

## NEW PROGRAM PROPOSAL FORM

Name of Institution: **University of South Carolina Aiken**

Name of Program (include degree designation and all concentrations, options, or tracks):

**B.S. Public Health**

Program Designation:

- ☐ Associate Degree ☐ master's degree  
☒ Bachelor's Degree: 4 Year ☐ Specialist  
☐ Bachelor's Degree: 5 Year ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☒ Yes  
☐ No

Proposed Date of Implementation: **Fall 2024**

CIP Code: **51.2201**

Delivery Site(s): **USC Aiken, Aiken SC**

Delivery Mode:

- ☒ Traditional/face-to-face  
\*Select if less than 25% online  
☐ Distance Education  
☐ 100% online  
☐ Blended/hybrid (50% or more online)  
☐ Blended/hybrid (25-49% online)  
☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):

William H. Jackson, PhD  
Professor of Biology and Chair  
Department of Biological, Environmental, and Earth Sciences  
803-641-3601  
BillJ@usca.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department of Biology and Geology	3/31/2023
College Council (USC Aiken)	3/31/2023
Faculty Assembly (USC Aiken)	4/25/2023
Chancellor (USC Aiken)	5/2/2023
Board of Trustees (USC)	6/23/2023

**REACH Act Compliance:** All USC Aiken students are required to take HIST 201, HIST 202 or POLI 201 to earn a degree. All courses' syllabi demonstrate compliance with the REACH Act and have been approved.

### **Background Information**

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The purpose of the Bachelor of Science in Public Health is to provide a regional program for USC Aiken students who are interested in health-related areas of study. This program of study will support public health and wellness professionals, each of which continues to be in great demand both in-state and nationally. Although the Public Health degree is a popular major offered in other parts of the state, there is no nearby state program in the Central Savannah River Area (CSRA), our primary source of undergraduates. Therefore, this program will provide training and prepare students for careers in an area where health care is a growing industry. Moreover, the USC Aiken Public Health program will allow students to choose a Science or Community Health concentration which will provide more specific coursework for students interested in a career in health care (Community Health), or those interested in more applied training (Science concentration). Importantly, a BS in Public Health will provide a program for students who are interested in a career in the health sciences, but who are not focused on clinical careers such as nursing or medicine. As proposed, this degree relates directly to the USC Aiken Strategic Plan by (1) providing high level programs and (2) by supporting student success, retention, progression, and degree attainment.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

This program will support professions such public health and wellness that continue to be in demand across the region, state, and nation. USC Aiken is focused on providing programs to support these areas and to better serve a growing need in the region. USC Aiken proposes a new B.S. program in Public Health as a complement to our current Clinical Laboratory Science program. Along with the very positive demand statistics from US BLS we have also collected letters from significant public health providers and stake holders including letters indicating support from:

Carolyn Emanuel McClain, MPH  
Chief Executive Officer  
Rural Health Services Inc.  
1000 Clyburn Place  
Aiken, SC 29801

Felicia W. Johnson  
Commission  
South Carolina Vocational Rehabilitation Department  
1410 Boston Avenue  
PoBox 15  
West Columbia, SC 29170

Elizabeth Seal APRN  
Orion Jeter, Executive Director  
Dr. Charles Pexa, Medical Director  
The Community Medical Clinic of Aiken County  
244 Greenville St. NW  
Aiken, SC 29801

### Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

We will pursue an AA or AS to BS transfer agreement with the technical colleges for this degree. We recently finalized an active articulation agreement with Aiken Technical College for our BS Biology degree. If the BS in Public Health degree is approved, we will add it to the current list of approved agreements.

