

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 full proposal request for a new program. The 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 Academic Officer through the proper process. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director, System Academic Officer or designee. This form is meant to capture critical elements for stakeholders to review prior to a full proposal.

University NSU - Northern State University

Degree BS : Bachelor of Science

Name of Major X999 : New Major Requested Health Education and Promotion

Yes

Specialization Required? *Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.*

College/Department 5E : NSU School of Education/NSS : Sports Sciences

Intended Date of Full Proposal Spring 2026

Planned CIP Code 13.1307

Program Description

1. Provide the working program description that may appear in the university catalog.

The Bachelor of Science in Health Education & Promotion prepares students to promote health and well-being in school, community, and public health settings. The program provides foundational knowledge in health behavior, health literacy, human development, disease prevention, and program planning. Students develop applied skills in assessment, curriculum design, communication, and evaluation aligned with national professional standards.

Health Education (Teacher Education Specialization):

Prepares students to teach health education in grades 5–12. Coursework aligns with SHAPE America and South Dakota Health Education Standards and includes instructional design, assessment, inclusive teaching, and field experiences leading to student teaching. Graduates are eligible to take and pass the Health Education Praxis for program completion.

Health Promotion Specialization:

Prepares students for careers in community and public health. Coursework emphasizes program development, advocacy, communication, and evaluation aligned with the Certified Health Education Specialist (CHES) competencies. Students complete applied learning through research, field experience, or an internship.

Strategic Impact

2. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

The proposed B.S. in Health Education & Promotion fits seamlessly with Northern State University's mission, supports major strategic goals of student preparation, experiential learning, and regional engagement, fills a gap in the current program array related to health education/promotion, and advances academic priorities around student success, regional workforce relevance, and institutional growth-identity. It is both mission-aligned and strategic in offering a distinctive program that leverages NSU's strengths while addressing unmet regional and student demand.

Institutional Mission

The proposed B.S. in Health Education & Promotion aligns with Northern State University's mission in the following ways:

- It prepares students for future endeavors, such as K-12 health educators, community health professionals, wellness coordinators, or entry into graduate study in public health/health promotion.
- It serves the local and regional community by preparing professionals to meet regional needs for health education in schools and community settings.
- It provides flexible and applied learning with opportunities for experiential/community-based courses, internships, and undergraduate research consistent with NSU's emphasis on student-centered approach to education.

Strategic Plan & Institutional Priorities

The program supports these strategic priorities in the following ways:

- Students learn to apply critical thinking to health behavior, design programs, and lead health initiatives in schools and communities.
- It embeds experiential learning and community engagement through fieldwork in schools/community health settings, directly aligning with NSU's emphasis on applied, beyond-the-classroom learning.
- It advances community and regional partnerships working with local school districts, public health agencies, wellness providers, non-profits, strengthening NSU's role in regional health and wellness.
- It upholds NSU's institutional values of community (collaborative campus-regional engagement), discovery (rigor in health promotion scholarship and applied research), and integrity (ethical, evidence-based health education).
- From an enrollment perspective, the program aligns with NSU's priority to grow programs that are responsive to student and regional needs.

Existing Program Array

The proposed B.S. in Health Education & Promotion complements and fills a niche:

- It complements NSU's existing education programs (e.g., physical education) by adding a health education teacher preparation pathway.
- It complements NSU's existing health/human-performance/fitness programs by focusing more squarely on health education and promotion theory, program planning, public/community health, and certification-aligned competencies (CHES, etc.), thus broadening the health/wellness offerings at NSU.
- It provides distinct specializations (teacher education vs. health promotions) that afford students flexibility: those seeking teacher certification and those seeking health promotion/community roles, thus increasing NSU's breadth of professional preparation programs.

