

**New Program Proposal
 Bachelor of Arts in Community Health
 University of South Carolina Upstate**

Summary

The University of South Carolina Upstate requests approval to offer a program leading to the Bachelor of Arts in Community Health, to be implemented in Fall 2019 through distance education, blended/hybrid delivery. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal and Revised Editions Received	1/29/19 2/8/19 2/13/19	Not Applicable.
Staff comments to the institution	2/28/19	Staff requested revisions to the proposal to include the following: <ul style="list-style-type: none"> ▪ Follow up institutional approval dates; ▪ Incorporation of interested students and prospective employer feedback for the proposed major; ▪ Any available documentation supporting the acceptance of the technical college courses listed, and any sources material available from Upstate Direct Connect; ▪ Support letters or feedback from local employers/partners/organizations in support of the proposed program; ▪ Clarification on credit hours; ▪ More specifics on similar programs; ▪ More narrative on student support services; ▪ Clarification on technology support costs; and ▪ Any associated stackable credential opportunities for students.
Revised program proposal received	3/8/19	Not applicable.
ACAP Consideration	3/28/18	Representatives from the University of South Carolina Upstate (USCU) introduced the proposal, citing the compatibility of the degree with the USCU mission by aiming to improve the quality of life in the Upstate for better healthcare outcomes and reduction of cost while opening another pathway to healthcare and serving as a retention program for those students who would normally leave if they decided not to pursue typical healthcare pathways. Representatives also explained that there is clear demand for this proposed program due to their research which suggests a 16% increase in demand for these positions over the next decade, and from letters of support, one for the second largest employer in the county. USCU representatives pointed out the curriculum focus on experiential learning, community centered projects and the incorporation of standards from the SC Department of Human Services and SC Community Health Care Worker Association built into

		<p>the curriculum. The proposed program was designed so that anyone with an AA or AS degree will be considered to have meet the general education requirements.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposals with commendation from the Technical College System (TCS) and Orangeburg-Calhoun Technical College for the good relationship with the nursing program and articulation components and would encourage USCU to replicate the same for the entire system to open more opportunities.</p> <p>After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.</p>
Comments and suggestions from CHE staff sent to the institution	4/5/19	<p>Staff requested the proposal be revised to include:</p> <ul style="list-style-type: none"> ▪ The ACAP discussion regarding dialogue with the TCS; and ▪ Any updated institutional approval dates.
Revised Program Proposal Received	4/11/19	The revised proposal satisfactorily addressed the requests.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to the Bachelor of Arts in Community Health, to be implemented in Fall 2019.

University of South Carolina Upstate Student and Program Data

Undergraduate In-State/Out-of-State Enrollment Fall 2018	5,739 (95.08%)/297(4.92%)
Number of Approved Programs in 10 Yrs. (FY 2009- 2018)	13
Number of Terminated Programs in 10 Yrs. (FY 2009- 2018)	3

Industry Related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field¹	2016 Median Income²	2016 Estimated Employment³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Healthcare Practitioners and Technical	\$56,870	124,135	145,742	21,607	1.62%	17.41%
Healthcare Support	\$24,500	57,480	71,496	14,016	2.21%	24.38%

¹ "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal. ² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1> ³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1> * Data downloaded October 8, 2018; Most recent data available.

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 proposed Bachelor of Arts (BA) degree in Community Health is to provide education and training for students interested in the field of health, increase the number of community health workers for organizations in the region and state, and provide students the opportunity to leverage interest in careers in health into viable career trajectories that improve the well-being of the individuals and the communities they would serve. The program incorporates the 11 core competencies identified by the South Carolina [Community Health Worker \(CHW\) training standards](#) and groups those 11 competencies into 3 domains: Communication and Education (4 core competencies); Support, Coordination, and Client Advocacy (4 competencies); and Foundations and Professional Ethics in Health (3 competencies).

The target audience of the bachelor's degree in Community Health is individuals that have identified an interest in a health-related career field outside of the fields and programs in nursing, pre-medical, pre-veterinary, pre-physical therapy, or exercise science. The program allows individuals who desire a profession in a healthcare setting to pursue a program that provides ample and flexible professional possibilities as a member of a trans-disciplinary healthcare delivery team and serves community need. A degree in Community Health offers opportunities for students who leave traditional health care majors such as nursing or pre-med, or who are education or exercise science majors. The Community Health program is designed to allow transfer or community college students to continue the path toward a bachelor's degree and to work in the growing field of health care and community development. Additionally, this program is designed to serve students who seek an educational experience and skill development centered on community knowledge and service that results in a degree with strong employment and workforce need.

