SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

UNIVERSITY:	**USD**
MAJOR:	**Public Health**
EXISTING OR NEW MAJOR(S):	**Existing**
DEGREE:	**Bachelor of Science**
EXISTING OR NEW DEGREE(S):	**Existing**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2021**
PROPOSED CIP CODE:	**51.2201**
SPECIALIZATIONS: *Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.*	**51.2207**
IS A SPECIALIZATION REQUIRED (Y/N):	**No**
DATE OF INTENT TO PLAN APPROVAL:	**6/26/2018**
UNIVERSITY DEPARTMENT:	**Public Health and Health Sciences**
UNIVERSITY DIVISION:	**School of Health Sciences/Health Affairs**

☒ **Please check this box to confirm that:**

- The individual preparing this request has read AAC Guideline 2:9, which pertains to new undergraduate degree program requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

President of the University _____ Date _____

1. **What is the nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.**

   General Nature/Purpose of the Proposed Program:

The proposed program leads to a free-standing Bachelor of Science in public health 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) (https://ceph.org/), 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.

The proposed BSPH at USD is distinctive from the Community and Public Health BS at SDSU. The proposed BSPH at USD is designed to broadly cover the 5 pillars of public health (social/behavioral science, biostatistics, environmental health, epidemiology, and health services administration) and include specialization on Health Education to help prepare graduates to take the CHES (Certified Health Education Specialist) exam. The SDSU program has a Community Health focus, with strengths in exercise science and nutrition. The USD BSPH program includes a focus in biostatistics that is wholly unique to the proposed program, and is much needed to fill a workforce need for the SD public health infrastructure.

It is our hope that the proposed BSPH helps fill a gap in assisting students to further their education in public health. This will build upon strengths of the newly formed Department of Public Health and Health Sciences and promote a smooth transition to the USD-SDSU Master of Public Health program. The BSPH adds benefits that differ from the SDSU's BS in Community Health, as with a more general approach to the field of public health, graduates are prepared to move in many directions, and will be very prepared to transition to the MPH program and beyond.

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 the Centers for Disease Control and Prevention's (CDC) 10 essential public health services, which provide a framework for public Health. The 10 essential public health services are listed below:

1. Assess and monitor population health status, factors that influence health, and community needs and assets
2. Investigate, diagnose, and address health problems and hazards affecting the population
3. Communicate effectively to inform and educate people about health, factors that influence it, and how to improve it
4. Strengthen, support, and mobilize communities and partnerships to improve health
5. Create, champion, and implement policies, plans, and laws that impact health
6. Utilize legal and regulatory actions designed to improve and protect the public's health
7. Assure an effective system that enables equitable access to the individual services and care needed to be healthy

8. Build and support a diverse and skilled public health workforce
9. Improve and innovate public health functions through ongoing evaluation, research, and continuous quality improvement
10. Build and maintain a strong organizational infrastructure for public health

(CDC, 2020)

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 environments that promote and support 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.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?

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

BHSU:	*SDCL § 13-59*	*BOR Policy 1:10:4*
DSU:	*SDCL § 13-59*	*BOR Policy 1:10:5*
NSU:	*SDCL § 13-59*	*BOR Policy 1:10:6*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1:10:3*
SDSU:	*SDCL § 13-58*	*BOR Policy 1:10:2*
USD:	*SDCL § 13-57*	*BOR Policy 1:10:1*

Board of Regents Strategic Plan 2014-2020

The statutory mission of the University of South Dakota is provided in SDCL 13-57-1: Designated as South Dakota's liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in BOR Policy 1:10:1, University of South Dakota Mission Statement:

The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

The proposed Bachelor of Science in Public Health program (BSPH) 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 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 degree program curriculum will expand the current offerings in the School of Health Sciences and supports the public health training needs of the state and region. The BSPH program specifically addresses key aspects of the School of Health Science's 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.

3. Describe the workforce demand for graduates of the program, 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.*

Public health has a workforce shortage. Retirement of an aging workforce is one contributor. Projections from 2019 estimated that 37,000 public health workers from United States State Health Agencies and Local Health Departments will retire by 2023.

(Sellers et al., 2019)

Various public health problems pose a significant challenge to our state's ability to provide healthcare and assure the health of the population.

