

NEW PROGRAM PROPOSAL FORM

Name of Institution: Lander University

Name of Program (include degree designation and all concentrations, options, or tracks):
Bachelor of Science in Health Promotion and Wellness (HPW)

Program Designation:

- | | |
|--|---|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year
Ph.D. and DMA) | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g.,
Ph.D. and DMA) |
| <input type="checkbox"/> 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 2020

CIP Code: 51.2207

Delivery Site(s): Lander University, Greenwood, SC 29649

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education
<input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if
selected) |

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

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

Institutional Approvals	Dates of Approval
a. Nursing Faculty Organization of School of Nursing:	March 25, 2019
b. Dean of School of Nursing:	March 25, 2019
c. Undergraduate Program Committee:	April 3, 2019
d. Provost & Vice President for Academic Affairs	April 3, 2019
e. Curriculum Committee:	April 10, 2019
f. Faculty Senate:	April 23, 2019
g. President:	June 11, 2019
h. Board of Trustees:	June 11, 2019

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 accretive burden of chronic disease, which currently accounts for 7 out of 10 deaths in the United States (US) has warranted new programs in health promotion and wellness. Further, skyrocketing healthcare costs have amplified the significance of health promotion for American Society as well. Health promotion is defined as “any planned combination of educational, political, regulatory and organizational supports for actions and conditions of living conducive to the health of individuals, group, and communities”(Green & Kreuter, 2005, p. G-4). To address this overarching need, the School of Nursing at Lander University proposes the undergraduate program in Health Promotion and Wellness (HPW).

The purpose of the HPW program is to provide foundational knowledge on the principles of health promotion and to prepare students to attain, preserve, and sustain individual and community health. The program will help students to understand the processes affecting individual and community health. The program is designed to equip students to scientifically analyze, develop, and evaluate evidence-based health promotion programs.

The HPW program encompasses multi-dimensional concepts of health that include domains related to physical, mental, emotional, social, cultural, and spiritual well-being. This helps to provide a holistic approach towards preventive health across the life span. The program curriculum revolves around the disciplines related to health and well-being at the individual and community level. Students in this program will graduate with a foundation in health sciences, personal health, and community health. Students will also develop knowledge and experience in designing technology-based health promotion and wellness programs, health behavior theories, social determinants of health, program planning, and evaluation, and experiential learning in selected healthcare settings.

This degree prepares students to seek a career in the area of health promotion, health education, health coaching, and worksite wellness including positions at the educational, clinical, community, and corporate settings as well as at the different public health agencies. This program also prepares students for graduate education, including but not limited to health

promotion, health education, public health, global health, nursing, behavioral science such as psychology, sociology, and allied health. The program will also help students to build necessary competencies to pass the Certified Health Education Specialist's exam (CHES) certification. The CHES designation indicates someone who has met the standards of competence in the area of health promotion and education for professional competency and commitment.

The proposed program aligns with the institutional mission, vision, core values, and strategic plan. Lander's mission statement refers to offering high demand market-driven programs to talented students in South Carolina and beyond in a rich liberal arts environment to produce highly qualified and marketable graduates. Similarly, Lander University's new streamlined vision centers around two objectives-preparing Lander graduates to launch careers or continue their education in graduate programs. Lander's core values include striving to be relevant, timely, innovative, supportive, informed, responsive, competitive, sustainable, ethical, transparent, responsible, and diverse. The HPW was designed with those vision, mission, and core values in its heart. The HPW program was also the result of the University's revised strategic plan that includes developing high demand and market driven programs, strengthening enrollment, and developing graduates who are gainfully employed or admitted to graduate school (Approved 6/2016: <https://www.lander.edu/about/mission-vision-strategic-plan>).

HPW prepares students for high demand and market-driven careers. For instance, Bureau of Labor Statistics suggests the growth rate for jobs such as Health Educators/Community Health Workers (16%), Epidemiologist (9%), and Substance Abuse, Behavioral Disorder, and Mental Health Counselors (23%) are growing at a faster rate than the average job market (7%). Similarly, it also prepares students for graduate programs including but not limited to health promotion, health education, public health, global health, nursing, behavioral science such as psychology, sociology, and allied health. The features of the program such as being innovative, timely, and relevant to the societal need and student's interests match with university core values. The purpose of the HPW program to produce preventive health professionals aligns with university core values to produce informed, competitive, ethical, and responsible professionals.

Assessment of Need

Need for the HPW program is driven at two levels: outside and within the institution.

Outside the institution

The United States (US) spends significantly more per capita on health care than any other nation and has one of the fastest-growing health care costs. According to Centers for Medicare and Medicaid Services, the national health spending of 27.2 billion dollars in 1960 has grown to 3.5 trillion dollars in 2017, which equals to \$ 10,739 per capita. Not only has the size of the health care cost grown significantly but so has its proportion to national Gross Domestic Product (GDP). In 1960, healthcare cost was just 5% of GDP compared to 17.9% of GDP in 2017. One of the leading contributing factors for growth in the healthcare cost is the epidemic of chronic illness in the US. Chronic illness such as heart disease, cancer, and diabetes are responsible for 86% of the health care cost. In addition to the cost, the chronic illness also adversely affects the quality of life by limiting people's capacity to live well, impeding functional status, and making it difficult to enjoy a productive life.

Despite spending nearly twice as much as other developed counterparts on healthcare, the US is still ranked low on various national health indicators. In 2018, the US was ranked 45th in terms of highest life expectancy and 53rd in terms of lowest infant mortality out of 224 countries. A 2017 Health at a Glance report provided by Organization for Economic Co-operation and Development indicates that the US performs well in treating acute conditions in the hospitals, but does not perform well in primary care or chronic illness prevention. Further, at the state level, South Carolina is ranked 43rd healthiest state according to America's Health Ranking Annual report 2018. Similarly, according to the Robert Wood Johnson Foundation 2016 report, Greenwood County is ranked 23rd out of 46 counties in South Carolina for the factors that affect health. These rankings suggest underperformance for overall health compared at various levels and warrants improvement at each of these areas.

