



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**Intent to Plan for a New Program**

<b>UNIVERSITY:</b>	<b>USD</b>
<b>DEGREE(S) AND TITLE OF PROGRAM:</b>	<b>Bachelor of Science in Public Health (B.S. in Public Health)</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2019</b>

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

[Click here to enter a date.](#)

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

\_\_\_\_\_  
Date

**1. What is the general nature/purpose of the proposed program?**

General Nature/Purpose of the Proposed Program:

The proposed program leads to a free-standing Bachelor of Science in Public Health (BSPH), with a Specialization in Health Education.

The BSPH program aims to provide students with the knowledge and practical skills required of a public health generalist. The curriculum provides a broad general education, a strong foundation in human health and disease, addressing the five core areas of public health including health communication, health disparities, legal and ethical issues, management of public health systems, and policy and research. The curriculum will align with the core and foundational competencies for public health education as defined by the Council on Education for Public Health (CEPH), which accredits domestic and international schools and programs of public health. Students will study public health issues and learn to formulate solutions to combat and efficiently address and mitigate public health issues. They will develop the ability to apply core concepts to assess the health needs of diverse populations locally, nationally and internationally, plan and evaluate programs, and communicate and advocate health promotion. Graduates will be prepared to impact the delivery of crucial public health services, thus improving the health, safety, and welfare of local, regional, national, and global communities.

Students will have the opportunity to pursue graduate study in the joint University of South Dakota (USD) and South Dakota State (SDSU) Master of Public Health (MPH) program. It is USD's intent to submit a request to add an accelerated option (3+2) with the MPH program as soon as the graduate program gains accreditation through CEPH. With an accelerated option, students will complete undergraduate coursework during years one through three. During the third year in the undergraduate program, students will apply for the MPH program. Those students who are admitted to the MPH program will begin graduate public health coursework during year four.

Students who are not admitted to the graduate program will complete the BSPH and seek entry-level public health positions.

As mentioned, the MPH is a joint program with SDSU. Students who accelerate into the MPH program will have the opportunity to complete both a BSPH and MPH in five years of full-time study. Upon completion of the first year of graduate education (at the end of the fourth year of education), students will be awarded the BSPH degree. The online asynchronous MPH program will support the BSPH graduates' ability to enter the public health workforce and earn a salary as they complete the MPH. At the end of the fifth year of full-time study, and upon meeting all requirements for the graduate public health program, students will earn the MPH. Degree time is compressed, thus saving students' time and tuition dollars. This forward-thinking and integrative approach is suitable for pre-professional students interested in the field of public health.

Public Health is a broad field with many opportunities, from hospitals to government agencies, to positions in non-governmental organizations and foundations with a mission to promote public health. Public health professionals look for patterns of disease and disability in the population through a local to global lens. Guided by a commitment to promotion of health and prevention of illness, disease, and injury, public health professionals are trained to be mindful of the integration of appropriate health-care services. Public health positions may be in research, public policy, administration and management, health promotion, epidemiology, environmental health, and biostatistics, to name a few. In addition to alignment with CEPH criteria for public health education, the BSPH curriculum will focus on building Tier 1 professional skills as identified by the Council of Linkages Between Academia and Public Health Practice.<sup>1</sup>

Graduates may work with nonprofit organizations or work in local, tribal, state, and federal agencies. Public health professionals often work in partnership with a community, city, county, state, tribe, or region to create an environment that promotes and supports population health. One of the first steps in any public project is surveillance, which helps to identify the prevalence, incidence, risk, and protective factors for a public health issue. Surveillance also helps to identify populations that are at highest risk for a particular public health issue. With this information, public health professionals and researchers develop targeted and culturally responsive interventions and policies that aim to address a particular issue. In the case of asthma, public health professionals may use surveillance to identify high risk populations and then intervene by providing individual and community education to increase awareness of asthma triggers that can occur at home and in the environment. In addition, public health professionals aim to develop policies that monitor air quality and support safe and healthy housing, schools, and workplaces that are free of smoking, all of which improve asthma health outcomes. Finally, public health professionals are concerned with whether adults and children with asthma have access to primary and preventive health care services to manage the disease.

