



Howard Community College (HCC) is aware of the need for public health professionals within the community, statewide, and nationally. Currently, public health is a transfer option at HCC, and the only one of its kind in the state. Both existing and prospective students have expressed great interest in public health as a degree option. In an effort to maintain current and relevant educational offerings for the student body and to meet the needs of the community, HCC seeks to establish a public health A.A. degree. The new degree will provide an additional level of education for those workers who seek entry-level employment as community workers within the public health area. For their critical role in supporting health and wellness, they need a foundation in public health disciplines such as epidemiology, biostatistics, health services, environmental health, behavioral health, and occupational health.

At the center of the public health (PUBH) program at HCC will be its adherence to the college's mission statement of "providing pathways to success." The HCC PUBH program will follow the strategic goals of the college including student success, completion, and lifelong learning; organizational excellence; and building and sustaining partnerships. HCC is also focused on increasing resources for scholarships and facilities, and increasing opportunities to serve regional needs. The program will also remain true to the college's core values of innovation; nurturance; sustainability; partnership; integrity; respect; excellence; and service.

Public health professionals holding a public health A.A. degree enter the workforce as community health workers. Community health workers teach people the importance of healthy behavior to avoid chronic diseases. They are employed in a variety of settings, including state and local health departments, hospitals, workplace wellness programs, government agencies, educational institutions, research organizations, and international development agencies. HCC will provide the education and training experience necessary for students to succeed in these roles. Graduates will provide valuable service to the community, will maintain professional relationships and partnerships, and will continue their professional development.

In addition to its students and the community, HCC is dedicated to serving the needs of the current health and healthcare workplaces. To this end, the health sciences division (HSD) at HCC currently offers occupational programs in nursing, cardiovascular technology, radiologic technology, emergency medical services, dental hygiene, medical laboratory technician, diagnostic medical sonography, and physical therapy assistant as well as transfer programs in human services, nutrition, and exercise science.

The college's commitment to its students, the community, and to the healthcare workplace is further demonstrated by its new health sciences facility. The Health Sciences building houses all occupational and transfer programs in the health sciences division. The new building is dedicated to providing HCC students state-of-the-art learning environments, educational technologies, and clinical laboratory equipment.

Goal # 2 of "Maryland Ready 2013-2017 Maryland State Plan for Postsecondary Education" is to develop a system of postsecondary education that promotes accessibility and affordability, and to meet the needs of an increasingly diverse student population. Students face challenges related to geographic distance, with living expenses representing the largest component of the total cost of attendance for both residential and commuter students. Howard Community College provides a variety of educational opportunities at a reasonable cost. The proposal for a new public health A.A degree represents HCC's best efforts to serve

students from Howard County and Central Maryland by providing a needed, preferred, and quality program in a reasonable proximity.

Howard Community College offers multiple programs to support its students. It incorporates multiple teaching and student service strategies and delivery modalities. It calls upon students to accept responsibility for their individual growth and maximize the use of the many resources provided for them. The Career Links program, for example, is designed to assist HCC students who are low-income single parents or displaced homemakers to experience college success.

Additional programs specific to and offered through the HSD are also in place to improve student success. Examples of HSD-specific programs include one program that seeks to increase student retention through multiple strategies and another called Learning Commons that assists students learning through the use and accessibility of technology.

**B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**

The Associate of Arts degree in public health will provide both theoretical and practical instruction to prepare graduates for employment opportunities as community health workers. The curriculum is designed to offer a wide variety of courses that will offer comprehensive hands-on instruction to develop knowledge and skills required for employment.

English Composition	ENGL-121 College Composition	3
Arts & Humanities	Arts & Humanities Core Group A	3
	Arts & Humanities Core Group B	3
Social & Behavioral Sciences	GEOG-101 Introduction to World Geography	
	OR	
	GEOG-102 Elements of Cultural Geography	3
	SOCI-101 Introduction to Sociology	3
Biological & Physical Sciences	Science Core Course (must include lab)	4
	Science Core Course	3
Mathematics	MATH-138 Statistics	4
Core Elective	Any General Education Core Course	4

**REQUIRED COURSES RELATED TO MAJOR**

ENST-233	Introduction to Environmental Health	3
HEED-115	Personal and Community Health	3
HEED-125	Ethics in Professional Practice	3
NUTR-211	Nutrition	3
PUBH-101	Introduction to Public Health ✓	3
PUBH-210	Epidemiology ✓	3
PUBH-230	Health and the Disease Process	3
PUBH-250	Public Health Internship	3
PUBH-260	Community Advocacy in Public Health	3
PUBH-280	Global Health ✓	3
		<hr/> 60

} 30 cr. hrs.