N/A

### Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Health Education Specialists and Community Health Workers	570	11.0%	127,700	+12% increase much faster than average.	<a href="#">Health Education Specialists and Community Health Workers: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics (bls.gov)</a>
Community Health Workers	570	11.0%	67,000	+16%	<a href="#">South Carolina - May 2021 OEWS State Occupational Employment and Wage Estimates (bls.gov)</a>

### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

USBLS Job Outlook Statistics

Quick Facts: Social and Community Service Managers	
<u>2021 Median Pay</u>	\$74,000 per year \$35.58 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree

Quick Facts: Social and Community Service Managers	
<u>Work Experience in a Related Occupation</u>	Less than 5 years
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2021</u>	173,700
<u>Job Outlook, 2021-31</u>	12% (Much faster than average)
<u>Employment Change, 2021-31</u>	20,400

Quick Facts: Health Education Specialists and Community Health Workers	
<u>2021 Median Pay</u>	\$48,860 per year \$23.49 per hour
<u>Typical Entry-Level Education</u>	<a href="#">See How to Become One</a>
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	<a href="#">See How to Become One</a>
<u>Number of Jobs, 2021</u>	126,700
<u>Job Outlook, 2021-31</u>	12% (Much faster than average)
<u>Employment Change, 2021-31</u>	15,200

Quick Facts: Medical and Health Services Managers	
<u>2021 Median Pay</u>	\$101,340 per year \$48.72 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	Less than 5 years
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2021</u>	480,700
<u>Job Outlook, 2021-31</u>	28% (Much faster than average)
<u>Employment Change, 2021-31</u>	136,200

Employment projections data for health education specialists and community health workers, 2021-31						
Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Health education specialists and	—	126,700	141,900	12	15,200	—

community health workers						
Health education specialists	21-1091	59,600	64,200	8	4,500	<a href="#">Get data</a>
Community health workers	21-1094	67,000	77,700	16	10,600	

[Health Education Specialists and Community Health Workers: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics \(bls.gov\)](#)

SC Occupation [Occupational Employment and Wage Statistics \(bls.gov\)](#)

- Medical and health services management 6,830
- Health Education specialists 500
- Community health workers 460

National Occupation [Occupational Employment and Wage Statistics \(bls.gov\)](#)

- Medical and Health Services Managers 436,770
- Social and Community Service Managers 156,400
- Health educator's specialist 55,830
- Community Health Workers 61,010

**Jobs for public health majors: public health officers, graduate school candidates, Health education specialists, community health workers, public health researchers, environmental health officers, Program Coordinators, communicable diseases health officers, Public Health Policy Administrators.**

Health education specialists typically do the following:

- Assess the health needs of individuals and communities.
- Develop programs, materials, and events to teach people about health topics, such as managing existing 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 healthcare providers.
- Supervise staff who implement health education programs.
- Collect and analyze data to learn about a particular community and improve programs and services; and
- Advocate for improved health resources and policies that promote health.

Community health workers typically do the following:

- Discuss health concerns with community members.
- Educate people about the importance and availability of healthcare services, such as cancer screenings.

- Provide basic health services such as first aid, diabetic foot checks, and height and weight measurements.
- Collect data to help identify community needs.
- Report findings to health education specialists, healthcare workers, or social service providers.
- Provide informal counseling and social support.
- Conduct outreach programs.
- Make referrals, provide transportation, and address other barriers to healthcare access; and
- Advocate for individual and community needs.

**Health education specialists** have different duties depending on where they work.

The following are descriptions of duties for health education specialists, by work setting:

- In **healthcare facilities**, health education specialists may work one-on-one with patients or their families. They teach patients about their diagnoses and treatment options. They also lead efforts to develop and administer surveys for identifying health concerns in the community and to develop programs that meet those needs. For example, they may help to organize blood-pressure screenings or classes on proper installation of car seats. Health education specialists also create programs to train medical staff to interact more effectively with patients.
- In **nonprofits**, health education specialists create programs and materials about health issues in the community they serve. They help organizations obtain funding, such as through grants for promoting health and disease awareness. They also educate policymakers about ways to improve public health. In nonprofits that focus on a particular disease or audience, health education specialists tailor programs to meet those needs.
- In **public health departments**, health education specialists develop public health campaigns on topics such as emergency preparedness, immunizations, or proper nutrition. They also develop materials for use in the community and by public health officials. Some health education specialists collaborate with other workers, such as on statewide or local committees, to create public policies on health and wellness topics. They may also oversee grants and grant-funded programs to improve public health.