The purposes of the BSPH program are to:

- a. Develop a future workforce with the skills necessary for developing, managing and administering public health services.
- b. Develop a future workforce that has the foundational public health skills within the framework of legal, ethical, moral and professional standards.
- c. Develop a future workforce that will be instrumental in translating learned skills into practice to improve the quality of life for individuals and communities.

---

<sup>1</sup> [http://www.phf.org/resourcestools/Pages/Core\\_Public\\_Health\\_Competencies.aspx](http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx)

**2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in 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.)?**

Need for the Proposed Program:

Public Health has a workforce shortage.<sup>2</sup> There are an estimated 50,000 fewer public health workers than the U.S. had 20 years ago.<sup>3</sup>

Various public health problems pose a significant challenge to our state's ability to provide healthcare and assure the health of the population. Public health professionals work to improve health outcomes, to reduce health care costs by teaching people healthy behaviors, and by explaining how to use available healthcare services.

According to the US Census Bureau, the overall South Dakota population continues to age. The trend has no sign of reversing in the near future. The percentage of adults aged 65 and older has grown from 14.7 percent of the state's population in 1990 to 16 percent in 2016. The overall population rate in South Dakota increased by 0.9 percent in 2017.<sup>4</sup>

Existing and emerging public health issues within South Dakota include the following:

- The obesity rate in South Dakota has remained steady at around 30% for the past 6 years, after a steady rise in the 1990s.<sup>5</sup> South Dakota ranks 28<sup>th</sup> among the 50 United States and in the middle of the pack regionally in 2014.
- South Dakota leads the nation for cases of West Nile Virus. Between 1994 and 2014, South Dakota had 55 cases per 100,000 people of neuro-invasive West Nile disease, compared to the national rate of 5.5 cases per 100,000 people.<sup>5</sup>

In 2015, 12.1% (about 1 in 8) South Dakotans experienced food insecurity or hunger, and the rate is even higher (18%) among children living in food insecure households.<sup>6</sup> Furthermore, 11 counties in South Dakota experience food insecurity rates between 15-29%, which are among the highest rates in the U.S. While reservation counties shoulder the burden of food insecurity in South Dakota, Clay County has the highest rate of food insecurity of all non-reservation counties in the state.

- Sexually transmitted diseases are spiking in South Dakota. Chlamydia rates have increased by 25 percent since 2013. This increase is very similar for gonorrhea and syphilis cases.

---

<sup>2</sup> <http://healthyamericans.org/assets/files/PHWorkforce.pdf>

<sup>3</sup> <http://www.asph.org/document.cfm?page=1038>

<sup>4</sup> <https://www.usnews.com/news/best-states/south-dakota/articles/2018-01-06/south-dakota-population-increases-by-09-percent-in-2017>

<sup>5</sup> [www.southdakotadashboard.org](http://www.southdakotadashboard.org)

<sup>6</sup> <http://www.feedingamerica.org/research/map-the-meal-gap/2015/2015-mapthemealgap-exec-summary.pdf>

South Dakota is home to nine federally recognized tribes. Among tribes in the Great Plains region (Iowa, Nebraska, North Dakota, and South Dakota), tribal communities in South Dakota experience the highest rate of unemployment (15.4%), the highest percent of people living in poverty (45.8%), the lowest median annual income (\$25,000), and the highest percent without health insurance (37.9%).<sup>7</sup> All of these issues influence health outcomes across the lifespan and reinforce health disparities and inequities that are addressed through public health practice and research.

South Dakota has resettled 5,879 refugees from 32 countries between 2002 and 2015.<sup>8</sup> Refugees are individuals who have been forced to flee their homes for political reasons, commonly related to civil conflicts, regional wars, governmental abuse, and generalized violence. Most of the problems in providing successful health care to refugees and displaced persons are programmatic and institutional, which fall in the public health realm.

There are many other public health issues that need to be addressed, such as emergency preparedness, bioterrorism, mental health, immunizations, epidemiology, pollution and clean water supply, biostatistics, nutrition, stress management, smoking cessation, substance abuse, teen pregnancy, HIV/AIDS, tuberculosis and other infectious diseases, blood pressure/medication management, cholesterol management and accessing available health care. These are all areas within public health and cover the Ten Essential Health Services<sup>9</sup> that local and state public health departments must ensure they provide for the population. These problems will continue to pose a significant challenge to our state's ability to provide health care and assure the health of the population. BSPH graduates will be prepared to help guide the state to meet these challenges.