Academic Priorities & Institutional Benefits

Further alignment with academic priorities and institutional benefits includes:

- The program's applied internships, fieldwork, and community-based projects align with Northern State University's commitment to experiential learning both inside and beyond the classroom.
- Because health professions are high-interest and career-oriented fields, the program has strong potential to attract motivated students and support retention and graduation outcomes, which are key priorities in Northern State University's strategic plan.
- The health education and promotion major responds to demonstrated demand in schools, community health organizations, and public health agencies, reinforcing Northern State University's role as a regional comprehensive university meeting local and regional workforce needs.
- The program intersects with other academic units at Northern State University, including education, human performance, biology, and nursing, fostering collaboration, research, and scholarship consistent with the university's emphasis on interdisciplinary engagement.

If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.

N/A

3. How does the program connect to the Board of Regent's Strategic Plan?

By offering a B.S. in Health Education & Promotion, Northern State University aligns with the SDBOR 2022-27 plan by increasing access to a new public-university credential in a regionally meaningful field, promoting academic excellence and student success via credential-aligned preparation and applied learning, and responding to workforce demands by preparing graduates to meet health education and wellness needs in South Dakota's schools and communities.

In alignment with Goal 2: Access & Affordability, the program expands high-need academic offerings within the public system providing students statewide with an affordable pathway to careers in health education and health promotion without needing to leave the state or enroll at private institutions. The program further advances Goal 3: Academic Excellence, Student Success, and Educational Attainment by offering a high-quality curriculum linked to nationally recognized professional standards (Praxis Health Education, Certified Health Education Specialist), incorporating experiential learning through fieldwork, school placements, and community-based internships, and supporting student persistence and credential attainment in a growing career field. Most significantly, the program fulfills Goal 4: Workforce and Economic Development by addressing shortages

of health educators and public health professionals across South Dakota and the upper Midwest. Overall, the proposed B.S. in Health Education & Promotion advances SDBOR's strategic vision by expanding educational access, enhancing student success, and preparing graduates to meet the needs of the state and region.

Program Summary

4. If a new degree is proposed, what is the rationale?

This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

N/A

5. What modality/modalities will be used to offer the new 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 2026	
	Yes/No	Location(s)	Intended Start Date
Off Campus Location	No		
	Yes/No	Delivery Method(s)	Intended Start Date
Distance Delivery	Yes	Online, HyFlex	Fall 2026

	Yes/No	Identify Institutions
Does another BOR institution already have authorization to offer the program online?	No	Currently, no South Dakota Board of Regents institution offers a Health Education program that leads to initial teacher certification, leaving Augustana University as the only South Dakota institution with an approved program and forcing students to leave the Regental system to obtain appropriate preparation. School districts across South Dakota and neighboring states consistently report shortages in qualified health educators, and many physical education positions now require Health Education certification, making this major essential.

6. If the program will be offered through distance delivery, identify the planned instructional modality:

Both / HyFlex

Academic Quality

7. What peer institutions and current national standards will be referenced to develop the curriculum for this program? Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

The curriculum for the proposed Bachelor of Science in Health Education & Promotion is built directly upon two nationally recognized sets of professional standards: (1) the SHAPE America National Standards for Initial Health Education Teacher Education, and (2) the Certified Health Education Specialist (CHES) Competencies established by the National Commission for Health Education Credentialing (NCHEC). These standards inform all program outcomes, course content, assessment strategies, and field experiences.

1. SHAPE America – National Standards for Initial Health Education Teacher Education (HETE) [1] For the Health Education Teacher Education Specialization, the curriculum is aligned to the 2018 SHAPE America HETE Standards, which are the state-adopted standards for preparing health education teachers in South Dakota. [2] South Dakota Administrative Rule 24:53:07:20 requires teacher education programs to meet these standards. [3]

SHAPE America Standards (2018)

These include requirements in the areas of:

- Content Knowledge
- Planning
- Implementation
- Assessment
- Professionalism

[1] SHAPE Standards <https://www.shapeamerica.org/MemberPortal/accreditation/heteacherprep.aspx>

[2] South Dakota Health Education Standards (State-Adopted): <https://doe.sd.gov/contentstandards/documents/SD-HealthEducationStandards-18.pdf>

[3] South Dakota Administrative Rule 24:53:07:20 (HETE requirements): <https://sdlegislature.gov/Rules/Administrative/29694>