The program in Community Health is consistent with and central to the mission of the University of South Carolina Upstate as a regional public institution, as well as its strategic plan's three-pronged focus on providing rigorous, career relevant and accessible education; enhancing the quality of life in the upstate region; and being the University of choice for the community. The proposed program in Community Health is an innovative, career-relevant academic program that specifically aims to provide increased opportunities for students interested in health-related fields in order to enhance retention and recruitment. This Community Health curriculum utilizes clinical experiences and work with field partners in order to prepare students for professional careers and success in the workforce. The proposed program would benefit the region by increasing and enhancing community relationships, partnering to meet workforce demand. The experiential and field-component of the Community Health curriculum would also expand faculty and student engagement in the community and support economic growth for profit and non-profit partners while enhancing campus and regional health, wellness, and diversity. The creation of this program allows the University to engage in the work of professional and economic improvement through enrollment and achievement of a bachelor's degree in a field that maintains steady and growing economic workforce statistics. Additionally, the University's mission of community transformation is aligned closely with this major. Our partnerships with regional health care systems, non-profit entities, schools, and foundations provided the impetus for this degree program – our community requested that we provide opportunities for students to complete high-quality programs that would meet their workforce need.

Community Health Professionals are frontline workers in the implementation of public-health policy and are responsible for helping individuals and populations navigate and access the healthcare system, community services, and adopt healthy behaviors. Community Health Workers focus on community relationships in their work with medical providers, faith and community-based organizations, local schools, and other agencies to promote, maintain, and improve health outcomes for individuals and populations. Community Health Workers will provide culturally appropriate health education and information, give social support and informal counseling, advocate for individuals and community health needs, and facilitate evidence-based chronic disease prevention programs. Community Health Workers build trusting relationships with their patients and strive to improve the health of the patients they serve.

Assessment of Need

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

The need for Community Health Practitioners extends across the public and private sector, and workforce opportunity exists in clinical and hospital / care provider settings as well as in government, non-profit, and foundation work. The degree is purposefully designed to provide students with foundational elements necessary for success in a wide variety of positions, while also offering the opportunity to select electives that focus on a particular element of public health or to leverage coursework being transferred from a community college or other major. The positions available offer an average starting salary in the region of \$43,800, substantially higher for similar positions if hired without a bachelor's degree. The outlook for job demand for Community Health Practitioners is strong.

Efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services regionally, in addition to the statewide and regional goals surrounding population and individual health make Community Health an ideal foundational degree for our citizens who want to work in the field of health and healthcare, but do not wish to go into the medical profession. The State of South Carolina Department of Human Services (SCDHH) and the South Carolina Community Health Worker Association (SCCHWA) have identified that the need is significant and the skill set desirable that expectations regarding training and licensure are being developed. This degree dovetails with Community Health Practitioners serving in the field, and is designed to support the healthcare system, non-profit agencies, and state agencies in pursuing and supporting the health of individuals, families, and communities (see attached letters of support). In the development of this degree, the regional healthcare systems, technical and community colleges, and the Community Health Worker Advisory group articulated the workforce needs as well as student progress and success variables. The result incorporates deep community work and involvement, acknowledgement of existing skills and earned credentials, and a curriculum built to the needs of the region and to the standards of the discipline.

Currently, the Community Health Worker group in Spartanburg has agreed to serve as an advisory group for the proposed degree to assure alignment with employers and regional need. Currently, a handful of students have been admitted to other degree programs with the intent of transferring to Community Health should it be approved, and since January, 8 students not admitted to the Nursing program continue to inquire as to this degree's offering with indications from community college partners that they also have 7-10 students each semester leaving nursing and allied health fields. Additionally, academic advisors report between 8-12 students who wish to move from nursing or Exercise Science to a community health focus.

The United States Bureau of Labor states that in the region, a 16% increase in demand for positions is expected in the next 10 years, a substantial growth than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services. This effort will increase the demand for health educators and Community Health Workers because they teach people how to live healthy lives and how to avoid costly diseases and medical procedures. Furthermore, United States Bureau of Statistics indicate that the location quotient for Community Health workers and health educators is 0.41 and 0.91 respectively. The location quotient represents the ratio of an occupation's share of employment in a given area to that of the occupation's share of employment in the U.S. as a whole. Compared to the other states, South Carolina's location quotient is lower than other states.

As the State of South Carolina Department of Human Services (SCDHH) and the South Carolina Community Health Worker Association (SCCHWA) have identified that the need is significant and the skill set desirable that expectations regarding training and licensure are being developed.

Transfer and Articulation

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

The BA in Community Health is designed to function as a pathway for students attending community colleges in the region, or who have taken community college courses as a part of their workplace education and professional development. The proposed Community Health program was designed with guidance from

Spartanburg Community College partners as well as those working in the field of Community Health to allow students interested in careers in health outside of nursing to have a clear, direct, and affordable path that emphasized job-ready skills that benefit the region.

In addition to the statewide articulation agreement with the community colleges, USC Upstate has partnered with two-year colleges through Upstate Direct Connect which provides the opportunity for students from Greenville Technical College, Spartanburg Community College, Spartanburg Methodist College, or Tri-County Technical College who would like to pursue a four-year degree to be admitted to USC Upstate. Qualifying students with a 2.0 grade point average (GPA) are admitted after completion of 45 semester hours. After the evaluation of the transcript of each transfer student, credit is given to the incoming candidate for courses that match the course content of existing, required courses at USC Upstate. The USC Upstate General Course Catalog addresses the transfer of course credits to USC Upstate.

Specific articulation agreements and MOA/U do not exist regarding this program; however, the course sequence and the program of study will allow additional courses to transfer with specific programs at Spartanburg Community College and Greenville Technical College. The existing articulation agreements include the following courses that are in the Community Health Program of Study.

