SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND TITLE OF PROGRAM:	**Bachelor of Science, Global Health**
INTENDED DATE OF IMPLEMENTATION:	**Spring 2023**

☒ **Please check this box to confirm that:**

- The individual preparing this request has read AAC Guideline 2.4, which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

_____   ___8/17/2022___
President (or designee) of the University   Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. **What is the general nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.**

   The Bachelor of Science (BS) in Global Health complements South Dakota State University's (SDSU) existing accelerated nursing program housed at NSU, allowing students to obtain two BS degrees, i.e., in Global Health (NSU) and in nursing (SDSU), in 3.5 years. In the first 2.5 years, students will complete coursework in pre-nursing and Global Health at NSU and then matriculate to SDSU's 12-month accelerated nursing program to complete their Bachelor of Science in Nursing (BSN) degree. Upon completion of the nursing program, students will receive a BS degree in Global Health from NSU as well as a BSN from SDSU. The BS in

Global Health degree capitalizes on the strengths of NSU and bridges disciplines to address health care needs locally but also globally. The BS in Global Health degree only exists in the presence of the SDSU nursing accelerated program, thus functioning as a dual-degree. The BS in Global Health combines a myriad of disciplines to provide students with the skills and experiences to communicate effectively in global contexts but also understand global cultures and health care services.

The BS in Global Health provides a basic understanding of public health from a worldwide perspective and consists of general education as well as standard core courses to capture this understanding. In this program, students may learn about culture, history, politics, and ethics in relation to human health and wellness. The contextualized learning of global perspectives and cultures combined with practical learning life sciences and health care prepares students to take on a wide variety of professional roles locally, nationally, and internationally, most notably hospitality services and health care services.[1] This program builds upon an existing partnership between NSU and SDSU to implement an inter-institutional model to serve students and take full advantage of resources at each institution. The general purpose of this dual-degree Global Health (NSU) – Nursing (SDSU) is three-fold:

1) to provide increased educational opportunities for students from the region;
2) to extend and clarify educational opportunities for students; and
3) to provide students with a dual-degree that complements the liberal arts, life sciences, and health care, where students complete content coursework in global health (NSU) and nursing (SDSU).

The Global Health degree combines cultural and communication studies, history, government, languages, ethics, and statistics to offer students a vibrant and accessible curriculum to keep up with current global trends and market needs. This background, combined with nursing, allows students to be effective health care professionals in a global community. Each institution will cover administration, advising, assessment, and degree curriculum pertinent to their degree and provide an excellent resource and product to students. Once completing this program, students will receive a BS dual-degree, one in Global Health (NSU) and one in Nursing (SDSU).

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?** *Please cite any sources in a footnote.*

South Dakota students must prepare to be forward-thinking, proactive players on the world stage, and the BS in Global Health degree gives students the skills such as critical and creative thinking, information and health literacy, civic knowledge and engagement, and intercultural knowledge paired with practical skills in nursing. Global health embodies health throughout

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[1] Southeastern Louisiana University provides a comprehensive list of occupations for language majors at: http://www.southeastern.edu/acad_research/programs/cse/career_expl/slu_degree/degrees/foreign_language.html

the world, engaging countries with the health of people and formulating policy around this theme.[2] Students who graduate with a BS in Global Health degree in concert with a BSN degree will take courses across disciplines that will help them think critically and creatively while developing information and health literacy in many global contexts. The SDWINS 2016-2017 South Dakota Workforce Initiative Annual Report asserts, "South Dakota wins when our workforce is qualified and prepared for all types of careers."[3] South Dakota needs a workforce that cannot only provide adequate health care but can do so in a global context.

With the recent COVID-19 pandemic, the need to have health care professionals versed in a global context increased significantly. The Center for Global Health (CGH), a subgroup of the Center for Disease Control (CDC), is charged to protect Americans from dangerous and costly public health threats.[4] The CGH coordinates and manages the agency's resources and expertise to address global health challenges, working with agencies and/or ministries in and outside of the United States. Health care professionals serve as resources in this effort, thus education and knowledge in a global context addresses a worldwide need and effort.

