



November 11, 2019

Dr. James D. Fielder, Jr., Secretary  
Maryland Higher Education Commission  
6 North Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201

Dear Secretary Fielder,

Hood College has designed a new and exciting bachelor of arts program in public health that we are eager to submit to you for review. This highly interdisciplinary undergraduate program is designed with a strong liberal arts foundation that draws upon our existing strengths in nursing, social work, psychology, and the sciences, and purposefully aligns with accreditation standards of the Council on Education for Public Health (CEPH), a credential we intend to pursue pending program approval. If awarded, ours would be the only CEPH-accredited B.A. program in public health in the state of Maryland.

The program's design is informed by research from the National Academy of Sciences that, in 2003, explored the question: *"Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century"*. Their report focused on the state of public health education at all levels and recommended that all undergraduates have access to public health education. The report further recommended that this education should reflect the complex "ecosystem" of public health influences including social, economic, behavioral and political factors; influences that serve as the underpinning of Hood College's liberal arts education.

Additionally, we know that AACU's critical component elements of the liberal arts (defined by Liberal Education and Americas Promise (LEAP)) serve as the cornerstones of public health education (as determined by the Association of Schools and Programs of Public Health (ASPPH)). These elements are:

- Human Cultures, Physical and Natural World
- Personal and Social Responsibility
- Intellectual and Practical Skills
- Integrative and Applied Learning

All of these elements are represented throughout Hood College's undergraduate curriculum and have been purposefully integrated in the proposed public health program.

With Hood's rich history and mission as a community-driven academic institution, the proposed undergraduate public health program was created in response to the needs of the community, as well as its future public health workforce. Over the past ten years, Hood College has seen an increased interest in professional degree options, including nursing. A public health major will provide an additional option for students with an interest in health and healthcare, who may not wish to pursue direct, hands-on patient care. It will also address a growing public health workforce need in the Frederick region.

Graduates of our public health program would have the opportunity to continue their education in Maryland at any one of a number of institutions offering graduate programs in public health, including Johns Hopkins University, Morgan State University, and the University of Maryland.

Pending the Commission's concurrence, the College wishes to begin offering the B.A. in public health at the beginning of the fall 2020 semester. Therefore, we formally request your review and approval of this program.

Sincerely,

A handwritten signature in black ink, reading "Deborah D. Ricker". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Deborah D. Ricker, Ph.D.  
Provost and Vice President of Academic Affairs

Enclosure



**Public Health**  
Prevent. Promote. Protect.

**Frederick County Health Department**

Jennifer Cooper, DNP, RN, PHNA-BC  
Assistant Professor of Nursing  
Hood College  
401 Rosemont Ave  
Frederick, MD 21701

December 14, 2018

Dear Dr. Cooper,

On behalf of the Frederick County Health Department (FCHD), I express enthusiastic support for the establishment of a Bachelor of Arts program in public health. The establishment of such an undergraduate degree program would undeniably be beneficial to the Frederick community and to the students' professional development while supporting the mission of the FCHD. The mission of the FCHD is to improve the health and well-being of the residents of Frederick County through programs that prevent disease and illness, promote wellness and safety, and protect public health.

More than 30% of the workforce of the FCHD is eligible to retire within 5 years. As we transition from a Public Health 2.0 oriented organization directly working with individuals and groups to prevent chronic disease to a Public Health 3.0 type of an organization fulfilling the role of chief health strategist for our community it will be even more critical that those entering the workforce be prepared to apply more than clinical knowledge. Our success depends upon tomorrow's workforce being skilled in applying to systems and communities skills such as data analysis, system assessment, policy and program design, communication and community engagement. The principles of public health practice also have broad applicability beyond the work of health departments into any setting where there is an expectation that employees take in data, organize it, analyze it, assess the options, make recommendations for program or policy changes, and manage the implementation and evaluation of program or policy changes to promote quality improvement within their organization.

The Frederick County Health Department would welcome the opportunity to support the year-long applied learning component of the curriculum, provide guest lecturers with locally derived case examples, and other supports and resources that may be identified as beneficial. We are forming our first study group for those interested in sitting for the certification in public health offered by the National Board of Public Health Examiners. At the same time that we are supporting our current workforce's professional development, we are also exploring the need and interest in a formal mentorship program and internship program. We welcome expanded interest from Hood College students and graduates.