Due to the complex etiology of chronic illness, it is costly and difficult to manage. However, many chronic illnesses are preventable. As a result, disease prevention by focusing on modifiable risk factors such as smoking, physical inactivity, diet, etc. is a growing national imperative for controlling healthcare costs and promoting quality of life. In past decades, the US as a nation has indicated in the Healthy People 2020 report, to shift from a sick-care system to a holistic health care system that incorporates the principles of health promotion and well-being. This is also reflected in the Patient Protection and Affordable Care Act (P.L. 111-148) which contains key provisions suggesting a sustained investment in prevention and community-based public health programs. At the local level, the Community Health Needs Assessment 2016 conducted by the Self Regional Healthcare and the Community Health Needs Assessment 2015 conducted by Abbeville Area Medical Center, representing Abbeville and McCormick counties, reported access to cancer screenings, mental health, high blood pressure, obesity, diabetes, physical inactivity, and alcohol/drug use as the most significant community needs. The proposed HPW program is designed to address those needs by preparing professionals to promote individual and community health in different healthcare settings.

Potential employers of Health Promotion and Wellness Program graduates were queried regarding their interest and hiring of graduates. Kim Moody, Vice President of Operation of Wesley Commons Continuing Care Retirement Community, indicated that Wesley Commons is interested in hiring graduates of the proposed program to work in their state-of-art Wellness Complex. She shared that two former directors of the Wellness Complex held master's degrees in Health Promotion, but the position is currently held by an individual with a Bachelor's Degree. When asked would you be willing to have Lander's Health Promotion and Wellness students intern in your organization, she responded, "Absolutely, we offer a wide variety of classes and programs related to health promotion and wellness for our residents." She invited faculty of the program to come for a tour of the Wellness Complex and suggested a tour of the complex be incorporated into the Health Promotion and Wellness Curriculum.

Mr. Ernest Shock, Chief Nursing Officer of Abbeville Area Medical Center, indicated that nurses do most of the education related to health promotion and wellness in his organization. He stated that graduates of the Health Promotion and Wellness Program would be a great asset in helping their Home Health Department and Community Outreach Services address some of the findings from their Community Health Needs Assessment.

Mrs. Shenicka McCray, Upstate Nursing Director, for the South Carolina Department of Health and Environmental Control (SCDHEC)- Upstate Region, shared that there is a wide spectrum of public health careers, but some of the most common are health educators, epidemiologists, social workers, statisticians, administrators, and nurses. She also shared that SCDHEC utilizes Health Educators to implement many of their preventive and surveillance programs. The proposed HPW program will produce health educators to serve the State of South Carolina and especially the rural counties that make up the GLEAMNS service area surrounding Lander University.

Within the institution

Nursing is the highest desired major for first-year students at Lander University. According to Lander's July 7, 2019 Applicant and Admit Report 943 students were enrolled for fall 2019. Three hundred and five (33%) are nursing majors. Traditionally about 40% of the first-year nursing majors actually progress to the upper level of the program. Approximately 52% of initial nursing majors will continue at Lander but pursue a major other than nursing.

Currently, Nursing is the only professional health program offered by Lander University. The HPW program will be a significant addition to the School of Nursing as well as for the overall University as students continue to seek health-related careers and academic programs. The program will serve as a means of meeting student demand for health-related education that cannot be fulfilled by the Bachelor of Science in Nursing program.

The HPW program is distinctly different than nursing yet intellectually complementary. The HPW program will serve those students who are interested in a career in a health-related field that focuses on health promotion, disease prevention and wellness in contrast to the nursing that focuses on diagnosing, treating and managing disease and illness.

Noticeably, faculty and other resources within the nursing department can be leveraged immediately to increase the breadth and depth of the HPW curriculum. Lander University is currently piloting interest in the HPW major under the Bachelor of Science, Interdisciplinary Studies (IDS) Degree. There are currently thirteen students enrolled in the IDS HPW pilot program. Twelve of the thirteen students changed their major from nursing to IDS-HPW, indicating significant interest in the HPW field as a viable degree program for those desiring a career in health care.

Recently, a survey was conducted among current IDS-HPW students to gain their perspective on the IDS-HPW program and the proposed HPW program. Five (5) of the students indicated that they choose IDS-HPW to stay in the health care field. Four (4) students reported that IDS-HPW seemed to be viable degree after discontinuing nursing due to similarity in some core courses. All students who participated (n=9) in the survey suggested they would prefer to join the new Bachelor of Science in HPW program instead of current IDS-HPW program as it will give them an opportunity to get a specific degree of their interest. All students who participated in the survey also suggested that students who are in similar situation (seeking a career other than nursing in the healthcare field) would be interested in HPW program as an alternative degree option under the school of nursing.

Following are some excerpts taken from the survey:

“With HPW program you can become a public health service employee and work in various sectors”

“Yes, it (HPW program) makes changing your degree an easy transition because what you have already taken pertains to this major”

“Yes I do (interest in HPW program). I started off as a nursing major and decided to go this (IDS-HPW) track after nursing did not work out. This will give other students (like me) to find out more about different jobs in the health field.”

“ (With HPW program)...I want to be a health educator or work in the health department or some type of human/social services program”

The IDS-pilot program is truly interdisciplinary and it is comprised of existing coursework from nursing and other disciplines depending on students interest such as psychology, healthcare management, and sociology. The proposed HPW program will still maintain basic nursing science foundation courses but will incorporate a competency-based framework for health education specialist. After the launch of the proposed program, students will be encouraged to transition from the IDS module to this program.

Transfer and Articulation

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

Lander University abides by the intent and provisions of the State Policy on Transfer, available on the by South Carolina Commission on Higher Education (SCCHE) and South Carolina Transfer and Articulation Center (SC TRAC). Lander University has already partnered with Piedmont Technical College (PTC) and Greenville Technical College (GTC) for the optimal transition of PTC and GTC graduates into Lander University. Once the HPW program is approved by SCCHE and the Commission on Colleges of the Southern Association of Colleges and Schools, Lander University will work with PTC, GTC and other two-year colleges on articulation agreements to ensure access and affordability at Lander University. Lander University will work closely with the institutions offering the graduate program to ensure that Lander University students are properly advised and prepared for graduate studies in areas related to health promotion, health education, public health, and other relevant graduate programs.

Employment Opportunities

Introducing the HPW program at Lander University will allow students to seek a career in rapidly expanding health sectors. National labor statistics for the search term “health promotion” is not available; however, since health education is interchangeably used for health promotion, the data for health educators was used to explore employment opportunities. According to the Bureau of Labor Statistics, health educators and community health workers jobs are expected to grow at the rate of 16%, which is more than a double the national average job growth rate of 7%. The national median pay for health educators and community health workers for 2017 was reported as \$45,360.