The BS in Global Health is an interdisciplinary degree that integrates cultural, historical, political, biological and ecological factors to afford students the resources to be cognizant of global health challenges. Students learn to recognize/identify critical health issues and resolve such issues using the knowledge gained from the Global Health coursework but also through experiential opportunities, like study abroad. This degree provides the skillset to students that is necessary for potential employers, like CDC and CGH, and can impact lives across the globe.

The CDC developed a Global Health Strategy[5] to identify strategies to live healthier, safer, longer lives in a globally connected world. Such strategies endeavor to partner with countries worldwide to strengthen its response to global health threats to American people. With an understanding of allied health practices along with an understanding of how to network with global partners students trained in global health as well as nursing empowers nurses to improve health care delivery and shape policy worldwide.

Further, there is a directive from the National Science Board per the recent 2030 Vision, to "foster a global Science and Engineering community."[6] While global health and nursing shapes a practical community, the practical element helps guide research and development in a global market which ultimately helps inform science. Thus, global health is important for every nurse, as the intersection of global policies and politics and environmental and epidemiological threats are apparent.[2] Understanding the nature of how these interact and interplay is critical to nurses but also the field whether practical or theoretical.

The workforce need for registered nurses continues to increase in South Dakota and across the nation. Slightly over 3 million registered nurses work in the United States, and demand for registered nurses is expected to grow over 5% in the next five years; however, an expected

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[2] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7458571/
[3] https://dlr.sd.gov/publications/documents/sdwins_annual_report_2016_2017.pdf
[4] https://www.cdc.gov/globalhealth/index.html
[5] https://www.cdc.gov/globalhealth/strategy/default.htm
[6] https://www.nsf.gov/nsb/publications/2020/nsb202015.pdf

900,000 registered nurses are projected to leave the profession during this same time frame.[7] More nurses are leaving than joining the profession, which leaves several states, including South Dakota, to face nursing shortages. South Dakota is projected to have the third highest shortfall in registered nurses in the nation by 2030 behind only Alaska and South Carolina. The Bureau of Labor Statistics notes that jobs for registered nurses will continue to grow at least 12% by 2028, much faster than the average for all occupations.[8] A suggestion by Mercer is "to adapt to thrive in the new workforce landscape." While global pandemics are not "new" to the landscape, global awareness and the need to mobilize efforts worldwide are. Thus, as the need for nurses continues to increase, so does the need for broadly, globally trained nurses.

Aberdeen and Huron are two larger cities in the northeastern region of South Dakota. Each caters to a diverse population. Nearly 17% of the population in Aberdeen is African-American, Hispanic, American Indian, Pacific Islander, Asian, or other nationality or origin.[9] Further, data indicate that 6.2% of the population are foreign-born and 9.3% of the households speak a language other than English at home. Huron, though smaller than Aberdeen, hosts more diversity; nearly, 31% of the population is African-American, Hispanic, American Indian, Pacific Islander, Asian, or other nationality or origin.[7] Data indicate that 17.9% of the population is foreign-born and 19.4% of the households speaks a language other than English at home. Through global health and nursing education, NSU and SDSU joined forces to deliver a strong education centered on global awareness and nursing, which serves diverse communities as well as the world while also building a critical workforce.

SDSU, in collaboration with NSU, seeks to close the gap on this workforce need by expanding existing programming available on NSU's campus and by creating partner opportunities with NSU. The South Dakota Board of Regents' mission includes providing an excellent and accessible university system that enriches the intellectual, economic, and civic life of the state, its residents, and its communities. In pursuit of this mission, the SDBOR identifies major goals including the growth of degree production and the catalysis of economic development. In particular, the SDBOR encourages its institutions to develop programs that align with future state needs (i.e., in nursing and health care) and increase public/private partnerships in key industry sectors (e.g., through collaborations with hospitals, clinics, and nursing homes). With the expansion of the accelerated nursing program, in concert with the Global Health degree, NSU and SDSU are aligned with this mission but also meeting the needs of a globally trained nursing workforce.

