



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

Institutional Substantive Program Modification Requests

Institution: Dakota State University **Date:** 4/1/2019

Institutional representatives should provide direct links to PDF documents for each of the program modification requests represented below. All requests should be posted on the campus Curriculum and Instruction website one week prior to the Academic Affairs Council meeting where the program modification request is being considered.

<i>Program Title</i>	<i>Approval</i>
BS in Education: Physical Education	JP

Program modifications referenced above for approval have been reviewed by the Academic Affairs Council and the System Vice President for Academic Affairs and may be advanced forward for entry in Colleague. For those program modifications listed above that did not receive approval, additional clarification or justification will be necessary and should be re-routed through the review process on a separate "Institutional Substantive Program Modification Requests" form once all issues have been resolved.

 4/30/19
Signature: System Vice President for Academic Affairs **Date**



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Substantive Program Modification Form

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

UNIVERSITY:	DSU
CURRENT PROGRAM TITLE:	Bachelor of Science in Education: Physical Education
CIP CODE:	13.1314
UNIVERSITY DEPARTMENT:	Physical Education
UNIVERSITY DIVISION:	College of Education

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

3/19/2019

Date

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

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

2. Effective date of change: 2019-2020 Academic Year

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

<i>Existing Curriculum</i>				<i>Proposed Curriculum</i>			
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
General Education Req. *			30	General Education Req.*			30
*Majors must take BIOL 151/151L, INED 210 and MATH 102 or MATH 103 as part of the system general education.				*Majors must take BIOL 151/151L, INED 210 and MATH 102 or MATH 103 as part of the system general education.			
Major Core			36	Major Core			39
				ELED	295	Practicum in Elementary Adaptive Physical Ed	2
HLTH	251	First Aid and CPR	1				
				HLTH	110	Health Concepts	3
				HLTH	201	ATOD	2
				HLTH	370	Stress Management	3
PE	145	Intro to Physical Education	1	PE	145	Intro to Physical Education	1
PE	180	Foundations of HPER	2	PE	180	Foundations of HPER	2
PE	181	Fundamentals of PE	2	PE	181	Fundamentals of PE	2
PE	201	Prof. Prep: Gymnastics	1				
PE	204	Prof. Prep: Rhythm and Dance	1				
				PE	300	Applied Sport and Exercise Science	3
PE	341	Curriculum and Development	3	PE	341	Curriculum and Development	3
PE	350/350L	Exercise Physiology and Exercise Physiology Lab	4				
PE	352	Adapted Physical Education	2	PE	352	Adapted Physical Education	2
PE	353	Kinesiology	3				
PE	354	Prevention and Care of Athletic Injuries	3	PE	354	Prevention and Care of Athletic Injuries	3
PE	363	Skills Concepts	3	PE	363	Skills Concepts	3
PE	376	Technology Integration	3	PE	376	Technology Integration	3
PE	440	Organization and Administration of Health and PE	2	PE	440	Organization and Administration of Health and PE	2
PE	451	Tests and Measurements	2				
PE	452	Foundation of Motor Learning & Development	3	PE	452	Foundation of Motor Learning & Development	3

				SEED	295	Practicum in Secondary Adaptive Physical Education	2
Supporting Science and Technology Component				Supporting Science and Technology Component			
BIOL	221/221L	Human Anatomy with Lab	4	BIOL	221/221L	Human Anatomy with Lab	4
CSC	105	Intro to Computers	3	CSC	105	Intro to Computers	3
CIS	350	Computer Hardware, Data Communication and Networking	3	CIS	350	Computer Hardware, Data Communication and Networking	3
CIS	123	Problem Solving & Programming OR	3	CIS	123	Problem Solving & Programming OR	3
CIS	130	Visual Basic Programming OR		CIS	130	Visual Basic Programming OR	
CSC	150	Computer Science I		CSC	150	Computer Science I	
Professional Education Courses				Professional Education Courses			
EDFN	338	Foundations of American Education	2	EDFN	338	Foundations of American Education	2
EDFN	475	Human Relations	3	EDFN	475	Human Relations	3
EDER	415	Educational Assessment	2	EDER	415	Educational Assessment	2
EPSY	302	Educational Psychology	3	EPSY	302	Educational Psychology	3
SEED	295	Pre-Admission Practicum	1	SEED	295	Pre-Admission Practicum	1
SEED	401	Methods of Educational Technology	1	SEED	401	Methods of Educational Technology	1
SEED	302	Secondary/Middle Content Area: Major	2	SEED	302	Secondary/Middle Content Area: Major	2
SEED	440	Classroom Management	2	SEED	440	Classroom Management	2
SEED	450	Reading and Content Literacy	3	SEED	450	Reading and Content Literacy	3
SPED	100	Intro to Persons with Exceptionalities	3	SPED	100	Intro to Persons with Exceptionalities	3
ED	488	Student Teaching	8	ED	488	Student Teaching	8
Electives			44	Electives* One credit of electives is met as part of system gen ed (BIOL 151/L)			8
General Education			30	General Education			30
Major Core			36	Major Core			39
Supporting Science & Tech Component			13	Supporting Science & Tech Comp.			13
Professional Education Courses			30	Professional Education Courses			30
Electives			11	Electives			8
Total Credits			120	Total Credits			120

7. Explanation of the Change:

The College of Education has reviewed the Physical Education Teacher Education major. This review looked at a variety of resources including: (1) the current curriculum; (2) The SHAPE America National Standards for Initial Physical Education Teacher Education; (3) The National Standards for Initial Health Education Teacher Education; (4) the Center for Disease Control and Prevention's framework for school health promotion, known as the Whole School, Whole Community, Whole Child (WSCC) model; (5) feedback from current and past PETE majors;

(6) discussion with DSU Physical Education Teacher Education and Exercise Science faculty and the administration of the DSU College of Education.