## **Associate of Arts Degree: Required Courses and Course Descriptions**

### **ENGL-121 College Composition**

#### **3 credits**

This course guides students through the expository writing process and the rhetorical arts of argument and persuasion through critical thinking and research. Students examine the relationship among writer, audience, and purpose, and practice writing through a recursive process. Students will develop an understanding of themselves as responsible readers and writers of global, contemporary critical discourse. Students completing this course successfully should be able to write persuasive, researched, and documented essays (of at least 1,000 words) demonstrating the conventions of standard written English and manuscript presentation. ENGL-121 transfers as university-parallel freshman English. Prerequisite: Eligibility to enroll in ENGL-121 is based on English placement test scores or the successful completion of required developmental English course work.

### **ENST-233 Introduction to Environmental Health**

#### **3 credits**

This course examines the impact that environmental factors such as air, water and food have on human health and well-being, and how people influence the quality of their environment. Students will learn about how human evolution and prosperity results in challenges associated with pollution, overpopulation, health economics, environmental policy, and other issues. Environmental health tools, such as epidemiology, toxicology, policy, and regulation will be applied to current issues of concern.

### **GEOG-101 Introduction to World Geography**

#### **3 credits**

This course will focus on the effects of spatial relationships of the physical environment with respect to the earth's human population. We will study the location of people, relative to each other. Students will examine the physical environment and how it influences spatial decision-making processes. We will analyze the geo-economic relationships which influence the earth's settlement patterns. Students will develop an understanding of the increasingly interdependent and interconnected world in which we live, and the relationship between the actions of the individual and the impact which these actions have on other places in the world. Prerequisite: Eligible to enroll in ENGL-121.

### **GEOG-102 Elements of Cultural Geography**

#### **3 credits**

This course will focus on how human populations have utilized the Earth and its resources in the process of demographic and technological 'advancement.' Specific attention will be paid to the interdisciplinary study of demography, sustainable development, the history of migration, and examples of socio-political struggles over territory and natural resources. A series of global case studies will provide a framework for this analysis and students will undertake research on, and present about, a country of their own choosing. Prerequisite: Eligible to enroll in ENGL-121.

### **HEED-115 Personal and Community Health**

#### **3 credits**

This course will study the meaning and significance of all dimensions of health and wellness. This course will investigate the latest scientific findings relevant to the major diseases and causes of premature death

in the United States. Self-responsibility is stressed as well as meaningful dialogues that will motivate students to modify their health practices to a high level of effective and enjoyable living.

### **HEED-125 Ethics in Professional Practice**

#### **3 credits**

This course will examine ethics in today's evolving healthcare environment. This course will look at the evolution of privacy and the ethical dilemmas that result from current laws, and social and cultural implications. A practitioner's approach to ethics has a direct impact on the quality of patient care and the liability of the organization for which they work. Healthcare practitioners, i.e., substance abuse counselors, psychiatric aides, gerontologists, social services workers, are expected to be knowledgeable about today's healthcare laws and ethical codes.

### **MATH-138 Statistics**

#### **4 credits**

In this course, students will develop the skills necessary to examine basic statistical terminology, display, describe, and analyze categorical and quantitative data, and calculate measures of central location and variation. The student will additionally examine the normal distribution, correlation, and regression analysis, sampling, hypothesis testing, the chi square test, and probability related to statistics. Classes will require the use of a statistical package.

### **NUTR-211 Nutrition**

#### **3 credits**

This course focuses on the basic concepts of nutrition and the application of nutritional principles to wellness across the lifespan. It will provide students with a general understanding of nutrition and health, the functions and importance of fats, carbohydrates, proteins, vitamins, and minerals, and the relationship between nutrition and exercise in weight management. Students will complete a detailed computerized dietary analysis project.