At the state level, Occupational Supply and Demand Systems report a high demand for baccalaureate-prepared Health educators (<http://www.occsupplydemand.org>). Thus, the HPW program will provide the immediate opportunity for employment in this field upon graduation. The following table provides more detail information for various positions related to health education and health promotion at the state and national level.

Table 1. Employment opportunities for careers related to the HPW program

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Health Educators and Community Health Workers	1250	1460 (16.8%)	118,500	137700 (16%)	Source National data: www.bls.gov Sources State data: www.projectionscentral.com (website directed from U.S. Department from Labor for state data)
Fitness trainers and Instructors	3890	4250 (9.25%)	299,200	329200 (10%)	
Health Specialties Teachers, Postsecondary	3070	3920 (27.69%)	194,610	219,909 (13%)	
Healthcare social worker	2080	2550 (22.6%)	168,190	201828 (20%)	
Healthcare support workers, All others	480	510 (6.25%)	88,990	104118 (11.7%)	

In addition to the careers mentioned above, graduates from the HPW can also move on to careers as a dietitian, education specialists, public health researchers, corporate wellness coordinators, health coaches, environmental health educators, teen pregnancy prevention coordinators, health policy advocates, and health administrators.

Also, in addition to the national and state data, local potential employers have also shown positive outlook towards the HPW program. Several of them have expressed interest in hiring graduates with HPW degree from Lander University (details provided on page 4).

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The HPW graduate can effectively apply their skills in various settings at local, state, national, and international level which includes medical care settings, senior living and nursing homes, community centers, public health settings (e.g.: DHEC, CDC), fitness centers, hotels and resorts, life and health insurance companies, primary and secondary schools and colleges, and international governmental organizations (e.g.: United Nations, World Health Organizations).

Description of the Program

Table 2. A first five-year projection for the total student enrollment in the HPW program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	20	20	N/A
2021-2022	22	22	N/A
2022-2023	24	24	N/A
2023-2024	27	27	N/A
2024-2025	29	29	N/A

Explain how the enrollment projections were calculated.

The year one number (n=20) is based on the thirteen students who are currently enrolled in the Bachelor of Science in Interdisciplinary Studies (IDS), Health Promotion and Wellness major as a pilot program. In addition to these students, we expect seven more students to enroll based on the current growth and interest of the current IDS-HPW and nursing programs.

The growth projection for the following years is based on two indicators. For the higher education enrollment for comprehensive teaching institutions, the South Carolina Commission on Higher Education (SCCHE) projects growth of 5.8% between 2014-2023. Similarly, the Bureau of Labor Statistics suggests the growth rate of 16% for Health Promotion related jobs from 2016-2026. These data suggest potential growth for HPW program as well. For this proposal, future growth is moderately assumed at 10%. The growth opportunity suggests that the HPW program will not only be viable in the School of Nursing at Lander University but also have a strong probability to grow in the long term while meeting societal needs.

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.

A list of all new courses with catalog type description

1. HPW 165.INTRODUCTION TO HEALTH PROMOTION

This course provides an overview of general principles and concepts of health, health promotion, and health education. Theoretical models from various disciplines will be used to understand why people fail to adopt health promoting behaviors. Prerequisite: admission to the health promotion and wellness major. *Two credit hours.*

2. HPW 233.PHARMACOLOGY BASICS FOR HEALTH EDUCATORS

This course provides an overview of the categories of pharmacological agents used in primary and tertiary prevention to promote health and manage chronic disease. *Three credit hours.*

3. HPW 235.LIFESPAN WELLNESS

This course examines health promotion strategies and programming that promote and retain wellness for persons across the life span. The course integrates human development, teaching-learning concepts, health promotion strategies, and early detection of disease, and instructs the student on how to tailor health education and health interventions to influence the health behavior of those representing specific population groups. *Three credit hours.*

4. HPW 236.NUTRITION

This course focuses on the role of nutrition in the promotion of health and wellness across the life span. The course advances knowledge of proteins, carbohydrates, lipids, vitamins, and minerals, including their ingestion, digestion, absorption, transportation, and metabolism. This course introduces a variety of alterations in nutrition, focusing on the prevention of obesity and weight management. It will examine the nature, extent, and consequences of obesity in the development and prevention of chronic disease and illness. *Three credit hours.*

5. HPW 240.HEALTH EDUCATION

This course will introduce health education pedagogy, adult education theories, and coach-client relationship principles used in health coaching to promote effective and sustainable behavior change. It will include the integration of health coaching strategies to evaluate and develop health literature for clients across the lifespan and in a variety of settings. *Three credit hours.*

6. HPW 242.HEALTH AND WELLNESS ASSESSMENT

This course will introduce assessment and health promotion for the individual and family. The topics will include health assessment of infants, children, adults, and geriatric clients. The students will develop hands-on experience in developing physical assessment skills and

assessing health history by integrating underlying concepts of development, communication, and health promotion. This course will include supervised learning experiences in nursing laboratories, clinical/community settings, and/or simulated environments. ***Four credit hours (3, 1).***

7. HPW 291.INNOVATIONS IN HEALTH PROMOTION AND WELLNESS PRACTICE

This course will explore the theory underlying selection and use of technology to engage individuals, families, organizations, and communities in health promotion and wellness strategies. This course focuses on the application of technology to develop basic strategies in health assessment and basic health promotion interventions. Additional topics include contemporary practices in health promotion and wellness, as well as Complementary and Alternative Medicine and Spiritual Health. ***Three credit hours.***

8. HPW 303.SCHOLARSHIP AND EVIDENCE-BASED PRACTICE

In this course, students are introduced to becoming a consumer of research. Emphasis is placed on reading, analyzing, and evaluating research articles. This course will help students build a foundation to conduct or participate in research activities. Prerequisites: Grade of a "C" or better in MATH 211. ***Three credit hours.***

9. HPW 325.SOCIAL DETERMINANTS OF HEALTH

This course focuses on the systematic study of the social and economic conditions under which people live that determine their health. This course will explore how socio-environmental factors, such as income, living conditions, education, infrastructure, religious affiliation, healthcare, social capital, stress, gender, and race, affect health and longevity. This course will also examine the role of public policy in shaping health outcomes for communities. ***Three credit hours.***