Health education specialists create workplace programs or suggest modifications that focus on wellness. For example, they may develop incentives for employees to adopt healthy behaviors, such as controlling cholesterol, or recommend changes in the workplace to improve employee health, such as creating smoke-free areas. For information about workers who teach health classes in middle and high schools, see the profiles on [middle school teachers](#) and [high school teachers](#).

**Community health workers** understand the communities they serve, which allows them to act as intermediaries between residents and healthcare and social services providers. They identify health-related issues, collect data, and discuss health concerns within the community. For example, they may help eligible residents of a neighborhood enroll in programs such as Medicaid or Medicare and explain the benefits that these programs offer. Community health workers address barriers to care and provide referrals for needs such as food, housing, and mental health services.

Community health workers share information with health education specialists and healthcare and social services providers so that programs and care better suit the needs of the community. They also advocate for the wellness needs of community members and conduct outreach to engage residents, assist with healthcare navigation, and improve coordination of care.

Taken from: [Health Education Specialists and Community Health Workers : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](#)

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Medical and health services management	6,830
Health Education specialists	500
Community health workers	460

National Occupation [Occupational Employment and Wage Statistics \(bls.gov\)](#)

Medical and Health Services Managers	43,6770
Social and Community Service Managers	156,400
Health educator's specialist	55,830
Community Health Workers	61,010

Depending on your level of education, a public health degree can prepare you for diverse opportunities in community health education, scientific research, clinical health, or program administration.

### Description of the Program

Projected Enrollment				
Year	Fall Headcount	Spring Headcount	AY Headcount semesters	Estimated tuition revenues
2024	10	9	19	98,781
2025	20	18	38	197,562
2026	30	17	47	244,353
2027	45	41	86	447,114
2028	60	54	114	592,686

Explain how the enrollment projections were calculated.

This Public Health program will admit its first cohort in fall 2024. Not only is the interest in this area growing, but our program also provides a favored alternative program for students in areas such as nursing, who change their major during their first and second year. It is also a degree that will have value as a community college transfer program. We will pursue an AA or AS to BS transfer agreement with the technical colleges for this degree. Therefore, we believe the enrollment projection are reasonable expectations of steady growth. Incoming cohorts are expected to be 10-15. Attrition of 2-3 students from each cohort is anticipated.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☐ Yes

☒ No

### Curriculum

#### **GENERAL EDUCATION** (50-53 hours)

##### Natural Sciences

BIOL A243 Human Anatomy and Physiology I (4)

CHEM A101 Introduction to Chemistry or 111 General Chemistry I (4)

##### History of Civilization

HIST A101 or A102 World Civilization prior to, or after 1750 (3)

##### Social/Behavioral Sciences

PSYC A101 Introductory Psychology (3)

SOCY A101 Introductory Sociology (3)

##### Oral Communication

COMM A201 Interpersonal Communication or COMM A241 Public Speaking (3)

##### English

ENGL A101 Composition (3)

ENGL A102 Composition and Literature (3)

##### Mathematics/Statistics



MATH A108 Applied College Algebra (3)  
STAT A201 Elementary Statistics (3)

American Political Institutions

HIST A201, A202 American History before, or after 1850, or POLI A201 American National Government (3)

**MAJOR REQUIREMENTS (44 hours)**

Core Requirements (14)

BIOL A244 Human Anatomy and Physiology II (4)  
BIOL A250 Microbiology. (4)  
EXSC A201 Medical Terminology. (3)  
ENGL A402 Technical Writing (3)

Public Health Requirements (27)

PUBH A201 Introduction to Public Health (3)  
PUBH A301 Environmental Health (3)  
PUBH A325 Healthcare and Public Policy (3)  
PUBH A330 Evaluation Methods in Public Health (3)  
PUBH A350 Issues and Trends in Public Health (3)  
PUBH A360 Sociology of Medicine and Health (3)  
PUBH A405 Principles of Epidemiology (3)  
PUBH A480 Health Psychology (3)  
PUBH A482 Health Communication (3)  
PUBH A499 Experiential Learning in Public Health (3)

Concentrations (choose Community Health or Science (14-15 hours))

Science Concentration

BIOL A390 Environmental Science and Human Health (3)  
BIOL A577 Environmental Toxicology (3)  
GEOL A103 Environmental Earth Science (4)  
GEOL A363 Geographic Information Systems (GIS) in the Sciences (4)