3. **How would the proposed program benefit students?**

The BS in Global Health is an interdisciplinary degree that addresses the needs of the health care industry. The program combines liberal arts with allied health and prepares students to effectively communicate and understand health care issues on a global scale. Apparent from the recent pandemic, nursing is underrepresented in major global health organizations and nurse-led organizations are comparatively weak and lack influence. Unfortunately, the lack of nursing

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[7] https://www.mercer.us/content/dam/mercer/assets/content-images/north-america/united-states/us-healthcare-news/us-2021-healthcare-labor-market-whitepaper.pdf
[8] https://www.bls.gov/ooh/healthcare/registered-nurses.htm
[9] https://www.census.gov/quickfacts/fact/table/huroncitysouthdakota,aberdeencitysouthdakota/PST045221

representation or voice negatively impacts global health, particularly in times of need. Further, it perpetuates the inequalities of care among low-income countries, indigenous peoples and other disadvantaged groups. Through the combined efforts of NSU and SDSU, our students will provide training to impacts health care on a global-scale thereby leading them into a successful career.

4. **How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?**
Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	*SDCL § 13-59*	*BOR Policy 1:10:4*
DSU:	*SDCL § 13-59*	*BOR Policy 1:10:5*
NSU:	*SDCL § 13-59*	*BOR Policy 1:10:6*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1:10:3*
SDSU:	*SDCL § 13-58*	*BOR Policy 1:10:2*
USD:	*SDCL § 13-57*	*BOR Policy 1:10:1*

Board of Regents Strategic Plan 2014-2020

The statutory mission of Northern State University is provided by SDCL 13-59.

> The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.

While NSU boasts it is a regional comprehensive university, it serves a multitude of other roles; most notably, NSU provides an education to students to meet work force needs. Students well-versed in global contexts, particularly in global health, are widely needed due to recurring pandemics faced by the world. The stated mission of the College of Arts and Sciences per the current strategic plan 2021-2023 is "to provide students with challenging educational experiences grounded in the liberal arts and natural sciences that develop the capacity to make an impact as critical thinkers, communicators, collaborators, and creators." As part of this mission, faculty have a vision "to become a community of teacher-scholars dedicated to quality student-centered education, scholarship, and service that fosters professional, personal, and civic success." By providing degree programs, like global health, that are centered on global awareness, students are inherently engaged in civic understanding, engagement and success. Further, students become marketable to pursue master's level training but also careers throughout the world.

The BS in Global Health degree combines the expertise of NSU faculty in allied health and liberal arts. With degree options in biology, chemistry, biotechnology, mathematics, government, global languages and culture, history, sport sciences, and social sciences, faculty in the College of Arts and Sciences are experienced in fields that combine to formalize training in global health. Faculty are nationally and internationally recognized for their scholarship in global contexts as well as the medical fields. For example, some faculty are Fulbright, National Endowment for Humanities (NEH), and Howard Hughes Medical Institute (HHMI) scholars,

receiving funds to engage in scholarly activities in topics relevant to global health. By pairing the Global Health degree with SDSU's Nursing (accelerated option) in Aberdeen, the dual-degree option helps support the mission of each university but also educating students for a global market and graduate programs in public health (like that offered at University of South Dakota).

The current SDBOR Strategic Plan has four priorities; the Global Health degree addresses all four of the priorities.

Priority 1: Grow degrees and collaborations. The BS in Global Health degree is a responsible way to build a relevant, desired degree, while also using existing resources and joining efforts with another SD regental school. The BS in Global Health degree, granted by NSU, exists in combination with the BSN (accelerated) degree granted by SDSU, and streamlines the transition into nursing school, providing students education in an area of need and a mechanism to grow degrees/options for students.

Priority 2: Academic quality and performance. The BS in Global Health degree offers a collection of courses focused on global education but also allied health to ensure students are adequately prepared for the nursing program. Data indicate global awareness and understanding are becoming increasingly important, and via building a program that integrates foundational knowledge in liberal arts and allied health, we are preparing students for a global market and successful venture as an allied health professional.

Priority 3: Research and economic development. Nurses are in a shortage everywhere, particularly in rural areas. To increase the number of nurses across the world, we need to responsibly build programs to recruit students to each respective area and associated program. In Aberdeen, the current nursing program is an accelerated option, which requires a baccalaureate degree. Rather than using the past models to recruit students to this program, we are using student desires/needs, economic drivers, current curriculum, and market demands to guide our curriculum and build a relevant program that reduces the credit load on students as well as streamlines entry into the program. Thus, a dual-degree option best addresses the need for nurses, the desire to understand the global needs/perspectives, and the nature of the SDSU nursing program in Aberdeen.

