

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (4)
DATE: May 13-15, 2024

SUBJECT

New Program Request – NSU – Minor in Sports Psychology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Sports Psychology. The proposed minor will benefit students looking to combine interests in sports, counseling, performance enhancement coaching, or mental skill straining. The field of sports psychology has gained significant attention due to its profound impact on athlete mental health, well-being, and performance.

IMPACT AND RECOMMENDATION

NSU plans to offer the minor in Sports Psychology on campus and online. NSU does not request new state resources. One new course will be required. NSU estimates 21 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Summary: NSU – Minor in Sports Psychology

DRAFT MOTION 20240513_5-C(4):

I move to authorize NSU to offer a minor in Sports Psychology, 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.

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Sports Psychology
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	BS, BA, BSED, BFA, BSN, BME
EXISTING RELATED MAJORS OR MINORS:	Sport Management Psychology
INTENDED DATE OF IMPLEMENTATION:	Fall 2024
PROPOSED CIP CODE:	31.0508
UNIVERSITY DEPARTMENT:	Sports Sciences
BANNER DEPARTMENT CODE:	NHPE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	5E

Please check this box to confirm that:

- The individual preparing this request has read [AAC Guideline 2.3.2.2.D](#), 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.

Michael Weros
President (or Designee) of the University

4/9/2024
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 1.2.1
DSU:	SDCL § 13-59	BOR Policy 1.2.2
NSU:	SDCL § 13-59	BOR Policy 1.2.3
SDSMT:	SDCL § 13-60	BOR Policy 1.2.4
SDSU:	SDCL § 13-58	BOR Policy 1.2.5
USD:	SDCL § 13-57	BOR Policy 1.2.6
	Board of Regents Strategic Plan	

Codified law 13-59-1 states “The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.” The strategic plan addresses that Northern will be regionally recognized for “Distinctive Learning, Distinctive Culture, Distinctive Partnerships, Distinctive Leadership.”

The sports psychology minor offers students experiential and interdisciplinary learning opportunities. By integrating principles from psychology and sports science, students engage in innovative approaches to understanding human behavior, motivation, and performance in athletic settings. This minor provides relevant and practical knowledge that prepares students for future endeavors in sports counseling, coaching, or graduate programs in counseling or psychology.

Northern State University is committed to providing a student-centered education that fosters academic excellence and personal growth. Sports psychology minor caters to student interests by offering a specialized academic pathway that combines their passion for sports with psychology. By addressing the unique psychological aspects of athletic performance, the minor enhances the educational experience for students and prepares them for fulfilling careers in fields related to sports psychology, counseling, and coaching.

The sports psychology minor promotes innovation by exploring the intersection of sports and psychology. Students enrolled in the program will have opportunities to engage in hands-on research projects and practical experiences that contribute to the advancement of knowledge in the field. This aligns with Northern State University's vision to foster a culture of inquiry and discovery among students and faculty.

Northern State University aims to prepare students for successful careers and lifelong learning through comprehensive academic programs and career development initiatives. Graduates with a sports psychology minor will be well-positioned to pursue graduate programs in sports

psychology, coaching, or clinical counseling, thereby contributing to their personal and professional growth.

The sports psychology minor focuses on student success by providing a quality educational experience that prepares students for future endeavors. This aligns with SDBOR Goal 3 – academic excellence, student outcomes, and educational attainment. By integrating principles from psychology and sports science, students develop critical thinking, problem-solving, and interpersonal skills essential for academic and personal success. This contributes to the academic excellence and educational attainment goals of the South Dakota Board of Regents.

The Sports Psychology minor responds to the changing educational and workforce skills needed to meet the demands of the sports industry and related fields. This aligns with SDBOR Goal 4 – workforce development and economic development. Graduates with a background in sports psychology are well-equipped to pursue careers in sports counseling, coaching, athlete development, and other areas within the sports industry. By creating academic programming that aligns with workforce needs, South Dakota public universities contribute to workforce development and drive the state's long-term economic growth.