Community Health Concentration (15)

Choose two courses from Psychology (6)

PSYC A310 Developmental Psychology (3)  
PSYC A320 Abnormal Psychology (3)  
PSYC A385 Psychology of Prosocial Behavior and Community Engagement (3)  
PSYC A390 Psychology of Culture and Diversity (3)  
PSYC A460 Introduction to Clinical Psychology (3)  
PSYC A465 Psychology of Addictive Behaviors (3)  
PSYC A485 Psychology of Stress and Coping

Choose two courses from Sociology (6)

SOCY A341 Sociology of Death and Dying (3)  
SOCY A370 Sociology of Mental Health. (3)  
SOCY A404 Social Stratification (3)  
SOCY A405 Drugs and Society (3)  
SOCY A410 Social Demography (3)

Choose one additional course (3)

ANTH A410 Food, People, and the Planet  
COMM A460 Science Communication (3)  
EXSC A337 Health and Behavior Change (3)  
HIST A372 History of Illness and Medicine in America (3)  
POLI A370 Introduction to Public Administration (3)  
POLI A374 Introduction to Public Policy (3)

**ELECTIVES (9-10 hours)**

## **TOTAL HOURS – 120**

### **Course Descriptions Public Health**

PUBH A201 Introduction to Public Health. Introduction to the field of public health, including its historical evolution, fundamental concepts, theories and practices in the United States, and its central values and ethical principles. Designed to help students comprehend the magnitude of complex factors impacting health and the tools available to protect and promote health.

PUBH A301 Environmental Health. A study of the environmental factors (behavioral, biological, chemical, physical) that affect environmental quality and public health.

PUBH A350 Issues and Trends in Health Care. This course will address the issues facing healthcare professionals, and will include professional relationships, technology, patient self-determination, health policy, economic, social, gender, transcultural, and spiritual issues. Ethical and legal perspectives will be explored along with strategies for using influence to address these issues.

PUBH A405 Epidemiology. An overview of principles of epidemiology with an emphasis on public health applications. Topics include examination of specific epidemiological tools used to help plan, monitor, and evaluate population health; consideration of methods for population health management; and understanding of factors influential to population health and the strategies that healthcare systems and organizations can implement for control of these factors.

PUBH A325. Health Care and Public Health Policy. Introduction to health care services, including the characteristics and structure of the U.S. health care system and its comparison to other health systems. Key topics include examination of public health policy, laws, ethics, and economics; knowledge of key elements of the health care industry pertaining to medical care and public health; understanding of the interrelated roles of industry; and challenges facing state and national health care systems.

PUBH A330 Evaluation Methods in Public Health. Discussion and application of processes surrounding public health evaluation, including issues of overall evaluation design.

PUBH A360 Sociology of Medicine and Disease. An examination of the concepts of health and illness, the social epidemiology of disease demographic and social factors affecting health, illness behavior, non-traditional medicine and healers, doctor-patient relations, the professionalization of medicine, and social policy affecting health care.

PUBH A480 Health Psychology. A survey of the psychosocial factors that influence wellness, disease, the performance of health behaviors. Illness prevention, management, and treatment will be examined.

PUBH A482 Health Communication. This course examines theory and research relevant to health communication, including interpersonal, organizational, and mass communication approaches. Topics include communication between patients and health care providers, the importance of social support for patients and providers, the role of communication in general model of health and illness as well as health campaigns.

PUBH A499 Experiential Learning in Public Health. A capstone experience designed to provide students with an applied experience in public health. Students may choose a research project under the guidance of a faculty member, or a structured field experience relevant to public health. Internships must provide a representative and meaningful learning experience for the participating student. Requires prior approval.