There are eight domains of public health practice<sup>1</sup>, including: 1) analytical/assessment skills, 2) policy development, 3) program planning skills, 4) communication skills, 5) cultural competency skills, 6) community dimensions of practice skills, 7) public health sciences skills, financial planning and management skills, and 8) leadership and systems thinking skills. The Tier 1 skills competencies gained in the public health program will be integrated into public health practice to enhance workforce development planning, workforce training, and performance evaluation, among other activities.

Tier 1 skills are the expected competencies of those who have completed a bachelor's degree in public health studies. Bachelors-prepared public health professionals carry out the day-to-day tasks of public health organizations, including data collection and analysis, fieldwork, program planning, outreach, health education activities, communications, customer service, and program support. BSPH graduates are not in management positions. Tier 2 and Tier 3 skills address the same eight domains of public health practice, with higher level competencies identified. Tier 2 skills include program management and supervisory competencies while Tier 3 skills address senior management and executive level competencies, including leading public health organizations, customer service, and program support.<sup>1</sup>

---

<sup>7</sup> <http://gptec.gptchb.org/data-products/>

<sup>8</sup> <http://dataomaha.com/refugees/state/sd>

<sup>9</sup> <https://www.cdc.gov/stltpublichealth/publichealthservices/essentialhealthservices.html>

### Expected Demand for Graduates:

According to the South Dakota Department of Health, the healthcare industry in South Dakota has experienced substantial and steady growth since 1972 when recordkeeping began. This increase is projected to continue for the foreseeable future and is expected to be one of South Dakota's largest growth industries over the next decade. This growth is driven in part by:

- an aging patient population;
- an expanding general population;
- technological advances in the workplace requiring additional staff;
- a growing emphasis on disease management; and
- an aging healthcare workforce, who must be replaced as they retire.

Healthcare occupations that provide health care services are among the fastest growing professions in South Dakota and are projected to make up approximately 14% of the state's new jobs between 2012 and 2022. Health educators are projected to have a 11.8% increase in employment between 2012 and 2022 in South Dakota.<sup>10</sup>

Public health professionals serve local, national, and international communities as protectors of the public's health. A variety of jobs exist within the public health sector. Generalist positions that public health graduates might pursue include public health education and health services management. Health services managers, for example, are responsible for planning, directing and coordinating the medical and health services offered in communities and to specific population groups.<sup>10</sup> According to the Occupational Outlook Handbook through the Bureau of Labor Statistics (2014) from 2012 to 2022, employment of health services managers is projected to grow 23 percent and the employment of health educators and community health workers, 21 percent.<sup>11</sup> These rates are faster than average for all occupations. Continued growth is attributable to efforts to improve health outcomes, reduce health care costs, and expand education to individuals and communities regarding healthy habits and behaviors.

Nationally, the overall employment of public health professionals, community health workers, and health educators is expected to grow 16% from 2016 to 2026, much faster than other occupations. The number of new jobs projected for health educators and community health workers between 2016 and 2026 is 19,200 new jobs. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people healthy behaviors and explaining how to use available healthcare services. Governments, health care providers, and social services providers want to find ways to improve the quality of health and increase positive outcomes, while reducing costs. This should increase the demand for public health workers because they teach people how to live healthy lives and how to avoid costly diseases and medical procedures.<sup>12 13</sup>

### **3. How would the proposed program benefit students?**

---

<sup>10</sup> [https://doh.sd.gov/documents/Providers/Rural\\_Health/2015WorkforceReport.pdf](https://doh.sd.gov/documents/Providers/Rural_Health/2015WorkforceReport.pdf)

<sup>11</sup> <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

<sup>12</sup> <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

<sup>13</sup> [www.bls.gov](http://www.bls.gov)

<sup>14</sup> <https://job-outlook.careerplanner.com>

This proposed program has two areas of focus: A BSPH to prepare undergraduate students for entry-level positions as public health generalists and health educators; and for those students interested in pursuing a graduate degree in public health, to provide an accelerated pathway to the online MPH program.

