Academic and Student Affairs
Consent

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SUBJECT
    Substantive Program Modifications Requiring Board Approval – SDSU

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 2.3.2 – New Programs, Program Modifications, and Inactivation/Termination
    AAC Guideline 2.3.2.3.A – Substantive Program Modifications

BACKGROUND / DISCUSSION
    South Dakota State University has submitted the following program modification proposals provided in Attachment I. Per AAC Guideline 2.3.2.3.A, certain substantive program modifications may require Board approval. Institutions may submit substantive program modifications to the Board after approval from the Executive Director, following a review by the System Associate VP for Academic Programming.

    Existing Program: Substantive Program Modifications Requiring Board Approval

- SDSU – Community & Public Health (BS) – *request to change total credits required within the discipline, total credits of supportive coursework, total credits of elective course work, and program name.*

IMPACT AND RECOMMENDATION
    Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

ATTACHMENTS
    Attachment I – SDSU: Substantive Program Modification Request – Community & Public Health (BS)

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DRAFT MOTION 20241211_5-F:
    I move to approve the substantive program modifications from SDSU, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	B.S.
CURRENT PROGRAM MAJOR/MINOR:	Community & Public Health
CURRENT SPECIALIZATION:	N/A
CIP CODE:	51.2208
UNIVERSITY DEPARTMENT:	School of Health & Human Sciences
BANNER DEPARTMENT CODE:	SHHS
UNIVERSITY COLLEGE:	Education & Human Sciences
BANNER COLLEGE CODE:	3H

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.

Dennis D. Hedge	10/22/2024
Vice President of Academic Affairs or President of the University	Date

1. **This modification addresses a change in:**
   - ☒ Total credits required within the discipline
   - ☒ Total credits of supportive course work
   - ☒ Total credits of elective course work
   - ☐ Total credits required for program
   - ☒ Program name
   - ☐ Existing specialization
   - ☐ CIP Code
   - ☐ Other (explain below)
   - ☒ Modification requiring Board of Regents approval
     Must have prior approval from Executive Director or designee

2. **Effective date of change: 2025-2026 Academic Year**

3. **Program Degree Level:**
   Associate ☐   Bachelor's ☒   Master's ☐   Doctoral ☐

4. **Category:**
   Certificate ☐   Specialization ☐   Minor ☐   Major ☒

5. **If a name change is proposed, the change will occur:**
   ☐ On the effective date for all students
   ☒ On the effective date for students new to the program (enrolled students will graduate from existing program)
   Proposed new name: **Health Studies**

6. **Is the program being modified associated with a current articulation agreement?**
   Yes ☐   No ☒

   If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:

SDSU will need to update an agreement with the School of EMS, Sioux Falls, SD.