Technical College Course	USC Upstate School of Education, Human Performance, and Health Equivalent
PSY 203 Human Growth and Development	EDFO 333 Educational Development of the Lifelong Learner
BIO 210 Anatomy and Physiology I	BIOL 243 Human Anatomy and Physiology I
BIO 211 Anatomy and Physiology II	BIOL 244 Human Anatomy and Physiology II
CRJ 210 The Juvenile and the Law	CRJU 343 The Juvenile Justice System
ECD 101 Introduction to Early Childhood	EDCF 201 Introduction to Early Care and Education

Community Health transfer students who have earned an AA or AS degree from a regionally-accredited (for college transfer) technical or community college or have completed the general education requirements at an accredited baccalaureate institution will have satisfied the general education requirements for the Bachelor of Arts in Community Health. A minimum of 30 semester hours must be completed in residence at USC Upstate after acceptance or transfer. This policy applies only to Community Health in School of Education, Human Performance, and Health.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Community Health Workers	1000:16	370	10,400	18%	US Bureau of Labor https://www.bls.gov/oh/community-and-social-service/health-educators.htm
Health Educators	1000:37	843	8,800	14%	US Bureau of Labor https://www.bls.gov/oh/community-and-social-service/health-educators.htm

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Demand for Community Health workers, health navigators, and entry-level human services positions is strong, and these positions register specific qualifications, capacities, and skills that result from specific professional preparation, experiences, and coursework. Community organizations, programs, grants, and interventionist report the need for an intention to hire Community Health Workers in Spartanburg County and the surrounding region.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019	20	24	
2020	29	35	
2021	42	51	
2022	51	59	
2023	70	70	

Explain how the enrollment projections were calculated.

Enrollment estimates are based on new and transfer students who indicated interest in careers in health, with a particular focus on those seeking the ability to immediately enter the workforce with a bachelor's degree. Additional enrollments are drawn from existing student migration from nursing and education, as well as other pre-professional programs such as pre-med. The Hanover Research market analysis of the employment prospects and available positions indicate strong workforce demand, and community partners including area health organizations, hospital systems, and the United Way have expressed interest in a bachelor's degree program in Community Health for employees. The estimated enrollment is based on a variety of types of student enrollments therefore, a cautious approach of 15-20% increase is calculated. Additionally, because of the demographics of USC Upstate students and the appeal of this Program to those currently working, 40% full-time, 60% part-time enrollment is assumed in all calculations.

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

Yes

No

Curriculum

New Courses: List and provide course descriptions for new courses.

The Community Health Program focuses on producing exceptional Community Health Workers (CHW) with an understanding of individual and community health as critical to the economic, educational, and social development of our region and state. Curriculum focuses on achieving competency in community health centered content, theory, and research, and developing the skills to apply that knowledge effectively in the field through experiential learning and community-centered projects.

The Community Health curriculum draws from the 11 core competencies identified by the Department of Health and Human Services in South Carolina; and folds these competencies into 3 domains: Health Communication and Education, Support, Coordination and Advocacy; and Professional Foundations and Ethics in Health. The degree program requires a total of 120-121 credit hours, with 21 credits (5 courses) of core courses, 40-41 credits general education courses (13 courses), 45 credits (15 courses) in the Community Health concentration including internship and senior seminar, and 15 credits (5 courses) from a selection of electives. Within this 38-course program of study, 11 courses (29%) are new and have been developed for this Program. These 11 courses address content necessary to develop the competencies identified by the South Carolina Department of Health and Human Services. If approved, these new courses may prove useful to other majors and programs.

1. CHME 200 Foundations of Community Health (3 credits)- Core

This course introduces students to the field of community health including the social determinants of health, the role of community/public health organizations within the healthcare system, and the impact of educational, social, cultural, and economic variables on individual and community health and wellness. In this course, students will examine the principles of disease, nutrition, substance abuse, and mental health on community and individual outcomes. Students will be introduced to standards of community health research, ethics, and assessment of need, program planning, and service coordination. This course is designed to provide a foundational understanding of the responsibilities, ethics, competencies, and skills of community health professionals.

2. CHME 210 Introduction to Health Policy: Systems of Care (3 credits)-Core

This course introduces students to a framework for systematically analyzing and understanding health policy, its implementation. The content provides a foundational knowledge of the social, political, and economic dimensions of health policy-making in the United States. The course will focus on U.S. policy-making processes, the impact policy has on issues such as accessibility, cost, and quality of health care, and incorporates brief comparisons of health policy in other countries. Topics will include the impact of governmental health policy on the safety of food, water, and environment; health care reform and choice; injury prevention; as well as aging and long-term care. Additionally, students will gain an understanding of the role of community and public health professionals in policy analysis and recommendation.

3. CHME 300 Research and Ethics in Community Health (3 credits)- Core

This course provides a broad overview of community health research principles, standards, and processes as well as an in-depth examination of specific components and methods. Overarching content includes foundations of research, ethics, sampling, measurement, design, analyses, and presentation of results. Research methods examples will be structured within the broad context of public and community health.