In public health professional practice gives preference to entry level professionals with some form of certification. This program will increase and provide the eligibility of students to sit for national examinations of certification. Graduating students interested in the field of public health and health education will have the opportunity to take the necessary coursework and increase their eligibility for national certification in public health. A national certification will increase the student's employment opportunities in South Dakota and throughout the United States. The proposed curriculum will allow graduating students to sit for and pass the CHES (Certified Health Education Specialist) exam. Students will be also eligible to sit for the CPH (Certification in Public Health) exam after 5 years of employment in public health.

**4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?**

The proposed BSPH program is supportive of and consistent with the mission of the University of South Dakota and the School of Health Sciences. The University of South Dakota was established by the legislature (SDCL 13-57-1)<sup>14</sup> to meet the needs of the state and region by providing undergraduate and graduate programs in the sciences and health sciences among other areas of study.

The BSPH curriculum will expand the current offerings in the School of Health Sciences and support the public health training needs of the state and region. The BSPH program specifically addresses key aspects of the School of Health Sciences' mission by:

1. Establishing a curriculum to prepare graduates for interprofessional, collaborative practice that meets the public health workforce needs of the region, and innovatively moves health and human services forward.
2. Promoting "innovative, interprofessional education for professionals who will be serving the needs of the public, especially those in rural, medically underserved and health care shortage areas."

**5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?**<sup>15</sup>

South Dakota State University's Department of Health and Nutritional Sciences within the College of Education and Human Sciences currently offers a major in Community and Public Health. According to the online SDSU undergraduate catalog, "The Community and Public Health Program

---

<sup>14</sup> [https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16\\_BOR1014.pdf](https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf).

<sup>16</sup> <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

<sup>17</sup> <http://catalog.sdstate.edu/>

is designed to prepare students in conducting health education and health promotion activities in a non-classroom setting. The program objectives are to facilitate development of professional skills in program planning, implementation, and evaluation as well as offer a broad course work curriculum in personal and community health.”<sup>16</sup> The program serves as a foundation for students to apply to various graduate and professional programs, which may include: medical, physician assistant, chiropractic, physical therapy, or health administration and counseling.<sup>17</sup>

The University of South Dakota currently offers a Bachelor of Science in Health Sciences, with a minor in Public Health. The B.S. in Health Sciences has a focus on pre-professional education for those students pursuing professional degrees in medicine, podiatry, chiropractic, pharmacy, physical therapy, etc. The health sciences program offers a broad knowledge base in health care to facilitate student employment in many non-clinical positions. It gives students with previous education in health careers an opportunity to earn a bachelor’s degree. Many courses already developed and offered for the Bachelor of Science in Health Sciences will be required for the BSPH curriculum. This includes: HSC 315 Introduction to Public Health. In addition, HSC 320 Introduction to Epidemiology and HSC 325 are already offered as a component of the Public Health Minor. MLS 415 Communicable Diseases and Public Health, HSC 330 Native People’s Health Care, Promotion and Policy, HSC 380 Health Literacy and Culture Care, and HSC 440 Major Issues in Health and Human Services are some of the existing courses that will be part of the required curriculum for the BSPH.

The new BSPH program as proposed by USD will be offered through the School of Health Sciences and will focus on public health in South Dakota and the surrounding region. In addition to public health generalist competencies, the proposed BSPH includes a specialization in health education. Thus, both programs will address health education and both programs serve as a foundation for students to apply to various graduate and professional programs. USD’s planned program has a broader scope and incorporates the 27 core health science credits from the health sciences major into the BSPH. While there may be overlap in the two public health programs, the demand for public health professionals locally, regionally, nationally, and globally is real and is increasing as healthcare moves into the community setting and also, in response to global health issues. The greatest differentiation between the two programs is USD’s intent to offer an accelerated option (3+2) to the MPH when the graduate program is granted accreditation.

Graduates will be prepared for the eight domains of public health practice as identified by the Council on Linkages Between Academia and Public Health.<sup>1</sup> Graduates will work in various public health sectors planning, implementing, and evaluating, while applying the skills of epidemiology, behavioral health and theory, coordination with health care organizations to complete timely screenings, and the process of policy development.