10. HPW 345.HEALTH PROMOTION AND DISEASE PREVENTION

This course introduces the impact of chronic conditions on the health of individuals and populations and includes exploration of innovative disease prevention programs. This course includes clinical hours in a work setting. ***Three credit hours (2,1).***

11. HPW 346.WELLNESS AND AGING

This course will provide an overview of healthy aging and wellness promotion for the older adult. The course will discuss healthy aging, health perspectives and aging, multiple dimensions of wellness, and age-associated diseases and prevention strategies. This course includes practicum hours in a long-term care setting. ***Five credit hours (3,2).***

12. HPW 393.MENTAL HEALTH AND SUBSTANCE ABUSE

This course is designed to examine and promote emotional, spiritual, social, and mental wellness. This course will also explore the social, psychological, pharmacological, and legal aspects of the use of chemical agents, i.e., drugs, narcotics, alcohol, and tobacco, which affect behavior. ***Three credit hours.***

13. HPW 415.EPIDEMIOLOGY AND BIOSTATISTICS

This course introduces and applies the principles of epidemiology and study design needed to support population-based and community health assessment and evaluation. Basic and more

advanced methods are covered as appropriate, with applications to public health and community contexts, and integration with biostatistics. Prerequisites: Grade of a "C" or better MATH 211.

Three credit hours.

14. HPW 417.COMMUNITY HEALTH

This course offers students a basic introduction to community health. The class will present health issues with a focus on a community. As a result, the student will learn about public health approaches to health assessment, health promotion, and disease prevention. This course includes practicum hours in community settings. ***Five credit hours (3,2).***

15. HPW 425.PROGRAM PLANNING, IMPLEMENTATION, AND EVALUATION

This course provides instruction in the development, delivery, and evaluation of health programs to targeted populations. The course focuses on proposal writing, workshop planning, and special programming for target groups, communities, and populations. Students will also learn how to present their program proposals in both written and oral formats. Prerequisites: Grade of a "C" or better MATH 211. ***Three credit hours.***

16. HPW 499.PROFESSIONAL DEVELOPMENT

This course is designed to help students with professional development, career structuring, and advanced preparation in the area of health promotion and wellness. Topics may vary depending on contemporary issues. This course is taken in the final year of nursing coursework.

Prerequisite: admission to the health promotion and wellness major. ***Three credit hours.***

Table 3. Outline of Curriculum

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
BIOL 202: Human Anatomy	4	BIOL 203: Human Physiology	4		
ENGL 101: Writing and Inquiry	3	ENGL 102: Writing and Inquiry II	3		
MATH 121, MATH 123 or MATH 141	3	Foreign Language	3		
General Education	3	General Education	3		
LINK 101	1	MATH 211: Introduction to Statistical Methods	3		
Elective	3				
Total Semester Hours	17	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
CHEM 105 (Essentials of Inorganic, Organic, and Biochemistry) or CHEM 111 (General Chemistry)	4	CHEM 106 (Essentials of Inorganic, Organic, and Biochemistry) or CHEM 112 (General Chemistry)	4		
HPW 165: Introduction to Health Promotion	2	HPW 235: Lifespan Wellness	3		
BIOL 204: Microbiology	4	NURS 310: Current Perspectives in World Health	3		
General Education	3	General Education	3		
NURS 304: Pathophysiology	3	General Education	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
HPW 233: Pharmacology Basics for Health Promotion	3	HPW 345: Health Promotion and Disease Prevention	3		
HPW 240: Health Education	3	HPW 346: Wellness and Aging	3		
HPW 242: Health and Wellness Assessment	4	HPW 236: Nutrition	5		
HPW 291: Innovation in Health Promotion and Wellness Practice	3	HPW 393: Mental Health and Substance Abuse	3		
Total Semester Hours	13	Total Semester Hours	14	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
HPW 303: Scholarship and Evidence Based Practice	3	HPW 417: Community Health	5		
HPW 425: Program Planning, Implementing, and Evaluation	3	HPW 499: Professional Development	3		
NURS 415: Epidemiology and Biostatistics	3	Elective	2		
Elective	3	Elective	3		
HPW 325: Social Determinants of Health	3	FALS	0		
Total Semester Hours	15	Total Semester Hours	13	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.

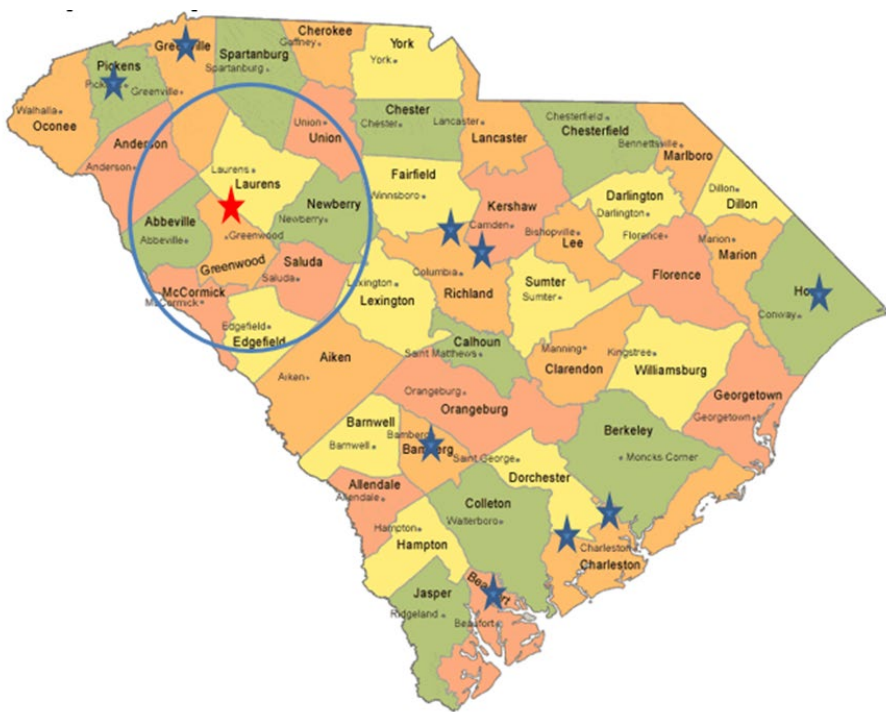
Table 4. Comprehensive list of the similar program currently offered within the state