### **PUBH-101 Introduction to Public Health**

#### **3 credits**

Introduction to Public Health is a survey course designed to introduce students to public health topics such as biostatistics, epidemiology, environmental and occupational health, behavioral health, health policy and administration, maternal and child health, and ethics. The course provides methodology for understanding health and health policy matters at a population level and exposes students to various occupations in the field of public health. Course content will include guest lecturers who serve in a public health field and possible site visits to public health institutions. Prerequisite: Eligible to enroll in ENGL-121.

### **PUBH-210 Epidemiology**

#### **3 credits**

Introduction to Epidemiology introduces students to the principles and methods public health practitioners employ to determine transmission, distribution, occurrence, and detection of communicable and non-communicable diseases and injury within a population. Epidemiology provides evidence-based data

which may point to an association between exposure and development of a disease, leading researchers to further investigate a cause-and-effect relationship through laboratory experiments (i.e. tobacco use and lung cancer). Public policy measures (i.e. smoking tobacco ban) and control of diseases (i.e. SARS) benefit from epidemiologic measures by providing population and individual risk estimates. Course content will include guest lecturers who employ epidemiologic principles in their public health work. Case studies of disease outbreaks will be highlighted (i.e. food-borne illness outbreak) to allow students to practice the methods used by epidemiologists. Prerequisite: ENGL-121; MATH-070 or higher or appropriate score on mathematics placement test.

### **PUBH-230 Health and the Disease Process**

#### **3 credits**

This course provides an introduction to the fundamentals of general pathophysiology of disease processes. It is designed for students enrolled in health programs and those interested in pursuing an advanced degree in the medical/allied health fields. Causes, signs and symptoms, incidence, treatment, and patient teaching are presented. Interventions to prevent disease and promote wellness are integrated into clinical situations. Prerequisite: ENGL-121.

### **PUBH-250 Public Health Internship**

#### **3 credits**

The public health internship provides the opportunity for students to obtain work experience in a public health agency in coordination with a faculty member. The goal of the internship is to develop practical and professional skills in the creation, implementation and evaluation of programs designed to enhance the health of the population. Students will apply their knowledge of the essential public health services and functions in a professional setting. Prerequisites: PUBH-101.

### **PUBH-260 Community Advocacy in Public Health**

#### **3 credits**

This course provides students the opportunity to work directly with community-based organizations to develop practical and professional skills in the assessment, development, implementation, and evaluation of public health programming. Students will learn and demonstrate skills in community assessment and organization techniques including: stakeholder identification, coalition-building, grass-roots advocacy, and the identification of funding sources. Prerequisite: ENGL-121.

### **PUBH-280 Global Health**

#### **3 credits**

This course is designed to introduce students to: (1) current and emergent issues that affect the health of the global population, (2) indicators and tools used to assess population health, and (3) measures taken to address the burden of disease. The far-reaching goal of this course is to provide resources and information to motivate citizens to take action toward ensuring equitable global health care. Prerequisite: ENGL-121.

### **SOCI-101 Introduction to Sociology**

#### **3 credits**

Through this introduction to Sociology, students will develop an understanding of the basic concepts of sociology including culture, socialization, social stratification, and social change and be able to apply these concepts to social problems and everyday life experiences. Students will be exposed to sociological information and ideas which will help them understand and clarify their own norms, values, and attitudes. Prerequisite: Eligible to enroll in ENGL-121.

### Student Learning Outcomes

The HCC council for curriculum integrity has reviewed the education objectives and student learning outcomes, and has approved the proposed program as being congruent with the HCC General Education requirements. Each student must meet a minimum of 30 general education credits that are associated with specific general education goals. General education courses are associated with the following general education goals: creative process and humanistic inquiry, critical thinking, global competency, oral and expressive communication, scientific and quantitative reasoning, written communication, information literacy, and technological competency. The total general education and required courses equal 60 semester hours of credit.

Public Health Program Goals
At the completion of the public health program, students will be able to: <ol style="list-style-type: none"><li>1. Apply the history and philosophy of public health as well as its core values, ethics, concepts, and functions across the globe and in society.</li><li>2. Apply the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.</li><li>3. Apply the concepts of population health and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.</li><li>4. Apply the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.</li><li>5. Compare and contrast the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.</li><li>6. Apply the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.</li></ol>



### C. Critical and compelling regional or Statewide need as identified in the State Plan:

The public health program meets the regional and statewide need to develop a highly qualified workforce as identified in Goal #5 of *Maryland Ready: 2013 to 2017 Maryland State Plan for Postsecondary Education*. It also states that even during the recent economic downturn, employers reported a shortage of job applicants with the skills required for the contemporary workplace.