The public health generalist will meet the public health needs of the state and the region, especially in rural, medically underserved, and health care shortage areas. The public health arena demands professionals who are prepared to work in various sectors of the public, not just as community health educators. The majority of counties in the state of South Dakota qualify as health professional shortage areas, and many of these counties qualify as low-income areas as well as

---

<sup>17</sup> [http://catalog.sdstate.edu/preview\\_program.php?catoid=30&poid=6861&returnto=3833](http://catalog.sdstate.edu/preview_program.php?catoid=30&poid=6861&returnto=3833)

health professional shortage areas.<sup>18</sup> The state also has a large number of medically underserved areas (MUAs).<sup>19</sup>

Access to health professionals, including public health professionals, is important to protecting and improving the health needs of South Dakotans. There is a real need for public health professionals across the state and region in a vast array of public health roles. One especially high need area is the field of research. There is robust research being conducted by health systems in the state and a very real shortage of researchers. Bachelors-prepared public health graduates would be welcomed to work alongside the research scientist. There is student interest in the field of public health demonstrated by the more than 30 SDSU undergraduates in each of the last two years and the sixteen USD undergraduates in 2017 that earned a minor in Public Health. These numbers, while impressive, do not meet the demands for public health professionals trained at the public health level. Also, many of these individuals may have entered graduate programs in healthcare fields, including public health.

**6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter “None” for that state. Add additional lines if there are more than two such programs in a state listed.*<sup>19</sup>

	<b>Institution</b>	<b>Program Title</b>
<b>Minnesota</b>	University of Minnesota	None
<b>North Dakota</b>	University of North Dakota	BS: Public Health Education
<b>Montana</b>	University of Montana	BS: Community Health
	Montana State University	BS: Community Health
<b>Wyoming</b>	University of Wyoming	BS: Kinesiology and Health Promotion

**7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?**

It is anticipated that enrollees will consist of two primary groups of students, i.e. new students enrolling at USD and health sciences majors who choose to pursue the BSPH. Examples of potential students include:

1. Undergraduate students who have an interest in health care and health related issues but do not plan to pursue a degree in medicine or allied health professions. There are numerous students currently enrolled in the Bachelor of Science in Health Sciences (BSHS) program who fit this description.
2. New undergraduate students who have an interest in pursuing a bachelors and master’s degrees in public health, which would be offered at the University of South Dakota in a progressive manner.

<sup>18</sup> <https://doh.sd.gov/documents/Providers/RuralHealth/HPSA.pdf>

<sup>19</sup> This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

3. Health science majors who may choose to double major and graduate with the BSHS and BSPH.
4. Current health care professionals or individuals prepared at the associate level and currently employed in health care organizations who would like to gain knowledge and credentials in public health. Those who hold a bachelor's degree would likely not pursue this undergraduate option, but instead would opt for the graduate program.

**8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.**

The estimated enrollment for this major is 15-25 students the first year. The program is projected to grow and increase enrollment over the next five years by an estimated 5-10 students per year. This projection is based on current enrollment in public health and health science courses. In recent years, the number of students studying public health at the undergraduate level has grown considerably. This growth reflects the demand for people trained to address health promotion and to institute prevention strategies in diverse settings. National concerns such as the obesity epidemic; rise in chronic conditions such as diabetes and cardiovascular disease; disaster management; and the emphasis on wellness have generated new jobs and increased demand for those with public health education. Distance students are especially interested in public health. Many of these students are associate degree health practitioners completing a bachelor's degree. Other distance students include individuals in the military or military spouses who see a need for public health. There are 125 students enrolled in HSC 315 Introduction to Public Health spring semester 2018 alone. Public health coursework is in high demand by undergraduate students at USD.

**9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?<sup>20</sup>**

	Yes/No	Intended Start Date
<b>On campus-001</b>	Yes	Fall 2019

	Yes/No	If Yes, list location(s)	Intended Start Date
<b>Off campus-030</b>	Yes	UCSF	Fall 2020

	Yes/No	If Yes, identify delivery methods <sup>21</sup>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)-015</b>	Yes		Fall 2019

<sup>20</sup> The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

<sup>21</sup> Delivery methods are defined in [AAC Guideline 5.5](#).

