



**U N I V E R S I T Y O F**  
**SOUTH CAROLINA**  
**BEAUFORT**

**Program Planning Summary**

**Name of Degree: Bachelor of Science**  
**Major: Health Promotion**

**University of South Carolina Beaufort**

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**Dr. Harris Pastides, President**

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**Date**

## **Program Planning Summary**

University of South Carolina Beaufort (USCB)

Bachelor of Science

Major: Health Promotion

CIP code: 51.2207

**Program Designation:** This is a *New Program Proposal* for a Bachelor of Science degree in Health Promotion. The degree will require a minimum of 120 credit hours of coursework, to include 37-47 hours of general education, 12 hours of program requirements, and 57-61 hours of coursework in the health promotion major and related electives.

**Designation of Undergraduate Program:** Four-year program

**Program qualifies for supplemental Palmetto Fellows Scholarship/LIFE Scholarship awards:** Yes

**Proposed Date of Implementation:** Fall 2014

**Justification of Need for the Proposed Program:** Despite its designation as the world's wealthiest country, second only to Malta in health expenditures as a percentage of gross domestic product, the U.S. ranks 49<sup>th</sup> out of 222 ranked countries in infant mortality and 50<sup>th</sup> out of 221 ranked countries in life expectancy ([www.cia.gov](http://www.cia.gov)). Within the U.S., South Carolina ranks as the 45<sup>th</sup> healthiest state according to the 2011 edition of the benchmark report, *America's Health Rankings* ([www.americashealthrankings.org](http://www.americashealthrankings.org)). As for counties within South Carolina, Beaufort County ranks 1<sup>st</sup> out of 46 counties in overall health, distantly followed by its neighboring counties of Jasper (28<sup>th</sup>), Hampton (30<sup>th</sup>), and Colleton (32<sup>nd</sup>) ([www.countyhealthrankings.org](http://www.countyhealthrankings.org)). While Beaufort County consistently receives the top ranking, it is grossly misleading given its cultural, racial, and socioeconomic diversity that makes for an ever-present gap between the haves and have-nots. Overall, these rankings suggest that the health of Americans in general, and in particular those residing in the region served predominantly by USCB, deserves priority status. This is perhaps best exemplified by reports that more than 60% of U.S. adults are overweight or obese, despite evidence for a host of co-morbidities that accompany this phenotype. It is not surprising, therefore, that the rates of chronic diseases, many with modifiable risk factors and thus largely preventable, continue to increase and burden the U.S. healthcare system. In fact, chronic diseases such as heart disease, cancer, stroke, and diabetes are responsible for 7 of 10 deaths among Americans each year and account for 75% of the nation's health spending. As a result, disease prevention is a growing national imperative. This is specifically addressed in the recent healthcare reform act signed into law by President Obama which contains key provisions that provide a sustained national investment in prevention and public health programs. In other words, the healthcare reform act is intended to move the Country from today's sick-care system to a true health-care system that encourages health and well-being. In order for such change to occur, there will be a greater emphasis placed on the core public health function of health promotion, commonly defined as "the multidisciplinary field of practice that is concerned with designing, implementing and evaluating interventions that enable individuals, families, groups, organizations and communities to play active roles in achieving, protecting and sustaining health" (adapted from the *Joint Committee on Health Education Terminology*, 1991). It therefore stands to reason that the academic preparation of health promotion practitioners will be required to successfully address the enormity of the health problems facing this nation.

**Anticipated Program Demand and Productivity:** The Classification of Instructional Programs (CIP 2000) defines Health Promotion as a program that focuses on the application of educational and communications principles and methods to the promotion of preventive health measures and the education of targeted populations on health issues, and prepares individuals to function as public health educators and health promotion specialists. The shortage of primary care physicians and specialty nurses has been well documented, much more so than the public health workforce shortage.

This is due, in part, to the diverse nature of the occupations under the public health umbrella, including that of health promotion practitioner. The public health workforce has clearly diminished in recent years, however, with 50,000 fewer public health workers in 2000 than in 1980. This workforce reduction has occurred while the U.S. population continues to grow and aging baby-boomers tax an already overburdened healthcare system. In addition, one-fourth of all public health professionals are eligible to retire as of this year, further contributing to what is estimated to be a shortage of a quarter million public health workers by 2020. Still, the severity of such a workforce shortage in the U.S. pales in comparison to the “major mismatch” between population needs and the available public health workforce in developing countries (Confronting the Public Health Workforce Crisis, 2008). It is thus fortunate that nationally, there is increasing interest across campuses and across the undergraduate curriculum in topics related to public health. This is reflected in a rise of public health majors and minors at both two- and four-year institutions. A 2008 survey by the Association of American Colleges and Universities found that 137 of its 837 members, or 16%, offered a major, minor or concentration in public health at the undergraduate level (see [http://www.aacu.org/public\\_health/catalog\\_scan.cfm](http://www.aacu.org/public_health/catalog_scan.cfm)). This renewed interest in the public health profession is attributed by many to an increased social consciousness among today’s students, highly publicized public health challenges such as AIDS and the 9-11 terrorist attacks, and the realization that the world’s people have become almost one community. USCB is confident that many of its students will be attracted to a health promotion major for the same reasons. Students with a degree in the growing field of health promotion can expect to find employment in community, commercial, or school environments, in federal government agencies, non-profit organizations, independent living facilities or gated communities with onsite health promotion facilities, or in a corporation involved with health, education and physical activity. The program will prepare students for graduate work in health-related fields.