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
BIOL A243	4	BIOL A244	4		
CHEM A101 or A111	4	STAT A201	3		
MATH A108	3	ENGL A102	3		
ENGL A101	3	SOCY A101	3		
		PSYC A101	3		
Total Semester Hours	14	Total Semester Hours	16	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
BIOL A250	4	PUBH A201	3		
COMM A201 or A244	3	PUBH A301	3		
EXSC A201	3	ENGL A402	3		
SPAN A101	4	SPAN A102	4		
		Concentration-specific course	3		
	14		16		
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
PUBH A325	3	PUBH A360	3		
PUBH A330	3	PUBH A405	3		
PUBH A350	3	Humanities	3		
Humanities	3	American Political Institutions	3		
HIST A101 or A102	3	Concentration-specific course	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
PUBH A480	3	PUBH A499	3		
PUBH A482	3	Concentration-specific course	3		
Concentration-specific course	3	Humanities	3		
Humanities	3	Elective	3		
Elective	3	Elective	3		
Total Semester Hours	15	Total Semester Hours	15		

### Similar Programs in South Carolina offered by Public and Independent Institutions

Identify similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BA and BS in Public Health	120	USC Columbia	Similar core requirement	BA and BS; increased number of science courses (i.e., physics, chemistry)
BA and BS in Public Health	120	USC Beaufort	Similar core requirement	BA and BS; No concentrations
BS in Public Health	120	Lander University	Similar core requirement	Some differences in specific PUBH course offerings. No concentrations
BS/BA Public Health	120	College of Charleston	Similar core requirement	Primarily area of service is the key difference especially practicums etc. Public health degrees are in regional demand to meet the health needs of each region
BS/BA Public Health	120	Charleston Southern	Similar core requirement	Primarily area of service is the key difference especially practicums etc. Public health degrees are in regional demand to meet the health needs of each region
BS in Public Health	120	Coastal Carolina University	Similar core requirement	Some differences in specific PUBH course offerings. No concentrations
BS in Public Health	120	Furman University	Similar core requirement	Private institution

### Public Health programs in South Carolina (2023)

School	BS PH	DPH	MPH	School type
Medical College of SC	N	N	Y	Public
USC Columbia	Y	N	N	Public
College of Charleston	Y	N	N	Public
Lander University	Y	N	N	Public
SC State University	N	N	N	Public
USC upstate	N	N	N	Public
Winthrop University	N	N	N	Public
Clemson University	N	N	N	Public
Coastal Carolina University	Y	N	N	Public

Citadel Military College	N	N	N	Public (military)
Furman University	Y	N	N	Private
Presbyterian College	Minor			Private
Anderson University	N	N	N	Private
Newberry College	N	N	N	Private
Francis Marion University	N	N	N	Public
Charleston Southern University	Y	N	N	Private

## Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor Full-time	PUBH A201, BIOL A390, BIOL A577	PhD Environmental Health Sciences	Current
Associate Professor Full-time	GEOL A103, GEOL A363	PhD Geology	Current
Assistant Professor Full Time	PUBH A301, PUBH A325, PUBH A330	PhD in Public Health or related	Begin in fall 2024.
Assistant Professor Full Time	PUBH A350, PUBH A405, PUBH A499	PhD in Public Health or related	Begin in fall 2026.
Professor Full time	PUBH A360	PhD in Sociology	Current
Professor Full time	PUBH A480	PhD in Psychology	Current
Assistant Professor Full-time	PUBH A482	PhD in Media Studies	Current
University faculty	Communication, Exercise Science, History, Political Science, Psychology, and Sociology		Current

Total FTE needed to support the proposed program: 2.5, 1 new in public health in year 1 with 1.5 existing split across multiple faculties. Year 3 should see the addition of an additional faculty line for public health. The load will be augmented with adjunct faculty as needed.

### Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Faculty: all of the courses except PUBH A301, A325, A330, A350, A405, and A499 are currently taught by faculty in biology, communications, exercise and sports science, psychology, and sociology. A public health faculty will be added initially, and a second public health faculty will be added as students' progress to the upper division curriculum.

Staff: No additional staff members required

Administrative Personnel: No additional administrative personnel required.