2. NCHEC – Certified Health Education Specialist (CHES) Competencies (2020) [4]

For the Health Promotions Specialization, the curriculum is aligned with the 2020 Health Education Specialist Practice Analysis II, which establishes the Entry-Level Competencies required for CHES certification. These include:

- Area I: Assessment of Needs and Capacity
- Area II: Planning
- Area III: Implementation
- Area IV: Evaluation & Research
- Area V: Advocacy
- Area VI: Communication
- Area VII: Leadership & Management
- Area VIII: Ethics & Professionalism

[4] CHES Standards (NCHEC) <https://www.nchech.org/responsibilities--competencies>

There are several small or mid-sized public regional institutions with programs using the same standards (SHAPE America HETE standards and NCHEC/CHES competencies).

1. Dickinson State University, B.S.Ed. in Health Education [5]

Dickinson State University, a small public regional university in North Dakota, offers a Health Education Teacher Education program using SHAPE America standards. Dickinson State's B.S.Ed in Health Education is structured around the 2018 National Standards for Initial Health Education Teacher Education (HETE).

[5] <https://dickinsonstate.smartcatalogiq.com/en/2024-2026/catalog/bachelor-programs/bachelor-of-science-in-education-degree-health-education>

2. Minot State University, Health & Physical Education [6]

Minot State University, a small public regional university in North Dakota, offers a Health Education teacher preparation program aligned to SHAPE America's national health education teacher education standards.

[6] <https://catalog.minotstateu.edu/undergraduate/academicprograms/healthandphysicaleducation/>

3. Minnesota State University, Mankato – Applied Health Science (BS), Health Education & Promotion Emphasis [7]

Mankato State University, a mid-sized public regional institution in the Minnesota State system, offers an Applied Health Science, B.S. with a Health Education & Promotion emphasis. The program is aligned with professional standards to sit for the Certified Health Education Specialist exam.

[7] <https://www.mnsu.edu/academic-catalog/undergraduate/applied-health-science-bs-health-education-promotion/>. Mankato also has a School Health Education teaching program (5–12) that meets state licensure requirements, parallel to our health education teacher education specialization. <https://mankato.mnsu.edu/academics/academic-catalog/all-active-catalogs/2020-2021/undergraduate/school-health-education/school-health-education-bs/>

The proposed B.S. in Health Education & Promotion follows the same national practice as peer regional publics (e.g., Dickinson State, Minot State, Minnesota State–Mankato), which base school health education curricula on SHAPE America's HETE standards and align health promotion curricula with NCHEC's Certified Health Education Specialist (CHES) competencies.

8. What program accreditation is available, if any?

The health education specialization would be included under Northern State University's existing Council for the Accreditation of Educator Preparation (CAEP) accreditation. CAEP is the national accrediting body for educator preparation providers and oversees program-level review of teacher education programs. The health education specialization would be incorporated into NSU's next CAEP review cycle as an additional specialty area within the School of Education.

The health promotion specialization aligns with the national Certified Health Education Specialist (CHES) credential administered by the National Commission for Health Education Credentialing (NCHEC). Although NCHEC does not accredit academic programs, it establishes the national professional competencies for health education specialists. Graduates of the Health Promotion specialization will be academically eligible to sit for the CHES exam, which serves as an external validation of program quality.

9. Will the proposed program pursue accreditation or certifications?

Yes

If no, why has the department elected not to pursue accreditation for the program?

Duplication and Competition

10. Do any related programs exist at other public universities in South Dakota?

A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate none.

There are no related programs for the health education specialization at public institutions in South Dakota; no BOR-system university currently offers a health education teacher preparation program leading to licensure. While the University of South Dakota and South Dakota State University offer programs in health promotion or allied health-related fields, these programs do not prepare candidates for teacher licensure and are more closely aligned with the Health Promotions Specialization proposed within the new major.

A. If yes, defend the need for an additional program within the state, Include IPEDS enrollment data and additional data as needed.