HCC actively strives to achieve this goal by increasing enrollment and providing a multitude of career options. The student benefits from goal achievement as evidenced by obtaining employment that is conducive to improved lifestyle options. The opportunity for economic growth and vitality is an area of concentration at HCC as it prepares public health graduates who will contribute to Howard County and the state of Maryland. This in turn will benefit the community's needs by supporting economic and workforce development in Howard County and throughout Maryland.

The National Skills Coalition (2013) estimates that by 2018, 43% of Maryland jobs will be classified as "middle skills." Middle-skills jobs require an education beyond high school, but less than a four-year degree. In 2009, only 38% of Maryland's workforce had the training required for middle-skills jobs. In addition, as noted elsewhere in *Maryland Ready*, the changing demographics of Maryland's population and workforce require new skills, new opportunities to obtain credentials, and new patterns of enrollment in postsecondary education. An individual may enter the healthcare field at many levels, and at each level, there are well-defined next step pathways for progress.

There is a growing need for community health workers within Howard County, the state, and the nation. The role of the community health worker is to provide valuable guidance and education to community members with the purpose of influencing behaviors that lead to healthy lifestyles and healthy living. Their role is critical to promoting the health and well-being of the state and nation. Community health workers must therefore be educationally prepared to meet the needs and the demands of local, state, and national wellness initiatives. The public health A.A. degree includes the courses that are suitable for the community health worker's role.

**D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

According to the Bureau of Labor Statistics (2014), employment of community health workers is projected to grow 21% from 2012 to 2022. In 2012, 99,400 persons were reported to be employed as community health workers. The expected increase by 2022 is an additional 21,400 jobs. This rate is faster than the average for all occupations. Also, the number of community health workers employed at local, state, and private agencies providing educational services will increase by 16.6% between 2012 and 2022. This growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people about healthy habits and behaviors and utilization of available health care services. Federal health care reform will increase access to medical care, such as preventive screenings. Community health workers will be needed to direct patients in obtaining access to health care services.

The U.S. Department of Labor's "mySkills myFuture" (2015) website reports that within 100 miles of HCC, there are currently 1670 persons employed as community health workers. They project 60 job openings annually. Further, the Maryland Department of Labor, Licensing and Regulation (2013) reports an expected increase of 41 new jobs and 74 replacements for a total of 115 job openings by 2015.

Public health at the community college level was an insightful and innovative addition to the programming at HCC when it was started in 2009, as the only one of its kind in Maryland. Since then, there has been increasing interest in the public health associate degree as an important option, in those careers in which a baccalaureate or master's in public health is not critical to the execution of both role and responsibility.

To respond to the increasing job market for associate degree level public health professionals, the Community Colleges and Public Health Project was convened by the Association of Schools and Programs of Public Health and the League for Innovation in Community College. The task force provided a "Final Report" on November 4<sup>th</sup>, 2013 that outlined the need for public health A.A. degrees with recommendations for colleges.

According to the final report, “new funding mechanisms as part of Medicaid, Medicare’s 30 day hospital readmission policy, and the Affordable Care Act have dramatically increased interest in paid positions requiring a health navigator education.”

A health navigator is a front line health worker with expertise and experience in assisting individuals and communities to navigate the U.S. community health, health care, and health insurance systems. Health navigator is an umbrella term that refers to a rapidly growing job market with a range of titles to include community health worker/navigator, patient care navigator, and health insurance navigator. The need for health navigators is also indicated in the 2014 revised recommendations of the Clinical Prevention and Population Health curricular framework of the Healthy People Curriculum Task force. This task force included representatives of eight national health professions and educational associations.

These increasing employment opportunities for community health workers and health navigators will require education and professionalization in the field. Health navigator associate degree programs are designed primarily as applied degrees intended to respond to the rapidly growing job market for assisting individuals to navigate the increasingly complex public health, health care, and health insurance systems. HCC’s current public health program meets the recommended curricular prototype for a generalist in the public health degree as outlined in the Association of Schools and Programs of Public Health and the League for Innovation in the Community College.