## Resources

### Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Through the Gregg-Graniteville Library, students have access to more than 130,000 print volumes, 2,000 physical media items, 250 electronic databases, 178,000 e-journals, 312,000 streaming video and audio titles, and over 1,000,000 e-books. The library currently provides access to several databases and journal packages that can support an undergraduate Public Health degree including *ACS Web*, *Science Direct*,

*SpringerLink, Wiley Online, Sage Journals Online, JSTOR, SciFinder Scholar, Communication Source, Sociological Abstracts, PsycInfo, PsycArticles, CINAHL Ultimate, PubMed and PubMed Central, Medline with Full Text, Lippincott Advisor, Mary Ann Liebert Journals, Health Source: Nursing/Academic Edition, Gale OneFile: Health and Medicine; Consumer Health Complete; PTSDpubs; Academic Search Complete, and Web of Science.*

USC Aiken faculty and students have access to over 120 public health specific, peer-reviewed journals. Since public health is a multidisciplinary field, student research can draw from many of our hundreds of related e-journal titles in Sociology, Psychology, Biology, Exercise Science, Chemistry, Environmental Science, and Communication. Electronic monograph (e-book) and government document holdings specifically in the area of public health in the United States published in the last five years number approximately 150 titles. Print monograph (book) holdings specifically in public health in the United States published in the last five years number under 20 volumes and are inadequate. Additional up-to-date print and ebook titles published in the last five years should be added to improve the collection. An additional \$2,000 annually for five years is anticipated to be added to the library budget specifically to increase these ebook and print monograph holdings.

The current library instruction program and reference services are adequate to meet students' needs. All departments in the university are supported by a library liaison program in which a dedicated librarian and faculty member collaborate on collection development and instruction planning directly with faculty. There are currently three librarians who support the different disciplines represented within the proposal (Biology, Communication, Exercise Science, Psychology, Chemistry, and Sociology). When the public health degree is established, one of the current six faculty librarians will be assigned specifically to be a liaison to the public health program. Interlibrary Loan and PASCAL Delivers are also available for students and faculty.

### **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Additional resources are not required above what is already supported with our current programs. Current support programs include the USC Aiken Center for Student Achievement, the USC Aiken Counseling Center, and the USC Aiken Office of Disability Services.

The USC Aiken Center for Student Achievement provides first year advising, academic-specific tutoring, and academic coaching. After the first year, student advising is done at the department level; however, the Center for Student Achievement provides academic-specific tutoring and academic coaching throughout a student's tenure. The Center for Student Achievement also provides advisory training for all faculty.

The USC Aiken Counseling Center offers counseling services to both full-time and part-time students and provides counseling for a wide variety of concerns.

The USC Aiken Office of disability Services assists students with physical, psychological, or learning disabilities in their college experience through an integration of on-campus services. These services include classroom accommodation and a testing service.

### **Physical Resources/Facilities**

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No additional facility resources are required.

### **Equipment**

Identify new instructional equipment needed for the proposed program.

No additional instructional equipment is required.

### **Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐ Yes

☒ No

We don't see it having anything but a good impact on programs providing viable alternative programs for students to pursue. This should help with retention of students who may have decided to not pursue nursing or pre-health professional programs but still want to be involved in health care. Of course, this is a common migration and to date USCA does not have a good alternative for them. We believe the public health program will be a great alternative for these students.



### Financial Support

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	98,781	98,781		197,562		244,353		447,114		592,686		
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	98,781			197,562		244,353		447,114		592,686		
Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	92,300	92,300		92,300	92,300	184,600		184,600		184,600		
Facilities, Equipment, Supplies, and Materials												
Library Resources	2,000	2,000		2,000		2,000		2,000		2,000		
Other (specify)												
<b>Total</b>	94,300	94,300		94,300	92,300	186,600		186,600		186,600		
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)		+4,481		+103,262		+57,753		+260,514		+406,086		+832,096

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

## Budget Justification

This Public Health program will admit its first cohort in fall 2024. Not only is the interest in this area growing, but our program also provides a favored alternative program for students in areas such as nursing, who change their major during their first and second year. It is also a degree that will have value as a community college transfer program. We will pursue an AA or AS to BS transfer agreement with the technical colleges for this degree. Therefore, we believe the enrollment projection are reasonable expectations of steady growth. Incoming cohorts are expected to be 10-15. Attrition of 2-3 students from each cohort is anticipated.

