



**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.

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Adapted Physical Activities
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Human Performance & Fitness Physical Education Sport Marketing & Administration Special Education Any
EXISTING RELATED MAJORS OR MINORS:	Physical Education
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	13.1314
UNIVERSITY DEPARTMENT:	Health & Physical Education Department
BANNER DEPARTMENT CODE:	NHPE
UNIVERSITY DIVISION:	School of Education/College of Professional Studies
BANNER DIVISION CODE:	5E

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.

Michael Wenous
President (or Designee) of the University

7/27/2021
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. 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.

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.

Through Northern State University’s Adapted Physical Activities minor, students will gain hands on experiences providing fitness and sport opportunities to special populations. Northern State University’s Adapted Physical Activities minor will be the only such minor in the state, will directly prepare students for the workplace, and will make students more employable by giving them broader skills to provide fitness and sport opportunities for individuals with disabilities.

4. How will the proposed minor benefit students?

Northern State University’s Adapted Physical Activities Minor provides enough credits for a student to become a Certified Adapted Physical Education teacher, allowing our graduates to be more marketable at a regional, if not national, level. Additionally, the minor supports Northern’s partnership with the South Dakota School of the Blind and Visually Impaired (SDBVI) and recent curricular additions in the School of Education (e.g., MEd in Special Education).

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.

Currently, CA, LA, ME, MI, MN, NE, OH, OR, RI, SD, WI, and WY have certifications in adapted physical education. However, none of the SDBOR schools offer enough course requirements to become a Certified Adapted Physical Educator (CAPE). Earning this minor will increase the employability of Northern graduates in South Dakota and also in neighboring states (MN, WI, NE).

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 st	2 nd	3 rd	4 th

<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students enrolled in the minor (fall)	5	8	10	12
Completions by graduates	0	0	5	8

*Do not include current fiscal year.

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

The Adapted Physical Activities Minor provides enough credits (nine) for a student to become a certified Adapted Physical Education teacher. Currently, CA, LA, ME, MI, MN, NE, OH, OR, RI, SD, WI, and WY have certifications in adapted physical education. However, none of the SDBOR schools offer enough course requirements to become a certified adapted physical educator (CAPE). Offering this minor would allow our students increased employability in South Dakota and also in neighboring states (MN, WI, NE).

The courses of PE 352 - Adapted Physical Education, PE 378 - Assessment of Adapted Physical Education, PE 379- Sport for Individuals with Disabilities, and HLTH 240- Health & Fitness for the older adult, provide a well-rounded curriculum centered on special populations in the world of health, physical education, fitness, and sport.

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

Adapted Physical Activites	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
Total	18	100%

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)
PE	202	Professional Preparation: Individual & Dual Activities		2	No
PE	203	Professional Preparation: Team Activities		1	No
HLTH	240	Health and Fitness for Special Populations		3	No

PE	352	Adapted Physical Education		3	No
PE	378	Assessment of Developmental and Adapted Physical Activities	PE 353 (included in the minor)	3	No
PE	379	Sport for Individuals with Disability		3	No
PE	452	Motor Learning & Development		3	No
Subtotal				18	

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)
					Choose an item.
					Choose an item.
Subtotal				0	

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

South Dakota Board of Regent Standards Individual Student Outcome <i>(Same as in the text of the proposal)</i>	Program Courses that Address the Outcomes						
	PE 202	PE 203	HLTH 240	PE 352	PE 378	PE 379	PE 452
Students will recognize the value of diversity, inclusion, and equity in fitness, sport, and health-related professions (Cross-Curricular Skill: Diversity, Inclusion, Equity).			X	X	X	X	
Students will develop a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them (Cross-Curricular Skill: Inquiry and Analysis).			X			X	X
Students will develop knowledge of professional ethical standards and their responsible application within the discipline (Cross-Curricular Skill: Ethical Reasoning).			X	X	X	X	
Students will develop the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand (Cross-Curricular Skill: Information Literacy).	X	X		X		X	X