Offering a sports psychology minor enhances the overall competitiveness of South Dakota public universities by diversifying their academic offerings and attracting students with a wide range of interests. Currently, no SDBOR institution has Sports Psychology as an undergraduate major or minor. This contributes to improving the financial health, efficiency, and effectiveness of the university by increasing enrollment and student retention rates. Additionally, the minor can be implemented efficiently by leveraging existing resources and expertise within the universities' psychology and sports science departments.

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.

In recent years, sports psychology has gained significant attention due to its profound impact on athlete mental health, well-being, performance, and overall success. Recognizing this growing importance, the Sports Sciences and Psychology departments collaborated to propose a new undergraduate sports psychology minor.

4. How will the proposed minor benefit students?

The minor is aligned with the student's interests. Many students with a passion for sports and psychology seek avenues to combine these interests and pursue careers in areas such as sports counseling, performance enhancement coaching, or mental skills training. Additionally, the proposed minor will serve as a foundational pathway for students aspiring to pursue graduate programs in counseling or psychology, with a specialization in sports psychology.

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.

The minor addresses the evolving job market of counselors in athletics departments. In 2020, the NCAA Division I, Power 5 conferences put forth a requirement to offer mental health counseling

through athletics departments. By introducing a sports psychology minor, our university demonstrates its commitment to staying in line with industry trends and preparing students to meet the evolving demands of the sports psychology field.

The sports psychology minor provides students with courses that can aid in a multitude of careers, including coaching, teaching, or counseling. According to the South Dakota Department of Labor, coaches and scouts are a “hot 30 career” with an expected 11% growth by 2030. The need for psychological professionals will increase 7% in South Dakota. Although a sports psychologist is not a high demand career field, the skills and knowledge behind the minor is necessary for coaches and sports performance professionals.

An undergraduate minor in sports psychology does not prepare or license on for a career in that field. The intent of this program is to expose undergraduate students to the field and to gain a basic understanding of the psychological concerns unique to sports. Learning about sports psychology will help students develop empathy and basic understanding should they pursue careers in athletics leadership, health/medicine, school leadership, teaching, or counseling. It will also help students who do want to become licensed sports psychologists or counselors gauge their interest in the field.

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 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 25	FY 26	FY 27	FY 28
Students enrolled in the minor (fall)	10	13	16	21
Completions by graduates	0	2	6	10

*Do not include current fiscal year.

Estimated enrollments in the minor are based on the number of current and recently enrolled students in PE 457 – Psychology of Human Performance and who are majoring in psychology (AY 22-23, 4 students; AY 23-24, 5 students). Once the minor is in place, we expect students in Human Performance, Psychology, and Sports Administration programs to take courses that build toward earning this minor.

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

According to the American Psychological Association (APA), “Sport psychology is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations” (2008, para. 1). ¹The APA provides recommendations for specialized knowledge in social, historical, cultural, developmental, organizational, clinical and counseling issues and aspects of sport psychology.

¹ American Psychological Association (2008). Sport Psychology. American Psychological Association. URL: <https://www.apa.org/ed/graduate/specialize/sports>

As such, we align our required curriculum to meet the recommendations set forth by the APA. The foundational footprint of psychology is presented in PSYC 101 *Introduction to Psychology*. Mental skills training is provided in PSYC 303 *Cognition and Learning*. Sport and Performance specific psychological skills and foundations are covered in PE 457 *Psychology of Human Performance*. Specific issues in social, cultural, and systemic aspects of sports psychology is covered in PE 465 *Athletic Injuries and Sports Retirement*.

The elective curriculum builds from the APA recommendations. Social, cultural, and organizational aspects of sports psychology is covered in PE 334 *Behavioral & Social Issues in HPER/A*. Sports organization, issues, and techniques are covered in PE 355 *Philosophies, Concepts, and Contemporary Issues in Coaching*. Developmental psychology is covered in PSYC 221 *Lifespan Development* and PSYC 325 *Child & Adolescent Development*. Clinical and counseling issues are presented in PSYC 330 *Introduction to Counseling*. Lastly, individual and group psychological aspects are covered in PSYC 441 *Social Psychology* and PSYC 461 *Theories of Personality*.

