



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

**Substantive Program Modification Form**

|                                     |                                   |
|-------------------------------------|-----------------------------------|
| <b>UNIVERSITY:</b>                  | SDSU                              |
| <b>CURRENT PROGRAM DEGREE:</b>      | B.S.                              |
| <b>CURRENT PROGRAM MAJOR/MINOR:</b> | Community & Public Health         |
| <b>CURRENT SPECIALIZATION:</b>      | N/A                               |
| <b>CIP CODE:</b>                    | 51.2208                           |
| <b>UNIVERSITY DEPARTMENT:</b>       | School of Health & Human Sciences |
| <b>BANNER DEPARTMENT CODE:</b>      | SHHS                              |
| <b>UNIVERSITY COLLEGE:</b>          | Education & Human Sciences        |
| <b>BANNER COLLEGE CODE:</b>         | 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:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Total credits required within the discipline  | <input checked="" type="checkbox"/> Total credits of supportive course work |
| <input checked="" type="checkbox"/> Total credits of elective course work   | <input type="checkbox"/> Total credits required for program                 |
| <input checked="" type="checkbox"/> Program name  | <input type="checkbox"/> Existing specialization                            |
| <input type="checkbox"/> CIP Code   | <input type="checkbox"/> Other (explain below)                              |
| <input checked="" type="checkbox"/> Modification requiring Board of Regents approval<br><i>Must have prior approval from Executive Director or designee</i> |   |

**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)*

| Prof.  | Num.                 | Title  | Cr. Hrs.     | Prof.  | Num.                                       | Title  | Cr. Hrs.       |
|--|----------------------|--|--------------|--|--|--|----------------|
| <b>System General Education Requirements</b>             |                      |  | <b>32-33</b> | <b>System General Education Requirements</b>             |  |  | <b>31</b>      |
| <b>System General Education Requirements - Electives</b> |                      |  | <b>15</b>    | <b>System General Education Requirements - Electives</b> |  |  | <b>21</b>      |
|  |                      | SGR #1   | 3            |  |  | SGR #1 Written Communication   | 3              |
|  |                      | SGR #1   | 3            |  |  | SGR #1 Written Communication   | 3              |
|  |                      | SGR #2   | 3            |  |  | SGR #2 Oral Communication  | 3              |
|  |                      |  |              |  |  | <b>SGR #3 Social Sciences</b>  | <b>3</b>       |
|  |                      | SGR #4   | 3            |  |  | SGR #4 Arts and Humanities   | 3              |
|  |                      | SGR #5   | 3            |  |  | SGR #5 Mathematics   | 3              |
|  |                      |  |              |  |  | <b>SGR #6 Natural Sciences</b>   | <b>3</b>       |
| <b>System General Education Requirements - Required</b>  |                      |  | <b>17-18</b> | <b>System General Education Requirements - Required</b>  |  |  | <b>10</b>      |
| HDFS   | 210                  | Lifespan Development (SGR #3)  | 3            | <del>HDFS</del>  | <del>210</del>                             | <del>Lifespan Development (SGR #3)</del>   | <del>3</del>   |
| 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<br>OR<br>CHEM                                       | 106-106L<br>112-112L | Chemistry Survey & Lab (3,1)<br>(SGR #6)<br>General Chemistry I & Lab (3,1)<br>(SGR #6)          | 4            | CHEM<br>OR<br>CHEM                                       | 106-106L<br>112-112L                       | Chemistry Survey & Lab (3,1)<br>(SGR #6)<br>General Chemistry I & Lab (3,1)<br>(SGR #6)                                | 4              |
| CHEM<br>OR<br>CHEM                                       | 108-108L<br>114-114L | Organic and Biochemistry & Lab<br>(4,1) (SGR #6)<br>General Chemistry II & Lab (3,1)<br>(SGR #6) | 4-5          | <del>CHEM</del><br><del>OR</del><br><del>CHEM</del>      | <del>108-108L</del><br><del>114-114L</del> | <del>Organic and Biochemistry &amp; Lab<br/>(4,1) (SGR #6)<br/>General Chemistry II &amp; Lab (3,1)<br/>(SGR #6)</del> | <del>4-5</del> |
| <b>EHS College Requirements</b>                          |                      |  | <b>4</b>     | <b>EHS College Requirements</b>                          |  |  | <b>4</b>       |
| EHS  | 119                  | EHS Seminar  | 2            | EHS  | 119  | EHS Seminar  | 2              |
| EHS  | 319                  | Life, Love and Money   | 2            | EHS  | 319  | Life, Love and Money   | 2              |
| <b>Major Requirements</b>                                |                      |  | <b>67</b>    | <b>Major Requirements</b>                                |  |  | <b>49</b>      |
| 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            | <del>CHRD</del>  | <del>475</del>                             | <del>Motivational Interviewing and Wellness Counseling</del>   | <del>3</del>   |
| CMST   | 440                  | Health Communication   | 3            | CMST   | 440  | Health Communication   | 3              |
| ENGL   | 379                  | Technical Communication  | 3            | <del>ENGL</del>  | <del>379</del>                             | <del>Technical Communication</del>   | <del>3</del>   |
|  |                      |  |              | <del>HDFS</del>  | <del>210</del>                             | <del>Lifespan Development</del>  | <del>3</del>   |
| HDFS   | 247                  | Human Development III: Adulthood   | 3            | <del>HDFS</del>  | <del>247</del>                             | <del>Human Development III: Adulthood</del>  | <del>3</del>   |
|  |                      |  |              | <del>HIM</del>   | <del>150</del>                             | <del>Introduction to Digital Health Informatics and Information Management (DSU)</del>                                 | <del>3</del>   |
| 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            | <del>HLTH</del>  | <del>350</del>                             | <del>Health Education Professional Development</del>   | <del>3</del>   |
| HLTH   | 405                  | Health Coaching Concepts and Skills  | 3            | <del>HLTH</del>  | <del>405</del>                             | <del>Health Coaching Concepts and Skills</del>   | <del>3</del>   |
| HLTH/<br>BLAW  | 451                  | Public Health Law  | 3            | HLTH/<br>BLAW  | 451  | Public Health Law  | 3              |
| HLTH   | 475                  | Principles of Community Health Education   | 3            | <del>HLTH</del>  | <del>475</del>                             | <del>Principles of Community Health Education</del>  | <del>3</del>   |
| HLTH   | 479                  | Health Promotion Programming & Evaluation  | 2            | HLTH   | 479  | Health Promotion Programming & Evaluation  | 2              |