Students will develop a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking (Cross-Curricular Skill: Critical and Creative Thinking).			X	X	X	X	
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National Adapted Physical Education Standards	Program Courses that Address the Outcomes						
Individual Student Outcome (Same as in the text of the proposal)	PE 202	PE 203	HLTH 240	PE 352	PE 378	PE 379	PE 452
<i>Adapted Physical Education National Standards (APENS)</i> Standard 1: HUMAN DEVELOPMENT The foundation of proposed goals and activities for individuals with disabilities is grounded in a basic understanding of human development and its applications to those with various needs. For the adapted physical education teacher, this implies familiarity with theories and practices related to human development. The emphasis within this standard focuses on knowledge and skills helpful in providing quality APE programs.	X		X				X
APENS Standard 2: MOTOR BEHAVIOR Teaching individuals with disabilities requires some knowledge of how individuals develop. In the case of APE teachers, it means having knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes. It also means understanding how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical education to students with disabilities.			X				X
APENS Standard 4: MEASUREMENT AND EVALUATION This standard is one of the foundation standards underscoring the background an adapted physical educator should have in order to comply with the mandates of legislation and meet the needs of students. Understanding the measurement of motor performance, to a large extent, is based on a good grasp of motor development and the acquisition of motor skills covered in other standards.	X		X	X	X		

<p>APENS Standard 5: HISTORY AND PHILOSOPHY This standard traces facts regarding legal and philosophical factors involved in current day practices in adapted physical education. This information is important to understand the changing contribution that physical education can make in their lives. Major components of each law that related to education and physical activity are emphasized. The review of history and philosophy related to special and general education is also covered in this area.</p>				X		X	
<p>APENS Standard 6: UNIQUE ATTRIBUTES OF LEARNERS Standard 6 refers to information based on the disability areas identified in the Individuals with Disabilities Education Act (IDEA) found within school age population. Material is categorically organized in order to present the information in a systematic matter. This organization is not intended to advocate a categorical approach to teaching children with disabilities. All children should be treated as individuals and assessed to determine what needs they have.</p>				X	X	X	
<p>APENS Standard 7: CURRICULUM THEORY AND DEVELOPMENT As you are planning to teach physical education to students with disabilities, you should recognize that certain Curriculum Theory and Development concepts, such as selecting goals based on relevant and appropriate assessments, must be understood by APE teachers. As you have no doubt discovered Curriculum Theory and Development is more than writing unit and lesson plans. Nowhere does this come into play more than when you are planning a program for a student with disability.</p>	X			X	X		
<p>APENS Standard 8: ASSESSMENT This standard addresses the process of assessment, one that is commonly taught as part of the basic measurement and evaluation course in a physical education degree curriculum. Assessment goes beyond data gathering to include measurements for the purpose of making decisions about special services and program components for individuals with disabilities.</p>					X		

<p>APENS Standard 9: INSTRUCTIONAL DESIGN AND PLANNING</p> <p>Instructional design and planning must be developed before an APE teacher can provide services to meet legal mandates, educational goals and most importantly the unique needs of individuals with disabilities. Many of the principles addressed earlier in human development, motor behavior, exercise science and curriculum theory and development are applied to this standard in order to successfully design and plan programs of physical education.</p>				X	X		
<p>APENS Standard 10: TEACHING</p> <p>A major part of any APE position is teaching. In this standard many of the principles addressed earlier in such standard areas as human development, motor behavior, and exercise science, are applied to this standard in order to effectively provide quality physical education to individuals with disabilities.</p>	X			X	X	X	
<p>Standard 15: COMMUNICATION</p> <p>In recent years, the role of the professional in APE has evolved from being a direct service provider to include communicating with families and other professionals in order to enhance program instruction for individuals with disabilities. This standard includes information regarding the APE teacher effectively communicating with families and other professionals using a team approach in order to enhance service delivery to individuals with disabilities.</p>				X		X	

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.*

Lecture and experiential learning. Northern State University faculty will work with the staff and faculty at the South Dakota School for the Blind and Visually Impaired (SDBVI) to integrate learning opportunities on the SDBVI campus for students enrolled in the courses in this minor. The program itself will not be delivered off site at the SDBVI, but faculty will build on the collaboration between NSU and SDBVI to offer experiences at SDBVI for students in the program.

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
On campus	Yes	Fall 2021

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Fall 2021
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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
Distance Delivery (online/other distance delivery methods)	Choose an item.		Choose an item. Choose an item.

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.

Northern State University will request the addition of a discipline fee for health and wellness courses to purchase new equipment in support of the curriculum's inclusion of adaptive physical activities. Northern graduates will encounter a range of access to equipment in the workplace. Northern students will be taught to adapt the materials traditionally found in a grade school gym so they can work in a low-to no-budget environment. Other Northern graduates will be asked to assess and purchase equipment and materials to expand inclusion in their workplace. A discipline fee is needed to broaden equipment and materials in Northern

courses so students will learn to assess, select, and use inclusive equipment and materials – preparing them to bring that skill into the workplace.

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.*