7. Primary Aspects of the Modification:

Existing Curriculum   *Proposed Curriculum (highlight changes)*

Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.
System General Education Requirements			**32-33**	**System General Education Requirements**			**31**
System General Education Requirements - Electives			**15**	**System General Education Requirements - Electives**			**21**
		SGR #1	3			SGR #1 Written Communication	3
		SGR #1	3			SGR #1 Written Communication	3
		SGR #2	3			SGR #2 Oral Communication	3
						SGR #3 Social Sciences	3
		SGR #4	3			SGR #4 Arts and Humanities	3
		SGR #5	3			SGR #5 Mathematics	3
						SGR #6 Natural Sciences	3
System General Education Requirements - Required			**17-18**	**System General Education Requirements - Required**			**10**
HDFS	210	Lifespan Development (SGR #3)	3	~~HDFS~~	~~210~~	~~Lifespan Development (SGR #3)~~	~~3~~
PSYC	101	General Psychology (SGR #3)	3	PSYC	101	General Psychology (SGR #3)	3
MCOM	151	Introduction to Mass Communication (SGR #4)	3	MCOM	151	Introduction to Mass Communication (SGR #4)	3
CHEM OR CHEM	106-106L 112-112L	Chemistry Survey & Lab (3,1) (SGR #6) General Chemistry I & Lab (3,1) (SGR #6)	4	CHEM OR CHEM	106-106L 112-112L	Chemistry Survey & Lab (3,1) (SGR #6) General Chemistry I & Lab (3,1) (SGR #6)	4
CHEM OR CHEM	108-108L 114-114L	Organic and Biochemistry & Lab (4,1) (SGR #6) General Chemistry II & Lab (3,1) (SGR #6)	4-5	~~CHEM OR~~ ~~CHEM~~	~~108-108L~~ ~~114-114L~~	~~Organic and Biochemistry & Lab (4,1) (SGR #6)~~ ~~General Chemistry II & Lab (3,1) (SGR #6)~~	~~4-5~~
EHS College Requirements			**4**	**EHS College Requirements**			**4**
EHS	119	EHS Seminar	2	EHS	119	EHS Seminar	2
EHS	319	Life, Love and Money	2	EHS	319	Life, Love and Money	2
Major Requirements			**67**	**Major Requirements**			**49**
BIOL	221	Human Anatomy	4	BIOL	221	Human Anatomy	3
BIOL	221L	Human Anatomy Lab	0	BIOL	221L	Human Anatomy Lab	1
BIOL	325	Human Physiology	4	BIOL	325	Human Physiology	3
BIOL	325L	Human Physiology Lab	0	BIOL	325L	Human Physiology Lab	1
CHRD	353	Ethics and the Helping Professions	3	CHRD	353	Ethics and the Helping Professions	3
CHRD	475	Motivational Interviewing and Wellness Counseling	3	~~CHRD~~	~~475~~	~~Motivational Interviewing and Wellness Counseling~~	~~3~~
CMST	440	Health Communication	3	CMST	440	Health Communication	3
ENGL	379	Technical Communication	3	~~ENGL~~	~~379~~	~~Technical Communication~~	~~3~~
				HDFS	210	Lifespan Development	3
HDFS	247	Human Development III: Adulthood	3	~~HDFS~~	~~247~~	~~Human Development III: Adulthood~~	~~3~~
				HIM	150	Introduction to Digital Health Informatics and Information Management (DSU)	3
HLTH	100	Wellness for Life	1	HLTH	100	Wellness for Life	1
HLTH	100L	Wellness for Life Lab	1	HLTH	100L	Wellness for Life Lab	1
HLTH	220	Social Determinants of Health	3	HLTH	220	Social Determinants of Health	3
HLTH	320	Community Health	3	HLTH	320	Community Health	3
HLTH	350	Health Education Professional Development	3	~~HLTH~~	~~350~~	~~Health Education Professional Development~~	~~3~~
HLTH	405	Health Coaching Concepts and Skills	3	~~HLTH~~	~~405~~	~~Health Coaching Concepts and Skills~~	~~3~~
HLTH/ BLAW	451	Public Health Law	3	HLTH/ BLAW	451	Public Health Law	3
HLTH	475	Principles of Community Health Education	3	~~HLTH~~	~~475~~	~~Principles of Community Health Education~~	~~3~~
HLTH	479	Health Promotion Programming & Evaluation	2	HLTH	479	Health Promotion Programming & Evaluation	2

	Existing Curriculum				*Proposed Curriculum (highlight changes)*		
Pref.	**Num.**	**Title**	**Cr. Hrs.**	**Pref.**	**Num.**	**Title**	**Cr. Hrs.**
HSC	443	Public Health Science	3	HSC	443	Public Health Science	3
HSC OR	445	Epidemiology (3)	3	HSC OR	445	Epidemiology (3)	3
STAT	281	Introduction to Statistics (3)		STAT	281	Introduction to Statistics (3)	
				HSC	452	Interprofessional Issues in Healthcare	3
				HSC	480	Telehealth for the Interprofessional Team	3
NURS	201	Medical Terminology	1	NURS	201	Medical Terminology	1
NUTR	111	Food, People and the Environment	3	NUTR	111	Food, People and the Environment	3
PSYC	417	Health Psychology	3	PSYC	417	Health Psychology	3
		Select 9 credits from the following:	9			Select 9 credits from the following:	9
CA	230	Consumer Behavior	3	CA	230	Consumer Behavior	3
CS	381	Professional Behavior at Work	3	CS	381	Professional Behavior at Work	3
EXS OR	350	Exercise Physiology	3	EXS OR	350	Exercise Physiology	3
PE	300	Applied Sport & Exercise Science		PE	300	Applied Sport & Exercise Science	
HLTH	250	Pre-Professional CPR & First Aid	2	HLTH	250	Pre-Professional CPR & First Aid	2
HLTH	250L	Pre-Professional CPR & First Aid Lab	0	HLTH	250L	Pre-Professional CPR & First Aid Lab	0
LDR	210	Foundations of Leadership	3	LDR	210	Foundations of Leadership	3
LDR	435	Organizational Leadership and Team Development	3	LDR	435	Organizational Leadership and Team Development	3
LMNO	201	Introduction to Leadership and Management of Nonprofits	3	LMNO	201	Introduction to Leadership and Management of Nonprofits	3
NUTR OR	221	Survey of Nutrition	3	NUTR OR	221	Survey of Nutrition	3
NUTR OR	225	Nutrition for Exercise and Sport		NUTR OR	225	Nutrition for Exercise and Sport	
NUTR	315	Human Nutrition		NUTR	315	Human Nutrition	
HLTH	495	Practicum	3	HLTH	495	Practicum	3
Electives			**16-17**	**Electives**			**36**
Summary of Credits for Health Studies (B.S.)							
System General Education Requirements			**32-33**	**System General Education Requirements**			**31**
EHS College Requirements			**4**	**EHS College Requirements**			**4**
Major Requirements			**67**	**Major Requirements**			**49**
Electives			**16-17**	**Electives**			**36**
	Total number of hours required for major		88-89		Total number of hours required for major		68
	Total number of hours required for degree		120		Total number of hours required for degree		120