Priority 4: Affordability. NSU is among the most affordable universities in South Dakota, and this agreement provides students a cost-effective option to obtain two highly sought after degrees, one from NSU, one from SDSU.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?** *A list of existing system programs are available through the university websites and the [RIS Reporting: Academic Reports Database](). If there are no related programs within the Regental system, enter "None."*

No. This is a unique program, one that merges knowledge in Global Health with Nursing, and this degree only exists in the presence of the SDSU accelerated nursing program.

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.*
   This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

	Institution	**Program Title**
Minnesota	St. Thomas	Biology of Global Health https://www.stthomas.edu/catalog/current/biol/biol_health/
North Dakota	None	
Montana	None	
Wyoming	None	

7. **Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?**

   These students are expected to be new students due to the unique nature of this program, i.e., a collaboration of SDSU accelerated nursing. Since the SDSU nursing program is improving their facilities and increasing their capacity, our intent is to work in concert with their efforts and capture new students both to NSU and SDSU.

8. **What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.**

   Expected enrollment and graduation:
       First Year Enrollment 6-8
       Fourth Year Enrollment 16-24
       Graduation (Fifth Year and thereafter) 8-16 graduates per year; ~24-32 students in program

   Further Explanation:
   To calculate the first-year enrollment, we looked at the current number of students that matriculate from NSU's biology program into SDSU's accelerated nursing program. On average, seven students matriculate into this program. We used this average as a gauge for interest from new students and current students pursuing careers in healthcare to enroll in the Global Health program, considering its seamless partnership with SDSU's accelerated nursing program. Thus, we expect numbers to range from six to eight students in the initial year then increase slightly over time as marketing is implemented and awareness is increased. Additionally, it is anticipated that this dual degree opportunity, especially

considering the timeframe in which each degree can be achieved, will attract new students into the Global Health program, hence increasing enrollments by the fourth year. Further, as stated in item 7 above, the forthcoming expansion of and improvements to the SDSU accelerated nursing program facilities will allow that program to grow, and with that growth comes the opportunity to create awareness of our collaboration, which can capture more students into this dual degree opportunity. As such, with these programs working in concert with one another, it is anticipated that enrollments in the Global Health program will at least double by the fourth year and maintain a level of stability thereafter. Keeping in mind that a typical nursing cohort is set in groups of 8 for clinicals, we project 16-24 enrollments in the fourth year and 24-32 thereafter.

9. **Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**
Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall** **2023**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		Choose an item. Choose an item.

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

10. **What are the university's plans for obtaining the resources needed to implement the program?** *Indicate "yes" or "no" in the columns below.*

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	No	No

If checking this box, please provide examples of the external funding identified below.		
Ask Board to seek new State resources *Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.*	No	No
Ask Board to approve a new or increased student fee	No	No

11. **Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university.** *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion.* **Identify the college or university and explain why the selected program is a model for the program under development**.

There are some Global Health programs found throughout the United States, with a couple in the Midwest region. These programs include:

- Georgetown (https://nhs.georgetown.edu/degree-programs/bachelor-of-science-global-health/),
- Univ Wisconsin-Madison (https://guide.wisc.edu/undergraduate/agricultural-life-sciences/entomology/global-health-bs/),
- University of Iowa (https://globalhealthstudies.uiowa.edu/undergraduate/bs-global-health-studies),
- Northwestern (https://globalhealthstudies.northwestern.edu),
- Duke (https://globalhealth.duke.edu/programs/undergraduate-programs), and
- Arizona State University (https://clas.asu.edu/degree/undergrad/ba-global-health).
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Arizona State University is an example of a standalone global health program available to students, thus this program was used as one example when building the global health degree at NSU (Appendix A). Two of these programs, i.e., Northwestern and Duke, use a strategy similar to that purposed in this Intent to Plan. Thus, Northwestern was also used as a guide to tailor the global health degree at NSU (Appendix B).