**10. What are the university’s plans for obtaining the resources needed to implement the program?**

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources <sup>22</sup>	No	No
Ask Board to seek new State resources <sup>23</sup>	No	No
Ask Board to approve a new or increased student fee	No	No

**11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.**

Four programs that offer both a bachelors and master’s degree in public health were considered helpful models when planning the BSPH program being proposed by the School of Health Sciences. The four schools identified offer a Bachelor of Science in Public Health and also offer an accelerated option to the MPH.<sup>25-28</sup> The curriculum requirements for a Bachelor of Science in Public Health for the University of Arizona and the University of Iowa have similarity to USD’s plan, thus are presented below.

**The University of Arizona<sup>24</sup>  
Bachelor of Science with a Major in Public Health**

Bachelor of Science with a major in Public Health Curriculum (58 units)  
 Bachelor of Science with a major in Public Health Total Min. Requirement = 120 units

The Bachelor of Science with a major in Public Health is designed to promote an understanding of health and disease based on public health principles. The primary goal of the program is to prepare students to work in public health to improve the quality of life of individuals and communities. The curriculum provides general knowledge regarding public health principles and practice augmented by concentrated study (sub plans) in Environmental and Occupational Health, Health Promotion, Health Systems Theory and Practice, Global Health, and Public Health Practice. Field work provides students with an experience that incorporates classroom learning into public health practice and prepares them for future employment. This program is available in-person on the Tucson campus or in a fully-online format.

The core competencies of the major provide the knowledge and skills needed to conduct public health practice in diverse populations. Particular emphasis is placed on understanding health care delivery in the US and abroad, incorporating epidemiologic and statistical methodologies into public health practice, providing culturally appropriate and effective interventions, identifying

---

<sup>22</sup> If checking this box, please provide examples of the external funding sites identified

<sup>23</sup> Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

health disparities, planning and evaluating health interventions, and understanding the link between nutrition and health.

Required Core Courses (37 units: grade of C or higher required)

- ENGL 307 Business Writing (3)
- OR ENGL 308 Technical Writing (3)
- EPID 309 Introduction to Epidemiology (3)
- PHPM 310 Health Care in the US (3)
- HPS 350 Principles of Health Education and Health Promotion (3)
- EHS 375 Introduction to Environmental & Occupational Health (3)
- BIOS 376 Introduction to Biostatistics (3)
- PSIO 380 Fundamentals of Human Physiology (4) OR
- PSIO 201 Anatomy & Physiology I (4)
- HPS 387 Health Disparities and Minority Health (3)
- HPS 433 Global Health# (3)
- HPS 478 Public Health Nutrition# (3)
- HPS 493A Field Work in Public Health# (6)

#### **Health Promotion Sub plan**

- Select 12 units: HPS 400 Contemporary Community Health Problems# (3)
- HPS 401 Introduction to Mapping for Public Health# (3)
- HPS 403 Applications in Health Promotion Behavioral Theories & Health# (3)
- HPS 404 Fundamentals of Evaluation# (3)
- HPS 481 Health Education Intervention Methods# (3)
- HPS 497E Public Health for Community Wellness# (2)
- HPS 497G Open Airways for Schools# (1)

#### **Public Health Practice Sub plan**

- Select 12 units: HPS 404 Fundamentals of Evaluation# (3)
- PHPM 407 Health Economics and Policy# (3)
- PHPM 415 Strategic Planning# (3)
- PHP 421 Introduction to Public Health Law and Ethics# (3)
- HPS 499 Independent Study# (3)

#### **Health Systems Theory and Practice Sub plan**

- Select 12 units: HPS 405 Biology in Public Health Research and Practice# (3)
- PHPM 407 Health Economics and Policy# (3)
- HPS 412 Public Health Approaches to Mental Health Disorders in US# (3)
- PHPM 415 Strategic Planning# (3)
- PHPM 458 Health Care Marketing# (3)

#### **Global Health Sub plan Select 12 units:**

- HPS 401 Introduction to Mapping for Public Health# (3)
- HPS 404 Fundamentals of Evaluation# (3)
- HPS 416 The World's Food and Health# (3)
- EPID 479 Infections and Epidemics# (3)
- HPS 493C Global Experience in Public Health# (3)
- 400-level Public Health Study Abroad opportunities in China and Europe