While related programs exist at South Dakota State University (SDSU) and the University of South Dakota (USD), there remains a clear and well-justified need for an additional program within the state. SDSU's B.S. in Health Studies with a Health Promotion specialization and USD's B.S. in Public Health with a Health Education specialization are both classified under CIP Code 51.2208 – Community Health and Preventive Medicine. These programs emphasize population-level health services, community health systems, and public health administration, preparing graduates to work in coordinated service, agency, and policy-oriented environments.

In contrast, the proposed B.S. in Health Education & Promotion at Northern State University is classified under CIP Code 51.2207 – Public Health Education and Promotion, which is nationally recognized as a distinct instructional field. Programs under CIP 51.2207 focus specifically on health education pedagogy, communication strategies, program planning, implementation, and evaluation, and prepare graduates to function as health education specialists and health promotion practitioners. This distinction is reflected in curriculum emphasis on instructional methods, targeted population education, health communication, and assessment of learning and behavior change, elements that are not the primary focus of CIP 51.2208 programs.

Additionally, NSU's proposed program uniquely integrates a Health Education Teacher Education Specialization, aligned with SHAPE America standards, South Dakota licensure requirements, and CAEP accreditation. No South Dakota Board of Regents institution currently offers a bachelor's degree classified under CIP Code 13.1307 – Health Teacher Education, resulting in a system-wide gap in preparation for certified K–12 Health Education teachers. Neither SDSU's nor USD's programs include the pedagogical coursework, supervised field experiences, or accreditation alignment required for teacher licensure.

IPEDS data further demonstrate that existing programs under CIP 51.2208 at SDSU and USD produce a limited number of graduates, approximately 36 graduates annually, entering public or community health fields, despite increasing statewide demand for both health educators and health promotion specialists. Importantly, no South Dakota public institution currently offers a bachelor's program classified under CIP 51.2207, placing the state behind peer systems in preparing graduates for CHES-aligned health education roles and limiting student access to nationally recognized preparation pathways.

The proposed B.S. in Health Education & Promotion at Northern State University does not duplicate existing offerings; rather, it fills two distinct and documented gaps within the Regental system: (1) the absence of any public-university Health Education teacher preparation program and (2) the lack of a bachelor's degree aligned with CIP 51.2207, the nationally standard classification for public health education and health promotion. Together, these elements expand access, strengthen system efficiency, and better align South Dakota's public higher education offerings with student demand and workforce needs.

B. If yes, would this program be a candidate for Regental system collaboration?

Given the scope and focus of the proposed program, formal Regental system collaboration is not anticipated at this time. The B.S. in Health Education & Promotion is designed to address a clearly identified gap within the Regental system, specifically, preparation for K–12 Health Education teacher licensure and a CIP 51.2207-aligned Health Education & Promotion degree that is not currently offered by other public institutions in the state. Because of the program's specialized curriculum, licensure, and accreditation requirements, delivery at a single institution is appropriate at this stage.

Northern State University values collaboration across the Regental system and will remain open to future conversations should opportunities arise that align with system priorities, workforce needs, or student access. Any consideration of collaboration would be approached thoughtfully to ensure continued program quality, compliance with accreditation and licensure standards, and responsible use of system resources.

11. Do any related programs exist at any non-Regental college or university within 150 miles of the university?

List those programs here:

When examining data on CIP Code 51.2207 – Public Health Education and Promotion, the South Dakota Board of Regents has no programs and none outside the system within 100 miles.

When examining data on CIP Code 13.1307 – Health Teacher Education, the SDBOR system has no programs under CIP Code 13.1307. Examining regional peer institutions within 100 miles, the following exist: Minnesota State University (Moorhead), Augustana University, Valley City State University, and University of Jamestown.

A. If yes, use IPEDS to identify the enrollment in those programs.

The following numbers represent the degree completers in 2024 under CIP Code 13.1307

- Minnesota State University – Moorhead = 11
- Augustana University = 2
- Valley City State University = 7
- University of Jamestown = 2

B. What evidence suggests there is unmet student demand for the proposed program, or that the proposed program would attract students away from the existing program?