Villanova University has a nursing program that integrates global health into its curriculum, but does not have a global health degree per se (https://www1.villanova.edu/villanova/nursing/global-health.html).

12. **Additional Information:** *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item it is not used.*

SDSU Nursing contacted the SD State Nursing board to obtain approval for the NSU Global Health and SDSU Nursing degree. Appendix C details this letter of approval.

Appendix A. Major Map of BA in Global Health from Arizona State University.

2022 - 2023 Major Map

Global Health, BA

School/College: The College of Liberal Arts and Sciences
Location: Tempe campus
LASSHBA

Term 1 0 - 14 Credit Hours Critical course signified by ◆	Hours	Minimum Grade	Notes
◆ ASB 100: Introduction to Global Health (SB & G)	3	C	• ASU 101 or college-specific equivalent First-Year Seminar required of all first-year students. ASB 191 satisfies this requirement.
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	• ASU Language Placement: Only true beginners are eligible for 101-level courses. All other students are required to take a placement exam, regardless of prior credit earned.
LIA 101: Student Success in The College of Liberal Arts and Sciences	1		• Select your career interest area and play me3@ASU.
MAT 142: College Mathematics (MA)	3	C	• Create a first draft resume.
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
Term hours subtotal:	14		

Term 2 14 - 30 Credit Hours Critical course signified by ◆	Hours	Minimum Grade	Notes
◆ ASB 102: Introduction to Cultural Anthropology (SB & G) OR ASM 104: Bones, Stones, and Human Evolution (SB or SG) OR Global Health Elective in Related Areas	3-4	C	• Build your professional connections -- join the ASU Mentor Network. • Join a student club or professional organization.
ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
Humanities, Arts and Design (HU) AND Cultural Diversity in the U.S. (C)	3		
Elective	3		
◆ Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
Term hours subtotal:	16-17		

Term 3 30 - 44 Credit Hours Critical course signified by ◆	Hours	Minimum Grade	Notes
◆ ASB 394: Statistics for Social Scientists OR ASM 201: Epidemics and Outbreaks OR ASM 494: Bayesian Statistics in Theory and Practice OR HCD 300: Biostatistics (CS) OR PBH 300: Biostatistics (CS) OR SOC 390: Social Statistics I (CS) OR STP 226: Elements of Statistics (CS) OR STP 231: Statistics for Life Science (CS)	3	C	• Secure a part-time job or volunteer experience. • Develop your skills.
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
Natural Science - Quantitative (SQ)	4		

	Hours	Minimum Grade	
Elective	3		
⬥ Complete First-Year Composition requirement.			
⬥ Complete Mathematics (MA) requirement.			
Term hours subtotal:	14		

Term 4 44 - 60 Credit Hours Critical course signified by ⬥	Hours	Minimum Grade	Notes
⬥ Computer/Statistics/Quantitative Applications (CS)	3		• Second language requirement must be completed by term 4.
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	• All global health majors are required to go on a study abroad program either the summer after term 4, or the summer after term 6. The six hours in term Summer 4 reflect the six hours that must be completed abroad through the School of Human Evolution and Social Change. Please see academic advisor for study abroad program options.
Humanities, Arts and Design (HU) AND Historical Awareness (H)	3		
Natural Science - Quantitative (SQ) OR Natural Science - General (SG)	4		
Elective	2		• Explore an internship.
Term hours subtotal:	16		

Summer 4 60 - 66 Credit Hours	Hours	Minimum Grade	Notes
SSH 403: Cross-Cultural Studies in Global Health ((L or SB) & G)	6	C	
Term hours subtotal:	6		

Term 5 66 - 81 Credit Hours Necessary course signified by ⭐	Hours	Minimum Grade	Notes
⭐ Upper Division Global Health Core Course	3	C	• Develop your professional online presence.
Literacy and Critical Inquiry (L)	3		
Social-Behavioral Sciences (SB)	3		
Complete 2 courses: Upper Division Elective	6		
Term hours subtotal:	15		