Barbara A. Brookmyer, M.D., M.P.H. • Health Officer

350 Montevue Lane • Frederick, MD 21702

Phone: 301-600-1029 • Fax: 301-600-3111 • MD TTY: 1-800-735-2258







**Public Health**  
Prevent. Promote. Protect.

Frederick County Health Department

The vision of the FCHD is that Frederick County leads as a community of health and wellness. Hood College, by establishing an undergraduate program in public health, would greatly advance our progress in realizing that vision. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Barbara A. Brookmyer, MD, MPH  
Health Officer



**MHEC**  
Creating a state of achievement

## Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Hood College
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*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input type="radio"/> R*STARS Type: <input checked="" type="radio"/> Check	Payment Amount: \$850.00	Date Submitted: 11/11/19
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Department Proposing Program	Nursing		
Degree Level and Degree Type	B.A.		
Title of Proposed Program	Public Health		
Total Number of Credits	124		
Suggested Codes	HEGIS: 1214.00	CIP: 51.2201	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education ( <i>fully online</i> )		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer      Year: 2020		
Provide Link to Most Recent Academic Catalog	URL: <a href="http://hood.smartcatalogiq.com/2018-2019/Catalog/">http://hood.smartcatalogiq.com/2018-2019/Catalog/</a>		
Preferred Contact for this Proposal	Name: Linda Kennedy		
	Title: Assistant Professor, Chair of Nursing		
	Phone: (301) 696-3232		
	Email: <a href="mailto:kennedy@hood.edu">kennedy@hood.edu</a>		
President/Chief Executive	Type Name: Andrea E. Chapdelaine, Ph.D.		
	Signature:		Date: 10/21/19
	Date of Approval/Endorsement by Governing Board: 10/17/2019		

Revised 3/2019



## **Bachelor of Arts in Public Health**

November 2019

### **A. Centrality to Institutional Mission and Planning Priorities**

#### **1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

Hood College is proposing a **Bachelor of Arts program in Public Health**. This highly interdisciplinary program epitomizes Hood's mission of providing students a compressive liberal arts education integrated with professional offerings. Similar to other undergraduate programs at Hood College, public health majors will complete Foundation courses, as well as Methods of Inquiry courses, that will enable them to explore social, behavioral, political, historical, scientific, global, and philosophical influences on public health issues. The program's public health core curriculum will offer an array of specialized coursework, all of which is purposefully aligned to achieve specific academic competencies of the Council for Education in Public Health (CEPH), the accrediting agency for stand-alone academic programs in public health. As part of the public health core curriculum, students will complete a year-long applied learning experience, and may use elective credits to pursue a related course of study (minor or certificate).

Housed in the Department of Nursing and supported by other academic programs at Hood College, students in the public health program will benefit from institution's extensive clinical partnerships in the central Maryland region which currently support our Nursing, Social Work, and Counseling programs. Distinct from the community health aspect of our existing Nursing curriculum, a study of public health at Hood College will incorporate the interdisciplinary approaches of epidemiology, biostatistics and health services, environmental health, behavioral health, and public policy.

The proposed Bachelor of Arts program in Public Health was developed by a highly collaborative and professionally diverse faculty team (called the Public Health Committee) working in collaboration with regional health partners and alumni. Hood College's program was also purposefully designed to align with accreditation standards of CEPH. The program's design is informed by research from the National Academy of Sciences (NAS, formerly the Institute of Medicine or IOM) that, in 2003, explored the question: "Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century"<sup>1</sup>. Their report focused on the state of public health education at all levels and recommended that all undergraduates have access to public health education. The report further recommended that this education should reflect the complex "ecosystem" of public health influences including social, economic, political factors; influences that serve as the underpinning of Hood College's liberal arts education.