Existing and emerging public health issues within South Dakota include the following: (www.southdakotadashboard.org.)

- As of 11/03/2020, there have been over 46,000 cases of COVID 19 in South Dakota and public health officials are working diligently to provide contact tracing, dashboard updates, and health education to help prevent the spread of COVID 19 in South Dakota

https://doh.sd.gov/news/Coronavirus.aspx. These preventive efforts are especially critical in rural communities. People in rural areas are at increased risk of COVID 19 because they face significant barriers to healthcare, such as provider shortages, closure of rural hospitals, and long travel distances to providers. Public health professionals can help develop solutions that account for the rural nature of many South Dakota communities, including consideration of the social determinants of health that impact individuals living in rural South Dakota. https://www.cdc.gov/pcd/issues/2020/20_0256.html The national crisis of COVID 19 has highlighted the importance of public health professionals, and although the need for public health professionals has been present for decades, it is more evident now than ever before.

- The obesity rate in South Dakota increased 1.9% from 2013 to 2018 and was 30.1% in 2018. (www.southdakotadashboard.org.). South Dakota ranks 24th for highest obesity rates among the 50 United States https://stateofchildhoodobesity.org/adult-obesity/

- South Dakota leads the nation for cases of West Nile Virus, with the greatest number of incidents. One of every 150 infected individuals has serious or fatal complications. (https://doh.sd.gov/diseases/infectious/wnv/).

- Sexually transmitted diseases are spiking in South Dakota. South Dakota ranked 26th for highest number of cases of chlamydia in 2018, at 432 cases. (https://www.cdc.gov/std/stats18/2018-Surveillance-Report-EMBARGOED-FINAL-State-Ranking-Tables.pdf)

- 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. 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 (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%). 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 (http://gptec.gptchb.org/data-products/).

- Since 2002, 6,247 refugees from 32 countries resettled in South Dakota. 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. (http://dataomaha.com/refugees/state/sd)

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 are encompassed in the Ten Essential Health Services that local and state public health departments must ensure they provide for the population. (https://www.cdc.gov/stltpublichealth/publichealthservices/essentialhealthservices.html)

The public health 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, including: 1) analytical/assessment skills, 2) policy development/program planning skills, 3) communication skills, 4) cultural competency skills, 5) community dimensions of practice skills, 6) public health sciences skills, 7) 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.
(http://www.phf.org/programs/corecompetencies/Pages/Core_Competencies_Domains.aspx)

Tier 1 skills are the expected competencies of those who have completed a bachelor's degree in public health studies who are not in management positions. 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, communications, customer service, and program support. 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.
(http://www.phf.org/programs/corecompetencies/Pages/COL_CorePublicHealthCompetencies_Guidance_Definitions.aspx).

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 10% of the state's new jobs between 2016 and 2026. Health educators are projected to have an 11.0% increase in employment between

2016 and 2026 in South Dakota (*South Dakota Health Care Workforce Needs Assessment 2018*, South Dakota Department of Health).
(https://doh.sd.gov/documents/Providers/RuralHealth/SDWorkforceReport2018.pdf)

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. (https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm)

According to the Occupational Outlook Handbook through the Bureau of Labor Statistics (2020) from 2019 to 2029, employment of health services managers is projected to grow 32 percent and the employment of health educators and community health workers, 13% percent (https://www.bls.gov/ooh/community-and-social-service/health-educators.htm). 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.

The number of new jobs projected for health educators and community health workers between 2019 and 2029 is 17,000. 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. Health educators need at least a bachelor's degree. Many employers require the Certified Health Education Specialist (CHES) credential. The median annual wage for health education specialists was $55,220 in May 2019.
(www.bls.gov)
(https://job-outlook.careerplanner.com)

4. How will the proposed program benefit students?

The BSPH will prepare undergraduate students for entry-level positions as public health generalists and health educators. For students interested in pursuing a graduate degree in public health, the BSPH will provide a solid foundation in the five pillars of public health: biostatistics, epidemiology, health administration, environmental health and health education.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale? *This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.*

A new degree is not proposed. The University offers Bachelor of Science degrees in a variety of disciplines.