There is significant unmet student demand for a Health Education & Promotion program in South Dakota, and Northern State University is well-positioned to attract students who otherwise leave the Regental system or choose programs that do not fully meet their career goals.

Within South Dakota's public higher education system, there is currently no pathway for students to earn Health Education teacher certification. While one private institution, Augustana University, offers a bachelor's program in this area, no programs within the South Dakota Board of Regents system are classified under CIP Code 13.1307 (Health Teacher Education), the nationally recognized classification for health education teacher preparation. As a result, South Dakota lags behind peer states, such as North Dakota and Minnesota, in developing and sustaining a pipeline of formally trained Health Education teachers.

Students seeking Health Education teacher certification must currently leave the SDBOR system and enroll in private institutions, such as Augustana University, or pursue an unrelated major and attempt to add endorsements that do not adequately prepare them for teaching health. This represents a clear, documented unmet demand within South Dakota's public system.

According to the American Association for Employment in Education (AAEE) 2022-23 Educator Supply & Demand Report, there is a shortage of Health Education teachers in School Districts across the Midwest/Great Plains, West, Rocky Mountain, and Great Lakes [8, p. 27] The areas experiencing shortages are the same states that earn reciprocity for tuition rates at SDBOR institutions (e.g., Wisconsin, Illinois, Montana, Wyoming, Colorado, Nebraska).

[8] <https://specialedshortages.org/wp-content/uploads/2023/11/2022-2023-AAEE-Educator-Supply-and-Demand-Report.pdf>

According to the US Department of Education Teacher Shortage Areas, South Dakota experienced a teacher shortage in the subject area of Health and Physical Fitness from 2016 to 2023. [9] Local districts in the Northeast region of the state have expressed concern and a need for certified 5–12 Health Education teachers (see support letter from Superintendent Dr. Becky Guffin). There is a nationwide movement to improve the quality of health education in schools by requiring formal Health Education preparation, not simply physical education certification. [10] A recent study found that achieving a minor in health (18 credits or less), inadequately prepares preservice teachers to teach the subject matter, with recommendations to double major. [11] NSU's proposed program directly addresses this gap and is the only potential provider within the state's public higher education system.

[9] <https://tsa.ed.gov/#/reports>

[10] Birch et al., 2019 - <https://doi.org/10.1177/1524839919868167>

[11] Ward et al., 2023 - <https://doi.org/10.1123/jtpe.2022-0279>

The South Dakota Board of Regents system currently does not offer a bachelor's degree classified under CIP 51.2207 (Public Health Education and Promotion), the nationally standard CIP for non-clinical health promotion programs and CHES preparation. This leaves South Dakota significantly behind peer states in developing a trained health promotion workforce.

Given that 51.2207 is one of the fastest-growing undergraduate health fields nationally, with 4,563 bachelor's degrees awarded in a recent IPEDS cycle and over 20,753 completions from 2003–2016, demand is clearly strong nationwide (National Center for Educational Statistics, Integrated Postsecondary Education Data System, Data Explorer, Completers, CIP 51.2207). Students interested in health promotion currently lack an in-state public option and must choose different majors or leave the state, representing further unmet demand. Additionally, the South Dakota Department of Health recommended increasing health education in rural communities as part of its Final Recommendations report in October of 2024. [12]

NSU is currently losing students to out-of-state and private programs for both health education and health promotion. Because the SDBOR system does not offer a health education major that leads to teacher certification, students regularly choose programs in:

- North Dakota (e.g., University of Jamestown, Minot State, Dickinson State),
- Minnesota (MNSU Mankato, MNSU Moorhead, Bemidji State),
- Private institutions like Augustana University.

Regional workforce demand is increasing while in-state graduate production remains very low. Public health, community health, and school-based health educator roles have expanded significantly post-COVID. Meanwhile:

• SD school districts report an instructional turnover average of 41 PE/Health positions from 20/21–24/25. Annual vacancies in Health Education/PE–Health positions are fewer, ranging from .75–3.19 [13]

• The SD public health system, rural hospitals, tribal health organizations, and nonprofits report ongoing shortages in prevention, health education, and wellness personnel [14]

• Only 36 graduates per year across USD and SDSU enter public/community health fields through similar but not equivalent majors (IPEDS Data Explorer)

This mismatch between workforce need and statewide graduate production points to substantial unmet demand for an additional, unique program.

