

**APPLICATION FOR SOUTH DAKOTA STATE BOARD APPROVAL OF A  
NEW, AMENDED, OR DELETED EDUCATION PROGRAM**

INSTITUTION: Augustana College DATE: March 10, 2015

NAME/TITLE OF DEAN/CHAIR OF TEACHER EDUCATION:

Sheryl Feinstein, Ph.D. Chair, Department of Education

I certify that all information contained in this application is complete and accurate.

Signature Sheryl Feinstein

**Section I. Action Requested**

- New Program Approval
- Amendment of Approved Program
- Innovative/Experimental Program
- Deletion of Approved Program—Stop here and simply attach a letter explaining the request for the deletion.

**Section II. Education Program Certification Level**

- Birth through Preschool       Birth through Age Eight Early Childhood
- Birth through Age Eight Early Childhood & Birth through Age Eight Special Education
- K-8 Elementary Education       K-8 Elementary Education/Special Education
- 5-8 Middle Level Education       7-12 Secondary Education \_\_\_\_\_ (major)
- K-12 Education      Health Education
- Administrative Program \_\_\_\_\_
- School Service Specialist \_\_\_\_\_
- Masters \_\_\_\_\_

South Dakota Department of Education  
Office of Accreditation and Teacher Quality  
800 Governors Drive, Pierre, SD 57501-2291  
Phone: 605-773-3134 Fax: 605-773-6139

### **Section III. Program Justification & Objectives**

Justification for the new program:

- Augustana College's Department of Exercise and Sport Sciences, in conjunction with the Education Department, seeks to add a Health Education major. This major is not a stand-alone major, but can be combined with another major such as Physical Education or K-12 Education. The Health Education major desiring to pursue teacher certification must also complete the E K-12 all grades major including student teaching. The rationale for adding this major is to add opportunities for teachers of Physical Education who are often required to teach Health Education. The courses required in the major were selected to ensure that students completing this major will have the knowledge and skills required to meet the National and South Dakota standards for teachers of Health Education.

Objectives of the new program:

- Candidates who complete this program will be able to:
  - demonstrate the knowledge and skills of a health literate educator.
  - assess needs to determine priorities for school health education.
  - plan effective comprehensive school health education curricula and programs.
  - implement health education instruction.
  - assess student learning.
  - plan and coordinate a school health education program.
  - serve as a resource person in health education.
  - communicate and advocate for health and school health education.

### **Section IV. Program Requirements**

Attach programs of study that identify *all* of the requirements for the completion of this new or amended program.

(See appendix A)

### **Section V. Compliance with Program Standards**

Attach:

- A matrix that defines how the required courses/experiences of this new or amended program will meet the specific program standards  
(See Appendix B)
- Verification of compliance to *all* applicable program standards;  
(See Appendix B)
- An institutional response to the program standards, including a correlation of standards to course objectives;  
Response: The requirements for the Health Education curriculum were reviewed by faculty in the department of Exercise and Sport Sciences as well as the department of Education. The curriculum, syllabi, course and program objectives were approved by the Curriculum Council and validated by a vote of the Augustana College faculty. All standards correlate with the various course outcomes and objectives as noted in the syllabi.  
(See Appendix C)
- *All* applicable course descriptions and syllabi.  
(See Appendix C)

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**Section VI. Faculty**

Identify:

- The current faculty who will teach this new or amended program, their teaching assignments, and their relevant professional preparation and expertise; and
- Additional or vacant faculty positions and assignments, and indicate when the supporting documentation for them will be submitted.

(See appendix D)

**Section VII. Library Facilities**

Describe:

- The library media and technology resources currently available for this new or amended program; and
- Plans for the acquisition of new library and technology resources to support and sustain the program, if applicable.

(See Appendix E)

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Appendix A—Program of Study for Health Education Major

**Health Education Major\***

34-36 Credit Hours

<b>Required Courses</b>	
BIOL 110—Biology and Human Concerns or BIOL 120—Biological Principles I	4 cr or 4 cr
BIOL 150—Human Anatomy	4 cr
EDUC 245—Educational Psychology and Measurement ^	3 cr
EDUC 345—Adolescent Development ^ or PSYC 210—Lifespan and Human Development	3 cr or 2 cr
EXSC 277—Motor Development	2 cr
EXSC 320—Physiology of Exercise	4 cr
HLTH 216—Stress Management	2 cr
HLTH 222—Nutrition	3 cr
HLTH 240—School Health Education	3 cr
HLTH 242—Personal Health	2 cr
NURS 388—Epidemiology	2 cr
PE 230—First Aid and CPR (or equivalent)	1 cr
PE 280—Prevention and Care of Injuries or PE 218—Responding to Emergencies	3 cr or 2 cr
<b>Total Credits:</b>	<b>34-36 cr</b>

\*This major is intended as a second major. The Health Education major desiring to pursue teacher certification must also complete all requirements for the All-Grades (K-12) Education major, including student teaching.