At present, nursing is the lone health sciences degree offered at USCB, having significantly more qualified student applicants than can be accommodated. Those unsuccessful nursing applicants, while meeting USCB’s admissions criteria, typically pursue their education elsewhere given the complete absence of a related major. While USCB does offer a biology degree, its orientation is largely environmental science and thus it holds little appeal for those interested in the health sciences. According to USCB’s Nursing Department Chair, health promotion would be a viable degree option for those failing to gain entrance into the nursing program or having an interest in promoting health, but in a non-clinical setting. The Chair estimates that approximately 15 of those prospective students would choose health promotion as an alternative career path. In addition, USCB continues to expand its athletic programs, with over 150 student-athletes in Fall 2012. According to USCB’s Athletics Academic Advisor, approximately 10-15 student athletes currently on campus would enroll in such a major if it existed. She also indicated that health promotion would likely be among the most popular majors, if not the most popular, for student-athletes in general. It is also noteworthy that of the fifteen majors offered by USCB, those of a professional nature having a significant experiential component have proven to be of greater popularity, something likely driven by the possibility of future employment. Taken together, health promotion is apt to be an attractive degree option for a variety of reasons, and one well suited to the South Carolina Lowcountry with its large, underserved rural population, extreme health disparities, and growing geriatric population (for the period 2000 to 2010, those  $\geq 65$  years increased 76.1% from 18,754 to 33,032 in Beaufort County alone).

**Assessment of Extent to Which the Proposed Program Duplicates Existing Programs in the State:** The increased development nationally of public health majors and minors was mentioned earlier. Within South Carolina, USC Columbia’s Arnold School of Public Health has recently resurrected its undergraduate public health major (which has quickly grown to about 300 students) and now offers an undergraduate minor in Health Promotion, Education and Behavior. Clemson University offers a B.S. in Health Science with a concentration in Health Promotion and Education within its Department of Public Health Sciences. The College of Charleston offers a major in Physical Education with a concentration in Health Promotion, as well as a major in Community Health and

Preventive Medicine. Lastly, among public universities within the State, Coastal Carolina offers a Health Promotion major with either general cognate, a communication option, an exercise science option, or health services leadership option. Thus, Coastal Carolina is the only public option in South Carolina for the undergraduate to major specifically in health promotion, though the opportunity to pursue the discipline as a minor or concentration does exist elsewhere. As for the offerings of private universities in the State, Charleston Southern offers the B.S. degree in Health Promotion, while North Greenville University awards the B.S. in Health Promotion and Wellness. As the nearest of these programs is about 1.5 hours removed from most Lowcountry residents, they do not represent options for pursuit of a health promotion degree for students wishing to study within commuting distance of their homes. Also, two of the three private institutions are Baptist Christian universities, which will itself deter some students from matriculating.

In Georgia, Armstrong Atlantic University offers a Bachelors of Health Science with a public health track, while Georgia Southern University offers an undergraduate major in Health Education and Promotion. Both Georgia-based institutions, however, pose the same geographical challenge for Lowcountry residents. With the price of gasoline, such a geographical challenge is also accompanied by a financial burden, particular for residents of Jasper, Hampton, and Colleton counties which in 2010 ranked 34<sup>th</sup>, 29<sup>th</sup>, and 25<sup>th</sup>, respectively, in per capita personal income among the 46 South Carolina counties.

