



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

New Certificate

UNIVERSITY:	All BOR schools
TITLE OF PROPOSED CERTIFICATE:	Gateway to Health Sciences
INTENDED DATE OF IMPLEMENTATION:	Summer 2025
PROPOSED CIP CODE:	51.0000
UNIVERSITY DEPARTMENT:	USD-Public Health and Health Sciences DSU – Computer Information Systems NSU-Science and Math SDSU-Nursing BHSU-School of Natural Sciences SDSMT- Chemistry, Biology & Health Sciences
BANNER DEPARTMENT CODE:	UHSC DINF NSCM SNURS BSNS MCBH
UNIVERSITY DIVISION:	USD-School of Health Sciences DSU-College of Business & Information Systems NSU-College of Arts and Sciences SDSU – College of Nursing BHSU-College of Behavioral and Natural Sciences SDSMT- Science and Letters
BANNER DIVISION CODE:	2H 8I 5A 3N 6S 4L

X Please check this box to confirm that (place an “X” in the left box):

- The individual preparing this request has read [AAC Guideline 2.3.2.2.C](#), which pertains to new certificate 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.

<u>Elizabeth M. Freeburg</u> Institutional Approval Signature President or Chief Academic Officer of the University	USD	<u>11/4/2024</u> Date
<u>Pamela Carriveau</u> Institutional Approval Signature President or Chief Academic Officer of the University	BHSU	<u>11/4/2024</u> Date
<u>Rebecca Hoey</u> Institutional Approval Signature President or Chief Academic Officer of the University	DSU	<u>11/6/2024</u> Date
<u>Erin Fouberg</u> Institutional Approval Signature President or Chief Academic Officer of the University	NSU	<u>10/31/2024</u> Date
<u>Teresa Seefeldt</u> Institutional Approval Signature President or Chief Academic Officer of the University	SDSU	<u>11/14/2024</u> Date
<u>Darcy Briggs</u> Institutional Approval Signature President or Chief Academic Officer of the University	SDSMT	<u>2/13/2025</u> Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)

X Undergraduate Certificate Graduate Certificate

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

This certificate offers South Dakota high school students a valuable head start in pursuing careers in health sciences. It provides a pathway into health sciences programs available at South Dakota Regental Institutions. Students will explore the various roles of health professionals within a healthcare team and familiarize themselves with essential healthcare terminology. Additionally, they will complete math and social science courses that are prerequisites for many degrees in health and human services.

The certificate aligns with the Healthcare & Human Services: Physical Health of the National Career Clusters® Framework.

3. If you do not have a major in this field, explain how the proposed certificate relates to your university 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 1.2.1](#)
 DSU: [SDCL § 13-59](#) [BOR Policy 1.2.2](#)

NSU:	SDCL § 13-59	BOR Policy 1.2.3
SDSMT:	SDCL § 13-60	BOR Policy 1.2.4
SDSU:	SDCL § 13-58	BOR Policy 1.2.5
USD:	SDCL § 13-57	BOR Policy 1.2.6
	Board of Regents Strategic Plan	

Certificate is stackable* with undergraduate degrees in Health Science, Public Health, Nursing, Medical Laboratory Science, Dental Hygiene, Social Work, Addiction Counseling Prevention, and the Applied Health Sciences degree offered at USD or could be used as stackable general education electives for other major programs.

*Programs may require a specific sequence of coursework to meet program requirements.

4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.

Healthcare professions are among the fastest-growing occupational groups in South Dakota, with an anticipated growth rate of 11.3% from 2018 to 2028 (Labor Market Information Center, 2020). Notably, seven of the ten fastest-growing occupations in the state are in health care, including roles such as nurses, physician assistants, and health specialties teachers (Labor Market Information Center, 2020). Between 2022 and 2032, the sector of health care and social assistance is projected to experience the highest employment growth, with an estimated 8,337 job openings in South Dakota (Labor Market Information Center, 2024).

South Dakota faces a workforce crisis in rural areas. To address this, initiatives such as the state loan repayment program support approximately 30 health professions for those who practice in designated health professional shortage areas, as identified by the Health Resource Services Administration (Strauss, 2024). Additionally, the state is actively working to build its workforce by introducing health career initiatives in high schools, including state-sponsored "Scrubs" camps that inspire students to explore careers in health care (Strauss, 2024).