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

We anticipate that most students who choose to pursue a BS in Public Health will be traditional freshmen who are interested in a career in community or environmental health. However, we also believe that the degree will be a good alternative program for matriculated students who change their majors in their first and second year. We anticipate that this will be particularly true of nursing majors, most of whom are not accepted into the nursing program. These students are not only motivated for a career in community health but will already have the core courses required for the public health degree. Therefore, these students would not substantially add to overall course loads.

The vast majority of our students are from South Carolina and the contiguous counties in Georgia which have in-state reciprocity. This program will be concentrated on serving the regional needs of western South Carolina. Therefore, we will assume 100% in-state tuition rate for students. In-state undergraduate student tuition is at a rate of \$5199 / semester

Public Health faculty salary estimated at \$65,000 salary + 42% fringe and benefits = \$92,300.  
Need 1 new faculty in year 1 and 2<sup>nd</sup> new faculty in year 3, if enrollment projection holds \$92,300.

This program does not require additional equipment, although some library additions will be appropriate and two additional Public Health faculty will be added as the enrollment dictates.

## Evaluation and Assessment

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Assessment of the BS in Public Health program will mirror current practices in our current biology and clinical laboratory science programs.

Public Health majors will be provided with the opportunity to general and human-health related concepts, develop communication skills, and accept responsibilities in scientific settings. Students will study the history, laws, principles, and theories of public health. By graduation, Public Health majors will:

1. Develop critical thinking skills.
2. Apply the Scientific Method.
3. Manage Public Health data and communicate results in a professional manner.
4. Demonstrate an understanding of the history, terminology, principles, and underlying theories of Public Health

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Public Health majors will develop critical thinking skills.	SLO 1. Develop critical thinking skills: a) critique credible evidence to support arguments,	A pre-test will be administered in PUBH A201 and a corresponding post-test during the senior

	b) solve public health-related problems using appropriate strategies.	capstone experience (PUBH A499).
Public Health majors will apply Scientific Methods to real world problems.	SLO 2. Apply the scientific method: a) develop hypotheses and design experiments to solve public health-related problems, b) collect, analyze, and interpret public health data, c) communicate results in both written and oral form	A pre-test will be administered in PUBH A201 and post-test during the capstone experience (PUBH A499).
Public Health majors will manage data and communicate results in a professional manner.	SLO 3. Develop research skills: a) compile and organize relevant information, b) apply public health concepts to design problem-solving strategies, c) complete a public health capstone project.	Communication skills will be assessed in the senior capstone (PUBH 499) using a rubric developed by the department.
Public Health majors will demonstrate an understanding of the history, terminology, principles, and underlying theories of Public Health.	SLO 4. Demonstrate an understanding of the history, terminology, principles, and unifying theories of the biological sciences.	A pre-test will be administered in PUBH A201 and post-test during the capstone experience (PUBH A499).

Each Public Health major following graduation will be followed over a three-year period. For this senior who participates in the senior capstone experience will be asked to provide a permanent email account and telephone number so that we may obtain employment updates over a three-year period. These data will be stored in a departmental database which will be assessed on an annual basis to determine each student's employment status. Students who respond will be coded as employed or not employed in the public health sector. Emails will be managed using Slate CRM system which will allow us to generate student email databases that can be queried for employment information.

All assessment data is uploaded into our EAB Analytics site and reviewed on an annual basis at both the department and university level. Assessment results are used to clarify curricular strengths/weakness, modify the curriculum as appropriate, and to make budgetary requests.

### Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

Council on Education for Public Health

CEPH accreditation

Stand-alone Baccalaureate program

General public health program (BS in general public health)

After an appropriate time to implement the program, build the enrollments and hire an adequate number of faculty we will seek accreditation as a BS program in General Public Health.

We will begin to pursue accreditation when the program can support a minimum of at least 2.5 FTE public health faculty along with the supporting faculty, resources, and staff to ensure appropriate expertise, instruction, opportunities, and assessment requirements for the program. A doctorate level Public Health faculty will be assigned

as the designated leader with an assignment of 0.5 FT to manage the program. The Public Health faculty and especially the designated leader will provide the documentation and framework to culminate with CEPH accreditation.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

☒ No