

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 3 – H (5)
DATE: December 4-6, 2018

SUBJECT

New Certificate: USD Undergraduate Certificate in Health and Culture

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer an undergraduate certificate in Health and Culture. The certificate is intended as an add-on credential providing value to a student's major. The certificate is aimed at students majoring in Anthropology, Sociology, Health Sciences, and Public Health. Graduates will understand healthcare conceptions in different cultures with the overall goal of improving healthcare service quality. Healthcare remains one of the fastest growing sectors of the South Dakota economy.

IMPACT AND RECOMMENDATION

The certificate consists of 12 credit hours comprised of existing courses. The certificate is not designed to stack into an existing degree program. USD currently offers 24 undergraduate certificate programs. USD is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – Undergraduate Certificate in Health and Culture

DRAFT MOTION 20181204_3-H(5):

I move to authorize USD to offer an undergraduate certificate in Health and Culture as presented.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Certificate

| | |
|---|---------------------------------------|
| UNIVERSITY: | University of South Dakota |
| TITLE OF PROPOSED CERTIFICATE: | Health and Culture |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2019 |
| PROPOSED CIP CODE: | 45.0203 |
| UNIVERSITY DEPARTMENT: | Anthropology and Sociology |
| UNIVERSITY DIVISION: | College of Arts & Sciences |

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.

| | |
|--|------|
| Institutional Approval Signature <i>President or Chief Academic Officer of the University</i> | Date |
|--|------|

1. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate Graduate Certificate

2. What is the nature/purpose of the proposed certificate?

The proposed certificate consists of approved courses already available to all students on-campus and online. The primary enrollees are Health Science, Sociology, Public Health, and Anthropology majors who take these courses to enhance their knowledge base and employability in public health professions. The certificate will be identified on their academic transcript and make the expertise in health and culture more evident. Skills unique to this certificate include the ability to engage with people of diverse cultures, learn how healthcare is conceived of in different cultures, examine how people conceive of illness, etc. The overall goal is to improve the quality of healthcare work.

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

This program will benefit students in a variety of majors, including Anthropology, Sociology, Health Sciences, and Public Health. Healthcare and culture care is a subject of broad interest to many undergraduate students and there is currently no formal manner in which they can gain certification in the subject matter.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The primary intended audience for this certificate includes Health Sciences, Sociology, Public Health, and Anthropology majors who desire to enhance their knowledge, skills, and abilities while increasing their chances of being hired ahead of less qualified candidates. The certificate

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

is open to any student in any major, but likely will be most attractive to a student choosing a discipline focused on health care.

- 5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):²** Note: Some of the courses listed below are options. Students should take 2 of the 3 ANTH and SOC courses. They should also take 2 of the 4 HSC courses.

| Prefix | Number | Course Title | Credit Hours | New (yes, no) |
|---|--------|---------------------------------------|--------------|---------------|
| Complete two of the following courses in ANTH or SOC | | | | |
| ANTH | 210 | Introduction to Cultural Anthropology | 3 | No |
| ANTH | 465 | Medical Anthropology | 3 | No |
| SOC | 471 | Medical Sociology | 3 | No |
| Complete two of the following courses in HSC | | | | |
| HSC | 325 | Global Health | 3 | No |
| HSC | 315 | Introduction to Public Health | 3 | No |
| HSC | 380 | Health Literacy and Culture Care | 3 | No |
| HSC | 281 | Human Disease | 3 | No |
| Subtotal | | | 12 | |

6. Student Outcome and Demonstration of Individual Achievement.³

- 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.*

The students demonstrate:

1. Knowledge of global cultures and cultural diversity. Students learn to: Identify and explain the social or aesthetic values of different cultures. In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of diverse philosophical, ethical or religious views.
2. Knowledge of how social and cultural factors impact healthcare and definitions of disease. Students learn to: Identify different cultural contexts and different cultural perspectives on disease. Identify and explain basic concepts, terminology and theories of healthcare from different spatial, temporal, cultural and/or institutional contexts.
3. Knowledge of health literacy and patterns of global healthcare. Students learn to: Apply selected cultural and scientific concepts and theories to contemporary healthcare issues.
4. Knowledge of public health and healthcare standards. Students learn to: Apply selected cultural and scientific concepts and theories to contemporary healthcare issues.

- B. Complete Appendix A – Outcomes using the system form.** *Outcomes discussed below should be the same as those in Appendix A.*

² Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

³ Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.”

7. Delivery Location.⁴

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

| | Yes/No | Intended Start Date |
|------------------|---------------|----------------------------|
| On campus | Yes | 8/20/2018 |

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

| | Yes/No | If Yes, identify delivery methods⁵ | Intended Start Date |
|---|---------------|--|----------------------------|
| Distance Delivery (online/other distance delivery methods) | No | | |

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)?⁶

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

⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁵ Delivery methods are defined in [AAC Guideline 5.5](#).

⁶ This question responds to HLC definitions for distance delivery.

Appendix A

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

| | ANTH 210 | ANTH 465 | SOC 471 | HSC 325 | HSC 315 | HSC 380 | HSC 281 |
|--|-------------|-------------|------------|------------|------------|------------|------------|
| Knowledge of global cultures and cultural diversity. Students learn to: Identify and explain the social or aesthetic values of different cultures In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of diverse philosophical, ethical or religious views. | X | X | X | | | | |
| Knowledge of how social and cultural factors impact healthcare and definitions of disease. Students learn to: Identify different cultural contexts and different cultural perspectives on disease. Identify and explain basic concepts, terminology and theories of healthcare from different spatial, temporal, cultural and/or institutional contexts. | X | X | X | | | | |
| Knowledge of health literacy and patterns of global healthcare. Students learn to: Apply selected cultural and scientific concepts and theories to contemporary healthcare issues. | | | | X | X | | X |
| Knowledge of public health and healthcare standards. Students learn to: Apply selected cultural and scientific concepts and theories to contemporary healthcare issues. | | | | X | X | X | |