Term 6 81 - 96 Credit Hours Necessary course signified by ⭐	Hours	Minimum Grade	Notes
⭐ Upper Division Global Health Core Course	3	C	• Research employment opportunities.
Global Health Elective in Related Areas	3	C	• Complete an in person or virtual practice interview.
Upper Division Humanities, Arts and Design (HU) OR Upper Division Social-Behavioral Sciences (SB)	3		
Complete 2 courses: Upper Division Elective	6		
⭐ Complete Cultural Diversity in the U.S. (C) AND Global Awareness (G) AND Historical Awareness (H) course(s).			
Term hours subtotal:	15		

Term 7 96 - 108 Credit Hours Necessary course signified by ⭐	Hours	Minimum Grade	Notes
⭐ Upper Division Global Health Core Course	3	C	• Study abroad requirement must be completed by term 7.
Complete 3 courses: Upper Division Elective	9		• Gather professional references.
Term hours subtotal:	12		• Apply for full-time career opportunities.

Term 8 108 - 120 Credit Hours Necessary course signified by ⭐	Hours	Minimum Grade	Notes
⭐ Upper Division Global Health Practicum	3	C	

Global Health Elective in Related Areas	3	C
Upper Division Elective OR ASB 484: Internship	3	C
Elective	3	

Term hours subtotal: 12

Hide Course List(s)/Track Group(s)

Global Health Core	Global Health Elective in Related Areas	Global Health Elective in Related Areas continued
AFR 383: Blacks in Science, Medicine and Public Health	ABS 394: Food and Human Health	BIO 494: Obesity:Physiology to pathophysiology to treatment
ASB 300: Food and Culture ((L or SB) & C)	ASB 102: Introduction to Cultural Anthropology (SB & G)	BIO 494: Solutions in Vaccine Design for Global Health
ASB 301: Global History of Health (SB & G & H) or HST 301: Global History of Health (SB & G & H)	ASB 202: Immigration and Ethnic Relations in the U.S. (SB & C)	ENG 203: Introduction to Health Humanities (HU)
ASB 305: Poverty and Global Health ((L or SB) & G)	ASB 210: Human Sexuality: Anthropological Perspectives (SB & G)	ENG 394: Interdisciplinary Health Humanities
ASB 316: Money and Culture (L or SB)	ASB 211: Women in Other Cultures ((HU or SB) & G)	HCD 201: Economics for Health Majors
ASB 327: Disaster! ((L or SB) & C)	ASB 220: The Expressive Culture of Latin America and the Caribbean: A Transborder Perspective ((L or HU or SB) & C)	HCR 230: Culture and Health (C & G)
ASB 355: Traditional Medicine and Healing (HU or SB)		HSC 310: Health Communication
ASB 357: Society, Drugs and Health (SB & G)	ASB 250: Introduction to Evolution and Medicine (SB & G)	HST 312: History of Women in Science and Medicine (HU or SB)
ASB 370: Ethics of Eating (L or SB) or SOS 370: Ethics of Eating (L or SB)	ASB 272: Economic Justice (SB)	IDS 355: Peace Corps Seminar (G)
	ASB 275: Culture, Language and Learning (SB & C)	JUS 350: Immigration and Justice (SB & C)
ASB 376: Global Health Policy	ASB 294: Building Babies	JUS 352: The Global Politics of Human Rights (SB & G)
ASB 378: Globalization: Migration, Mass Media, McDonald's ((L or SB) & C) or TCL 378: Globalization: Migration, Mass Media, McDonald's ((L or SB) & C)	ASB 294: Identity, Culture and Conflict	JUS 370: Cultural Diversity and Justice ((L or HU) & C)
	ASB 322: Peoples of Latin America ((L or SB) & G)	JUS 374: The Holocaust, Genocide, and Human Rights
ASB 457: Global Mental Health ((L or SB) & G)	ASB 325: Peoples of Southeast Asia (G)	JUS 394: Health Disparities & Inequalities
ASB 462: Medical Anthropology: Culture and Health (SB & C)	ASB 343: Latinas/os and the Environment	JUS 394: Human Rights
ASM 345: Disease and Human Evolution	ASB 345: Culture and Society Transformation (SB & G)	MIC 498: HIV/AIDS Prevention Education in Africa
ASM 401: Health and Human Biology	ASB 348: The Borders of Language (L)	NTR 353: Perspectives on the Western Diet: Food, Health and Sustainability
ASM 403: Evolutionary Medicine and Global Health	ASB 353: Death and Dying in Cross-Cultural Perspective ((HU or SB) & G) or SOC 353: Death and Dying in Cross-Cultural Perspective ((HU or SB) & G)	POS 300: Contemporary Global Controversies (SB & G)
ASM 456: Infectious Disease and Human Evolution		POS 367: World Politics and Global Inequalities (G)
HPS 331: History of Medicine (HU & H) or BIO 318: History of Medicine (HU & H)	ASB 362: People and Plants	POS 368: Ethics and Human Rights
	ASB 363: From Cells to Society: Understanding Complexity	POS 480: Global Justice (G)
HST 304: Black Death:Pandemic Disease in the Medieval World	ASB 371: Language Hegemony and Culture	PSY 394: Child Development & Global Health
MIC 314: HIV/AIDS: Science, Behavior, and Society	ASB 375: Humans and the Environment: What's the Connection? ((L or SB) & G)	SGS 303: Global Trends (SB & G)