**Requirements for All-Grades (K-12) Education Major**

27 credits

<b>Required Courses</b>	
EDUC 110—Foundations of American Education	3 cr
EDUC 219—Technology in Education	3 cr
EDUC 245—Educational Psychology and Measurement^	3 cr
EDUC 275—Teach, Learn, Connect Methods	3 cr
EDUC 310—Secondary School Methods	3 cr
EDUC 335—Literacy in the Content Area	3 cr
EDUC 345—Adolescent Development^	3 cr
EDUC 355—Human Relations in Education	3 cr
EDUC 470—Student Teaching: All-Grades	TBD
SPED 240—Teaching in Inclusive Schools	3 cr

^These courses are requirements for both the Health Education and All-Grades Education majors.

Appendix B--This matrix demonstrates how the required courses/experiences of this new program will meet the specific program standards and verifies compliance to all applicable program standards. (See syllabi for correlation of standards to course objectives.)

<b>24:53:08:20 2008 AAHE Standards for Health Education Programs</b>	EXSC 277	HLTH 216	HLTH 222	HLTH 240	HLTH 242	NURS 388	PE 230	PE 280 or 218	BIOL 110 or 120	BIOL 150	EXSC 320	EDUC 110	EDUC 219	EDUC 245	EDUC 275	SPED 240	EDUC 310	EDUC 335	EDUC 345	EDUC 355	NAST	ST
Candidates demonstrate the knowledge and skills of a health literate educator.	X	X	X	X	X	X	X	X	X	X	X											X
Candidates assess needs to determine priorities for school health education.	X	X	X	X	X	X	X	X	X	X	X											X
Candidates plan effective comprehensive school health education curricula and programs.				X											X		X	X				X
Candidates implement health education instruction.															X		X	X				X
Candidates assess student learning.														X	X		X	X				X
Candidates plan and coordinate a school health education program.																	X	X				X
Candidates serve as a resource person in health education.																						X
Candidates communicate and advocate for health and school health education.				X													X					X
<b>24:53:07:18. Standards for K-12 Education Program.</b>	EXSC 277	HLTH 216	HLTH 222	HLTH 240	HLTH 242	NURS 380	PE 230	PE 280 or 218	BIOL 110 or 120	BIOL 150	EXSC 320	EDUC 110	EDUC 219	EDUC 245	EDUC 275	SPED 240	EDUC 310	EDUC 335	EDUC 345	EDUC 355	NAST	ST
(1) Competency in the teaching of content area literacy and instructional methods in the content area specific to the discipline;																	X	X				X
(2) Knowledge of the														X		X			X			X



## Appendix C—Course Syllabi

This appendix includes syllabi from the following courses (specific to the Health Education major):

1. BIOL 110—Biology and Human Concerns
2. BIOL 120—Biological Principles 1
3. BIOL 150—Human Anatomy
4. EDUC 245—Ed Psych and Measurement
5. EDUC 345—Adolescent Development
6. EXSC 277—Motor Development
7. EXSC 320—Physiology of Exercise
8. HLTH 216—Stress Management
9. HLTH 222—Nutrition
10. HLTH 240—School Health Education
11. HLTH 242—Personal Health
12. NURS 388—Principles of Epidemiology
13. PE 218—Responding to Emergencies
14. PE 230—First Aid and CPR
15. PE 280—Prevention and Care of Athletic Injuries
16. PSYC 210—Lifespan and Human Development

plus, additional syllabi for courses needed to complete the K12 All-Grades Education major:

1. EDUC 110—Foundations of American Education
2. EDUC 219—Technology in Education
3. EDUC 310—Secondary School Methods (PE)
4. EDUC 335—Literacy in the Content Area
5. EDUC 355—Human Relations in Education
6. SPED 240—Teaching in Inclusive Schools