B. What is the rationale for the curriculum?

The Council on Education for Public Health (CEPH) requires certain basic competencies in the domains listed below (www.ceph.org). The domains listed do not each require a single designated course. The proposed curriculum will address these domains through combinations of learning experiences throughout the required program.

1. The concepts and applications of basic statistics
2. The foundations of biological and life sciences and the concepts of health and disease
3. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
4. The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
5. The concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
6. The underlying science of human health and disease including opportunities for promoting and protecting health across the life course
7. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
8. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation
9. The fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
10. Basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Students will develop knowledge in the above listed domains as required for accreditation and employment in public health through currently available courses and the new courses in this proposal.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. *Complete the tables below and explain any unusual aspects of the proposed curriculum?*

The curriculum is designed to meet the guidelines set by the Council on Education for Public Health, the national accrediting agency for Public Health programs in higher education. In addition, the proposed curriculum contains the recommended critical elements of an undergraduate major in Public Health, according to the Association of Schools of Public Health (ASPH). These include the background domains of science, social and behavioral sciences, math/quantitative reasoning, humanities/fine arts, communication and informed literacy.
(https://aspph-wp-production.s3.us-east-1.amazonaws.com/app/uploads/2014/04/CCE_2012-08-03-FINAL.pdf)

D. Summary of the degree program (complete the following tables):

Bachelor of Science in Public Health	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	12		
Major Requirements	38		
Major Electives	9		
Subtotal, Program Requirements		59	49%
Free Electives		31	26%
Degree Total *Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.*		120	100%

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT or BADM or SOC or PSYC	281 220 309 371	Introduction to Statistics Business Statistics (C) Statistical Research Methods Statistics in Psychological Research (C)	3	No
MLS	415	Communicable Diseases and Public Health+	3	No
HLTH	422	Nutrition	3	No
POLS	421	The Nonprofit Sector	3	No
		Subtotal	12	

Major Requirements

	Number	Course Title	Credit Hours	New (yes, no)
PUBH	250	Social and Environmental Determinants of Health	3	Yes
PUBH	301	Intro to Biostatistics for Public Health	3	Yes
HSC	280	Essentials of Human Anatomy and Physiology /LAB*	5	No
HSC	281	Human Disease*	3	No
HSC	310	Health Care Delivery+	3	No
HSC	315	Introduction to Public Health	3	No
HSC	320	Intro to Epidemiology+	3	No
HSC	325	Global Health+	3	No
HSC	330	Native People's Health Care, Promotion, and Delivery++	3	No
PUBH	335	Ethics, Public Health and Policy	3	Yes
PUBH	410	Public Health Communication	3	Yes

PUBH	470	Public Health Collaborative Project	3	Yes
		Subtotal	38	

***Choose HSC 280/280L and HSC 281 sequence OR PHGY 220/220L and PHGY 230/230L sequence to meet the Anatomy & Physiology requirements of the major.**
+Required coursework from the established Public Health Minor
++Elective coursework from the established Public Health Minor

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
HSC	110	The Interprofessional Health Team	3	No
MLS	228/L	Medical Laboratory Parasitology^	3	No
HSC	262	Health Careers Exploration^	3	No
HSC	285	History and Introduction to Disability^	3	No
HSC	340	Interprofessional Person-Centered Care^	3	No
HSC	360	Technology in Care Delivery	3	No
HSC	365	Support: Disability Services^	3	No
HSC	370	Computerized Medical Records and Regulatory Compliance	3	No
HSC	380	Health Literacy and Culture Care++	3	No
HSC	375	US and Global Healthcare Systems^	3	No
HSC	400	Clinical Analytics	3	No
PUBH	415	Public Health Evaluation and Health Promotion**	3	Yes
PUBH	420	Public Health Education Practice**	3	Yes
HSC	440	Major Issues in Health and Human Services++	3	No
PUBH	498	Undergraduate Research/Scholarship**	3	No
		Subtotal	9	

++Elective coursework from the established Public Health Minor
****Coursework for the Health Education Specialization**
^Offered only F2F or hybrid

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates, and must relate to the proposed assessments in B and C below. 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.*

***See Appendix A Excel Document (attached)

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.
There are opportunities for graduates to become nationally certified in public health by examination. National certification:

- Establishes a national standard of practice for all practitioners
- Attests to the individual's knowledge and skills
- Assists employers in identifying qualified practitioners
- Develops a sense of pride and accomplishment among certified specialists
- Promotes continued professional development by practitioners

1. The Certified in Public Health (CPH) exam is administered by the National Board of Public Health Examiners. To be eligible to sit for this exam, individuals must be graduates of a school of public health program accredited by the Council on Education for Public Health. (CEPH). Graduates may also take this certification exam after five (5) years of public health work experience. This exam focuses on five core areas of public health (biostatistics, epidemiology, health administration, environmental health, behavioral sciences and general public health principles). (www.nbphe.org).

2. The Certified Health Education Specialist (CHES) exam is a competency-based test that measures the possession, application and interpretation of knowledge related to 7 areas of responsibility; a comprehensive set of competencies and sub-competencies defining the role of an entry-level health education specialist. These responsibilities were verified through a role delineation and practice analysis process. (www.nchec.org)

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

Students will demonstrate mastery of the program content by maintaining an overall GPA of 2.0 in the undergraduate BSPH curriculum. Those students who do not meet this minimum GPA will not graduate. The program will work with students who are not making satisfactory progress or who are on academic probation (SDBOR policy 2:10) to improve their mastery of public health concepts.

Students will be encouraged to sit for the national certification examinations in public health for the Certified Public Health (CPH) Exam and the Certified Health Education Specialist (CHES) Exam:

1. Certification (CPH) demonstrates the individual has the required knowledge of public health science and has stayed current in the field through employment for at least a five-year period and has completed continuing education during that time frame. (www.nbphe.org)

2. The Certified Health Education Specialist (CHES) exam demonstrates competency in the public health curriculum at an entry level health education specialist. (www.nchec.org)

7. What instructional approaches and technologies will instructors use to teach courses in the program? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Instructional approaches include lecture sessions, guest speakers, oral presentations, didactic questioning, group projects, written assignments, discussion boards, flipped classrooms, hands on experiences, seminars, practicums, exams and quizzes, role play and other simulation techniques all with the intent of helping students become independent and strategic thinkers/learners.

8. **Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?** *(Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.)*

   No consultants were used during the development of the curriculum. Existing public health and health science faculty reviewed the curriculum. Curriculum requirements and guides for undergraduate public health programs were used in preparing the current public health coursework and this proposal. These resources will continue to guide the process of developing and implementing the public health major. Curriculum requirements for accreditation were critical in curriculum development to allow graduates to sit for national certification examinations in the field of public health. Accreditation association guidelines and requirements for public health curriculum were followed. It is important that accreditation requirements are followed to assure graduates will be eligible to sit for national certification examinations in the field of public health. Information from the following resources was used in curriculum development.

   The National Commission for Health Education Credentialing, Inc.: www.nchec.org
   The National Board of Public Health Examiners: www.nbphe.org
   Council on Education for Public Health: www.ceph.org
   Association of Schools and Programs of Public Health
   https://www.aspph.org/teach-research/models/undergraduate-baccalaureate-cce-report/

9. **Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates.** *If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.*

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY 22	FY 23	FY 24	FY 25
Students new to the university	14	18	21	25
Students from other university programs	10	10	10	10
Off campus/distance students	6	7	9	10
Continuing students		30	65	75
Total students in the program (Fall)	30	65	105	120
Program credit hours (major courses)**	180	390	810	930
Graduates			30	35

*Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

It is anticipated that enrollees will be primarily new students enrolling at USD. Examples of potential students include:

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1. 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.
2. 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.
3. 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.
4. Undergraduate students who are interested in public health as a pre-professional option. These are students who plan to continue their education in graduate school for professions such as physician assistant and medicine.
5. Undergraduate Health Sciences students who choose to double major and graduate with the BSHS and BSPH.

The estimated enrollment for this major is 30 students the first year. The program is projected to grow and increase enrollment over the next five years by an estimated 35-45 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 Covid-19 pandemic; 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 seeking a bachelor's degree. Other distance students include individuals in the military or military spouses who see a need for public health.