- [12] <https://doh.sd.gov/media/kswfzog5/sd-rural-strategic-analysis-final-recommendations-report-101824.pdf>
- [13] SD DOE, Instructional Staff Turnover & Vacancy - <https://doe.sd.gov/data/turnover.aspx>
- [14] SD DOH, 2025 - <https://doh.sd.gov/healthcare-professionals/rural-health/rural-health-transformation-project>

Market Demand

This section establishes the market demand for the proposed program (eg Regental system need, institutional need, workforce need). Use the following sources for your data:

- [South Dakota Department of Labor & Regulation](#)
- [O-Net](#)
- [US Department of Labor Projections Central](#)
- SDBOR Workforce and Degree Gap Analysis Report

12. What is the expected growth of the industry or occupation in South Dakota and nationally?

Include the number of openings, as well as the percentage of growth when possible.

The following table use data from the United States Department Labor of Statistics Projections Central [15] The occupations chosen to examine the workforce demands of the proposed B.S. in Health Education & Promotion Major are Community Health Worker and Health Education Specialists.

Community Health Worker as defined on O*Net OnLine [16] as “Promote health within a community by assisting individuals to adopt healthy behaviors. Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies. Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health. May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings. May collect data to help identify community health needs.”

Health Education Specialist as defined on O*Net OnLine as “Provide and manage health education programs that help individuals, families, and their communities maximize and maintain healthy lifestyles. Use data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments. May link health systems, health providers, insurers, and patients to address individual and population health needs. May serve as resource to assist individuals, other health professionals, or the community, and may administer fiscal resources for health education programs.” [17]

The data from the US Department of Labor demonstrates that community health workers and health education specialists are projected to grow faster than average (> 7%). This is reflected in statistics presented on O*Net Online with projection growth from 2024-2034 above 7% - much faster than average. O*Net projects South Dakota will experience projected growth of 16% for Health Education Specialists and 14% for Community Health Workers. [18]

[15] <https://projectionscentral.org/longterm>

[16] <https://www.onetonline.org/link/summary/21-1094.00>

[17] <https://www.onetonline.org/link/summary/21-1091.00>

[18] <https://www.onetonline.org/link/summary/21-1091.00>

13. What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?

According to the Bureau of Labor Statistics, the occupation of Health Education Specialists had about 71,800 jobs in 2024 and is projected to grow to 75,000 by 2034—a growth of 4% (about 3,200 new jobs). The BLS further states there will be about 7,900 openings annually over the decade—many resulting from replacement needs [19] The O*NET OnLine profile for Health Education Specialists confirms the “Bright Outlook” designation, meaning the occupation is expected to grow and have more job openings than typical [20]

- On a state level in South Dakota, job listings show multiple active openings for health educator–type positions. For example, a job posted on SDWorks under the search Health Education includes
- Health Education Specialists / Education Coordinator at a regional medical center in Huron, SD lists one full-time opening.
- Behavioral Health Education Teacher and Liaison at Mount Marty University in Yankton, SD lists a full-time opening
- There are state resources like the South Dakota Area Health Education Center (AHEC) that emphasize building pipelines for health-care professionals (including health education) in rural and underserved regions of South Dakota, further indicating workforce pressures.

The combination of national projections (with nearly 8,000 openings per year) and active job postings in South Dakota indicates both national and local demand for health education professionals. The fact that graduates in South Dakota from health-education/health-promotion tracks are very few (as previous data showed) suggests that the supply side is not matching the demand, resulting in unfilled or hard-to-fill positions.

Therefore, offering a program such as the proposed B.S. in Health Education & Promotion at Northern State University will likely help fill these openings by preparing students locally for those roles, helping to reduce the gap between employer need and qualified applicants.

