ensuring students receive the appropriate guidance for their chosen career paths. By adapting to industry trends and student needs, the university demonstrates its commitment to innovation, workforce alignment, and student success, further solidifying its reputation as a leader in physical education and youth development.

16. Describe any cost associated with the program modification.

None. The courses are already active; no additional faculty required.

17. Describe any risks and unintended consequences associated with the program modification.

As with any program change, transitioning from a BSEd to a BS in Physical Education may require initial adjustments in advising, recruitment, and curriculum alignment. Some students and external stakeholders may need clarification regarding the shift, particularly those accustomed to the BSEd designation. However, this presents an opportunity to improve communication and outreach, ensuring all students clearly understand their career pathways and certification options.

Additionally, the introduction of a non-certification specialization could shift enrollment patterns, with some students opting for the Youth Sports and Recreation specialization instead of the PK-12 Education track. While this might slightly adjust the number of students pursuing teacher licensure, it broadens the program's overall appeal, attracting individuals who may not have considered the university otherwise.

By proactively addressing these considerations through clear advising, strategic marketing, and employer partnerships, the university can ensure a smooth transition while expanding career opportunities for students. This shift ultimately strengthens the program's impact, making it more inclusive, adaptable, and aligned with workforce needs.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification would be effective for current and future students.