**Relationship of the Proposed Program to Existing Programs at the Proposing Institution:** As mentioned earlier, nursing is currently the lone health sciences degree offered at USCB. It is universally accepted that health promotion is an increasingly important aspect of a nurse's role. As such, health promotion is a logical choice to expand academic opportunities in the health sciences given that it is distinctly different from nursing, yet intellectually complementary. Importantly, faculty resources within the Nursing Department can be leveraged to immediately increase the depth and breadth of the health promotion curriculum, with expertise and course offerings in gerontology, transcultural health, and community health. Likewise, USCB's Human Services major and its newest degree, Communication Studies, provide relevant curricula for the health promotion student. Other existing courses of potential value include Personal and Community Health (within the Early Childhood Education major), Nutrition (within the Hospitality Management major), and Alcohol and Drug Abuse (within the Sociology major). Importantly, once developed, unique courses within the Health Promotion curriculum are apt to have relevance to students within several other majors. Clearly, a Health Promotion major has enormous potential to enhance the connectivity between academic programs and their faculty, thereby engendering collegiality and contributing to the collective good of the University. Lastly, as most health promotion curricula include some experiential learning, several existing USCB majors (e.g., Human Services, Hospitality Management) can serve as stellar examples of how this educational method is implemented and assessed.

**Relationship of the Proposed Program to Other Institutions via Inter-Institutional Cooperation:** USCB has a substantial record of partnering on collaborative initiatives in the education arena in the state, region, and world. With this new program, such initiatives will be strengthened and serve as a foundation for future cooperation. The Health Promotion program at USCB articulates with other two-year programs around the state in the fields of Health Sciences and Education. When USCB has its own health promotion program in place, articulation agreements and stronger relationships will be developed with the Technical College of the Lowcountry and other technical colleges in the state to ensure ease of transfer for students who wish to advance their education with a baccalaureate degree. Clearly, a percentage of our majors will pursue graduate degrees in health promotion or a closely related discipline. Consequently, USCB will work closely with USC Columbia and other institutions to ensure that students are properly advised and prepared for graduate studies if they choose to do so.

## Outline of curriculum

<b>I. USCB GENERAL EDUCATION REQUIREMENTS</b>		<b>37-47</b>
<b>II. PROGRAM REQUIREMENTS (C OR BETTER REQUIRED)</b>		<b>31-32</b>
<b>Numerical &amp; Analytic Reasoning</b>	BMTH 111 & BSTA 201 Elementary Statistics (fulfills general education requirement)	6
<b>Liberal Arts</b>	BPSY 101 & BSOC 360 (fulfills Liberal Arts requirement)	6
<b>Natural Science</b>	BBIO 243& 244 and an approved Chemistry elective (fulfills general education requirement)	12
<b>Global Studies &amp; Multicultural Understanding</b>	BANT 452 Medical Anthropology or BNUR 330 Transcultural Health (fulfills Global Studies and Multicultural Understanding requirement)	3
<b>Nutrition</b>	BHRM 340 Nutrition	3
<b>Physical Education</b>	BPED 104 Personal Fitness and Weight Control or BPED 202 Foundations of Coaching	1-2
<b>III. MAJOR REQUIREMENTS (C OR BETTER REQUIRED)</b>		<b>42</b>
<b>300 Level Courses</b>	BNUR 310: Biophysical Pathology (3) BHPE 315: Health Problems in a Changing Society (3) BHPE 320: Chronic Disease and Risk Reduction (3) BHPE 325: Introduction to Health Promotion (3) BHPE 330: Principles of Epidemiology (3) BHPE 340: Introduction to Environmental Health (3) BHPE 360: Therapeutic Drugs, Alternative Drug Therapy, and Drugs of Abuse (3) BHPE 370: Fitness in Health Promotion (3)	
<b>400 Level Courses</b>	BHPE 400: Global Health Promotion (3) BHPE 415: Examining Health Inequalities (3) BHPE 440: Health Communication (3) BHPE 450: Health Promotion Program Development (3) BHPE 460 Health Promotion Research and Evaluation (3) BHPE 490: Internship in Health Promotion (3)	
<b>IV. ELECTIVES (choose elective credits required for degree completion)</b>		<b>0-10</b>
<b>TOTAL HOURS REQUIRED</b>		<b>120</b>

**Total New Costs Associated with Implementing the Proposed Program (General Estimates):** There are USCB faculty and instructors already teaching in a variety of existing degree programs that will contribute to a Health Promotion major. Nonetheless, its implementation would require the hiring of two full-time faculties, each specializing in one or more subdisciplines of health promotion. Estimated salaries, including fringe, for these two terminally-degreed faculties would total \$160,000. Newly-hired faculty would be expected to teach both introductory and advanced courses, while developing a sustained, extramurally-funded research program. There will be modest costs associated with the program for office supplies and materials and library resources. New library collection costs are estimated at \$10,000 over the first five years. Equipment and supplies will be minimal and will consist of approximately \$4,000 in new costs for a computer and supplies for two new faculty members. There will be no new facilities needs or costs. It is anticipated that tuition revenue would be sufficient to cover faculty costs from the program's inception.