SGS 340: Violence, Conflict and Human Rights

SGS 350: Economic Development and Globalization

SOC 424: Women and Health (SB)

SOC 427: Sociology of Health and Illness (SB)

SOC 448: Epidemics and Society (SB & G)

TCL 323: Latina/o Health Issues (SB & C)

TCL 326: Health of Chicanas and Latinas (SB & C)

TCL 327: Health and Migration (SB)

TCL 410: Race, Medicine, and the Body (L) or SOC 410: Race, Medicine, and the Body (L)

TCL 447: Gender, Culture, and Development ((L or SB) & G) or SGS 454: Gender, Culture, and Development ((L or SB) & G) or SOS 447: Gender, Culture, and Development ((L or SB) & G) or WST 447: Gender, Culture, and Development ((L or SB) & G)

WST 360: Women as Healers (SB & G)

WST 365: Women and International Health (G)

WST 380: Race, Gender, and Class (SB & C) or AMS 380: Race, Gender, and Class (SB & C) or ETH 380: Race, Gender, and Class (SB & C)

WST 440: Politics of Women's Health (SB & C)

WST 444: Gender, Health, and Bodies (SB)

Global Health Practicum

ASB 395: Topics in Comparative Culture (SB & G)

ASB 452: Community Partnerships for Global Health (SB) or SSH 402: Community Partnerships for Global Health (SB)

ASB 455: Practicum for Social Sciences (SB)

ASB 484: Internship

ASB 494: Access, Equity and Inclusion in Higher Education

ASB 494: Research Practicum II

ASB 499: Individualized Instruction

ASM 414: Environmental Health (SB)

ASB 380: Language, Culture and Gender (SB)

ASB 408: Advanced Evolutionary Medicine

ASB 448: Maternal and Child Health

ASB 463: Political Ecology of the Border (SB & G)

ASB 466: Peoples and Cultures of Africa (SB & G)

ASB 494: Applied Epidemiology

ASB 494: Ethnography of Schooling in the Borderlands

ASB 494: Facing Immigration

ASB 494: Reproductive Ecology

ASM 104: Bones, Stones, and Human Evolution (SB or SG)

ASM 201: Epidemics and Outbreaks

ASM 246: Human Origins (SB)

ASM 275: Forensic Anthropology (SB or SG)

ASM 342: Evolution of Human Behavior

ASM 403: Evolutionary Medicine and Global Health

ASM 494: Evolution and Mental Disorders

SGS 304: Foundations of Cross-Cultural Awareness

SGS 341: Humanitarian Crisis and International Intervention

SGS 360: Cultural Aspects of Globalization

SGS 394: Global Problems and Debates

SGS 394: Peace/Conflict/Human Rights

SGS 394: Politics of Global Justice

SOC 352: Social Change (SB & G & H)

SOC 418: Aging and the Life Course (SB & H)

SOC 426: Social Inequalities (SB)

SOC 448: Epidemics and Society (SB & G)

WST 394: Fast Food Nation

WST 460: Women and the Body (SB & C)

WST 471: Women's International Human Rights

Appendix B. Major Map of Adjunct Majora in Global Health Studies from Northwestern University.