4. CHME 350 Chronic and Communicable Disease (3 credits) – Concentration

This course introduces the student to the foundational principles of health education and the role of the discipline of community health in individual and community health. Students will examine the concepts of health and wellness, the determinants of health behavior, community and national health status, the history of health education and health promotion, and influences of disparity and access on educational initiatives and impact.

5. CHME 320 Principles of Health Education and Promotion (3 credits) – Concentration

This course introduces the student to the foundational principles of health education and the role of the discipline of community health in individual and community health. Students will examine the concepts of health and wellness, the determinants of health behavior, community and national health status, the history of health education and health promotion, and the influences of disparity and access on educational initiatives and impact.

6. CHME 330 Mental Health and Illness in Community Health (3 credits)-Concentration

The course examines mental health and mental illness from a community, systems, and ecological perspective. Students will gain an understanding biopsychosocial and cultural influences on the incidence, course, and treatment

of commonly presented mental health disorders and the differential effect of these factors on diverse populations at risk. Course content emphasizes the impact of poverty, race, class, and social causation on mental health and wellness, and includes introduction of the social support model. Students will be introduced to the role of transdisciplinary human service teams, as well as the process of mental health diagnosis, assessment, and intervention. Special attention is also placed on understanding the experience of mental illness, the role of identity and culture, barriers to care, levels of treatment, psychopharmacology, and medication compliance.

7. CHME 400 Environmental Health (3 credits) – Concentration

This course is designed to provide students with an overview of the key areas of environmental health and to introduce students to environmental health as a core discipline within community and public health. Using the perspectives, methods, and tools of community and public health, students will gain an understanding of the interaction of individuals and communities with the environment, the origins and progression of environmental concerns, the potential impact on health of environmental agents, and the dynamics of environmental health in South Carolina and the Upstate region.

8. CHME 410 Case Management and Service Coordination (3 credits) – Concentration

This course introduces to the theory and practice of case management in community health and human services including referral and eligibility for services, planning, and systems of continuous documentation. The course focuses on developing familiarity and facility with accessing and coordinating resources and services, interpreting and utilizing information from other professionals, and the role of community health as a part of a trans-disciplinary team. Ethical and legal issues will be discussed and will address strategies to avoid burnout in the case management role.

9. CHME 420 Community Health and Assessment (3 credits) – Concentration

This course introduces students to the concepts and methods of community health improvement and the role of assessment. This course will cover important community health topics including systems thinking that leads to coordination of health care and public health activities to achieve community health goals; the nature of health and its determinants; the use of quantitative and qualitative methods; data analysis; community mobilization and capacity building; and the impact of current national policy, on community health improvement.

10. CHME 430 Seminar in Outreach Methods and Strategies (3 credits) – Concentration

This course is designed to explore the role and impact of community health / public health, health care policy, and individual identity on human sexual and reproductive health. Students will explore the gender, class, social and cultural dimensions that underlie sexual health and wellbeing, with special attention to the long-term health effects of racism, poverty, and access. During this course, students will be introduced to the research, theories, and principles surrounding human sexual health and behavior as well as the role of community/public health in promoting sexual and reproductive health as states of physical, emotional, mental, and social well-being. The course focuses on sexual health issues including sexual well-being, pregnancy, sexually transmitted diseases, and stigmatization and discrimination against sexual minorities.

11. CHME 489 Community Health Internship (9 credits) - Concentration

The primary purpose of the community health internship course is to provide students the opportunity to become acquainted with the implementation of the principles of community health, work as a part of a team or agency, and appreciate their role as professionals in community health and promotion. This internship experience also provides the student with hands-on experiences in community health, and scaffolds the application of professional skills from theory to practice.

12. CHME 499: Community health Seminar: Advanced Principles of Community Health (3 credits)-Concentration

This course serves as a capstone course in Community Health, covers topics relating to the practice of the community health profession with a focus on the integration of community/public health knowledge, methods, theories, and resources. The course will engage students in professional application of content knowledge, ethics, vulnerable populations, and standards of technical writing and research. Students will discuss and research contemporary issues and emerging concepts in community and public health, including the convergence of new concepts in public health, current legislation local, state, national, tribal, and international public health issues.

Total Credit Hours Required: 120-121

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ENGL 101	3	ENGL 102	3		
MATH	3	NATURAL SCIENCE	3		
INFO TECH	3	HISTORY	3		
FINE ARTS	3	FOREIGN LANGUAGE	3		
SOCIAL SCIENCE	3	CHME 200	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
SPCH 201 & 201R	3	CHME 300	3		
NATURAL SCIENCE	3 (4)	BIOL 230 OR NURS 230	3		
CHME 210	3	NURS 301	3		
EDFO 333	3	SOCIAL SCIENCE	3		
ELECTIVE	3	ELECTIVE	3		
Total Semester Hours	15 (16)	Total Semester Hours	15	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
CHME 320	3	CHME 330	3		
SOCIAL SCIENCE	3	ELECTIVE	3		
CHME 350 OR NURS 308	3	EDCF 346	3		
ELECTIVE	3	HUMANITIES	3		
CHME 340	3	CHME 350 OR NURS 308	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
CHME 400	3	CHME 489	9		
CHME 410	3	CHME 499	3		
ELECTIVE	3	ELECTIVE	3		
CHME 420 OR NURS 310	3				
NURS 301	3				

Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
----------------------	----	----------------------	----	----------------------	--

Similar Programs in South Carolina offered by Public and Independent Institutions

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

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BA/BS in Public Health	120	USC Columbia		Public Health vs. Community Health. Upstate program is hybrid and is fully embedded in community organization and healthcare system. Some courses taught on location. Designed to serve the region
BA/BS in Community and Public Health	120	Columbia College	Some overlap in foundational coursework	Columbia College: Concentrations in Public Health, Community Health and Education, and Healthcare Management. Upstate program is hybrid and is fully embedded in community organization and healthcare system. Some courses taught on location. Designed to serve the region.
BS in Public Health	24	Coastal Carolina	Some overlap in foundational coursework	Public Health vs. Community Health. Coastal: Graduates qualified to apply for health education credentialing. Upstate program is hybrid and is fully embedded in community organization and healthcare system. Some courses taught on location. Designed to serve the region.
Bachelor of Health Science	132	North Greenville University	Some overlap in foundational coursework	Public Health vs. Community Health NGU: Health promotion and education track- Upstate

				program is hybrid and is fully embedded in community organization and healthcare system. Some courses taught on location. Designed to serve the region.
BS in Public Health	122	College of Charleston	Some overlap in foundational coursework	Upstate program is hybrid and is fully embedded in community organization and healthcare system. Some courses taught on location. Designed to serve the region
BS in Public Health	120	USC Beaufort	Some overlap in foundational coursework	Fully online through Palmetto vs. Upstate program is hybrid and is fully embedded in community organization and healthcare system. Some courses taught on location. Designed to serve the region
Bachelor of Health Science	130	Morris College	Some overlap in foundational coursework	Upstate program is hybrid and is fully embedded in community organization and healthcare system. Some courses taught on location. Designed to serve the region

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.)
Full-time tenure track Assistant Professor	Community Health Seminar	Ph.D. from Indiana University and a Master's from the Annenberg School for Communication at the University of Pennsylvania. Also earned a postdoctoral graduate certificate in Health Communication from the Arnold School for Public Health and the School of Journalism at the University of South Carolina.	Teaches in Health Communication at USC Upstate.
Adjunct Professor	Introduction to Community Health Introduction to Health Policy Principles of Health Education Environmental Community Health Case Management and Service Coordination	Doctor of Public Health, Health Policy and Management Norman J. Arnold School of Public Health, University of South Carolina.	Teaches introductory health administration to upper class health administration students Chief Executive Officer ReGenesis Health Care, Inc.

Total FTE needed to support the proposed program:
 Faculty: One full-time tenure track faculty
 Staff: .25 FTE
 Administration: N/A

Faculty, Staff, and Administrative Personnel

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

Community Health Program will add eleven new courses and an internship to the University Catalog. Therefore, one additional faculty will carry a full teaching load of 12 hours, and the rest will be taught by one of the qualified faculty members and/or an adjunct faculty. Internship will be coordinated by the School of Education, Human Performance, and Health Field Experience Office.

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.

The USC Upstate Library provides access to excellent resources with over 240,943 volumes and 730 journal subscriptions. Additionally, among over 13,000 electronic journals, 235,000 full-text journals are relevant to the field of education. There are 22 public reference computers that allow access to the Internet and electronic resources, including the library's online catalog. Within the physical structure of the library, there is a general use computer lab that houses 36 workstations. The Library also subscribes to more than 250 electronic databases. Most of these databases are available to students via remote access using their University username and password procedures.

In addition to the library's online catalog, there is electronic access to more than 250 databases, 489,000 electronic books, and more than 235,000 full-text electronic journals. These resources are available via remote access through a campus proxy server.

Additionally, the Library offers library instruction/information literacy sessions to classes upon the invitation of the instructor. This instruction includes information not only on using the library and its resources but also on using information responsibly as well as finding and evaluating electronic resources available through the Internet. Students are instructed in developing information strategies that will allow them to participate in lifelong learning.

The Library is open total of 82.5 hours per week with on-site and via email reference available. Circulation, reserves, interlibrary loan, and loan through Partnership Among South Carolina Academic Libraries (PASCAL) is available to faculty and students.

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.
USC Upstate Student Success Center

USC Upstate provides student academic support services via the Student Success Center. The Student Success Center provides Academic Support, Advising Services, Career Services, and the Opportunity Network. These programs include services such as tutoring, supplemental instruction, transfer advising, and mock interviews. The Opportunity Network supports traditionally underrepresented students such as first-generation college students with resources to be successful at USC Upstate. USC Upstate also offers targeted support for Non-Traditional students including a Non-Traditional student handbook. Additional student services offered at USC Upstate include Financial Aid, Disability Services, and Counseling.

All of these services can be accessed remotely by students who are online or off-site. In addition, remote advising support for students in SoEHPH. The unit houses two professional academic advisors for advising up to 45 hours, and faculty are available throughout the semester to their advisees.