Students new to the University are interested in public health now more than ever, which is likely a result of the attention brought to the need more recently due to the COVID 19 pandemic and natural disasters in the nation. According to a survey of undergraduate students in the HSC 110 face-to-face Interprofessional Health Team course at USD in fall of 2020 (N=89), 40 students indicated they are interested in exploring a B.S. in Public Health degree, with 10 students indicating they would choose the B.S. in Public Health as their primary major. Fifteen students indicated that they would be interested in double majoring in the B.S. in Public Health. In a fall 2020 survey of students in an online section of HSC 110 the Interprofessional Team course (N=12), 9 students indicated they are interested in exploring a B.S. in Public Health degree, with 4 students indicating they would choose the B.S. in Public Health as their primary major and the remainder reporting they would double major in Public Health and Health Sciences. This brief survey of just one course demonstrates students new to the University are interested in Public Health.

In addition, there were 30 students who obtained a minor in Public Health spring of 2020. There are 141 students enrolled in the public health courses of Introduction to Public Health, Global

Health and Epidemiology in the fall semester of 2020. Annually, approximately 200 students enroll in HSC 315, Introduction to Public Health. Public health coursework is in high demand by undergraduate students at USD.

10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

Program accreditation is available through the Council on Education for Public Health (CEPH). CEPH is the nationally recognized accrediting body for both schools of public health and public health programs. Program accreditation is required for students to sit for the CPH examination. Our intent would be to seek accreditation following the CEPH guidelines in the next five years with the outlined SHS resources in Appendix B.

CEPH accredited schools offer the following benefits to students:

- Comprehensiveness: CEPH accredited schools and programs provide a variety of degrees in public health, including undergraduate, masters' and doctoral degrees in many areas of study.
- Rigor: Each CEPH school or program goes through a rigorous accreditation process on a regular basis to assure students of a quality educational experience.
- Flexibility: Many CEPH accredited schools and programs offer online, dual degree and executive programs.
- Qualification: Provides eligibility to sit for the Certified in Public Health (CPH) exam, administered by the Board of Public Health Examiners (NBPHE).
- Opportunity: Eligibility for public health internships and experiences sponsored by various agencies, as well as student assistance resources that are available only through accredited schools or programs.

Recognition: CEPH accredited schools and programs are peer-reviewed, students can be sure their institution has met the standards established by CEPH. (www.ceph.org)

11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*
None.

12. Delivery Location

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., 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 online program)?

	Yes/No	***Intended Start Date***
On campus	Yes*	**Fall 2021**

***44 of the 59 (75%) required credits are offered on campus in either U01 Face-to-Face delivery or U30 Hybrid delivery**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	U15 Internet Asynchronous U18 Internet Synchronous U30 Blended/Hybrid	**Fall 2021**
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 program 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*
Distance Delivery (online/other distance delivery methods)	Yes	The program will be offered online; some courses will be offered F2F/hybrid in addition to online for that opportunity	**Fall 2021**

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 major. Address off-campus or distance delivery separately.

With funding provided by the SHS Dean's office, one new faculty FTE is requested beginning FY 21. At program implementation, this faculty member will be released 0.5 FTE to coordinate/manage the program (according to accreditation criteria). The designated program leader must be a full-time faculty member with educational qualifications and professional experience in a public health discipline (e.g., MPH, PhD). A second faculty FTE is requested for FY 24. 0.5 FTE staff is requested to support the program.

The School of Health Sciences will develop 7 new courses: PUBH 301 Introduction to Biostats for Public Health, PUBH 250 Social and Environmental Determinants of Health, PUBH 335 Ethics, Public Health and Policy, PUBH 410 Public Health Communication, PUBH 415 Public Health Evaluation and Health Promotion, PUBH 420 Public Health Education Practice and PUBH 470 Public Health Collaborative Project. PUBH 415 and PUBH 420 are being developed specifically to help graduates meet the requirements to sit for the CHES exam.