PROGRAM IN GLOBAL HEALTH STUDIES (/../index.html)

Adjunct Major Requirements

Want to learn more?

Head to our Advising (/../people/advising/index.html) page to get answers to your questions or make an appointment.

The adjunct major in Global Health Studies must be accompanied by a primary, stand-alone major.

To earn an adjunct major in Global Health Studies, students must:

- **Complete eleven courses**, including four core courses, three additional Global Health Studies courses, and four elective courses.
  - Courses for the adjunct major may not be double-counted with any major.
- Students may elect to **study abroad (/study-abroad/index.html)** as part of their Global Health Studies curriculum.

Course requirements

Four GBL_HLTH core courses

- GBL_HLTH 201 Introduction to Global Health *(formerly GBL_HLTH 301: Introduction to International Public Health, which counts for this requirement if taken prior to Fall 2022)*
- Either GBL_HLTH 222 The Social Determinants of Health *(formerly GBL_HLTH 322, which counts for this requirement if taken prior to Fall 2022)*
  - or GBL_HLTH 309 Biomedicine and World History
  - or GBL_HLTH 325 History of Reproductive Health
- GBL_HLTH 302 Global Bioethics
- GBL_HLTH 320 Qualitative Research Methods in Global Health
  - or GBL_HLTH 390 Quantitative Methods: Turning Numbers into a Story
  - or GBL_HLTH 390 Community Based Participatory Research
  - or GBL_HLTH 390 (Re)Mixing Qualitative Methods

Three additional GBL_HLTH courses

- Select courses listed on our Course Descriptions (/../courses/index.html) (//academic-programs/courses/descriptions/index) page.
- All GBL_HLTH courses count, except for GBL_HLTH 399 and courses taught abroad (GBL_HLTH 3XX-SA).

Four elective courses

- Up to two elective courses are taken abroad.
- Approved elective courses offered by a wide variety of departments are shared before pre-registration each quarter, and are posted with each quarter's schedule (/../courses/index.html) .
- Up to one approved 200-level course can count towards this requirement.
- Additional 300-level courses may also be considered as electives with approval (/../people/advising/index.html) from the Global Health Studies program.
- Please note that Global Health Studies does not permit double-counting classes, but some units within WCAS and other colleges do allow it. Speak with your standalone major advisor to see what is permissible before contacting the Director of Undergraduate Studies to have a class double-counted.

Study abroad

You may elect to participate in a substantial public health experience abroad. Most GHS students choose to complete one of Northwestern's public health programs, offered in China, France, Mexico, Serbia and Bosnia-Herzegovina, and South Africa. Two of your Global Health Studies elective requirements can be completed on a public health study abroad program. Students who elect to study abroad more than once may earn more elective credits.

You may also participate in a non-Northwestern public health program (either affiliated (/study-abroad/direct-enroll.html) with the university or not (/study-abroad/unaffiliated.html)).

Appendix C. Letter of support/approval regarding the NSU Global Health and SDSU Accelerated Nursing collaboration.

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South Dakota Board of Nursing

SDBON

SOUTH DAKOTA BOARD OF NURSING

4305 S. Louise Ave., Suite 201 | Sioux Falls, SD 57106-3115
605-362-2760 | https://doh.sd.gov/boards/nursing/

May 12, 2022

Mary Anne Krogh, PhD, APRN, CRNA, FAAN
South Dakota State University College of Nursing
Box 2275
Brookings, SD 57007

Dear Dr. Krogh:

This letter is to inform you that on May 11, 2022 the South Dakota Board of Nursing (SDBON) met and considered several requests from the South Dakota State University College of Nursing.

The SDBON approved:

- Reorganization plan for the addition of a post-graduate Adult-Gerontology Acute Care Nurse Practitioner certificate.
- Reorganization plan for a dual degree program with a BS in global health from Northern State University and an accelerated BSN from South Dakota State University.

The SDBON accepted:

- Notification of BSN program curriculum changes.

Thank you for your important role in preparing South Dakota's nursing future workforce!

Sincerely,

Glenna R. Burg, MS, RN, CNE
Nursing Education Specialist
Glenna.Burg@state.sd.us