



**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 TITLE: | Human Performance (BS) |
| CIP CODE: | 310501 |
| UNIVERSITY DEPARTMENT: | Health & Physical Education |
| BANNER DEPARTMENT CODE: | NHPE |
| UNIVERSITY DIVISION: | College of Professional Studies/School of Education |
| BANNER DIVISION 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.

Vice President of Academic Affairs or
President of the University

4/15/2021

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 checked="" type="checkbox"/> Total credits of supportive course work |
| <input type="checkbox"/> Total credits of elective course work | <input checked="" type="checkbox"/> Total credits required for program |
| <input type="checkbox"/> Program name | <input checked="" type="checkbox"/> Existing specialization |
| <input type="checkbox"/> CIP Code | <input type="checkbox"/> Other (explain below) |

2. Effective date of change: 8/1/2021

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
(Major):**

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

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

| Existing Curriculum | | | | Proposed Curriculum (highlight changes) | | | |
|---------------------|------|--|----------|---|---------|--|----------|
| Pref. | Num. | Title | Cr. Hrs. | Pref. | Num. | Title | Cr. Hrs. |
| HLTH | 100 | Wellness for Life | 1 | | | | |
| HLTH | 100L | Wellness Lab | 1 | | | | |
| HLTH | 251 | First Aid and CPR | 1 | | | | |
| | | | | HLTH | 240 | Health & Fitness in Special Populations | 3 |
| HLTH | 320 | Community Health | 3 | | | | |
| | | | | HLTH | 422/522 | Nutrition | 3 |
| | | | | PE | 100 | Activity Courses: Weight Training | 1 |
| PE | 180 | Foundations of HPER | 2 | PE | 180 | Foundations of HPER/A | 2 |
| | | | | PE | 183 | Professional Communications in HPER/A | 3 |
| PE | 200 | Professional Preparation: Fitness | 1 | PE | 200 | Professional Preparation: Fitness | 1 |
| PE | 202 | Professional Preparation: Individual and Dual Activities | 2 | | | | |
| PE | 203 | Professional Preparation: Team | 1 | | | | |
| PE | 250 | Human Anatomy and Physiology | 3 | PE | 250 | Human Anatomy & Physiology | 3 |
| PE | 250L | Human Anatomy and Physiology Lab | 1 | PE | 250L | Human Anatomy & Physiology Lab | 1 |
| PE | 334 | Behavioral and Social Science Issues in Physical Education | 2 | PE | 334 | Behavioral and Social Science Issues in HPER/A | 3 |
| PE | 350 | Exercise Physiology | 3 | PE | 350 | Exercise Physiology | 3 |
| PE | 352 | Adapted Physical Education | 3 | | | | |
| PE | 354 | Prevention and Care of Athletic Injuries | 2 | | | | |
| PE | 354L | Prevention and Care of Athletic Injuries Lab | 1 | | | | |
| | | | | PE | 395 | Practicum | 3 |
| PE | 400 | Exercise Test and Prescription | 3 | PE | 400 | Exercise Test & Prescription | 3 |
| | | | | PE | 410/510 | Program Design for Strength & Conditioning | 3 |
| PE | 440 | Organization and Administration of HPER/A | 3 | PE | 440 | Organization and Administration of HPER/A | 3 |
| PE | 451 | Tests and Measurements | 2 | PE | 451 | Test & Measurements | 2 |

| | | | | | | | |
|--|-----|--------------------------------|-------|--|---------|-----------------------------------|----|
| PE | 452 | Motor Learning and Development | 3 | | | | |
| PE | 454 | Biomechanics | 3 | PE | 454 | Biomechanics | 3 |
| PE | 457 | Exercise Psychology | 3 | PE | 457/557 | Psychology of Human Performance | 3 |
| | | | | PE | 459 | Intro to Research Methods | 3 |
| | | | | PE | 482/582 | Theory of Strength & Conditioning | 3 |
| | | | | PE | 496 | Field Experience | 3 |
| IDL | 190 | Seminar | 2 | IDL | 190 | Seminar | 2 |
| | | Emphasis | 15-18 | | | Emphasis | 10 |
| | | | | | | | |
| Total number of hours required for major, minor, or specialization | | | 46 | Total number of hours required for major, minor, or specialization | | | 54 |
| Total number of hours required for degree | | | 61-64 | Total number of hours required for the degree | | | 64 |

7. Explanation of the Change

Have a better streamlined process for our pre-professional students. The larger goal of our program is to prepare students for graduate school or careers in fitness/exercise industry. Additionally, our program is moving toward the direction of applying for the Council on Accreditation of Strength and Conditioning Education (CASCE) accreditation. The Strength & Conditioning focus aligns with the accreditation standards of CASCE (see Table below).ⁱ By 2030, only graduates from CASCE accredited school will be able to get the Certified Strength and Conditioning Specialist (CSCS). This is a key certification in the field of sport, fitness, and coaching.

The health promotions emphasis is a set towards providing students with an opportunity to become a Certified Health Education Specialist. The emphasis offers courses in seven of the eight Health Education competencies.ⁱⁱ As a department our 5-year goal is to offer a Health Promotions major. The Health minor has had a growing interest over the years (*see Table below*). This emphasis is the first step towards addressing the interests of our students and potentially developing into a major.

CASCE PROGRAM STANDARDS

Please identify in which course(s) the content areas listed below are taught. If the content is taught in several courses, please identify only the course(s) in which most of the content is taught. You may list the same course for several content areas.

| Required Content | Course Name(s) | Course #(s) | Hours |
|--|-----------------------------------|-------------|-------|
| Human Anatomy Physiology | Human Anatomy & Physiology | PE 250 | 4 |
| | Human Anatomy & Physiology Lab | PE 250L | 4 |
| Exercise Physiology | Exercise Physiology | PE 350 | 3 |
| | | | |
| Kinesiology/Biomechanics | Biomechanics | PE 454 | 3 |
| | | | 3 |
| Nutrition (Sports Nutrition is preferred) | Nutrition | HLTH 422 | 3 |
| | | | |
| Scientific Principles of Strength and Conditioning | Foundations of HPER/A | PE 180 | 2 |
| | Theory of Strength & Conditioning | PE 482 | 3 |
| | Professional Preparation: Fitness | PE 200 | 1 |

| | | | |
|--|--|--------|---|
| Resistance Training and Conditioning (Activity Class) | Weight Training | PE 100 | 1 |
| Exercise Technique/Exercise Prescription w/ Emphasis in Anaerobic Exercise | Exercise Test & Prescription | PE 400 | 3 |
| | Test & Measurements | PE 451 | 2 |
| Program Design as Related to Strength and Conditioning | Program Design for Strength & Conditioning | PE 410 | 3 |
| | Theory of Strength & Conditioning | PE 482 | 3 |

ENROLLMENT TRENDS IN HEALTH MINOR

| Year Term | 2017FA | 2018SP | 2018FA | 2019SP | 2019FA | 2020SP | 2020FA | 2021SP |
|-------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Health/Health Education Minor | 12 | 15 | 19 | 19 | 20 | 19 | 23 | 23 |

ⁱ Council on Accreditation of Strength and Conditioning Education [CASCE]. (2020). Guide to Accreditation. Retrieved from <https://www.nasca.com/contentassets/5ac318ff208841fd846b35edc8e8b8c7/casce-guide-to-accreditation-v5-070820.pdf>

ⁱⁱ National Commission for Health Education Credentialing [NCHEC] (2020). Health Education Specialist Practice Analysis II. Retrieved from <https://www.nchec.org/responsibilities-and-competencies>