Two of these courses (PUBH 410 & 420) are almost fully developed and will be taught in-load by a current department faculty member. The first year of the students' program of study will be

launched with existing courses. The newly developed courses will be launched across the first two years of the program. Two of the new courses (PUBH 250 and PUBH 335) will be developed in the fall of 2021 by the newly hired BSPH program director, with the intent of delivering the first course (PUBH 250) in the fall of 2022.The PUBH 301 Biostats course will be developed in the summer of 2022 as inload with a current Department of Public Health and Health Sciences 12-month faculty member. The remaining courses, PUBH 415 and PUBH 470, will be developed in FY 23 by the new BSPH Director, in addition to the two adjuncts hired in FY23. After complete roll-out of the program in year 3, the 1 FTE faculty hired in FY24 will teach the new courses (4 courses), along with the program director (2 courses) and an existing Department of Public Health and Health Sciences faculty member (in-load, 2 courses).

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (*place an "X" in the appropriate box*)? *If yes, explain.*

☐ Yes ☒ No

15. New Course Approval: New courses required to implement the new undergraduate degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

☒ 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 5D.

☐ 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.

Appendix A: Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. 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	STAT 281*	MLS 415*	HLTH 422*	POLS 421*	PUBH 250*	PUBH 301*	HSC 280/L*	HSC 281*	HSC 310*	HSC 315*	HSC 320*	HSC 325*	HSC 330*	PUBH 410*	PUBH 335*	PUBH 470*
Understand the concepts and applications of basic statistics.	X					X					X					
Understand the foundations of biological and life sciences and the concepts of health and disease.		X	X				X	X			X					
Describe the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society.					X					X	X	X	X			
Understand the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.	X					X				X	X	X	X			
Apply the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.					X					X	X	X	X			X
Identify the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.		X	X				X	X		X	X	X		X		
Evaluate the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.					X					X	X	X	X			
Implement a project applying the fundamental concepts and features of project implementation, including planning, assessment and evaluation.				X						X		X		X		X
Compare the fundamental characteristics and organizational structures of the US health systems well as the differences in systems in other countries.									X	X		X	X		X	
Describe basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government.				X					X	X	X	X	X		X	
Utilize the basic concepts of public health specific communication, including technical and professional writing and the use of mass media and electronic technology.										X	X	X	X	X	X	X

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

Appendix B

University of South Dakota - School of Health Sciences
Bachelors of Science in Public Health

1. Assumptions		1st	2nd	3rd	4th
TOTAL Headcount & hours from proposal		FY22	FY23	FY24	FY25
Fall headcount (see table in proposal)		30	65	105	120
Total Credit Hours		180	390	810	930
Faculty/Program Coordinator, Regular FTE	See p. 3	*1.00*	*1.00*	*1.00*	*1.00*
Faculty Salary & Benefits, average	See p. 3	$124,339	$124,339	$124,339	$124,339
Faculty, Regular FTE	See p. 3	*0.00*	*0.00*	*1.00*	*1.00*
Faculty Salary & Benefits, average	See p. 3	$107,794	$107,794	$107,794	$107,794
Faculty, Adjunct/Inload/Overload - number of courses	See p. 3	0	2	0	0
Faculty, Adjunct - per course	See p. 3	$4,500	$4,500	$4,500	$4,500
Other FTE (see next page)	See p. 3	*0.00*	*0.50*	*0.50*	*0.50*
Other Salary & Benefits, average	See p. 3	$62,154	$62,154	$62,154	$62,154

2. Budget

Salary & Benefits				
Faculty/Program Coordinator, Regular	$124,339	$124,339	$124,339	$124,339
Faculty, Regular	$0	$0	$107,794	$107,794
Faculty, Adjunct (rate x number of courses)	$0	$9,000	$0	$0
Other FTE	$0	$31,077	$31,077	$31,077
S&B Subtotal	$124,339	$164,416	$263,210	$263,210
Operating Expenses				
Travel	$1,000	$1,500	$3,000	$3,000
Contractual Services	$1,100	$1,650	$2,750	$2,750
Supplies & materials	$350	$525	$875	$875

Capital equipment		$1,000	$1,500	$2,500	$2,500
OE Subtotal		$3,450	$5,175	$9,125	$9,125
Total		**$127,789**	**$169,591**	**$272,335**	**$272,335**

