

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**  
**Consent**

**AGENDA ITEM: 5 – C (1)**  
**DATE: May 13-15, 2024**

\*\*\*\*\*

**SUBJECT**

**New Program Request – DSU – Minor in Strength and Conditioning**

**CONTROLLING STATUTE, RULE, OR POLICY**

[BOR Policy 2.3.2](#) – New Programs, Program Modifications, and Inactivation/Termination

**BACKGROUND / DISCUSSION**

Dakota State University (DSU) requests authorization to offer a minor in Strength and Conditioning. The proposed minor will prepare students to take the certification test to be a certified Strength and Conditioning coach by providing a knowledge base in this area for athletic coaches. The Strength and Conditioning minor would likely be taken by education majors who are looking to serve as the strength and conditioning coach in a school district or college, or who wish to enhance their knowledge to go with a coaching certification.

**IMPACT AND RECOMMENDATION**

DSU plans to offer the minor in Strength and Conditioning on campus. DSU does not request new state resources. One new course will be required. DSU estimates 20 students enrolled and 14 graduates by the fourth year of the program.

Board office staff recommends approval.

**ATTACHMENTS**

Attachment I – New Program Request Summary: DSU – Minor in Strength and Conditioning

\*\*\*\*\*

**DRAFT MOTION 20240513\_5-C(1):**

I move to authorize DSU to offer a minor in Strength and Conditioning, as presented.



**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.

<b>UNIVERSITY:</b>	DSU
<b>TITLE OF PROPOSED MINOR:</b>	<b>Strength and Conditioning</b>
<b>DEGREE(S) IN WHICH MINOR MAY BE EARNED:</b>	
<b>EXISTING RELATED MAJORS OR MINORS:</b>	
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2024</b>
<b>PROPOSED CIP CODE:</b>	<b>131314</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>College of Education</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>DED – 8E</b>
<b>UNIVERSITY DIVISION:</b>	<b>Education</b>
<b>BANNER DIVISION CODE:</b>	<b>DEDU</b>

**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.*



\_\_\_\_\_  
President of the University

\_\_\_\_\_  
1/26/2024

\_\_\_\_\_  
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.

*Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.*

- BHSU: [SDCL § 13-59](#) [BOR Policy 1:10:4](#)
  - DSU: [SDCL § 13-59](#) [BOR Policy 1:10:5](#)
  - NSU: [SDCL § 13-59](#) [BOR Policy 1:10:6](#)
  - SDSMT: [SDCL § 13-60](#) [BOR Policy 1:10:3](#)
  - SDSU: [SDCL § 13-58](#) [BOR Policy 1:10:2](#)
  - USD: [SDCL § 13-57](#) [BOR Policy 1:10:1](#)
- [Board of Regents Strategic Plan 2014-2020](#)

According to State Statute regarding DSU: This authorization includes the preparation of elementary and secondary teachers. Additionally, Elementary Education, Special Education, and Secondary Education are legacy programs for Dakota State University.

The minor in Strength and Conditioning would typically be added by education majors who might want to serve as the Strength and Conditioning coach in a school district or college or enhance their knowledge in Strength and Conditioning to go with coaching certification.

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.

The purpose of the Strength and Conditioning minor is to prepare students to take the certification test to be a Certified Strength and Conditioning coach. Additionally, the minor will provide a knowledge base in strength and conditioning for athletic coaches.

#### 4. How will the proposed minor benefit students?

The Strength and Conditioning minor will provide preparation for professional certification to make our students more marketable. This minor can provide a strong knowledge base in strength and conditioning principles for our students preparing to be athletic coaches.

#### 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.

According to the Bureau of Labor Statistics, the job outlook for strength and conditioning coaches is excellent. The number of jobs is expected to grow 20% by 2031, which is pacing much faster than the average for all occupations. From 2021 to 2031, 39,900 openings for coaches and scouts are projected each year.

According to the Bureau of Labor Statistics, the job outlook for fitness trainers and instructors is excellent. The number of jobs is expected to grow by 14% (Much faster than average) by 2031. <https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm>

As with any profession, experience plays a significant role in determining strength and conditioning coach salary ranges. Novice coaches in entry-level strength and conditioning coach jobs typically earn less than their seasoned counterparts. According to a report by the National Strength and Conditioning Association, the average base salary for entry-level coaches (1-5 years of experience) can range from \$45,066 to \$56,626 per year. However, as coaches gain experience and establish a strong track record, their earning potential increases substantially. <https://www.nasca.com/salary-survey/>

#### 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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	<b>2024- 2025</b>	<b>2025- 2026</b>	<b>2026- 2027</b>	<b>2027- 2028</b>
<b>Students enrolled in the minor (fall)</b>	<b>5</b>	<b>8</b>	<b>14</b>	<b>20</b>
<b>Completions by graduates</b>		<b>5</b>	<b>8</b>	<b>14</b>

\*Do not include current fiscal year.