Through this review it was determined that there were changes that needed to be made to come in line with national standards, better educate our PETE majors; and strengthening PETE candidates for their service in the state and regionally.

The changes submitted reflect the emphasis on skills competence and maintaining comprehensive health/wellness as well as candidate pedagogical content knowledge as required by accreditation.

The current program courses will be phased out as new courses are introduced, and catalog updates are completed.

1. Change to MATH 102 or MATH 103: The South Dakota Department of Education - Teacher Certification accepts either the MATH 102 College Algebra course or the MATH 103 Quantitative Literacy
2. Elimination of PE 201: Content imbedded into PE 181: Elementary Methods in Physical Education
3. Elimination of PE 204: Content imbedded into PE 181: Elementary Methods in Physical Education
4. Elimination of PE 350/350L: Content subsumed into PE 300: Applied Sport and Exercise Science
5. Elimination of PE 451: Content imbedded in SEED 302, PE 440 and PE 341
6. Elimination of PE 353: Content subsumed into PE 300: Applied Sport and Exercise Science
7. Addition of HLTH 110: The National Association of School Boards of Education State Policy Database on School Health aligns all existing state statutory and regulatory language on student health to the components of the Center for Disease Control and Prevention's framework for school health promotion, known as the Whole School, Whole Community, Whole Child (WSCC) model.

The WSCC model defines 10 important areas of a healthy school: health education; physical education and physical activity; nutrition environment and services; health services; counseling, psychological, and social services; social and emotional climate; physical environment; employee wellness; family engagement; and community involvement. Combined, these elements provide a road map for comprehensive policymaking that fully supports students' well-being. This includes the formation of Comprehensive School Health Programs. The Physical Education Teacher is often a member of the comprehensive team that works to implement WSCC models or something similar in school districts. The HLTH 110 course provides the basic foundations of health concepts to provide a PETE major with the background knowledge to fulfill this role.

Additionally, the HLTH 110 class assists student in understanding and meeting the Health Education Teacher Education Standards: Standard 1; Standard 5

8. Addition of HLTH 370: According to a variety of research studies described in Education World, "Stressed teachers affect their environment, both personal and professional. Often,

they are exhausted from lack of sleep and overwork, which has an impact on their preparation, their class demeanor, and their relationships with others in school."

According to the NEA Today, "Educators are seeing increased anxiety levels in students and school leaders are forced to deal with an issue that affects student attendance rates, behavior and academic performance.

About one third of teenagers have an anxiety disorder and 8% are seriously impaired, studies say, but anxiety in younger children is also increasing in response to academic pressures, societal issues and increased social media use.

The HLTH 370: Stress Management class assists students to understand, evaluate and develop stress and stress management techniques that can assist in their professional lives and also the lives of their future students.

Additionally, the HLTH 370 class assists student in understanding and meeting the Health Education Teacher Education Standards: Standard 2; Standard 3; Standard 4.

9. Addition of PE 300: Current physical education majors take PE 350/350L and PE 353 which are closes more focused towards exercise science majors and the curriculum required for exercise science majors. The PE 300 course will allow a PE specific focus on Applied Sport and Exercise Science.
10. Addition of HLTH 201: The issues of Alcohol, Tobacco and Drug (ATOD) prevention permeate throughout the K-12 setting. This includes more traditional destructive to newer behaviors in K-12 such as vaping and opioids. ATOD prevention is a core component and standard in the WSCC Model implementation in which physical education are often a team member. The HLTH 201: ATOD Prevention course will help prepare PETE students to be an integral part of the comprehensive school health environment.

Additionally, the HLTH 201 class assists student in understanding and meeting the Health Education Teacher Education Standards: Standard 2; Standard 3; Standard 4.

11. Addition of ELED 295: Practicum in Elementary Adaptive Physical Education: The addition of ELED 295 assists students to meet the requirements for the SD Endorsement in Adaptive Physical Education. Additionally, this class assists in meeting the requirements of the SHAPE America National Standards for Initial Physical Education Teacher Education at the elementary level: Standard 3 (3.c; 3.d); Standard 4 (4.d). Additionally, this course will assist students to meet the Adaptive Physical Education National Standards at the elementary level: Standard 2; Standard 4; Standard 6; Standard 8; Standard 9; and Standard 10.
12. Addition of SEED 295: Practicum in Secondary Adaptive Physical Education: The addition of ELED 295 assists students to meet the requirements for the SD Endorsement in Adaptive Physical Education. Additionally, this class assists in meeting the requirements of the SHAPE America National Standards for Initial Physical Education Teacher Education at the secondary level: Standard 3 (3.c; 3.d); Standard 4 (4.d). Additionally, this course will assist students to meet the Adaptive Physical Education National Standards at the secondary level: Standard 2; Standard 4; Standard 6; Standard 8; Standard 9; and Standard 10.