The *Final Report on Community Colleges and Public Health (2013)* project adds that, “In addition to immediate employment opportunities upon graduation, the Society for Public Health Education (SOPHE) has endorsed the development of Health Navigator associate degrees designed for transfer to a bachelor’s degree in Health Education. SOPHE has recommended the development of transfer programs and articulation of degrees with the over 150 Health Education bachelor’s degree programs.” HCC’s current public health transfer option articulates with the University of Maryland, Baltimore County.

**E. Reasonableness of program duplication:**

There are currently no schools in Maryland offering a Public Health A.A. degree.

**F. Relevance to Historically Black Institutions (HBIs)**

HCC maintains an open admission policy so that all prospective students, regardless of race, ethnicity, religion or socioeconomic background are welcome. The proposed program will not have any impact of the state’s Historically Black Institutions.

**G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).**

Not Applicable

**H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

The following faculty members will teach in the program:

- Program Director: Nancy J. Frank, M.S.

- The program director is responsible for administration of the public health program. Additionally, the director will provide instruction in certain courses as qualified.
- Nancy J. Frank earned a B.S. in Pharmacy and a M.S. in Exercise Science. Prior to accepting a full-time teaching position in Fall 2013, she taught courses in health education and exercise science at HCC for 20 years as adjunct faculty.
- Program Coordinator: Kelly McMillan, M.S., CHES
  - Kelly McMillan is an assistant professor and the program coordinator for the public health program. The responsibility of the coordinator is to train and schedule adjunct faculty, promote the public health program, advise students, and ensure the quality of the program and courses being offered. The coordinator is also responsible for teaching Introduction Public Health (PUBH-101) and Community Advocacy in Public Health (PUBH-260).
  - Kelly McMillan has a B.S. in Health Education and a M.S. in Community Health Education. Kelly is CHES certified, and has seven years of experience teaching health and wellness classes at the community college level.

In addition to the program director and the program coordinator, adjunct faculty will be recruited to teach courses related to specific fields of expertise. Faculty selection will be guided by the goal of providing students with the best education.

- Professor: Patrick Finley, Ph.D.
  - Dr. Finley is a full professor and teaches Personal and Community Health (HEED-115) and Health and the Disease Process (PUBH-230).
  - Dr. Finley has a Ph.D. in Public and Community Health and a M.A. in exercise science. He has 30 years of teaching experience in the health profession, and has taught at HCC for 28 years. He is the former acting chair and director for the Department of Health Promotion and Human Performance.
- Adjunct Professor: Amanda Thomas, MPH
  - Amanda Thomas currently teaches Epidemiology (PUBH-210). Amanda has a MPH with a specialization in Epidemiology. Amanda also has bachelor's degree in Biology with a minor in Chemistry. Amanda is currently a regulatory affairs analyst for the office of health care quality. She has previously worked as the acting director of health policy and planning for the Howard County health department.
- Senior Adjunct Professor: Lanardo Moody, MA
  - Lanardo Moody currently teaches Global Health (PUBH-280). Lanardo has a MA in clinical psychology. Lanardo completed 43 semester hours of Ph.D. work in Community Health and Policy. Lanardo has been an adjunct instructor at HCC for ten years. Lanardo is retired with the rank of O-5 (CDR) from the U.S. Public Health Service as a Commissioned Officer (Health Services).
- Assistant Professor: William Gretes, Ph.D.
  - Dr. Gretes is an assistant professor and teaches Introduction to Environmental Health (PUBH-233). Dr. Gretes has a Ph.D. in Biology, with a concentration in behavior physiology. Dr. Gretes has ten years of teaching experience, as well as research experience and publications in his field.
- Adjunct Professor: Aimee G. Hermina, M.S, R.D., L.D.N.