The College of Education faculty has had conversations and informal interviews with current BSED Physical Education majors, BSED Elementary Education majors, and BSED Elementary Education/Special Education majors regarding the potential of the Strength and Conditioning minor. Approximately, 70% of physical education majors indicated that they would be seriously interested in the Strength and Conditioning minor. Approximately, 10-15% of the Elementary and Elementary/SPED majors indicated that they would be seriously interested in the Strength and Conditioning minor.

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

The Exercise Science major at Dakota State University is a recognized program through the National Strength and Conditioning Association (NSCA). NSCA is considered the “gold standard” of strength and conditioning certification organizations. The curriculum in the proposed minor would allow for a wider range of students to become prepared for the certification test.

**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**

<b>Strength and Conditioning</b>	<b>Credit Hours</b>	<b>Percent</b>
Requirements in minor	18	100%
Electives in minor	0	%
Total	18	100

**B. Required Courses in the Minor**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Prerequisites for Course</b> <i>Include credits for prerequisites in subtotal below.</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
BIOL	221/221L	Human Anatomy and Lab*	N/A	4	No
EXS	350	Exercise Physiology	BIOL 221	3	No
EXS	350L	Exercise Physiology Lab	N/A	1	No
EXS	482	Theory of Strength and Conditioning	EXS 350	3	No
*NUTR (EXS)	225	Nutrition for Exercise and Sport	N/A	3	Yes
PE	207	Professional Preparation: Strength Training	N/A	1	No
PE	217	Advanced Strength Training	N/A	1	No
PE	453	Sport Psychology	N/A	2	No
Subtotal				18	

\*Students who would be most likely to enroll in this minor are in Physical Education and Biology, Education Specialization. BIOL 221/221L (4 credits) is a required course in both these majors which would overlap with this minor. There is no overlap between Elementary Education and the Special Education majors, which is another group of students who would most likely take this minor.

\*\*NUTR 225 Nutrition for Exercise and Sport is currently a unique course to SDSU. DSU will be reaching out to SDSU for permission to offer the course. It would be cross listed with a EXS prefix.

**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.
Subtotal					0

**A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.**

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes						
	PE 207	BIOL 221/221 L	EXS 482	PE 217	PE 453	NUTR 225	EXS 350/350 L
<b>Strength and Conditioning Focus:</b> The students will develop the knowledge and skills necessary to lead, analyze, and prescribe recreation activities; and to teach how to correctly perform strength training exercises; and for specific scientific foundational knowledge and the practical/applied knowledge.	X		X	X			
<b>Sport Psychology Focus:</b> The students will develop the knowledge in regard to the effects of psychological factors, such as personality, motivation, group dynamics, psychomotor activity, and other psychological aspects of sports on participation and performance, as well as examining the effects of participation on the psychological make-up of the individual.					X		

<p><b>Anatomy and Physiology Focus:</b> The students will develop the knowledge of physiological responses and adaptations to exercise; gain the skills to assess and evaluate the physiological responses and adaptations; and develop an understanding of the structures of various systems in the human body are presented as a structural basis for physiology; and develop hands-on knowledge and experience regarding the structures of various systems in the human body.</p>		X					X
<p><b>Sports Nutrition Focus:</b> The students will develop an understanding of basic nutritional needs for athletes and/or physically active individuals and will develop an understanding of practical application of dietary analysis and composition for people in various sports.</p>						X	

*Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.*

**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.*

The classes will be taught through lectures, lab, hands-on instruction and other varied methods. The only course that potentially might be offered online would be the newly proposed Sport Nutrition course.

**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
<b>On campus</b>	Yes	Fall 2024

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

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in <a href="#">AAC</a></i> <i><a href="#">Guideline 5.5</a>.</i>	<i>Intended Start Date</i>
<b>Distance Delivery (online/other distance delivery methods)</b>	No		Choose an item. Choose an item.
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

**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	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
<b>Distance Delivery (online/other distance delivery methods)</b>	No		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.*

DSU does not anticipate any additional resources or one-time funds for this minor. The new course will be added to the current course rotation with existing faculty.

**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.*