USC Upstate is in the process of creating a Virtual Student Service Center to consolidate remote access to all student services including registration, financial aid, tutoring, advising, disability services, counseling, etc. In Phase I, the existing remote options will be able to be accessed through a single website that is easy to navigate. In Phase II, more options for remote access and utilization of services will be developed including virtual meeting spaces for tutoring and advising, and a chat function for most services. The Counseling Center already provides distance counseling services in which counseling sessions with trained and certified counselors can be conducted over a private and secure web-based format.

Below please find the mandatory statement included in all SoEHPH syllabi Academic and Non-Academic Support. This document is also available on all course Blackboard pages and is discussed with the students in class each semester.

Harassment, Sexual Violence, Bias, and Discrimination:

The University of South Carolina Upstate is committed to maintaining inclusive learning, living and working environments free from unlawful discrimination and harassment. In accordance with federal law, and University policies, any person who believes they have been subjected to unlawful discrimination on the basis of

race, color, religion, national origin, disability, genetic information, gender or sex, sexual orientation, age, or veteran status; or receives information about or experiences such prohibited conduct to include sexual assault, sexual harassment, stalking or any other unwelcome sexual advance, should contact the EO/Title IX Coordinator, Alphonso Atkins Jr., Chief Diversity Officer and Special Assistant to the Chancellor for Equity and Inclusion. Mr. Atkins can be reached by phone at [\(864\) 503-5959](tel:8645035959) or at equity@uscupstate.edu and his office is located within the Office of the Chancellor in the Stockwell Administration Building, Room 225.

To report unlawful discriminatory conduct or for any additional questions about Title IX and harassment prevention you may also email sexualassault@uscupstate.edu.

Physical and Mental Health:

As a student you may at some time experience health issues that can cause barriers to learning, such as physical health concerns, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating or lack of motivation. Health concerns and stress may lead to diminished academic performance and wellbeing, and may reduce your ability to participate in daily activities. USC Upstate is able to help you confidentially access services and resources both on and off campus. You can learn more about the broad range of physical and mental health services available on campus via <https://www.uscupstate.edu/campus-life/health-and-safety/counseling-services/> <https://www.uscupstate.edu/campus-life/health-and-safety/health-services/>

Safety: [Unnecessary for online courses]

All students are encouraged to program 911 and the University Police phone number 864-503-7777 into their cell phones. In case of emergency, first dial 911. For non-emergencies, business and information call University Police.

The SpartAlert Emergency Notification system is the official process for notifying the campus community of emergencies. All students are encouraged to register in the campusEAN, SpartAlert Emergency Notification System to receive communications during an emergency. The following link includes information on registering as well as safety and emergency procedures information: my.sc.edu/emergency

In the event of a fire alarm, evacuate the building quickly using the nearest exit. Proceed outdoors to the assembly area designated Emergency Evacuation Area away from the building. Do not use elevators.

If the class is notified of a shelter-in-place requirement for a tornado or other severe weather warning, move to the lowest level of this building away from windows and doors. Shelter areas are identifiable by green and white signs on the upper part of hallway walls. Occupants will remain in Severe Weather Shelter Areas until an "All Clear" is given by University Police.

If the class is notified of a shelter-in-place or lock-down in a classroom, move away from windows and lock exterior classroom doors, and close any window blinds. Occupants will remain in a shelter-in-place status until an "All-Clear" is given by University Police.

In event of a lock-down, DO NOT let anyone into the building once the perimeter building doors have been locked. If notified of an active threat (shooter), Run (get out), Get Out (Run), Hide Out (find a safe place to stay) or Fight (with anything available) or Take Out (fight with anything available). Your response will be dictated by the specific circumstances of the encounter.

Academic Supports:

The School of Education, Human Performance, and Health encourages all students to contact their advisor should they need assistance accessing academic resources or have any academic concerns or questions regarding their coursework, program, or progress.

Disability Services. USC Upstate supports the ongoing development of an accessible university that embraces diversity through educational programming, services, resources, and facilities that are usable by all members of the campus community. In keeping with University policy, any student with a disability who requests academic accommodations should contact Disability Services at 503-5199 to arrange an appointment with a Disability

Services staff member. Students are encouraged to seek an appointment as early in the semester as possible, as accommodations are not provided retroactively.

Opportunity Network. First generation college students who meet income guidelines or possess a documented disability may be eligible to participate in Opportunity Network. Opportunity Network provides services including tutoring, supplemental instruction, and study skills assistance. For more information, contact the Center for Student Success located in Room 101 of the USC Upstate Smith Building or call (864) 503-5966

Center for Student Success. The Center for Student Success is a widely used resource for students, which can help in several areas including free tutoring services and assistance with time management, study skills, test-taking strategies, note-taking, etc. These resources include tutoring and supplemental instruction. If you need more information, please see your SoEHPH advisor or review the information online accessed via the Student Success Center: <http://www.uscupstate.edu/studentsuccess/>. For more information, contact the Center for Student Success located in Room 103 of the USC Upstate Smith Building or call (864) 503-5070.