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.A./B.S. in Public Health	120	University of South Carolina (USC), Columbia	<ul style="list-style-type: none"> The B.S. in Public Health from USC and the B.S. in Health Promotion and Wellness from Lander both begin with introductory course work in biology and chemistry. There is a significant amount of similarity in the upper-level course offerings. 	<ul style="list-style-type: none"> USC offers a B.A and B.S in Public Health. Lander will only offer a B. S. in Health Promotion and Wellness. USC's program has a broader focus on public health, and Lander's program of Health Promotion and Wellness is a subset of the Public Health domain. USC's program is housed in the Arnold School of Public Health, and Lander's program is housed in the William Preston Turner School of Nursing. USC's program is accredited by the Council on Education for Public Health (CEPH)
B.S. Health Promotion and Behavior	122-124	Clemson University	<ul style="list-style-type: none"> Both programs have an overall aim of preparing graduates to assess health problems, develop, implement, and evaluate health promotion. There is a significant amount of similarity in the program content. Both programs prepare the student to take the Certified Health Education Specialist Exam. 	<ul style="list-style-type: none"> Lander's curriculum differs from Clemson's curriculum in that the first two years share a track with the nursing curriculum. Clemson's program has 2-4 more credit hours and is housed in the Department of Public Health Services. Students completing Clemson's program will earn a Bachelor of Science in Health Science with the following concentration options: Health Promotion and Behavior, Leadership for Cardiovascular Technology, Preprofessional Health Studies, and Health Services Administration. Clemson's program is accredited by the Council on Education for Public Health (CEPH)
B.S. in Public Health	120	University of South Carolina (USC), Beaufort	<ul style="list-style-type: none"> The B.S. in Public Health from USC and the B.S. in Health Promotion and Wellness from Lander both begin with introductory course work in biology and chemistry. There is a significant amount of similarity in the upper-level course offerings. 	<ul style="list-style-type: none"> USC's program has a broader focus on public health, and Lander's program of Health Promotion and Wellness is a subset of the Public Health domain. USC's program is housed in the School of the Professions, which includes Business Administration, Education, Hospitality Management, Nursing, and Public Health. Lander's program is housed in the William Preston Turner School of Nursing and will serve as the second undergraduate major to be offered by the School of Nursing.
B.A./B.S. in Public Health	122	College of Charleston	<ul style="list-style-type: none"> The B.S. in Public Health from the College of Charleston and the B.S. in Health Promotion and 	<ul style="list-style-type: none"> Like USC, the College of Charleston offers a B.A and B.S in Public Health. Lander will only offer a B. S. in Health Promotion and Wellness.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
			<p>Wellness from Lander both begin with introductory course work in biology and have several courses in common.</p>	<ul style="list-style-type: none"> • The College of Charleston program has a broader focus of public health, and Lander’s program of Health Promotion and Wellness is a subset of the Public Health domain. • The curriculum at the College of Charleston is an aspirational program in that it offers many options for meeting required courses. • Lander has been approached by regional health care practice partners to develop future emphasis and certificates to complement the HPW degree, such as Genetic Counseling Assistant Certificate (Greenwood Genetics Center) and Geriatrics Care Certificate (Wesley Commons Continuing Care Retirement Community).
B.S. in Public Health	120	Coastal Carolina University	<ul style="list-style-type: none"> • The B. S. in Public Health from Coastal Carolina is a generalist degree that has a health promotion focus. • Students in both programs complete course work in the management of disease and illness, epidemiology, statistics, and program assessment, development, and evaluation. 	<ul style="list-style-type: none"> • Coastal Carolina’s public health degree has a broader focus and Lander’s program of Health Promotion and Wellness is a subset of this Public Health domain. • Coastal Carolina’s curriculum offers options from required categories to allow students to tailor their educational experience. Initially, Lander’s program will begin with select courses but plans to add course options for a more individualized and customizable education experience. • Coastal Carolina’s program is accredited by the Council on Education for Public Health (CEPH)
B.S. in Health Promotion ; B.S. in Public Health	125	Charleston Southern University	<ul style="list-style-type: none"> • Charleston Southern and Lander require students to complete a strong liberal arts core that includes course work in science, math, and English. • The upper-level course work in the two programs is very similar. 	<ul style="list-style-type: none"> • There is a five credit hour difference between the two programs. • Charleston Southern University is a private Christian University, and Lander University is a public comprehensive
B.S. in Public Health	120	Voorhees College	<ul style="list-style-type: none"> • Both programs include a liberal arts core and have very similar content offered at the upper level. 	<ul style="list-style-type: none"> • Voorhees College is a private, historically black liberal arts faith affiliated institution. • Lander is a state-assisted, comprehensive, regional University.
B.S. in Public Health	128	Benedict College	<ul style="list-style-type: none"> • The public health program at Benedict and the HPW program at Lander provide similar at the upper level. 	<ul style="list-style-type: none"> • Benedict’s program requires 128 credit hours and Lander’s program requires 120 credit hours. • Benedict is a private co-educational liberal arts institution that offers a public health degree. • Public Health has a broader focus, and Lander’s program of Health Promotion and Wellness is a subset of this Public Health domain.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.S. in Health promotion and wellness	132-133	North Greenville University (NGU)	<ul style="list-style-type: none"> There is a significant amount of overlap in the program content. 	<ul style="list-style-type: none"> North Greenville University is a private liberal arts institution affiliated with the South Carolina Baptist Convention and offers a Bachelor of Health Science Degree with an emphasis in Health Promotion and Education. Lander University is a state-assisted, comprehensive, regional University and will offer a stand-alone Bachelor of Science Degree in Health Promotion and Wellness.
B.A. and B.S Community and Public Health	Unable to determine	Columbia College	<ul style="list-style-type: none"> There is significant amount of overlap in the program content, especially the required Pre-Nursing Track. 	<ul style="list-style-type: none"> Students attending Columbia College can attain a Bachelor of Science or a Bachelor of Art in Community and Public Health Columbia College is a private, liberal arts college. Columbia College offers some co-ed programs but is historically a women's college. Lander University is a state-assisted, comprehensive, regional University and will offer a stand-alone Bachelor of Science Degree in Health Promotion and Wellness.
B.A and BS Health Sciences and Public Health	Unable to determine	Furman University	<ul style="list-style-type: none"> Minor similarities 	<ul style="list-style-type: none"> Furman University is a private liberal arts and science institution formally affiliated with the South Carolina Baptist Convention and offers a Bachelor of Science and a Bachelor of Arts degree in Health Sciences and Public Health. Furman does not have a nursing program. Lander University is a state-assisted, comprehensive, regional University and will offer a stand-alone Bachelor of Science Degree in Health Promotion and Wellness The course offerings between the proposed program and the Public Health Program and Health Sciences Program at Furman are significantly different.
B.S. Public Health	Unable to determine	South University	<ul style="list-style-type: none"> Unable to access curriculum for comparison 	<ul style="list-style-type: none"> South University's Public Health curriculum provides a broad general education, strong foundation in the human health and disease sciences, and core areas of public health. Whereas, Lander's program of Health Promotion and Wellness is a subset of the Public Health domain.