The NAS report states that:

*"At no time in the history of this nation has the mission of promoting and protecting the public's health resonated more clearly with the public and the government than now. To improve health in our communities, we need high-quality and well-educated public health professionals... The extent to which we are able to address the complex challenges of the 21st century and make additional improvements in the health of the public*

*depends, in large part, upon the quality and preparedness of our public health workforce. This workforce, in turn, is dependent upon the relevance and quality of public health education and training.”*

The Hood College Bachelor of Arts program in Public Health was also informed by reports from the American Association of Colleges and Universities (AAC&U). NAS’s emphasis on public health education at the undergraduate level led the organization to adopt the essential learning outcomes of AACU’s project LEAP<sup>2</sup> (Liberal Education and America’s Promise) as the interdisciplinary, interprofessional framework for academic programs in public health. This framework emphasizes the following:

- Knowledge of human cultures, and the physical and natural world,
- Intellectual and practical skills (including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving),
- Personal and social responsibility (including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning), and
- Integrative learning

Such was the framework Hood College’s team utilized in developing the program proposed herein.

Hood College is well-positioned to offer an undergraduate public health program. Hood has seen an increased interest in professional degree options, as noted in a more than 700% increase in enrollment in the pre-licensure nursing program from Spring 2016 (8 students) to Fall 2018 (67 students). For students, a public health major is an option for those with a health interest who want to impact health, but not through nursing or direct, hands-on patient care. Additionally, the new program can help move students into graduate public health programs and certification in public health (CPH). The National Board of Public Health Examiners (NBPHE) offers certification to public health professionals with a graduate degree or to those with an undergraduate degree and five or more years of experience in public health. Over 5600 public health professionals have received CPH since 2008<sup>3</sup>.

Overall, there are 55 institutions of higher education in the state of Maryland, with 16 two-year public schools, 10 four-year public schools, and 14 four-year private schools. Hood College is one of Maryland’s private colleges and one of the only privates in the western part of the state. With Hood’s rich history and mission as a community-driven academic institution, the proposed undergraduate public health program was created in response to the needs of the community, as well as its future public health workforce. The liberal arts foundation and faculty expertise in areas such as biostatistics, public health nursing, social work and sociology, and psychology and counseling will help to support this new program. With the presence of well-established public health graduate programs in Maryland (e.g. Johns Hopkins University, University of Maryland, Morgan State University), an undergraduate public health program at Hood College would not compete with, but would guide talented students into these graduate programs. Additionally, Hood’s public health graduates would fuel the state’s public health workforce. This includes the Frederick Regional Health System, as well as the Johns Hopkins Health System and University of Maryland Medical System, which are the two largest public health employers in Maryland.

## **2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.**

In 2017, Hood College launched a new five-year strategic plan titled “Moving Together Beyond Boundaries”. This plan is focused on three broad themes or “pillars”:

Pillar I: Academic Excellence

Pillar II: Partnerships

Pillar III: Strengthening the Hood Community

Within Pillar I (Academic Excellence), the College's strategic plan calls upon all members of the Hood community to:

*"...continually review and renew our academic offerings to ensure alumni success, both professionally and personally, while remaining steadfast in our commitment to the liberal arts as the cornerstone of academic excellence and thereby realizing our vision for an integrated, holistic and individualized education for each Hood student."*

A primary emphasis within the Academic Excellence pillar is enriching our undergraduate and graduate programs, in part, through the development of new programs targeting a health focus, and leveraging regional assets and our existing institutional strengths.

Regional assets include Hood College's extensive community and clinical partnerships, particularly those formed through existing programs in Nursing, Social Work and Counseling. All of these existing relationships will help strengthen the public health program. Meetings with Frederick Memorial Hospital's Integrated Care Delivery team, as well as members from Population Health and Ambulatory Services (letter of support attached), confirm that while hospitals have historically served as acute care facilities, they are now being challenged to focus more on community and public health. Successfully achieving this re-focus will require partnerships with institutions like Hood College and programs that target holistic public health challenges.