Student Resources – Recreational and Non-Academic

The USC Upstate Campus offers a full recreation program through Spartan Recreation Center. The facility offers eight-lane pool, two gymnasiums, weight room, fitness studio, racquetball courts, and indoor running and walking track. Also outdoor recreation equipment is available for rental with an USC Upstate student ID. The Spartan Recreation Program is committed to promote healthy lifestyles for the campus community by providing activities for students, faculty and staff.

Additionally, Spartan Nutritional Assistance Campaign Food Pantry on the USC Upstate Campus provides food, nutritional information and other basic necessities to USC Upstate students in need. Furthermore, several activities are planned for the students throughout the academic year, such as, Fall Festival, Spring Fling, Exam Study Breakers, Lunch with the Chancellor, Grad Fair, Non-Traditional Student Lunch and Learn, and Welcome back events in Fall and Spring semesters.

Physical Resources/Facilities

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

The School of Education is housed Health Education Complex at the USC Upstate campus. All full-time faculty members are provided individual offices equipped with computers with internet and phone with voicemail. Information technology and instructional technology support is provided to the faculty, staff and students. The first five years of the current physical plant and resources are adequate to provide space for the classes offered. An additional physical plant will not be required in the foreseeable future for Community Health Program.

Equipment Identify new instructional equipment needed for the proposed program.

For the first five years, there is no need for new equipment for this Program.

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

Community Health Program will support and enhance existing health related programs by providing alternative option for the students who would like to stay in the field. Additionally, Community Health Program will support the retention of the existing students.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Tuition Funding	173,724	173,724	42,030	252,180	64,446	367,062	66,446	367,062	95,268	526,776	441,914	1,751,250
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	173,724	173,724	42,030	252,180	64,446	367,062	66,446	367,062	95,268	526,776	441,914	1,751,250
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries	74,600	74,600	4,600	79,200	4,600	79,200	4,600	79,200	4,600	79,200	93,000	391,400
Facilities, Equipment, Supplies, and Materials	5,000	5,000	4,000	9,000	3,500	12,500	3,500	16,000	3,000	19,000	19,000	61,500
Library Resources												
Other (specify)	2,000	2,000	1,000	3,000	1,000	4,000	1,000	5,000	1,000	6,000	6,000	20,000
Total	81,600	81,600	9,600	91,200	9,100	95,700	9,100	100,200	8,600	104,200	118,000	472,900
Net Total (Sources of Financing Minus Estimated Costs)	92,124	92,124	32,430	160,980	55,346	271,362	57,346	266,862	86,668	422,576	323,914	1,278,350

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

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.

The tuition funding is determined based on the estimated of 40% full-time and 60% part-time enrollment with 15-20% increase Fall and Spring semesters. The full-time enrollment is calculated as 12 credit hours and part-time enrollment as 6 credit hours per semester. Tuition is calculated based on 2018-2019 academic calendars when the proposal was prepared: \$5604 full time enrollment per semester and \$467 per credit hour for part-time students.

In addition to USC Upstate School of Education, Human Performance, and Health current faculty, administration, and staff, this Program budget includes one additional full-time faculty and adjunct instructors to teach new courses and practicum experiences. In order to furnish an office space for the new faculty member one time equipment item is addressed in the program budget. Facilities, Equipment, Supplies and Materials line in the budget consists of technology for the faculty and staff, teaching materials and software as well as office supplies.

Program administration costs are comprised of initial startup expense and compensation of the time that will be invested by the faculty members in the 'other' category.

The items that are budgeted under "other" would include such expenses as marketing and recruitment.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Promote an understanding of healthcare concepts and systems	Students will develop the ability to examine, analyze, and evaluate a health policy in relation to the health care systems.	CHME 210 Introduction to Health Policy: Systems of Care Health Policy Case Study
Foster healthcare education for behavior change	Students will be able to construct and evaluate a community level intervention that addresses a current community health issue; and identify individual and community behavioral health in community health practice.	CHME 320 Principles of Health Education and Promotion Community Assessment and Program Plan
Build an understanding of chronic and communicable diseases.	Students will be able to identify health behaviors and systemic supports and barriers to addressing disease; describe the role economic status, ethnicity, culture, race, identity, and political systems play in disease; synthesize and create resources for use by community health efforts in disease management and prevention.	CHME 350 Chronic and Communicable Disease Outbreak Briefing Project CHME 330 Mental Health and Illness in Community Health Mental Health Support Project
Use community assessment in developing culturally competent communication and outreach methods	Students will be able to apply behavioral and social science and health education theory and experience to develop a health program and public health interventions. Additionally students will be able to apply culturally competent communication strategies	CHME 400 Environmental Health Environmental Health Community Assessment Project CHME 420 Community Health Improvement and Assessment Design of Health Promotion Project

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Apply public health concepts and ethics and advocacy.	Students will be able to apply and practice professional skills and dispositions including ethical conduct; also develop resources and provide support for the mission and activities of the internship site	CHME 410 Case Management and Service Coordination Case Management Plan CHME 489 Internship Weekly Journal entries and Internship Summary

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.

The program objectives, assessment and the student evaluations are aligned with the core competencies identified by the South Carolina Community Health Worker (CHW) training standards. Additionally, graduation rate, employment rate and employer satisfaction will be used for the program assessment.

