



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. 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 Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

<b>UNIVERSITY:</b>	NSU
<b>TITLE OF PROPOSED SPECIALIZATION:</b>	<b>Health Education</b>
<b>NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:</b>	<b>BS - Health Education and Promotion</b>
<b>BANNER PROGRAM CODE:</b>	<b>NHEP</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2026</b>
<b>PROPOSED CIP CODE:</b>	<b>131307</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Sports Sciences</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>NSS</b>
<b>UNIVERSITY DIVISION:</b>	<b>Millicent Atkins School of Education</b>
<b>BANNER DIVISION CODE:</b>	<b>5E</b>

**Please check this box to confirm that:**

- The individual preparing this request has read AAC Guideline 2.3.2.2.B, which pertains to new specialization 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.*

*Erin Fouberg*

\_\_\_\_\_  
Institutional Approval Signature

*President or Chief Academic Officer of the University*

5/27/2026

\_\_\_\_\_  
Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

### 1. Level of the Specialization (place an "X" in the appropriate box):

Baccalaureate       Master's       Doctoral

**2. What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.**

The Health Education specialization prepares students to become effective school health educators who promote health literacy, wellness, and positive decision-making among learners. The specialization emphasizes health education content knowledge, instructional design, assessment, inclusive teaching practices, and field-based experiences aligned with SHAPE America standards, South Dakota Health Education Standards, and state teacher licensure expectations.

**3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data 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.**

The Health Education specialization addresses a clear gap in South Dakota’s public higher education system by providing a pathway for students to prepare for certification as 5–12 Health Education teachers. No South Dakota Board of Regents institution currently offers a Health Teacher Education program, even though schools continue to need qualified health educators. This specialization benefits students by combining health education content, teaching methods, field experiences, and student teaching in a program aligned with SHAPE America standards, South Dakota Health Education Standards, and state certification expectations. Graduates will be prepared to teach health education in K–12 school settings and help meet regional workforce needs for certified health educators.

**4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):**

<b>Prefix</b>	<b>Number</b>	<b>Course Title (add or delete rows as needed)</b>	<b>Credit Hours</b>	<b>New (yes, no)</b>
<b>Health Education Specialization</b>				
PE	250/250L	Human Anatomy & Physiology/Lab	4	No
PE	334	Behavioral & Social Issues in HPER/A	3	No
HLTH	420	K12 Methods of Health Instruction	3	No
EDFN	102	Intro to Education	3	No
SPED	100	Intro to Persons with Exceptionalities	3	No
EPSY	302	Educational Psychology	3	No
EPSY	296	Field Experience	0	No
INED	411	South Dakota Indian Studies	3	No
OR				
INED	211	SD American Indian Culture/Ed	3	No
SEED	396	Field Experience	1	No
EDFN	440	Classroom Management	3	No
SPED	441	Inclusive Methods for Diverse Learners	2	No
EPSY	428	Child & Adolescent Development	3	No
EDER	415	Educational Assessment	2	No
SEED	496	Field Experience	2	No
ELRN	485	Classroom Technology	3	No

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
SEED	460	Elevating Content Literacy in Innovative Classrooms	3	No
EDFN	472	School Law & Ethics	2	No
ELED	488	K-8 Student Teaching	3	No
SEED	488	7-12 Student Teaching	3	No

Total number of hours required for completion of specialization	49
Total number of hours required for completion of major	28
Total number of hours required for completion of degree	120

**5. 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 - 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 Term
<b>On campus</b>	Yes	Fall 2026

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Term
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	Online/HyFlex	Fall 2026

**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 on-line program)? This question responds to HLC definitions for distance delivery.**

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

**6. 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.*