- Aimee Hermia is currently teaching NUTR-211 (Nutrition). Aimee has a Master's degree in Nutrition and Public Health. She is a registered dietitian with the Academy of Nutrition and Dietetics. She is also a licensed dietitian with the Maryland Department of Health and Health Board of Dietetic Practice. Aimee has been teaching college level nutrition courses for over 25 years.
- Senior Adjunct Professor: Gail Baptiste
  - Gail Baptiste is currently teaching NUTR-211 (Nutrition). Gail has a Master's degree in Nutrition and Food Science and a BS in Dietetics. She is registered with the Academy of Nutrition and Dietetics. She is also a licensed dietitian in the state of Maryland. Gail has been teaching nutrition classes at HCC since 2005
- Adjunct Professor: Jeffrey Brown
  - Jeffrey Brown is currently teaching NUTR-211 (Nutrition). Jeffrey has a Master's degree in Food and Nutrition. He also holds a bachelor's degree in Nutrition, Food and Agriculture. Jeffrey is a licensed dietitian with the State of Maryland. Jeffrey has been working as a nutritionist for fourteen years.
- Master Adjunct Professor: Linda Bunyard, M.S., R.D., L.D.N.
  - Linda Bunyard is currently teaching NUTR-211 (Nutrition). Linda holds a Master's of Science in clinical nutrition. She also earned her bachelor's degree in human nutrition. Linda is a licensed dietitian and registered dietitian. Linda Bunyard has been teaching college-level nutrition courses for 25 years.

**I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).**

The James Clark, Jr. Library resources may be expanded to include additional electronic access to data bases for professional journals and other media. Textbooks specific to public health will be provided. The library offers a wide array of print and online resources. From the library's webpage individuals can search the online catalog for approximately 50,000 items, including books, e-books and video titles. Patrons can use the web site to link to over 1,000 electronic items. This coverage includes general as well as subject-specific databases, such as Academic OneFile, Academic Search Complete, CINAHL Plus with Full Text, JSTOR, LexisNexis Academic Literature Resource Center, ProQuest National Newspapers, ProQuest Nursing & Allied Health Source, full-text journals, newspapers and online reference books. Access to databases and electronically reserved materials is made available to the college community from off-campus via password protected access. The library staff offers formal information literacy instruction through scheduled classes.

**J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)**

The public health program will receive support at HCC from student services departments that offer services including academic advising, financial aid services, veterans affairs, child care services, academic support, learning assistance, a test center, services for students with disabilities, counseling, vocational support, and career services. The HCC public health program has such resources as the new Health Sciences Building (HSB), the James Clark, Jr. Library, the Instructional Technology Media Department, and the Teaching and Learning Institute.

In January 2013, HCC opened the new health sciences building (HSB), a 113,000 square foot building that houses state-of-the-art educational and simulation technologies and laboratory equipment. The HSB, which was built as a LEED (Leadership in Energy and Environmental Design) building, recently received the Gold award for its green design and energy efficiency. The HSB is home to multiple programs, including public health, nutrition, cardiovascular technology, medical laboratory technician, emergency medical services, exercise science, physical therapist assistant, dental hygiene, diagnostic medical sonography, nursing, and radiologic technology. Each of these programs has designated classroom and laboratory space for skills instruction. Opportunities for interdisciplinary instruction with nursing and allied health will be available for the public health students. Interdisciplinary instruction as an additional teaching strategy will enhance the public health graduates' appreciation of the roles between various health care workers.

All classrooms in the HSB are equipped with smart podiums and can accommodate variable class sizes, including one large lecture hall that can seat 150 students. Full-time faculty offices, an adjunct faculty suite, and a health sciences division office suite complete the HSB. The new HSB is testament to the commitment that the board of trustees, president, and administrators of HCC have for growing and supporting all of the programs within the health sciences division.

Additional support will be provided by the academic divisions involved with offering the core general education courses that serve as the prerequisites to the public health program.

**K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)**

1. Complete Table 1: Resources (pdf) and Table 2: Expenditure(pdf). Finance data(pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years, and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

**TABLE 1: RESOURCES**

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue*	\$ 118,982.50	\$ 252,721.56	\$ 252,721.56	\$ 252,721.56	\$ 252,721.56
a. Number of F/T Students	25	28	28	28	28
b. Annual Tuition/Fee	\$ 4,759.30	\$ 9,025.77	\$ 9,025.77	\$ 9,025.77	\$ 9,025.77
c. Total F/T Revenue (a x b)	\$ 118,982.50	\$ 252,721.56	\$ 252,721.56	\$ 252,721.56	\$ 252,721.56
d. Number of P/T Students					
e. Credit Hour Rate					
f. Annual Credit Hour Rate					
g. Total P/T Revenue					
3. Grants, Contracts & Other					
4. Other Sources					
TOTAL (Add 1 – 4)	\$ 118,982.50	\$ 252,721.56	\$ 252,721.56	\$ 252,721.56	\$ 252,721.56

\*Tuition assumes all students are in-county and full-time.