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

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

From: Rivers, Hope <Riversh@sctechsystem.edu>
Sent: Friday, April 5, 2019 4:14 PM
To: FLYNN, CLIF <CFLYNN@uscupstate.edu>
Subject: Re: BA in Community Health

Hi Clif! We support this degree program and look forward to working with you and your team once the program is approved.

Thanks, Hope

Sent from iPhone

From: FLYNN, CLIF
Sent: Sunday, March 31, 2019 8:29 PM
To: Hope Rivers @ St Tech Brd <riversh@sctechsystem.edu>
Subject: BA in Community Health

Dear Hope,

As you know, USC Upstate is pursuing approval of a new BA degree in Community Health. I think this degree provides an excellent career path for students, and is particularly attractive to students from the technical colleges. Students with an AA or AS degree who enroll in this program will be considered to have met their General Education requirements. We appreciate your support and look forward to creating other ways to streamline pathways for technical college students who want to attend Upstate. Let me know if you have any questions about our Community Health degree.

Best,
Clif

Clifton P. Flynn, Ph.D.
Provost and Senior Vice Chancellor for Academic Affairs
USC Upstate
864-503-5635

Up is where we live.
<image001.png>



Office of the Dean
Mary Black School of Nursing

March 7, 2019

SC Commission on Higher Education
1122 Lady Street
Columbia, SC 29201

RE: University of South Carolina Upstate Bachelor of Arts in Community Health Proposal

To Whom It May Concern:

It is with great pleasure that I write this letter in support of the Bachelor of Arts in Community Health Program at the University of South Carolina Upstate. Speaking for the faculty of the Mary Black School of Nursing at USC Upstate as the dean, we see this program as an outstanding opportunity to broaden the opportunities for students interested in community health, but not necessarily in the nursing field.

USC Upstate students have a great impact on the community as a whole, while in school serving in internships and following graduation as leaders and educators. This program will provide an opportunity to broaden the opportunities for graduates to reach others throughout our community and be intimately involved in the healthcare arena.

The Mary Black School of Nursing and the School of Education, Human Performance and Health have collaborated in discussions and planning for this program with a close partnership for course offerings and electives from the nursing major that could enhance the curriculum.

We fully support his initiative and are appreciative of the support of the Commission. Thank you in advance for your consideration and approval.

Sincerely,

Katharine M. Gibb, EdD, MSN, RN
Dean, Mary Black Endowed Chair for Nursing
Wharton Executive Leadership Fellow



84 Groce Road
Lyman, SC 29365
864-439-7760
middletyger.org

March 1, 2019

Nur Tanyel, Ph.D.
USC Upstate School of Education
800 University Way
Spartanburg, SC 29303

Dear Dr. Tanyel;

The proposed curriculum for the Bachelor's Degree in Community Health excites me for both your students, and for non-profits like Middle Tyger Community Center.

Since 1998, MTCC has provided resources that benefit the overall wellness of kids and families. For many years, intern opportunities have been available at MTCC with our:

- Early-Childhood Education Center
- Individual and Family Counseling Program
- Free Health Clinic
- Crisis and Emergency Services Program
- Nationally Recognized Adolescent Family Life Program

However, this is the first time we may have access to students who are obtaining an integrated education in the same way we are providing services to our community. An intern will not only see one aspect of our service delivery, but will be able to experience how we deliver holistic and integrated services to the families in District Five and Spartanburg County at large.

After reviewing the curriculum in January; it was evident how MTCC could benefit from the education and experience to be gained from this new degree program. Over the past 30 years, degree programs have been specific and narrow in their reach, as opposed to the diverse and comprehensive program proposed. Graduates who understand that community health is not only about pills and procedures; but who have solid knowledge of public policy and health, the expertise to identify community needs and the ability to deliver resources, will serve our communities well.

Thank you for this opportunity to contribute our input.

Best Wishes,

Kim Barnett
Director of Operations & Finance
office: 864-439-7760
email: kim.barnett@spart5.net



March 7, 2019

SC Commission on Higher Education
1122 Lady Street
Columbia, SC 29201

RE: University of South Carolina Upstate Bachelor of Arts in Community Health Proposal

To Whom It May Concern:

It is my pleasure to write this letter of support for the University of South Carolina Upstate Bachelor of Arts in Community Health Program.

As a proud 1992 graduate of USC Upstate, a Spartanburg County Commission for Higher Education member and 26 years as an executive for Spartanburg Regional Healthcare System, I recognize the proposed academic program in Community Health would provide opportunities for students interested in health-related fields outside the traditional health care majors. As a community and industry, we have a true need for healthcare professionals at all levels.

The Community Health program would be embedded within our community. It would serve the needs of the upstate and region by expanding student engagement. The program will create future leaders to ensure social support, advocacy, and access to prevention programs thus enhancing regional health wellness and improving the health of patients.

In conclusion, I fully support the efforts of the USC Upstate in the proposal of the Bachelor of Arts in Community Health. I appreciate your consideration of this exciting project.

Sincerely,



David Church, DHA
Vice President
Spartanburg Regional Healthcare System
101 East Main Street
Spartanburg, SC 29301

Spartanburg County Commission for Higher Education – Academic Affairs Chair