Appendix D—Faculty for Health Education Program

Faculty Members Teaching Courses in the Health Education Major	Rank	Teaching Assignments	Relevant Preparation and Expertise
Sherry Barkley, Ph.D.	-Associate Professor -Chair, Department of Exercise and Sport Sciences (ESS)	-EXSC 320 -HLTH 240	-Ph.D., Biological Science, South Dakota State University, Brookings, SD -Director of Master's Program in Sports Administration and Leadership, -20+ years college level teaching experience -2 years High School teaching experience -research focus is on fitness and motivation -ACSM Certified: Registered Clinical Exercise Physiologist, Certified Exercise Specialist -Coached swimming (age 8-18) and high school track—2 years
Brian Fox, B.A.	-Adjunct Instructor, Department of ESS	-PE 230	-B.A., Athletic Training, Augustana College, Sioux Falls, SD -certified American Heart Association instructor for 1 <sup>st</sup> Aid and CPR -10 years of experience as a certified athletic trainer, has provide AT services to high school and collegiate athletes
Brian Gerry, M.S.	-Assistant Professor, Department of ESS -Head Athletic Trainer	-PE 280	-M.S., Athletic Training, Indiana State University -Director Athletic Training Education Program (ATEP) -Clinical Instructor Educator for Approved Clinical Instructor (ACI) Trainer, current -20+ years of college level teaching -2 years teaching experience in Elementary PE -Served as High School Athletic Trainer for 4 years -Director of Sanford Sports Medicine Program—provides outreach contracts to provide athletic trainers for area high schools
Brittany Gorres-Martens, Ph.D	-Assistant Professor, Department of ESS (beginning Aug. 2015)	-EXSC 277	-Ph.D., Molecular and Integrative Physiology, University of Kansas Medical Center, Kansas City, KS -9 years college level teaching -research focuses on metabolism, nutrition, and teaching methodology -STEM mentor -Wellness Team Member at University of Kansas
Kyle Johnson, M.S., ATC	-Instructor, Department of ESS -Assistant Athletic Trainer	-PE 218	-MS in athletic training and sports medicine from South Dakota State University, Brookings, SD. -5 years as a certified athletic trainer with expertise in responding to emergencies -3 years college teaching experience
Shane Scholten, ABD	-Assistant Professor, Department of ESS	-HLTH 222	-ABD, Nutrition, Exercise, and Food Sciences, South Dakota State University, Brookings -7 years college level teaching experience -Provided continuing education credits to Des Moines area PE teachers: FIT PE, -Promoting and Encouraging Athleticism in Kids (PEAK) programming for pre-school children, 3 years -recent research focus is on Vitamin D and exercise
Sarah VanLaecken, M.S.	-Instructor, Department of ESS	-HLTH 216 -HLTH 242	-M.S., Exercise Science, University of South Dakota, Vermillion, SD -Certified Strength and Conditioning Coach by National Strength and Conditioning association -Completed level 1 Certification Course for US Track/Field Association -7 years college level teaching experience -4 years coaching high school track
Karen Younger, R.N., Ph.D.	-Professor, Department of Nursing -Chair, Division of Natural	-NURS 388	-Ph D, educational research and evaluation with an emphasis in exercise science, Virginia Tech (Blacksburg, Va.). -has received numerous grant awards and authored papers related to her research interests in physical activity and health and evidence-based practices in health care and nursing education. -20 years of college level teaching experience