The programs listed above are very similar in credit hours and content, but the map below illustrates that Lander University is geographically positioned to offer a health promotion or public health degree program to citizens living in the Greenwood, Laurens, Edgefield, Abbeville, McCormick Newberry, and Saluda (GLEAMNS) counties. Like many of the programs referenced in the table above, Lander's HPW program is designed to serve a specific geographical area and student population.



Faculty

Table 5. Faculty List

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 the industry, etc.)
Full-time tenure track Assistant Professor	<ol style="list-style-type: none"> 1. Epidemiology and Biostatistics (HPW 415) 2. Health Promotion Program Planning, Implementation, and Evaluation (HPW 425) 3. Research for Evidence-based Practice (HPW 303) 4. Professional Development (HPW 499) 	<p>Ph.D. in Health Promotion - University of Oklahoma, Norman, OK</p> <p>Masters of Science in Health Promotion-University of Oklahoma, Norman, OK</p> <p>Master of Business Administration (MBA) and Entrepreneurship (dual)- Oklahoma State University, Stillwater, OK</p> <p>Currently teaches equivalent courses, NURS 111, NURS 415, NURS 425, IDS 101, and 499 in Bachelor of Science Interdisciplinary Studies: Health Promotion and Wellness Program</p> <p>Currently teaches NURS 203 and PEES 175 in the General Education Curriculum</p> <p>Currently teaches NUR 651- Research for Evidence-based Practice in Graduate nursing program</p>	<p>Postdoctoral Fellow, University of South Carolina, Columbia</p> <ul style="list-style-type: none"> ▪ Developing mindfulness-based exercise intervention for people living with HIV/AIDS <p>Co-founder and Director of Operations, MetCel, LLC</p> <ul style="list-style-type: none"> ▪ Established and led the operation for a start-up venture spin-off from Oklahoma State University Responsible for raising and managing more than one million dollars from different funding public and private organizations. <p>Certified Health Education Specialist (CHES)</p>

<p>Full-time non-tenure track Lecturer</p>	<p>1. Introduction to Health Promotion (HPW 165) 2. Lifespan Wellness (HPW 235)</p>	<p>Master of Science in Nursing: Nursing Education Clemson University, Clemson, South Carolina</p> <p>Bachelor of Science in Nursing Clemson University, Clemson, South Carolina</p> <p>Currently teaches IDS 101-will be replaced with HPW 165.</p> <p>Teaches NURS 165 a parallel course in the BSN program.</p> <p>Teaches NURS 235 a parallel course in the BSN program.</p>	<p>Institute for Healthcare Improvement Open School- Patient Safety, Quality Improvement, Leadership Certificate</p> <p>Interpreting in the Medical Setting-Upstate Area Health Education Center</p> <p>Registered Nurse (4 years)</p>
<p>Full-time tenured Assistant Professor</p>	<p>Pharmacology Basics for Health Educators (HPW 233)</p>	<p>Master of Science in Nursing: Leadership in Health Care Systems with an emphasis in education Regis University Denver, Colorado</p> <p>Bachelor of Science in Nursing Georgia Baptist College of Nursing Atlanta, Georgia</p> <p>Teaches NURS 233 a parallel course in the BSN program.</p>	<p>Registered Nurse (2000-20007) University of Colorado Hospital Denver, CO</p> <p>Registered Nurse (2007-2018) Self Regional Healthcare, Greenwood, SC</p> <p>Registered Nurse (19 Years)</p> <p>Certified Nurse Educator</p>
<p>Full-time tenure track Assistant Professor</p>	<p>Health Education (HPW 240)</p>	<p>Master of Science in Nursing: Education Georgia Baptist College of Nursing, Mercer University Atlanta, Georgia</p> <p>Currently teaches NURS 293, Maternal Newborn Nursing. Patient Education is a critical skill for all nurses but especially for obstetrics nurses, ideally preparing them to develop and teach the HPW 240 Health Education Course.</p>	<p>9/2015-5/2016-Clinical Instructor Anderson University</p> <p>8/2014- 8/2015- Senior Lecturer University of North Georgia</p> <p>8/2010-8/2014- Assistant Professor Georgia Highlands College</p> <p>7/2001-08/2010- Staff Nurse Labor and Delivery Wellstar Health System</p>

		<p>Bachelor of Science in Nursing Georgia Baptist College of Nursing Atlanta, Georgia</p>	<p>1/2014-7/2014-Cobb Hospital</p> <p>2/2005-8/2005- Phone Triage Pediatrics Wellstar Health System</p> <p>8/2007-2/2008-Clinical Lead Pediatrics Wellstar Health System</p> <p>1/2001-7/2001 -Staff Nurse Mother/Baby Northside Hospital</p> <p>7/2000-1/2001 - Staff Nurse Labor and Delivery Wellstar Health System</p> <p>1999-7/2000-Office Nurse Internal Medicine Piedmont Physicians Group</p> <p>Registered Nurse (20 Years)</p>
Adjunct 1	<p>MS, MPH, or terminal degree HPW 236 HPW 325</p>	Health Promotion, Health Policy or related field	
Adjunct 2	<p>PhD, MS in Health Information Technology) HPW 291 HPW 242</p>	Experience in health promotion, information technology	
Adjunct 3	<p>MSN or DNP HPW 345 HPW 346</p>	Nursing	
Adjunct 4	<p>MSN or DNP HPW 393 HPW 417</p>		

Total FTE needed to support the proposed program: 5
Faculty: 1 existing; 2 new
Staff: 1 existing; .5 new
Administration: 1 existing

Faculty, Staff, and Administrative Personnel

A full time Assistant Professor was hired to support the Bachelor of Science Interdisciplinary Studies: Health Promotion and Wellness Program. He has been critical in the development of courses for this program and the proposal for the Bachelor of Science in Health Promotion and Wellness Program. Three other full-time faculty members are available to teach in the program as referred in the table.