This certificate program expands on these initiatives by focusing on cultivating a rural workforce. Rural facilities leverage interprofessional health teams to deliver more efficient and higher-quality care (Rural Health Information Hub, 2024). This curriculum includes an introduction to interprofessional health teams, which are essential to rural health care. Furthermore, it aims to create pathways into health professions and provide opportunities for high school students to complete health science coursework, thereby fostering the growth of a local healthcare workforce.

Labor Market Information Center. (2020). *Labor market overview: Occupational projections 2018-2028*. South Dakota Department of Labor and Regulation. [South Dakota Codified Law or SDBOR policy links](#).

Labor Market Information Center. (2024). *Statewide South Dakota employment projections by industry*. [South Dakota Codified Law or SDBOR policy links](#).

Rural Health Information Hub. (2024). *Rural healthcare workforce overview*. [South Dakota Codified Law or SDBOR policy links](#).

Strauss, A. (2024). *Workforce wellness: How South Dakota is healing its rural healthcare gap*. *Midwest Medical Edition*. [South Dakota Codified Law or SDBOR policy links](#).

5. Who is the intended audience for the certificate program (including but not limited to the

majors/degree programs from which students are expected)?

The intended audience is high school students considering pursuing majors or degree programs in a health science profession. The certificate does not lead to licensure or certification.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor’s or master’s degree)?

No

B. Is the certificate a value-added credential that supplements a student’s major field of study?

No

C. Is the certificate a stackable credential with credits that apply to a higher-level credential (i.e., associate, bachelor’s, or master’s degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

The certificate is stackable* with the majors in Health Sciences (12 credits), Public Health (12 credits), Nursing (12 credits), Medical Lab Science (12 credits), Social Work (12 credits), Addiction Counseling & Prevention (12 credits), Dental Hygiene (12 credits) or could be used as stackable general education electives for other major programs.

*Programs may require a specific sequence of courses to meet pre-requisite admission criteria.

7. List the courses required for completion of the certificate in the table below.

Prefix	Num.	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
Take one of the following					
BIOL/ NURS	285	Medical Terminology	None	3	No
HSC	250	Healthcare Terminology in the Clinical Setting	None		No
HIM	130	Basic Medical Terminology	None		No
Take one of the following					
HSC	110	The Interprofessional Health Team	None	3	No
HSC/ BIOL	262	Health Careers Exploration	None		No
HIM	150	Introduction to Digital Health Informatics & Information Management	None		No
Take one of the following					
MATH	103 or higher	Mathematical Reasoning	None	3	No
Take one of the following					
PHIL	220	Introduction to Ethics	None	3	No
PSYC	101	General Psychology	None		No
EPSY/ HDFS	210	Lifespan Development	None		No
				Subtotal	12

8. Student Outcome and Demonstration of Individual Achievement.

Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.

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.*

1. Students will identify specific skills, competencies, and knowledge that healthcare professionals need. [Foundation in healthcare]
2. Develop an understanding of specialized medical terminology and apply this knowledge to specific case studies. [Medical terminology]
3. Students will learn mathematical skills required for coursework in health care program education. [Mathematical processes and reasoning]
4. Students will identify and explain basic concepts in the selected social science or humanities discipline as foundational knowledge for health care education. [Social Sciences/Humanities]

B. 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.*

Individual Student Outcome	Program Courses that Address the Outcomes						
	HSC 110, HIM 150	HSC 262	MATH 103 or higher	HSC 250, HIM 130, BIOL 285	PHIL 220	PSYC 101	HDFS 210
Students will identify specific skills, competencies, and knowledge that healthcare professionals need. [Foundation in healthcare]	x	x					
Develop an understanding of specialized medical terminology and apply this knowledge to specific case studies. [Medical terminology]				x			
Students will learn mathematical skills required for coursework in health care program education. [Mathematical processes and reasoning]			x				
Students will identify and explain basic concepts in the selected social science or humanities discipline as foundational knowledge for health care education. [Social Sciences/Humanities]					x	x	x

9. 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., USD Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	Summer 2025

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	In-district where approved	Summer 2025

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in Guideline 2.4.3.B.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	X15, X18	Summer 2025
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 certificate through distance learning (e.g., as an on-line program)?

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)			

10. Additional Information:

The certificate program was discussed and voted upon by the School of Health Sciences C&I Committee and approved by the Dean of the School of Health Sciences. On behalf of the group, USD placed the program on the SDBOR pending proposal listing on 11/1/2024.