The institutional strength upon which the public health program will be situated is Hood College's strong liberal arts foundation. The intersection of liberal arts and public health education is exemplified through AAC&U's "Educated Citizen and Public Health"<sup>4</sup>(ECPH) initiative which encourages undergraduate colleges and universities to apply a study of the liberal arts to the field of public health:

*"An understanding of public health is a critical component of good citizenship and a prerequisite for taking responsibility for building healthy societies. At its best, the study of public health combines the social sciences, sciences, mathematics, humanities, and the arts. At the same time, it serves as a vehicle for the development of written and oral communication skills, critical and creative thinking, quantitative and information literacy, and teamwork and problem solving. It incorporates civic knowledge and engagement—both local and global—intercultural competence, and ethical reasoning and action, while forming the foundation for lifelong learning. The study of public health, in other words, models a capacious vision of liberal education."*

At Hood College, this institutional strength is also reflected in the achievements of recent graduates who have successfully pursued graduate education and professional careers in public health by extending the liberal arts foundation embedded throughout their Hood College education. Hood alumnae, many of whom provided valuable insight into the development of the proposed program, have earned MPH, DPH, and PhD degrees and are working in the public health field at:

- Deloitte (government contracting)
- Republic of Congo (public health research)
- Bloomberg School of Public Health (Johns Hopkins University)
- LMK Clinical Research Consulting

**3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).**

As with all other strategic initiatives at Hood College, resources to support the new public health program will be allocated through the institution's existing budgeting process, which is overseen by the Planning, Budgeting, and Assessment Committee (PBAC).



In the first year of the program, institutional resources will be dedicated to a new faculty line (to serve as program director). All other related program costs will be provided through the College's operating budget. Thereafter, and based upon enrollment trends, net tuition revenue from the program will be utilized to support ongoing operational expenses of the program, including the addition of faculty and staff members to support program growth.

**4. Provide a description of the institution's commitment to:**

**a. Ongoing administrative, financial, and technical support of the proposed program.**

As part of the institution's strategic plan, Hood College is fully committed to providing the necessary administrative, financial and technical support for the proposed public health program. Robust marketing and recruitment efforts, as well as formative regional partnerships, will help ensure sustained viability of the program. Likewise, Hood College's thriving Nursing program will lend valuable parallel support to the program's success and will offer the administrative structure to oversee the program.

**b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Hood College's proposed Bachelor of Arts in Public Health program has been designed to align with accreditation standards of the CEPH. Sufficient time will be allowed to attain such accreditation (approximately 3 years). Thereafter, ongoing program-level assessment will be ensured and enrollment will be monitored via the institution's comprehensive Academic Program Review process. Through this process, all academic programs are reviewed every five years, and the review includes a comprehensive self-study which is subjected to both internal and external evaluation.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

**1. Demonstrate demand and need for program in terms of meeting present and future need of the region and the State in general based on one or more of the following:**

- a. The need for advancement and evolution of knowledge.** Addressed through (b) below.
- b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.**

Keeping the public healthy is a national priority. The U.S. Department of Health and Human Services has created an initiative called "Healthy People" that includes benchmarks for the health of the nation. Healthy People 2020<sup>5</sup> specifically addresses the need for public health infrastructure (PHI) and workforce demand by recommending that the US:

*"Increase the proportion of 4-year colleges and universities that offer public health or related majors and/or minor".*

Clearly, the health of the public is dependent upon the existing public health infrastructure and its capacity to provide services that will keep the public healthy. But promoting and protecting the health of the public is about more than offering services; it requires a careful assessment of need, and how to meet these needs effectively and efficiently. One of the most valuable resources for achieving this goal is a skilled workforce.

The National Association of County & City Health Officials supports the role of local public health departments that provide vital services to keep the public healthy and understands that academic

institutions like Hood College can provide the education needed to develop a skilled workforce within these agencies.<sup>6</sup>

Public health efforts have evolved dramatically over the past few years. Currently, public health is moving into a third distinct era or “Public Health 3.0”. Public Health 3.0 is defined by creating new partnerships and capacities to support and optimize health of populations, creating accountability at the community level for health, and providing adequate and flexible funding.<sup>7</sup> Clearly, this transformation requires a skilled public health workforce who can help drive system reform. And, it will require a workforce that is broadly trained in liberal arts fields including sociology, psychology, policy, finance, and the humanities.

Maryland’s Population Health Improvement Plan envisions a fully integrated system of health between health care providers and public health<sup>8</sup>. When services are better integrated, meaning that partnerships are formed among clinical and non-clinical partners, data are collected, useful and able to be shared, care is coordinated among providers throughout a variety of settings, individuals are linked to and can access care and protocols are standardized, the result is quality outcomes. This supports the need for a workforce that is skilled in not only the provision of health care in clinical areas, but also in creating conditions in which the public can be healthy in non-clinical areas. Here again, this vision will only be realized if Maryland has a public health workforce that is broadly trained and prepared to lead this initiative. This workforce pipeline will be bolstered through Hood College’s undergraduate program in public health.