**TABLE 2: EXPENDITURES**

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 99,943.56	\$ 107,493.55	\$ 111,031.21	\$ 114,710.38	\$ 118,536.72
a. # FTE	1	1.5	1.5	1.5	1.5
b. Total Salary	\$ 85,040.00	\$ 88,441.60	\$ 91,979.26	\$ 95,658.43	\$ 99,484.77
c. Total Benefits	\$ 14,903.56	\$ 19,051.95	\$ 19,051.95	\$ 19,051.95	\$ 19,051.95

2. Admin. Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 – 7)	\$ 99,943.56	\$ 107,493.55	\$ 111,031.21	\$ 114,710.38	\$ 118,536.72

Based on 1-1.5 full time faculty and remaining courses taught by adjuncts at \$710/credit hour. Benefits include full-time benefits for full-time faculty, adjuncts, and FICA for adjuncts.

**L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).**

**Learning Outcomes Assessment and Accountability**

Howard Community College is committed to the philosophy of educational accountability. In order to determine that students are attaining the knowledge and skills appropriate to various courses and programs, regular and planned assessment activities are ongoing and include standardized assessments, placement tests, faculty-developed evaluations, focus sessions, and surveys.

The Planning, Research, and Organizational Development (PRÓD) office leads the planning process, institutional research, assessment, and learning outcomes, and facilitates process improvement teams and organizational development activities of HCC. Annually, each full-time faculty completes a teaching improvement project (TIP) designed to improve course and program outcomes. The Individual Development and Educational Assessment (IDEA) Survey provides a way of evaluating instruction and obtaining feedback regarding the effectiveness of classroom instructors. The goal of this survey is to utilize student feedback about instructors to provide insights to improve instruction. Each faculty member that facilitates theoretical content is evaluated using the IDEA survey.

Each program within the college is evaluated using an extensive systematic methodology. The systematic program evaluation includes all of the courses within the program. The outcomes and recommendations are reviewed by the program chair, dean, vice president of academic affairs, and PROD office.

**M. Consistency with the State's minority student achievement goals** (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

HCC is well known as a campus that embraces diversity. Enrollment statistics demonstrate diversity at HCC as students are represented from more than 111 countries. Diversity is a focal concern in all aspects of the college including, but not limited to, recruitment and hiring practices, faculty and staff training opportunities, professional development offerings, selective admissions programs, student enrollment, public relations, and student activities.

The public health program has consistently recruited minority and educationally disadvantaged students. Approximately 86% of students in the public health program have reported that they have no secondary degree prior to enrollment at HCC. In 2013, approximately 79% of students were designated as minority. This statistic has been consistent since 2009 when the program was first offered.

HCC maintains an open door policy of admission. Persons who have the maturity and ability to benefit from the college's learning programs are admitted on a space-available basis without regard to race, sex, age, religion, ethnic background, marital status, sexual orientation, political persuasion, or disability. No student will be denied initial admission to the college on the basis of previous educational experience, except as prescribed by law.

HCC's affirmative action definition is as follows: HCC's affirmative action includes proactive steps to recruit and retain minorities. In recruiting, the college advertises with sources directed specifically at minority candidates in order to improve the diversity of the candidate pool. For the current workforce, the college has a comprehensive diversity plan which includes objectives to improve knowledge of and sensitivity to minority issues, and aids in the retention of minorities.

The board of trustees of HCC has committed the college to an ongoing diversity program and to regularly review progress towards the objectives of the *Diversity Plan*. The objectives include "ensuring that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool" and "meeting educational needs that promote sensitivity and value diversity by proactively identifying areas in which programs may be needed and encouraging the development and continual improvement of a curriculum of inclusion."

**N. Relationship to low productivity programs identified by the Commission:**

Currently the public health area of study is not associated with a low productivity program at HCC.

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