[19] <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

[20] <https://www.onetonline.org/link/summary/21-1091.00>

14. What salaries can program graduates expect to earn in South Dakota and nationally?

Nationally, the median wage for a Health Education specialist is \$63,000 annual salary or \$30.29 hourly. South Dakota falls under the national average with a salary of \$55,770 for Health Education Specialists. [21]

Nationally, the median wage for a Community Health Worker specialist is \$51,030 annual salary or \$24.54 hourly. South Dakota falls under the national average with a salary of \$47,300 for Community Health Workers. [22]

[21] <https://www.onetonline.org/link/localwages/21-1091.00?st=SD>

[22] <https://www.onetonline.org/link/localwages/21-1091.00?st=SD>

15. Optional: Provide any additional evidence of regional demand for the program.

e.g. prospective student interest survey data, letters of support from employers, community needs...

Included with the Intent to Plan is a letter of support from Dr. Becky Guffin, Superintendent of the Aberdeen Public School District, emphasizing the regional need for a Health Education preparation program. Northern State University alumni have repeatedly reported that, after completing their degrees, they were required to pursue additional coursework elsewhere because surrounding states, particularly North Dakota and Minnesota, mandate a major in Health Education for teacher licensure. Several graduates have also indicated they faced challenges securing employment beyond South Dakota because their transcripts did not list Health Education as an academic major, limiting their competitiveness for positions that require formal preparation in the discipline.

Student Demand

16. Provide evidence of student completers/graduates at that degree level at peer institutions that offer the same/similar program using data obtained from IPEDS.

Choose programs not already listed in question 11. Use the most recent year available.

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
Minnesota State University Moorhead	MN : Minnesota	Health Education	11	983
University of Minnesota Duluth	MN : Minnesota	Public Health: Community Health	20	1370
Winona State University	MN : Minnesota	Public Health	27	1921

17. What evidence suggests there is interest from prospective students for this program at the university?

As noted, North Dakota and Minnesota both require a Health Education major for teacher licensure, which places Northern State University in a strategically important position given its proximity, within 100 miles, to both states. Each year, NSU enrolls students from North Dakota and Minnesota who must seek additional coursework elsewhere because no such major is currently available in the SDBOR system. At the same time, the field of Health Education continues to grow nationally, with increasing demand for professionals in school health, community health, and wellness promotion. Establishing this bachelor's program provides a timely opportunity for students pursuing careers in community and public health education while also creating a strong academic foundation for advanced study, including graduate programs such as the Master of Public Health (MPH).

Enrollment

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

Include the number of openings, as well as the percentage of growth when possible.

Students enrolling in this program are expected to represent a combination of new students to the university and students redirected from existing majors. The new Health Education & Promotion program fills a gap in the SDBOR system and is anticipated to attract first-time freshmen and transfer students, particularly from South Dakota, North Dakota, and Minnesota, where a Health Education major is required for teacher licensure. In addition, some current NSU students, especially those majoring in Human Performance, Nursing, Psychology, or related fields, may choose to redirect into this program because it more closely aligns with their career goals in school health, community health, or wellness promotion. Current physical education majors will be strongly encouraged to pursue a double major, which is projected to generate approximately 10–20 majors in the first year alone. However, the primary enrollment growth is expected to come from new students who would not otherwise have selected NSU due to the absence of a health education or health promotion degree.

19. Narrative Description of the preliminary estimates on annual enrollment in this program by year six

Include all students within the program, not just those new to the program.

Enrollment projections developed for the proposed B.S. in Health Education & Promotion is expected to show steady and sustainable growth over its first six years. According to the preliminary estimates, the program begins with approximately 8 students in Year 1 and increases consistently as new students enroll and continuing students progress through the curriculum. By year four (FY30), the program is projected to enroll 39 students, representing strong early adoption across both new and redirected students. Extending this trend forward to year six, the program is expected to stabilize at an estimated 50 enrolled majors, with the majority being new first-year and transfer students attracted specifically to the health education teacher education and health promotion specializations. This growth trajectory is supported by current interest in health-related fields, the strong pipeline of physical education majors who are likely to add the double major, and regional workforce demand for health educators and health promotion specialists.