More locally, Frederick County conducts a community health needs assessment every three years. The 2016 Frederick County Needs Assessment<sup>9</sup> revealed the following areas of concern in the county:

- Increase in death rates for suicide since 2010
- Higher cancer incidence rates among the Black population
- Increasing percentage of adults with arthritis
- Increasing number of asthma-related visits to the hospital among Black and Hispanic populations
- Increasing percentage of adults who are overweight and obese
- Increase in those reporting that their mental health was “not good”
- Fewer adults reported visiting a dentist
- Increase in substance abuse visits to hospital, mainly opioid and alcohol-related
- 20% increase in opioid abuse visits to the hospital
- Heroin overdose death rates have tripled
- Almost half of psychiatric patients in the county report using tobacco
- Close to 30% of 26-45 year-olds reported taking opioids without a prescription

Hood’s regional partnerships with public health agencies will provide our students with opportunities to positively influence these concerns. Moreover, since a large percentage of Hood College students are Frederick County residents, our program has the potential to significantly expand the regional workforce to ensure that these critical public health concerns in Frederick County are addressed.

Collectively, the national, regional and local trends discussed here make a clear case for the need to support the focused study of public health issues in Maryland and Frederick County. The mission of public health is to promote health and prevent injury, disease and disability. Supporting the health of the public is not just about caring for those who are already sick; it is about prevention and working to make healthy choices easier, and more accessible, for all. Health promotion and prevention, skillfully provided at all levels (primary, secondary and tertiary) can support healthy outcomes for the community as a whole. And, this will be the overarching emphasis of Hood College’s undergraduate public health program.

- c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

Though not directly applicable to the program proposed herein, it is highly likely that graduates of Hood College's undergraduate program in public health may pursue graduate studies at historically black institutions (HBIs) in Maryland that offer Master's degrees in public health (see response to question D1). Thus, Hood College's undergraduate program would potentially increase enrollment in public health education programs at the graduate level for one HBI in Maryland that offers such graduate programming (Morgan State University).

**2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The Maryland State Plan for Postsecondary Education<sup>10</sup> includes several significant goals through 2022. Initiatives of the plan are designed to target access, success and innovation, as well as increase enrollment of so-called non-traditional college students, including transfer students from Maryland community colleges. Not only are these goals part of the Maryland State Plan, but many are also included in the Hood College 2017-2022 Strategic Plan (discussed in response to question A2). Specific strategies in the Maryland State Plan supported by Hood College and the proposed undergraduate public health program are:

**Strategy 2 - Cultivate greater financial literacy for students and families to encourage financial planning and to prepare for postsecondary education.**

Ninety-eight percent of Hood College students receive financial aid. Moreover, data from the Council of Independent Colleges (CIC)<sup>11</sup> shows that graduates of private colleges, like Hood, incur an average total student loan debt of approximately \$20,000 and pay off that debt in full over a shorter period of time.

**Strategy 4 - Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.**

Hood College is a racially and ethnically diverse community, with nearly 75% of degree-seeking students from Maryland. In the spring of 2018, there was a total of 1044 undergraduate student and 976 graduate students. At the undergraduate level, 39% of students represented race and ethnicity other than white. At the graduate level, 32% of student represent race and ethnicity other than white.

In the greater Frederick community, eight different races and ethnicities are represented, with the most common being White, Black, and Hispanic<sup>12</sup>. Over 14,000 residents do not speak English and just over 10% of the population are not U.S. citizens<sup>12</sup>. This diversity at Hood College and within the greater community is an opportunity to attract and prepare a workforce that is as diverse as the population served.

**Strategy 7 - Enhance career advising and planning services and integrate them explicitly into academic advising and planning.**

Once a Hood College student declares their major, they are assigned an academic advisor in their chosen field. This advisor is a faculty member with experience (and ongoing faculty development opportunities) in academic and career planning. Additionally, all students have access to career development services through the Shouse Center for Career Development and Experiential Education. The center sponsors over 120 programs on campus each year, some of which are embedded in first-year seminar course taken by almost all new students. In the 2018-2019 academic year alone, the center served nearly 900 students.