# The University of Iowa<sup>25</sup>

## School of Public Health

### Public Health Core

CPH:1050 College of Public Health Direct Admit Seminar	1 s.h.
CPH:1400 Fundamentals of Public Health (formerly CPH:2099)	3 s.h.
CPH:1600 Public Health Science: Inquiry and Investigation in Public Health	3 s.h.
CPH:2050 Second-year Undergraduate Public Health Seminar	1 s.h.
CPH:2400 The US Health System in a Global Context	3 s.h.
CPH:2600 Introduction to Public Health Methods	3 s.h.
CPH:3050 Third-year Undergraduate Public Health Seminar	1 s.h.
CPH:3400 Health, Work, and the Environment	3 s.h.
CPH:3500 Global Public Health	3 s.h.
CPH:3700 Methods for Program Implementation and Evaluation	3 s.h.
CPH:4999 Public Health Capstone: Practice of Evidence-Based Public Health	3 s.h.

### B.S. Degree Requirements (25-26 s.h.)

CHEM:1110 Principles of Chemistry I	4 s.h.
BIOL:1411 Foundations of Biology	4 s.h.
BIOL:1412 Diversity of Form and Function	4 s.h.
Choose one:	
MATH:1460 Calculus for the Biological Sciences	4 s.h.
MATH:1850 Calculus I	
Choose one:	
CS: 1110 Introduction to Computer Science (3 s.h.)	3-4 s.h.
CS: 1210 Computer Science I: Fundamentals (4 s.h.)	
CPH:3600:0001 Applied Public Health Methods (BS)	3 s.h.
Choose one:	
<ul style="list-style-type: none"> <li>• CS:2110 Programming for Informatics</li> <li>▪ ENVS:1085 Fundamentals of Environmental Science</li> <li>▪ GEOG:3110 Geography of Health</li> <li>▪ GEOG:4150 Health and Environment: GIS Applications</li> <li>▪ GEOG:4770 Environmental Justice</li> <li>▪ IS:2000 Introduction to International Studies</li> <li>▪ MICR:2157 General Microbiology</li> <li>▪ PHIL:2402 Introduction to Ethics</li> </ul>	3+ s.h.

### Public Health Electives

B.S. students must complete at least *four* elective courses in the College of Public Health, including at least *two* elective courses numbered 2000 or above. See below for a list of available public health elective courses.

<a href="#">CPH:2200</a> Climageddon: A Crisis for Public Health	2
Building a Healthier Tomorrow: Public Health Methods to Minimize	3
<a href="#">CPH:2220</a> Disease and Pollutant Exposures	

Finding Patient Zero: The Exploration of Infectious Disease	3
<a href="#">CPH:2230</a> Transmission and Pandemic Threats	3
<a href="#">CPH:3200</a> Death at Work: Case Studies of Workplace Safety and Health	3
<a href="#">CPH:3210</a> Nutrition in Public Health	3
Public Health as a Public Good: Economics and Decision Making in	3
<a href="#">CPH:3220</a> Public Health Systems	3
<a href="#">CPH:3230</a> Human Genetics and Public Health	3
<a href="#">CPH:4200</a> Agriculture and the Environment	3
<a href="#">CPH:4210</a> Making a Difference: Public Health Policy and Advocacy	3
<a href="#">CPH:4220</a> Global Road Safety	3
<a href="#">CPH:4230</a> Injury and Violence Prevention	3

### Experiential Learning Requirement

All College of Public Health undergraduate students must successfully complete at least one of these experiences—research, internship, global learning, or service learning course. Students must follow the specific criteria and procedures established for the selected experience as outlined by the Undergraduate Program Office. Students must successfully complete at least one of these experiences from the following. Second Year Undergraduate Public Health Seminar ([CPH: 2050](#)) must be completed prior to enrollment in any of these courses.