Academic Requirements:
A minimum final grade of "C" is required in all Major Requirements courses.

8.   Explanation of the Change:

The School of Health and Human Sciences in collaboration with the College of Nursing has restructured program requirements and renamed the B.S. in Community and Public Health. The title of the Community and Public Health major will be changed to Health Studies. The restructured Health Studies program will include the addition of two new specializations – 1) Health Promotion and 2) Innovative Healthcare Leadership.

The Health Studies major is for students interested in a health-related career path who desire a high degree of flexibility in curriculum options to pursue specific interests. Graduates will be well-

prepared for a variety of career options such as health educator, corporate wellness manager, community health worker, service coordinator, case manager and more. The degree will also pair well with pre-professional and graduate programs which may include occupational therapy, accelerated nursing, physician's assistant, chiropractor, physical therapy, public health, health administration and counseling.

The interdisciplinary design of the curriculum will provide students with a strong foundation in analyzing how economic stability, education, healthcare access, community support structures, policy and other determinants impact community health. Students will be prepared to assess, plan, implement, and evaluate health promotion strategies aimed at improving population health. The rapidly growing use of information and communication technologies in healthcare such as telehealth and health informatics are included in the curriculum, preparing students to meet the dynamic and evolving landscape of healthcare.

For substantial modifications requiring Board approval, complete the items below. References to external sources should be documented with a footnote (including web addresses where applicable).

9.   Date of approval from the Executive Director or designee.

June 4, 2024

10. Identify the program modification requested.

The School of Health and Human Sciences in collaboration with the College of Nursing has restructured the program requirements and renamed the B.S. in Community and Public Health. The Community and Public Health program title will be changed to Health Studies. The restructured Health Studies program will include revised program requirements for the standalone major along with the addition of two new specializations - 1) Health Promotion and 2) Innovative Healthcare Leadership.

Program Name Change
There are similarities between degree programs in Community and Public Health, Health Sciences, Health Studies, and Health Promotion with graduates being equipped to work in a wide variety of settings such as health care, public health departments, community wellness centers, insurance companies, nonprofits, etc. While the resulting career paths are similar, the curricular focus of Community and Public Health degrees typically address a comprehensive view of public health, addressing a wide range of issues from disease prevention to health policy, focusing on larger populations. Health Promotion curricula include similar components on a different scale with an emphasis on promoting healthy behaviors, working directly with individuals and small groups.

Curriculum Redesign and Addition of Specializations
Students will be able to complete the restructured Health Studies major or one of two specializations in Health Promotion or Innovative Healthcare Leadership.
- Health Studies (B.S.)
  - For students who desire a flexible health studies focus with inclusion of health care related courses and a higher number of elective credits to pursue other areas of interest, potential minors, and/or certificates.
  - A higher number of electives may also be beneficial for transfer students and/or students with associate's degrees who wish to complete a bachelor's degree.
  - Greater flexibility for pre-professional students (i.e. occupational therapy, master's public

health, etc.).

- Health Studies (B.S.) – Health Promotion Specialization
  – Similar degree requirements as the Health Studies (B.S.), with additional requirements designed to prepare students for eligibility to take the Certified Health Education Specialist (CHES) exam[1] and/or the Certified Wellness Practitioner (CWP) credential.[2]
- Health Studies (BS) – Innovative Healthcare Leadership Specialization
  – For students who wish to pursue roles in healthcare leadership, such as nursing home administrator, health information manager, clinical manager, or social and community service manager.
  – A higher number of electives will allow students to individualize their desired leadership focus.