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	$310.86	$310.86	$310.86	$310.86
Off-campus tuition revenue	hrs x amt	$55,954	$121,234	$251,794	$289,096
Program fee, per cr hr (if any)	$0.00	$0	$0	$0	$0
Delivery fee, per cr hr (if any)	$0.00	$0	$0	$0	$0
University redirections		$0	$0	$0	$0
Community/Employers		$0	$0	$0	$0
Grants/Donations/Other		$0	$0	$0	$0
Total Resources		**$55,954**	**$121,234**	**$251,794**	**$289,096**
Resources Over (Under) Budget		**($71,835)**	**($48,357)**	**($20,541)**	**$16,761**

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		Program Coordinator / Faculty - 12 Mos	12 Mos	Staff
Estimated salary (average) - explain below		$99,500	$85,000	$45,000
University's variable benefits rate	(see below)	0.1410	0.1410	0.1410
Variable benefits		$14,030	$11,985	$6,345
Health insurance/FTE, FY18		$10,809	$10,809	$10,809
Average S&B		$124,339	$107,794	$62,154

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY21 salaries of SHS BSHS faculty with similar rank and credentials were used to determine salary.

Explain adjunct faculty costs used in table:

2 courses in the second year will be taught by an existing SHS faculty member as overload/inload or by adjunct

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

This new BSPH program will need .5 FTE in staff support

Summarize the operating expenses shown in the table:

Operating expenses include faculty development, supplies and Materials, phones, computers & technology, and office furnishings.

Summarize resources available to support the new program (redirection, donations, grants, etc).

New tuition revenues will be available for supporting the BSPH program budget. The new tuition revenues include in this appendix B are based on new PUBH course developed for this degree.

Off-Campus Tuition, HEFF & Net	**FY21 Rate**	**HEFF**	**Net**	
Undergraduate	$351.25	$40.39	**$310.86**	*Change cell on page 1*

State-support: Change cell on page 1 to use the UG or GR net amount for your university.

Variable Benefits Rates

University	FY21
USD	14.100%

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	**USD**
TITLE OF PROPOSED SPECIALIZATION:	**Health Education**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**Bachelor of Science in Public Health**
INTENDED DATE OF IMPLEMENTATION:	**8/1/2021**
PROPOSED CIP CODE:	**51.2207**
UNIVERSITY DEPARTMENT:	**Public Health and Health Sciences**
UNIVERSITY DIVISION:	**School of Health Sciences/Health Affairs**

☒ **Please check this box to confirm that:**

- The individual preparing this request has read AAC Guideline 2.6, which pertains to new specialization 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.

Elizabeth M. Freeburg	12/7/2020
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Level of the Specialization:**
   Baccalaureate ☒ Master's ☐ Ed. Specialist ☐ Doctoral ☐
2. **What is the nature/purpose of the proposed specialization? Please include a brief (1-2 sentence) description of the academic field in this specialization.**
   The proposed specialization leads to a focus in Health Education while completing a Bachelor of Science in Public Health.

   Health Educators teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. Health Educators typically do the following:

   - Assess the health and needs of the people and communities they serve
   - Develop programs, materials, and events to teach people about health topics
   - Teach people how to manage existing health conditions
   - Evaluate the effectiveness of programs and educational materials
   - Help people find health services or information
   - Provide training programs for community health workers or other health professionals
   - Supervise staff who provide health education programs

- Collect and analyze data to learn about a community and improve programs, services and outcomes

Advocate for improved health resources and policies that promote health (www.bls.gov/ooh/community-and-social-service/print/health-educators.htm

3. **Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.** *For workforce related information, please provide data and examples. Data 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.*

Today's public health professional practice gives preference to entry level professionals with some form of certification. This Health Education specialization, along with the public health major requirements, will increase eligibility for national certification in public health education, which is granted with successful completion of health education curriculum and the CHES (Certified Health Education Specialist) exam. National certification will increase the student's employment opportunities in South Dakota and throughout the United States. The proposed curriculum aligns with the CHES exam.

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.

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 record keeping 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 retirement occurs.

Healthcare occupations that provide health care services are among the fastest growing professions in South Dakota and are projected to make up approximately 10% of the state's new jobs between 2016 and 2026. Health educators are projected to have an 11.0% increase in employment between 2016 and 2026 in South Dakota (*South Dakota Health Care Workforce Needs Assessment 2018*, South Dakota Department of Health). (https://doh.sd.gov/documents/Providers/RuralHealth/SDWorkforceReport2018.pdf)

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.(https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm)

According to the Occupational Outlook Handbook through the Bureau of Labor Statistics (2020) from 2019 to 2029, employment of health educators and community health workers is expected to grow 13% percent (https://www.bls.gov/ooh/community-and-social-service/health-educators.htm). 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.