Additional adjuncts will be used as needed to teach select courses until year 3. In year 3, it is projected that two new full-time faculty members will be needed to support growth. These hires will have a terminal degree in health promotion or a related field.

In year five, it is expected that an Administrative Specialist will be needed to support the Health Promotion and Wellness Program (50%) and Online Nursing Programs (50%). There is already one existing Administrative Specialist for Nursing that will contribute to this program as well.

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.

- a. Library and learning resources (Physical Collection): With established academic programs such as nursing, health-care management, and exercise science, the Larry A. Jackson Library has an adequate physical and electronic collection of resources. The library currently holds close to 50 monographs, which deal specifically with healthcare management or healthcare administration. Further, the HPW faculties will work with the librarians to continuously build and improve, and update the collection to meet the needs of students enrolled in the HPW program.

Also, through the PASCAL Delivers Catalog, students have access to additional titles. With the addition of "Pickup Anywhere Functionality," students retrieve materials found in this catalog from public universities and colleges in the state. For materials owned outside the state of South Carolina, the library assumes the cost of borrowing materials from other institutions. Materials owned in the physical collection are mailed to students at their home address for the length of a standard borrowing period.

- b. The library will work with the HPW faculties to acquire any additional resources deemed necessary for the success of the program including a collection of Lippincott, Williams, and Wilkinson periodicals available through OVID, ProQuest Nursing, and Allied Health Source.
- c. The electronic collections consist of a variety of resources acquired through PASCAL, South Carolina's DISCUS program, licensed by Lander. The library invested funds in upgrading from the base package of resources offered by PASCAL to ensure continued access to CINAHL, and new resources for the library Academic Search Complete and Business Source Complete. According to EBSCO, CINAHL has full text for more than 760 journals with full text dating back to 1937. CINAHL also has full text for more than 275 books and

monographs, indexing for more than 4,900 journals, and full text for 130 Evidence-based Care Sheets. Recently, the library purchased a database called Films on Demand which contains both full-length documentary films and segments from a variety of high-quality publishers such as Films for the Humanities and Sciences, the BBC, TED, and PBS. There are a total of 1,869 titles dealing with Health and Medicine, with additional titles added monthly. All electronic databases are available to online 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.

Lander University has an Academic Success Center (ASC) that offers a Peer Tutoring Program free of charge to students. This service is linked to many courses and will be utilized with the new major in Health Promotion and Wellness.

The ASC also provides academic advisement to first-year students. Full-time faculty serve as advisors for sophomore, junior, and senior students. These advising services are already covered as costs, and the expectations for faculty to serve as advisers are already established.

Lander also has an Office of Student Affairs and Wellness Center available to serve students. The office of Student Affairs oversees all areas such as campus recreation, career services, dining services, housing and residence life, off-campus student services, student activities, and university police. The Wellness Center offers a variety of health care services, programs and information resources to help students maintain optimal emotional and physical health in order to reduce or eliminate any barriers to their personal and professional growth.

Physical Resources/Facilities

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

- a. The School of Nursing is housed in Barratt Hall on the Lander campus. The physical space at Barratt Hall will be adequate to provide space for the proposed program.
- b. Modifications to the facilities will not be necessary to accommodate the proposed HPW program.

Equipment

Identify new instructional equipment needed for the proposed program.

No additional instructional equipment will be needed for the program. As the program grows, the appropriate investment will be made to meet future needs.

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.

No.

About twenty-five percent of Lander's freshmen class identify nursing as their desired major, but not all complete the program for various reasons. The HPW under the School of Nursing will provide an additional option for students who would desire a career in healthcare, but after a few semesters determine that nursing is not the best career path for them.

In terms of course load and advising, we do not expect a significant change immediately. The current Assistant Professor hired for the IDS-HPW program in Fall 2018, currently serves as a dedicated advisor for IDS-HPW and will be the primary advisor for HPW students. Also, initially, there won't be significant course load adjustments as most of the courses are being covered in the IDS-HPW and nursing programs. However, with growth of the program, additional faculty and staff are proposed by year three (see the budget justification page 25).

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$214,000	\$214,000	\$235,400	\$235,400	\$256,800	\$256,800	\$288,900	\$288,900	\$310,300	\$310,300	\$1,305,400	\$1,305,400
Program-Specific Fees	\$0	\$0	\$1,600	\$1,600	\$5,360	\$5,360	\$8,480	\$8,480	\$9,340	\$9,340	\$24,780	\$24,780
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal, Grant, or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$214,000	\$214,000	\$237,000	\$237,000	\$262,160	\$262,160	\$297,380	\$297,380	\$319,640	\$319,640	\$1,330,180	\$1,330,180
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$0	\$78,600	\$0	\$78,600	\$150,700	\$219,700	\$150,700	\$219,700	\$171,250	\$240,250	\$472,650	\$836,850
Facilities, Equipment, Supplies, and Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$78,600	\$0	\$78,600	\$150,700	\$219,700	\$150,700	\$219,700	\$171,250	\$240,250	\$472,650	\$836,850
Net Total (Sources of Financing Minus Estimated Costs)	\$214,000	\$135,400	\$237,000	\$158,400	\$111,460	\$42,460	\$146,680	\$77,680	\$148,390	\$79,390	\$857,530	\$493,330

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.

Tuition is based on the current tuition rate of \$5350/semester for full-time enrollment. Fees are included for several of the courses in the program and are used for course and lab supplies. Two new faculty will be added in year 3, and one new Administrative Specialist added in year five. Only half of the salary of the Administrative Specialist is included since they will provide services for the existing Nursing program as well. Costs for the new positions include salary plus 37% for benefits. For existing faculty teaching in this program, cost has been calculated using a percentage of full-time faculty pay and is based on courses taught in this program in relation to a typical course load. Adjunct pay is calculated based on the current adjunct pay rate. Adjunct cost decreases by 50% in year 3 when the new faculty members are added.