The Health Studies program requirements were modified to align with revised student learning outcomes and to allow increased flexibility for students to complete their major requirements and select electives, including general education requirements. The removal of some required courses increased the elective credit options which could benefit transfer students from other programs and graduates of two-year programs who desire completion of a bachelor's degree. Increased flexibility in elective credits will also accommodate students who have career aspirations to work in a more focused area within health and wellness and desire completion of a minor (i.e. nutrition, leadership, leadership and management of nonprofit organizations, health education, health communication).

11. Provide justification for the desired modification.

The School of Health and Human Sciences engaged in an evaluation of their programs as part of a university wide strategic enrollment planning process. A thorough review of current program data, faculty and student feedback, comparison of other similar health studies programs, healthcare related employment trends, and a desire to provide a more "general health studies" path that could potentially be advantageous for a greater number of students (i.e. associates degrees desiring bachelor's degree, transfer students) were the driving factors in a major name change, curriculum redesign, and the addition of two new specializations.

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

The modification will require a revision to the catalog description and the student learning outcomes.

Catalog Description
The Health Studies major is for students interested in a health-related career path who desire a high degree of flexibility in curriculum options to pursue specific interests. Graduates are well-prepared for a variety of career options such a health educator, corporate wellness manager, community health worker, service coordinator, case manager and more. The degree also pairs well with pre-professional and graduate programs which may include occupational therapy, accelerated nursing, physician's assistant, chiropractor, physical therapy school, public health, health administration and counseling.

The interdisciplinary design of the curriculum provides students with a strong foundation in

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[1] Certified Health Education Specialist (CHES®) examination. National Commission for Health Education Credentialing (NCHEC). https://www.nchec.org/ches-exam
[2] Certified Wellness Practitioner (CWP). National Wellness Institute. https://nationalwellness.org/certification/

analyzing how economic stability, education, healthcare access, community support structures, policy and other determinants impact community health. Students are prepared to assess, plan, implement, and evaluate health promotion strategies aimed at improving population health. The rapidly growing use of information and communication technologies in healthcare such as telehealth and health informatics are included in the curriculum, preparing students to meet the dynamic and evolving landscape of healthcare.

Student Learning Outcomes
Upon completion of the Health Studies major, students will:
- Describe major systems of the human body, primary functions, and impact on health and disease.
- Critically appraise research and sources of health information for credibility, relevance, and applicability.
- Analyze how economic stability, education, healthcare access, community support structures, policy, and other social determinants of health impact community health.
- Assess the needs, assets, and capacity of a community population relevant to health and improvement in health outcomes.
- Develop effective and credible health communication strategies, tailored to meet audience needs and respective of diverse populations.
- Work collaboratively in an interprofessional environment to plan, implement, and evaluate health promotion strategies aimed at improving population health.
- Assess the impact of digital health and informatics on healthcare delivery, patient/client engagement, and health outcomes.
- Exhibit professional conduct and ethical behavior in all aspects of practice, including confidentiality, integrity, and respect for individuals and communities.

13. Indicate the number of students currently enrolled in the program.

36 students (Academic Year 2024-2025 Enrollment Data from SDBOR Edify, accessed August 23, 2024)

14. Describe the real impact to students.

Students in the Health Studies major will have greater flexibility in choosing electives that meet their interests and career goals. An increase in electives could also be advantageous for transfer students and graduates with existing associate's degrees who desire completion of a bachelor's degree. Pre-professional students (i.e. OT, MPH) can tailor plans of study within the Health Studies major to maximize their learning portfolio for application to graduate schools. Graduates of the program will also have an introductory background in e-Health and Health Informatics which could be viewed by future employers as an advantage compared to graduates of programs without this requirement.

15. Describe the real impact to the university.

The Health Studies program, with separate proposals for two new specializations under this major, are an excellent representation of the positive outcomes realized thru collaborations across academic departments, colleges, and within the SDBOR system to provide students with educational opportunities that may not be feasible or efficient to achieve as a standalone school/department. The effect on student credit hour generation in the proposed curriculum revision and development of two new specializations will primarily impact the School of Health and Human Sciences and the

College of Nursing. Despite the removal of some HLTH and other department courses delivered by the School of Health and Human Sciences from the major requirements, the total effect may not change significantly based on the addition of the two new specializations.

16. Describe any cost associated with the program modification.

No cost will be associated with this modification.

17. Describe any risks and unintended consequences associated with the program modification.

The school anticipates no risks or unintended consequences with the modification.

18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification will be effective for new students in the 2025-2026 academic catalog. Following SDBOR Policy 2.6.2 existing students may elect a catalog of graduation that is later than their initial catalog.