	Science		
Lisa Baye, Ph.D.	-Assistant Professor, Department of Biology	-BIOL 110	-Ph.D. from the Medical College of Wisconsin, where she studied in the Department of Cell Biology, Neurobiology and Anatomy. -post-doctoral scholar at the University of Iowa, worked on "Elucidating the molecular pathways underlying human blindness and ciliopathy diseases in the zebrafish model."
Carrie Hall, Ph.D.	-Assistant Professor, Department of Biology	-BIOL 110	-Ph.D. in Biological Sciences at Idaho State University, -served as a Doctoral Research and Teaching Fellow -Science Education Specialist at Augustana College. -research focuses on conservation biology
Daniel Howard, Ph.D.	-Assistant Professor, Department of Biology	-BIOL 120	- Ph.D., NSF Graduate Research Fellow at the University of Tulsa, - worked for three years as a NSF Postdoctoral Research Fellow in the Integrative Behaviour and Neuroscience laboratory at the University of Toronto at Scarborough. -research focuses on insect ecology and evolution
Amy Lewis, Ph.D.	-Assistant Professor, Department of Biology	-BIOL 110	-Ph.D. in biological sciences (wildlife) from South Dakota State University. -specialist in ornithology
Cecilia Miles, Ph.D.	-Assistant Professor, Department of Biology	-BIOL 120	-Ph.D. in zoology from the University of Florida. -Postdoctoral fellow at the University of Chicago, doing research on resolving spatial patterning and egg size in <i>Drosophila</i> . -research focuses on developmental biology
Ann Vogelmann, Ph.D.	-Assistant Professor, Department of Biology	-BIOL 150	-Ph.D. in biology/botany from Indiana University -professor of anatomy and main laboratory instructor for General Physiology
Elizabeth Babcock, Ph.D.	-Associate Professor, Department of Psychology	-PSYC 210	-Ph.D. in cognitive psychology from Michigan State University, East Lansing, MI -received a certificate in college teaching in 2007 -research focuses on how cognitive abilities are affected by real-world task demands, and how normal cognitive aging changes memory and attention abilities.
Sharon Andrews, Ed.D.	-Associate Professor, Education Department	-EDUC 335	-Ed.D. Curriculum and Instruction, USD, Vermillion, SD 1981-1984 High School English and Mathematics Teacher, Burke, SD -1984-1986 High School English and Mathematics Teacher, Brush, CO -Holds current SD Teaching Certificate 7-12 Language Arts; K-12 ENL Endorsement -International Reading Association, Member -South Dakota Association of Teacher Education, Member and Past President -NCATE BOE
Julie Ashworth, Ed.D.	-Assistant Professor, Department of Education	-EDUC 275 -EDUC 355	-Ed.D. Adult and Higher Education, University of South Dakota -Elementary Education teacher in a classroom with diverse student population including ELL and Tribal students and Elementary Education Resource Teacher -2012 Lighting the Way Conference, Autism Spectrum Disorders presenter & SD WALKNOWFORAUTSIM CoChair -2012 Noble Peace Prize Forum Presentation: Celebrating Diversity and Promoting Peace through Children's Literature -2012: Director of Augustana FRIENDSLink and secured Sioux Falls United Way Full Partner Agency Grant for Augustana FRIENDSLink program (non-profit organization that connects Augustana College students with young adults with disabilities)

Tony Durr, Ph.D.	-Assistant Professor, Department of Education	-EDUC 245 -EDUC 345	-Ed.D. in teacher education and educational psychology, The Ohio State University, Columbus, OH -research is focused on teacher education, motivation and urban education -manages "Educational Research for Teachers" facebook page -5 years of college teaching experience -5 years of high school teaching experience
Perry Hanavan, Au.D.	-Associate Professor, Department of Education	-EDUC 219	-Au.D. Doctorate in Audiology, Central Michigan University -Serves on national Audiology Awareness Campaign Board -Accepted presentation, April 6, 2011, American Academy of Audiology, Chicago: Teen Buzz, Mosquito Tones and Hearing (focus of presentation is on hearing loss, hearing loss education and hearing loss prevention in teens) -Presented April 17, 2010, San Diego, American Academy of Audiology on Noxious Noise Notabilia -Serves on Sioux Falls Urban Agriculture Task Committee (introduced urban ag into curriculum at Lowell Elementary, task committee consists of City Urban Planners, County Extension personnel, teachers, principal, other School district personnel, and other city officials, etc.)
Mark Hallenbeck, Ph.D.	-Associate Professor of Special Education, Department of Education	-EDUC 110	Ph.D. in Special Education, Michigan State University -High school English teacher (six years) -Junior/senior high special education teacher (16 years) -Hallenbeck, M., Nelson, C., & Kowalczyk, A. (2010). Writing high-quality nonfiction: A framework for success. In N.G. Wamba & T.A. Citro (Eds.), Quality education for all: Research, practice, and advocacy. Weston, MA: Learning Disabilities Worldwide. -Treasurer, South Dakota Council for Exceptional Children; member of Representative Assembly, Council for Exceptional Children -Chair, Faculty Personnel Council, Augustana College
Matthew Johnson, MA, ABD	-Assistant Professor, Department of Education	-SPED 240	-M.A. in Elementary Education, Augustana College (1997) -Doctoral Candidate, University of South Dakota (2008-present) -Elementary Resource -Teacher: Omaha, NE (1 year) -Elementary Resource Teacher: Sioux Falls, SD (7 years) -High School SPED Teacher (ED/BD): Chicago, IL (5 years) -High School Assistant Basketball Coach (12 years) -High School Head Tennis Coach (7 years) -Student Council for Exceptional Children (Faculty Advisor) -Lighting The Way Conference (Presenter) -GreenStar Symposium (Presenter)

## Appendix E—Library Facilities and Resources

Mikkelsen Library was renovated in 2009 blending the original 1954 building with the 1980 addition in a seamless and functional whole. Wireless throughout, highlights include group study rooms, a multimedia lab and studio, *Ole's Oasis*—a browsing collection, fireplace, plentiful comfortable seating, and windows which flood the building with natural light. The library is a member of the South Dakota Library Network (SDLN), a statewide library cooperative providing access to books, government documents, media, and journal articles. A variety of electronic resources including the SDLN database, are made available via the [library's homepage](#). In addition, a cooperative agreement among Sioux Falls public and academic libraries allows students and community members to use resources in libraries across the city.