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

Sports Psychology	Credit Hours	Percent
Requirements in minor	12	66.6%
Electives in minor	6	33.3%
Total	18	100%

B. Required Courses in 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)
PSYC	101	Introduction to Psychology		3	No
PSYC	303	Cognition & Learning	PSYC 101	3	No
PE	457	Psychology of Human Performance		3	No
PE	465	Athletic Injuries and Sports Retirement		3	Yes
Subtotal				12	

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)
PE	334	Behavioral & Social Issues in HPER/A		3	No
PE	355	Philosophies, Concepts, and Contemporary Issues in Coaching		3	No
PSYC	221	Lifespan Development	PSYC 101	3	No
PSYC	325	Child & Adolescent Development		3	No
PSYC	330	Introduction to Counseling		3	Yes
PSYC	441	Social Psychology	PSYC 101	3	No
PSYC	461	Theories of Personality	PSYC 101	3	No
Subtotal				6	

- 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 334	PE 355	PE 457	PE 465	PSYC 101	PSYC 303	PSYC 325	PSYC 330	PSYC 461	
<i>Knowledge and understanding of the theory in social, historical, cultural and developmental foundations of sport psychology</i>	X		X	X	X	X	X	X	X	
<i>Knowledge and understanding of issues and techniques of sport specific mental skills training for performance enhancement and participation satisfaction</i>		X	X			X				
<i>Knowledge and understanding of clinical and counseling issues with athletes</i>			X		X			X		
<i>Knowledge and understanding of Organizational and systemic aspects of sport</i>	X	X	X	X						
<i>Knowledge and understanding of Developmental and social issues related to sport participation.</i>	X	X	X	X	X		X			

Note. Student outcomes were adopted from the Sports Psychology specialized knowledge references guided by the American Psychological Association.

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 instructional approach used in psychology and physical education courses are project-based incorporating experiential learning – an academic priority at Northern State University. Application activities and group exercises encourage collaboration, creativity, and critical thinking. Upper-level physical education courses incorporate assessments designed to encourage autonomy. The instructional approach used in the psychology courses are application focused where students learn concepts in psychological theory. In upper-level psychology courses, students evaluate, plan, and create integrated theory to practice.

11. 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
On campus	Yes	Fall 2024

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online, HyFlex	Fall 2024
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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	If Yes, identify delivery methods	Intended Start Date
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Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
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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.

No additional budget or resources are needed for the sports psychology minor based on a strategic assessment that existing infrastructure and faculty expertise can sufficiently support the program's needs. This minor is designed to leverage the current curricular offerings and faculty expertise in both the psychology and sports science departments, ensuring that the integration of sports psychology into the academic catalog enhances interdisciplinary learning without necessitating hiring of additional staff. Furthermore, the program will utilize existing classroom spaces and digital learning tools, which are already well-equipped to handle the anticipated enrollment. This approach not only maximizes the use of current resources but also promotes a cost-effective expansion of academic programs, aligning with the institution's commitment to providing high-quality education while maintaining fiscal responsibility.

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.

Northern's minor in Sports Psychology is open to all students and is designed to attract undergraduates majoring in Psychology, Sports Administration, Education, and Human Performance that desire a Sports Psychology foundation.

The minor is also a good fit for students earning the BS in Psychology. Northern's BS in Psychology has three emphases, experimental, social, and developmental psychology. Northern's BS in Psychology requires no courses with the PE prefix; so, only 6 required credits of the minor overlap with the BS in Psychology major. Students in this major can take 12 PE credits in the minor.

The minor is also a good for students earning the BS in Sports Administration or Human Performance. Northern's BS in Sports Administration has three emphases (Marketing, Finance, and Management), and all of the courses in those emphases are in the School of Business. Northern's BS in Sports Administration and BS in Human Performance major requires no courses with the PSYC prefix; so, only 6 required credits of the minor overlap with the BS in Sport Marketing and Administration major. Students in this major can take 12 PSYC credits in the minor.