### **Strategy 8 - Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.**

Consistent with the Hood College strategic plan, the proposed Bachelor of Arts program in Public Health will leverage existing clinical and community partnerships. Additionally, new partnerships between business and other institutions of higher education will be sought in support of the program. The attached letter of support from Frederick Regional Health System is a testament to those ongoing efforts. Such partnerships, along with the programs year-long applied learning experience, will help ensure public health workforce readiness.

## **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**

### **1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**

Graduates of the program will be prepared as entry-level public health professionals. According to the American Public Health Association (APHA), students who have earned a BA in public health are prepared for employment in sectors including government, nonprofit organizations, consulting, and advocacy organizations<sup>13</sup>. Such careers include:

- Serving as a program assistant with an international health organization
- Carrying out health-related assessments at construction sites
- Working as a research assistant with a nonprofit organization
- Doing consulting work related to disease prevention
- Working at a company that does health communication and health marketing
- Conducting air quality sampling and surveying
- Responding to calls at a West Nile virus hotline
- Serving in the Peace Corps or AmeriCorps
- Participating in a Centers for Disease Control training fellowship

According to Riegelman et al. <sup>14</sup>, undergraduate curricula in public health should not only address the needs of the student but also should address the competencies required for success in the workforce. Wykoff et al. <sup>15</sup> further reports that:

*“...graduates from undergraduate programs in public health are overwhelmingly entering the workforce upon graduation. In our experience, most students enter a health-related job in hospitals, medical practices, nursing homes, or other healthcare industries, though the job destinations may vary in other job markets.”*

An analysis of alumni of the bachelor’s program in public health at the author’s home institution (East Tennessee State University<sup>16</sup>) confirmed that graduates were “most likely to enter the workforce, especially into positions with hospitals and healthcare delivery organizations” 18 months following graduation. Given this impressive data distribution, in conjunction with Hood College’s undergraduate curriculum that intentionally and holistically prepares graduates to enter the workforce, we anticipate that our graduates would be fully prepared to enter the workforce immediately following graduation.

### **2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

#### **The Maryland and Frederick County Public Health Workforce**

Employment statistics label public health professionals within a variety of categories. The U.S. Bureau of Labor Statistics category “community and social service occupations” includes positions such as counselors, health educators, social and human services specialists and assistants and

community health workers. The hourly and annual mean salaries in Maryland for health educators and epidemiologists are higher than national means<sup>17</sup>. In Maryland in 2017, 24,950-46,660 residents (of approximately six million total state residents) worked within “community and social service occupations”<sup>17</sup>.

Frederick County is home to approximately 250,000 Marylanders<sup>18</sup>. In Frederick County, community and social services occupations are projected to increase through 2024. Areas include social and community services managers (10.3% increase), mental health counselors (16.0% increase) and community health workers (7.1% increase)<sup>19</sup>. Occupational Employment Statistics report more than an 18% projected increase in epidemiologist positions in the state of Maryland by 2024<sup>17</sup>.

The health of the county is supported by many community agencies, with Frederick Regional Health System and Frederick County Health Department as two prominent leaders. Both agencies are centrally located in the county, in close proximity to Hood College, and currently support Hood’s academic programs in Nursing, Social Work, and Counseling in a variety of formative ways. Frederick Regional Health System participates in the Frederick Integrated Health Network (FIHN), and Accountable Care Organization. Fredrick Memorial Hospital (FMH) provides primary, acute, home, outpatient, immediate and palliative and hospice care within the community. FMH is the single acute care provider in the county, with approximately 2,700 employees, 230-250 acute care beds and approximately 80,000 emergency department visits annually (H. Kirby, Personal Communication, September 7, 2018). One of the initial Centers for Medicare and Medicaid (CMS) Waivers that Maryland’s Health Cost Services Review Commission (HCSRC) participated in was the Global Budget Revenue (GBR) program. With the priority being patients who had been in the hospital and readmission rates, FMH launched a Care Transitions program in 2012. The program staff follow-up with patients post-hospitalization and offer a Care Clinic and Chronic Disease Self-Management Program (H. Kirby, personal communication, September 7, 2018). Maryland now participates in a Total Cost of Care Waiver with CMS. Unlike the previous initiative that was focused on readmissions and the patient population who had been in the hospital, the new focus of this Waiver is on the entire Medicare population. Therefore, social determinants of health, access issues, the environment, policy, affordability and partnerships have become an important focus. The workforce must be adaptable and understand these state programs that hospitals must consider, as well as needs, gaps and strengths within the community. Skills in data collection and interpretation, economics, utilization patterns, policy aimed at decreasing health care spending must occur as what was once done in the hospital is now done outside of hospital (H. Kirby, personal communication, September 7, 2018). Hood College’s public health program core will provide students with relevant, applied research experience in partnership with FMH and other regional health providers.