Resources include a book collection in excess of 254,000 volumes, 19,800 e-books, subscriptions to 580 print journals and over 4,900 electronic journals, 100 electronic databases, many with full-text content, and a selective depository for U.S. government documents. The library's holdings include books, journals, and media specific to education, including databases such as Eric, Sage Journals Online, Gale Professional Development Collection, SPORTdiscus, and Ebsco Teacher Reference Center. Supportive resources related to education of the deaf and hard of hearing, special education, speech and language, and psychology are also part of the collection.

Media Services, a department of the library, offers over 6,600 media programs and a wide range of audiovisual equipment and services including specialized printing and production. The Media Lab and green screen studio provide tools to produce digital multimedia projects using a number of specialized software programs. Media Services staff is available to train and assist faculty and students in the use of technology and software. Two computers with assistive software for use by those with disabilities and a Merlin text enlarger are also available in the Media Lab.

Adjacent to Media Services are the Juvenile Literature and K-12 Curriculum collections. The library collects literature for children and young adults including the best in current offerings, such as Newbery and Caldecott winners, as well as material representative of historical trends. A textbook and curriculum materials collection is available for browsing, and indexed in the online catalog for searching. The collection is current and representative of curriculum materials being used in area schools, and includes information pertaining to the Common Core Standards.

Special collections include the library's rare book collection, housed in the Myklebust Room. The Norwegian collection, consisting of books on subjects relating to Scandinavia, many of which are in Norwegian, and begun with a gift from Maurice P. Dunlap, Consul to Norway from 1936 to 1941. Shortly after the library's renovation, the Sioux Falls Seminary theological collection was integrated into the Augustana library.

Also available to faculty and students is the collection of the Center for Western Studies, located in the Fantle Building adjacent to the library. The Center for Western Studies collects and preserves historical materials relating to South Dakota and the Northern Plains, and manages the Augustana College archives. The Center recently became the permanent home of the Blue Cloud Abbey-American Indian Culture Research Center Collection including more than 4,000 books, 40,000 photographs and various artifacts previously housed at the Benedictine monastery near Marvin, S.D.

The library's collection development policy encourages recommendations from faculty regarding both acquisitions and withdrawals. The library staff use reviews in professional journals and reference sources to maintain a balanced collection. The Media Librarian, liaison to the Education department, works closely with the department to facilitate appropriate acquisition of materials in all formats. While selection of new materials is continuous, collections are evaluated for weeding purposes approximately every three years.

Open and staffed 97.5 hours per week, the library provides an important place for research, collaboration, and quiet study. Wireless access to the Internet is available throughout the library. Although students frequently bring their own laptops and mobile devices, 32 laptops are provided for checkout from the circulation desk, and 18 Internet workstations are also available for library research. Group study rooms, complete with integrated technology, allow students to work collaboratively and to practice presentation skills. In addition to the resources available within its physical space, the library maintains a robust online presence providing remote access to many of its resources. Cooperative agreements allow the library to provide access to an extensive array of additional resources through interlibrary loan, frequently delivered directly to faculty and student email. Reference librarians are available to help with research in person, and via email and chat reference. Knowledgeable staff are always available to assist students in the use of collections, and with technology concerns.

Reserves are delivered in electronic format whenever possible to enhance convenience and accessibility. While the library still maintains a shelf of traditional reserves for items such as DVDs, books, and professors' personal copies; journal articles and multimedia files are made available electronically through Moodle, the password protected course management system used by Augustana, allowing these resources to be accessed remotely.

In addition to the electronic content offered through library databases and reserves, the library works with the Information Technology department to provide a streaming media server where faculty can make specially licensed audio and video content available to students electronically. This is especially beneficial to faculty teaching both traditional and online classes.

In an information rich, democratic society the leaders of the future must be able to use and create information effectively and ethically. The library's program of information literacy features librarians collaborating with faculty in the classroom to ensure that Augustana students know how to locate, evaluate, synthesize and utilize information, regardless of format. While librarians sometimes meet with classes in the instructional centers on campus, they more frequently invite them to come to the library's classroom or large conference room, each with fully integrated presentation technology. Using the laptops and wireless access, students are able to practice information literacy concepts hands-on, as well as gain experience in navigating complex databases with a librarian as guide.