*Existing Curriculum*

*Proposed Curriculum (highlight changes)*

| Prof.   | Num. | Title   | Cr. Hrs.     | Prof.  | Num.            | Title  | Cr. Hrs.     |
|---|------|---|--------------|--|-----------------|--|--------------|
| HSC   | 443  | Public Health Science                                   | 3            | HSC  | 443             | Public Health Science  | 3            |
| HSC   | 445  | Epidemiology (3)  | 3            | HSC  | 445             | Epidemiology (3)   | 3            |
| OR  |      |   |              | OR   |                 |  |              |
| STAT  | 281  | Introduction to Statistics (3)                          |              | <del>STAT</del>                              | <del>281</del>  | <del>Introduction to Statistics (3)</del>                          |              |
|   |      |   |              | 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            | <del>NUTR</del>                              | <del>111</del>  | <del>Food, People and the Environment</del>                        | <del>3</del> |
| 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            | <del>CA</del>                                | <del>230</del>  | <del>Consumer Behavior</del>                                       | <del>3</del> |
| CS  | 381  | Professional Behavior at Work                           | 3            | <del>CS</del>                                | <del>381</del>  | <del>Professional Behavior at Work</del>                           | <del>3</del> |
| EXS   | 350  | Exercise Physiology                                     | 3            | <del>EXS</del>                               | <del>350</del>  | <del>Exercise Physiology</del>                                     | <del>3</del> |
| OR  |      |   |              | OR   |                 |  |              |
| PE  | 300  | Applied Sport & Exercise Science                        |              | <del>PE</del>                                | <del>300</del>  | <del>Applied Sport &amp; Exercise Science</del>                    |              |
| HLTH  | 250  | Pre-Professional CPR & First Aid                        | 2            | <del>HLTH</del>                              | <del>250</del>  | <del>Pre-Professional CPR &amp; First Aid</del>                    | <del>2</del> |
| HLTH  | 250L | Pre-Professional CPR & First Aid Lab                    | 0            | <del>HLTH</del>                              | <del>250L</del> | <del>Pre-Professional CPR &amp; First Aid Lab</del>                | <del>0</del> |
| LDR   | 210  | Foundations of Leadership                               | 3            | <del>LDR</del>                               | <del>210</del>  | <del>Foundations of Leadership</del>                               | <del>3</del> |
| LDR   | 435  | Organizational Leadership and Team Development          | 3            | <del>LDR</del>                               | <del>435</del>  | <del>Organizational Leadership and Team Development</del>          | <del>3</del> |
| LMNO  | 201  | Introduction to Leadership and Management of Nonprofits | 3            | <del>LMNO</del>                              | <del>201</del>  | <del>Introduction to Leadership and Management of Nonprofits</del> | <del>3</del> |
| NUTR  | 221  | Survey of Nutrition                                     | 3            | <del>NUTR</del>                              | <del>221</del>  | <del>Survey of Nutrition</del>                                     | <del>3</del> |
| OR  |      |   |              | OR   |                 |  |              |
| NUTR  | 225  | Nutrition for Exercise and Sport                        |              | <del>NUTR</del>                              | <del>225</del>  | <del>Nutrition for Exercise and Sport</del>                        |              |
| OR  |      |   |              | OR   |                 |  |              |
| NUTR  | 315  | Human Nutrition   |              | <del>NUTR</del>                              | <del>315</del>  | <del>Human Nutrition</del>   |              |
| HLTH  | 495  | Practicum   | 3            | <del>HLTH</del>                              | <del>495</del>  | <del>Practicum</del>   | <del>3</del> |
| <b>Electives</b>                                    |      |   | <b>16-17</b> | <b>Electives</b>                             |                 |  | <b>36</b>    |
| <b>Summary of Credits for Health Studies (B.S.)</b> |      |   |              |  |                 |  |              |
| <b>System General Education Requirements</b>        |      |   | <b>32-33</b> | <b>System General Education Requirements</b> |                 |  | <b>31</b>    |
| <b>EHS College Requirements</b>                     |      |   | <b>4</b>     | <b>EHS College Requirements</b>              |                 |  | <b>4</b>     |
| <b>Major Requirements</b>                           |      |   | <b>67</b>    | <b>Major Requirements</b>                    |                 |  | <b>49</b>    |
| <b>Electives</b>                                    |      |   | <b>16-17</b> | <b>Electives</b>                             |                 |  | <b>36</b>    |
| 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<sup>1</sup> and/or the Certified Wellness Practitioner (CWP) credential.<sup>2</sup>
  - 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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<sup>1</sup> Certified Health Education Specialist (CHES®) examination. National Commission for Health Education Credentialing (NCHEC). <https://www.nchec.org/ches-exam>

<sup>2</sup> 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.