Students must complete this requirement by completing a course from one of the four lists below:

- Research
  - CPH: 4900 Undergraduate Research Experience in Public Health (ARR, 0-3 s.h.)
  - CPH: 4990 Mentored Independent Undergraduate Research in Public Health (ARR, 0-3 s.h.)
- Internship
  - CPH: 4850 Public Health Internship (ARR, 0-3 s.h.)
- Global Learning
  - CPH: 4750 Global Learning in Public Health (ARR, 0-3 s.h.)
- Service Learning
  - CPH:3750 Undergraduate Service Learning in Public Health

### General Education Requirements

The College of Public Health’s general education requirements are different from the University’s:

Rhetoric	4
The Interpretation of Literature	3
World Languages	0-10
Natural Sciences	7
Quantitative or Formal Reasoning	3
Social Sciences	3
Historical Perspectives	3
Diversity and Inclusion	3
International and Global Issues	3

Literary, Visual, and Performing Arts	3
Values and Culture	3

**Option one:** attain fourth-level proficiency in a single world language, usually by completing four years of that language in high school or four semesters in college or an equivalent combination of high school and college course work; or pass an achievement test or evaluation at fourth-level proficiency. College of Public Health students may complete the World Languages requirement using **one of two options**. One year of high school language study is generally equivalent to one semester of college language study.

**Option two:** attain second-level proficiency in each of two world languages, usually by completing two years of each language in high school or two semesters of each language in college or an equivalent combination of high school and college course work; or pass achievement tests and/or evaluations at second-level proficiency in each language. Option two does not fulfill the World Languages requirement for the College of Liberal Arts and Sciences or qualify students to earn credit under the [Furthering Language Incentive Program \(FLIP\)](#).

Students may count courses taken to fulfill General Education Program requirements toward other degree requirements.

### **Undergrad to Grad (U2G) Degree Programs**

Combined undergraduate to graduate programs provide an opportunity for students interested in public health to earn both their undergraduate and graduate degrees in 5 years.

Benefits of pursuing the combined degrees:

- Allows students to further explore their interest in the field of public health
- Expedites time to degree—5 years vs. the typical 6 years
- Saves money by cutting one year of tuition

Visit [www.public-health.uiowa.edu/degree-programs/](http://www.public-health.uiowa.edu/degree-programs/) for more information about our undergrad-to-grad degree options.

**Special note for public health majors:** Public health majors intending to pursue the Undergrad to Grad (U2G) combined degree program in public health must complete 120 s.h. of which up to 12 s.h. may be graduate credit by the end of Year 4. Specifically, public health majors must complete all of the following requirements in addition to the 12 s.h. of graduate coursework:

#### PUBLIC HEALTH MAJOR DEGREE REQUIREMENTS (approximately 60 s.h.)

- Public health core courses
- BA or BS courses
- Public health elective courses
- Experiential learning requirement
- General education courses

Four universities were identified as providing a bachelor of science in public health with an option for accelerated completion of the MPH. They are:

1. University of Arizona Mel & Enid Zuckerman College of Public Health offers a Bachelor of Science in Public Health (B.S. in Public Health). The curriculum provides general knowledge regarding public health principles and practice. This program is available on campus or in a fully online format. There is also an option for students to pursue a MPH degree after completion of the undergraduate requirements. This is similar to what is being proposed with this new program at USD.<sup>24</sup>
2. George Washington University and the Milken Institute School of Public Health offers a Bachelor of Science in Public Health. The school is fully accredited by the Council on Education for Public Health (CEPH). This accreditation is what is currently being sought by the USD/SDSU joint MPH program. There are dual degree options for undergraduate students to pursue a MPH degree after completion of the undergraduate requirements. This is similar to what is being proposed with this new program at USD.<sup>25</sup>
3. University of Iowa offers a Bachelor of Science in Public Health, a Bachelor of Arts in Public Health along with a MPH. Students have the option of continuing on after completion of undergraduate work to complete the MPH. This is similar to what is being proposed with this new program at USD.<sup>26</sup>
4. Ohio State University College of Public Health offers both undergraduate (B.S. in Public Health) and graduate degrees (MPH) in public health. Students have the option of an accelerated entry into the MPH program. Students in the proposed program at USD would have the opportunity to continue on to the joint MPH program between USD and SDSU.<sup>27</sup>

---

<sup>24</sup> <https://publichealth.arizona.edu/sites/publichealth.arizona.edu/files/MEZCOPH-Academic-Curriculum-guide-2017-2018.pdf>

<sup>25</sup> <https://publichealth.gwu.edu/academics/undergraduate>

<sup>26</sup> <http://www.public-health.uiowa.edu/degree-programs-undergraduate/#cph-degree-req>

<sup>27</sup> <https://cph.osu.edu/prospective-students/B.S.inPublicHealth>