The number of new jobs projected for health educators and community health workers between 2019 and 2029 is 17,000. 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.
(www.bls.gov)
(https://job-outlook.careerplanner.com)

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Bachelor of Science in Public Health	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	12		
Major Requirements	38		
Major Electives	9		
Subtotal, Program Requirements		59	49%
Free Electives		31	26%
Degree Total *Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.*		120	100%

Required Support Courses Outside the Major
(Not general education requirements)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT or BADM or SOC or PSYC	281 220 309 371	Introduction to Statistics Business Statistics (C) Statistical Research Methods Statistics in Psychological Research (C)	3	No
MLS	415	Communicable Diseases and Public Health+	3	No
HLTH	422	Nutrition	3	No
POLS	421	The Nonprofit Sector	3	No
		Subtotal	12	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PUBH	250	Determinants of Health	3	Yes
PUBH	301	Intro to Biostatistics for Public Health	3	Yes
HSC	280	Essentials of Human Anatomy and Physiology /LAB*	5	No
HSC	281	Human Disease*	3	No
HSC	310	Health Care Delivery+	3	No
HSC	315	Introduction to Public Health	3	No
HSC	320	Epidemiology+	3	No
HSC	325	Global Health+	3	No
HSC	330	Native People's Health Care, Promotion, & Delivery++	3	No
PUBH	335	Ethics, Public Health and Policy	3	Yes
PUBH	410	Public Health Communication	3	Yes
PUBH	470	Public Health Collaborative Project	3	Yes
		Subtotal	38	

***Choose HSC 280/280L and HSC 281 sequence OR PHGY 220/220L and PHGY 230/230L sequence to meet the Anatomy & Physiology requirements of the major.**
+Required coursework from the established Public Health Minor
++Elective coursework from the established Public Health Minor

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
HSC	110	The Interprofessional Health Team	3	No
MLS	228/L	Medical Laboratory Parasitology^	3	No
HSC	262	Health Careers Exploration^	3	No
HSC	285	History and Introduction to Disability^	3	No
HSC	340	Interprofessional Person-Centered Care^	3	No
HSC	360	Technology in Care Delivery	3	No
HSC	365	Support: Disability Services^	3	No
HSC	370	Computerized Medical Records and Regulatory Compliance	3	No
HSC	380	Health Literacy and Culture Care++	3	No
HSC	375	US and Global Healthcare Systems^	3	No
HSC	400	Clinical Analytics	3	No
PUBH	415	Public Health Evaluation and Health Promotion**	3	Yes
PUBH	420	Public Health Education Practice**	3	Yes
HSC	440	Major Issues in Health and Human Services++	3	No
PUBH	498	Undergraduate Research/Scholarship**	3	Yes
		Subtotal	9	

++Elective coursework from the established Public Health Minor
****Coursework for the Health Education Specialization**
^Offered only F2F or hybrid

Health Education Specialization **The Health Education Specialization satisfies the 9 credits of required major elective coursework				
PUBH	415	Public Health Evaluation and Health Promotion	3	Yes
PUBH	420	Public Health Education Practice	3	Yes
PUBH	498	Undergraduate Research Scholarship	3	Yes
		Total hours for specialization	9	

***Required in Major Core**

Total number of hours required for completion of specialization	9
Total number of hours required for completion of major	59
Total number of hours required for completion of degree	120

5. Delivery Location

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire specialization through distance technology (e.g., as an on-line program)?

	Yes/No	***Intended Start Date***
On campus	No	

	Yes/No	***If Yes, list location(s)***	***Intended Start Date***
Off campus	No		

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 5.5.*	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous U15 Online Synchronous U18 and U30 Blended/Hybrid	**Fall 2021**

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the specialization through distance learning (e.g., as an on-line program)? *This question responds to HLC definitions for distance delivery.*

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	The program will be offered online; some courses will be offered F2F in addition to online for that opportunity	**Fall 2021**