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| S:\Communications\Logos and photos\SDBORLogos\final_sdbor_webreadyBW_trans.gif | **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:** | 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.*

|  |  |  |
| --- | --- | --- |
| C:\Users\slaughts\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Dr. McKay Signature.jpg |  | 3/19/2019 |
| Vice President of Academic Affairs or President of the University |  | Date |

|  |
| --- |
|  |

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

|  |  |
| --- | --- |
|[x]  Total credits required within the discipline |[ ]  Total credits of supportive course work |
|  |  |  |  |
|[x]  Total credits of elective course work |[ ]  Total credits required for program |
|  |  |  |  |
|[ ]  Program name |[ ]  Existing specialization |
|  |  |  |  |
|[ ]  CIP Code |[x]  Other (explain below) |

1. **Effective date of change: 2019-2020 Academic Year**
2. **Program Degree Level (*place an “X” in the appropriate box*):**

|  |  |  |  |
| --- | --- | --- | --- |
| Associate |[ ]  Bachelor’s |[x]  Master’s |[ ]  Doctoral |[ ]

1. **Category (*place an “X” in the appropriate box*):**

|  |  |  |  |
| --- | --- | --- | --- |
| Certificate |[ ]  Specialization |[ ]  Minor |[ ]  Major |[x]
|  |  |  |  |  |  |  |  |

1. **If a name change is proposed, the change will occur (*place an “X” in the appropriate box*):**

|  |
| --- |
|[ ]  On the effective date for all students |

|  |
| --- |
|[x]  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.* |

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

|  |  |
| --- | --- |
| *Existing Curriculum* | *Proposed Curriculum* |
| **Pref.** | **Num.** | **Title** | **Cr.****Hrs.** |  | **Pref.** | **Num.** | **Title** | **Cr. Hrs.** |
| **General Education Req. \*** | **30** |  | **General Education Req.\*** | **3** |
| \*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** | 13 |  | **Supporting Science and Technology Component** | **13** |
| 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 |
| CISCISCSC  | 123130150 | Problem Solving & Programming ORVisual Basic Programming ORComputer Science I | 3 |  | CIS CISCSC  | 123130150 | Problem Solving & Programming ORVisual Basic Programming ORComputer Science I | 3 |
|  |  |  |  |  |  |  |  |  |
| **Professional Education Courses** | 30 |  | **Professional Education Courses**  | **30** |
| 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 | ~~11~~ |  | **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 |  |  | 120 |

1. **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](https://www.cdc.gov/healthyschools/wscc/index.htm); (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](https://www.cdc.gov/healthyschools/wscc/index.htm).

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

1. 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.

1. 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.
2. 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.

1. 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.
2. 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.