Evaluation and Assessment

The HPW program evaluation and assessment will include overall evaluation and program specific evaluation. Overall evaluation will follow the format from the School of Nursing. Overall evaluation is an annual process for evaluating attainment of the four (4) program goals. The program objectives listed below will be evaluated on an annual basis using data from annual employer surveys, student and alumni surveys, and data obtained from Certified Health Education Specialist certification exam report (<https://www.nchec.org/ches>). This data will be reported to faculty at the end of each year and considered for continuous program improvement. We currently survey students the semester of graduation and post-graduation at year 1 and year 5. We plan to use the same intervals with the HPW program. The indicators of this evaluation will include.

- 80% of the cohort will graduate with a Bachelor of Science Degree in HPW within five years of entering the program.
- 75% of graduates seeking certification will receive a credential
- 75% of HPW graduates who seek employment in a related role will be employed within one year of graduation
- 80% of Student/Alumni Feedback will be satisfactory or higher

For the program specific objectives and learning outcomes we have adapted *A Competency-Based Framework for Health Education Specialists 2015* from National Commission for Health Education Credentialing. The details of program specific objective, learning outcomes, primary courses, and methods of assessment in provided in following table.

Program objectives HPW graduates will be able to:	Learning outcome Students be able to...	Primary Courses	Assessment Method
I. Assess Needs, Resources, and Capacity for Health Education/Promotion	I.1 Plan assessment process for health education/promotion	HPW 415	Course Exams
	I.2 Access existing information and data related to health	HPW 303	Literature Review

Program objectives HPW graduates will be able to:	Learning outcome Students be able to...	Primary Courses	Assessment Method
	I.3 Collect primary data to determine needs	HPW 303	Literature Review
	I.4 Analyze relationships among behavioral, environmental, and other factors that influence health	HPW 325	Course discussion, & exams,
	I.5 Examine factors that influence the process by which people learn	HPW 240	Health literacy presentation
	I.6.Examine factors than enhance or impede the process of health education/promotion	HPW 325	Course discussion, & exams,
	I.7 Determine needs for health education/promotion based on assessment findings	HPW 425	Pilot Project
II: Plan Health Education/Promotion	II.1 Involve priority populations, partners, and other stakeholders in the planning process	HPW 425	Pilot Project
	II.2 Develop goals and objectives	HPW 425	Pilot Project
	II.3 Select or design strategies/interventions	HPW 425	Pilot Project
	II.4 Develop a plan for the delivery of health education/promotion	HPW 425	Pilot Project
	II.5 Address factors that influence implementation of health education/promotion	HPW 425	Pilot Project
III: Implement Health Education/Promotion	III.1 Coordinate logistics necessary to implement plan	HPW 240	Comprehensive Teaching Project
	III.2 Train staff members and volunteers involved in implementation of health education/promotion	HPW 240	Comprehensive Teaching Project
	III.3 Implement health education/promotion plan	HPW 240	Comprehensive Teaching Project
	III.4 Monitor implementation of health education/promotion	HPW 240	Comprehensive Teaching Project
IV: Conduct Evaluation and Research Related to Health Education/Promotion	IV.3 Select, adapt, and/or create instruments to collect data	HPW 291	Technology and data base reviews
	IV.4 Collect and manage data	HPW 291	Technology and data base reviews
	IV. 7 Apply findings	HPW291	Technology and data base reviews

Program objectives HPW graduates will be able to:	Learning outcome Students be able to...	Primary Courses	Assessment Method
V: Administer and Manage Health Education/Promotion	V.2 Manage technology resources	HPW291	Technology and data base reviews
	V.3 Manage relationship with partners and other stakeholders	HPW 417	Exams & Experiential Learning
	V.4 Gain acceptance and support for health education/promotion programs	HPW 417	Exams & Experiential Learning
	V.5 Demonstrate Leadership	HPW 417	Exams & Experiential Learning
	V.6 Manage human resources for health education/promotion programs	HPW 417	Exams & Experiential Learning
	VI: Serve as a Health Education/Promotion Resource Person	V.1 Obtain and disseminate health related information	HPW 240
V.2 Train others to use health education/promotion skills		HPW 240	Comprehensive Teaching Project
V.3 Provide advice and consultation on health education/promotion issues		HPW 240	Comprehensive Teaching Project
VII. Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession	V.1 Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques	HPW 499	Discussion and HPW Career Portfolio
	V.2 Engage in advocacy for health and health education/promotion	HPW 499	Discussion and HPW Career Portfolio
	V.3 Influence policy and/or systems change to promote health and health education/promotion	HPW 499	Discussion and HPW Career Portfolio
	V.4 Promote the health education profession	HPW 499	Discussion and HPW Career Portfolio
Courses including HPW 165, HPW 233, HPW 235, HPW 236, HPW 242, HPW 345, HPW 346, and HPW 393 are foundational courses that provide basic health related knowledge used to inform decisions in the courses listed above.			

In addition to these two sets of evaluations, the School of Nursing will also conduct curriculum review. Curriculum Review is an annual process in which each required course in the HPW curriculum is reviewed for content, relevancy, placement in curriculum, and alignment with the National Commission for Health Education Credentialing's recommended competencies for Health Education Specialist. During the annual review process, Course Design Maps are reviewed and updated.

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.

No, the institution will not seek accreditation initially but plan to pursue accreditation in the future after evidence of sustainable enrollment and demand for the program. Anticipate considering accreditation after year five of the program.

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

Yes, graduates of the HPW will be prepared and qualified to sit for the Certified Health Education Specialist (CHES) exam administered by the National Commission for Health Education Credentialing, Inc.

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

The HPW curriculum is designed using the Competency-Based Framework for Health Education Specialist, 2015, which is based on the Health Education Specialist Practice Analysis (HESPA) model. This model consists of 258 Sub-competencies, organized into 36 Competencies within 7 major Areas of Responsibility. Students will complete course work with a grade of C or better that addresses the Seven Areas of Responsibilities and Competencies for Health Education Specialist as a part of the HPW curriculum. The Seven Areas of Responsibility of Health Education Specialist are:

1. Assess Needs, Resources, and Capacity for Health Education/Promotion
2. Plan Health Education/Promotion
3. Implement Health Education/Promotion
4. Conduct Evaluation and Research Related to Health Education/Promotion
5. Administer and Manage Health Education/Promotion
6. Serve as a Health Education/Promotion Resource Person
7. Communicate, Promote, and Advocate for Health and the Profession of Health Ed/Promotion

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