



**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:	
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):

- Total credits required within the discipline Total credits of supportive course work
- Total credits of elective course work Total credits required for program
- Program name Existing specialization
- CIP Code 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
HUMAN PERFORMANCE EMPHASIS							
HLTH	422	Nutrition	3				
HLTH	103	Personal Health	2				
PE	100	Activity Courses: Weight Training	1				
PE	395	Practicum	3				
PE	482	Theory of Strength Training and Conditioning	3				
PE	496	Field Experience	3				
				EXERCISE FOR SPECIAL POPULATIONS EMPHASIS			
				HLTH	251	First Aid & CPR	1
				PE	352	Adapted Physical Education	3
						OR	
				PE	379	Sport for Individuals with Disabilities	3
				PE	378	Assessment of Developmental and Adapted Physical Activities	3
				PE	452	Motor Learning & Development	3
FITNESS AND SPORT ADMINISTRATION EMPHASIS							
ACCT	210	Principles of Accounting I	3				
ACCT	211	Principles of Accounting II	3				
BADM	360	Organization and Management	3				
PE	395	Practicum	3				
PE	412	Financial Aspects of Sport	3				
PE	414	Law and Ethics	3				
				HEALTH PROMOTION EMPHASIS			
				HLTH	103	Personal Health	2
				HLTH	201	ATOD Prevention Education	2
				HLTH	320	Community Health	3
				HLTH	400	Health Promotion & Advocacy	3
						OR	
				HLTH	420	K-12 Methods of Teaching Health	3
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 major, minor, or specialization – Human Performance Emphasis			15	Total number of hours required for major, minor, or specialization – Exercise for Special Populations Emphasis			10
Total number of hours required for major, minor, or specialization Fitness & Sports Administration Emphasis			18	Total number of hours required for major, minor, or specialization – Health Promotions Emphasis			10
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
Resistance Training and Conditioning (Activity Class)	Professional Preparation: Fitness	PE 200	1
	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>