The Frederick County Health Department was accredited by the Public Health Accreditation Board in 2014 and has served Frederick County residents through a variety of programs in 2017. In their 2017 Community Health Assessment<sup>20</sup>, 10% more of the public was vaccinated and screened for colorectal cancer than the previous year. There were more than 3400 visits from students to school health rooms in 2017. Evaluations of elderly and disabled residents increased by 25% and over 1000 individuals were trained to recognize the signs of overdose from opiates and administer naloxone.

The health department employs approximately 145 workers carrying out public health functions in the health department within 67 different job classifications. Of these 67 classifications, 27 (or 40%) require a baccalaureate degree. Additionally, there are approximately 160 additional workers within the Frederick County Public School System and County Developmental Center. Degrees represented in this workforce include business (6.9%), education (2.3%), medicine (2.6%), nursing (25.9%), public health (12.9%), and social work (13.8%) (B. Brookmyer, personal communication, July 19, 2018). All degree levels are represented, with the baccalaureate degree being the highest percentage of degrees held. These include those with a high school education/GED (26.6%), Associate degree (14.7%), Baccalaureate degree (34.3%), Master’s degree (21.7%) and Doctorate (1.4%). One noted trend is that positions that previously required no degree are now requiring a baccalaureate degree. Environmental Health Specialists (formerly Registered Sanitarians) are now required to have a baccalaureate degree



(B. Brookmyer, personal communication, July 19, 2018). Overall, the workforce includes licensed and non-licensed professionals, and a baccalaureate degree is required for some non-licensed positions. Miriam Dobson, Director of Community Health Services (personal communication, April 23, 2018) states that those with bachelor's degrees in the Maryland Department of Health workforce can work as:

- Coordinator of special programs (this is a general position which can serve a number of areas).
- Health Educator (degree requirement is more aligned for the public health science, health education, community health undergraduate-educated person). Those with master's degree can also have this designation.
- The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) are required to have a baccalaureate degree.

In January 2018, the Frederick County Health Department received funding from the state to develop a Lead and Asthma Home Visiting Program to address growing trends in asthma and elevated lead levels among children in the county. A nurse and two public health professionals (with undergraduate degrees from the University of Maryland) were hired for the project that continues today. Hood College nursing students are involved with this program, as well as the school health program.

In Frederick County, MD, the small number of existing undergraduate public health programs, support of the regional health system and county health department and noted trends in the population and community occupations make this degree a marketable demand that Hood College graduates could help supply.

### **3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

Graduates who earn a Bachelor of Arts in Public Health may pursue various career options, including:

- Medical and Health Services Manager
- Social and Community Service Manager
- Health Educator
- Occupational Health and Safety Specialist

Based upon the Maryland Department of Labor, Licensing and Regulation <sup>19</sup>, all four of these career opportunities show significant projected increases in the state through 2026.

Medical and Health Services Manager	11.9% increase	1142 new positions
Social and Community Service Manager	7.7% increase	196 new positions
Health Educator	5.1% increase	92 new positions
Occupational Health and Safety Specialist	4.5% increase	54 new positions

This increase in Maryland mirrors national projections. Nationally, the US Bureau of Labor Statistics (BLS)<sup>17</sup> projects significant increases in occupations spanning the public health sector. BLS states that:

*“Health care industries and their associated occupations are expected to account for a large share of new jobs projected through 2026, as the aging population continues to drive demand for health care services.”*

Among these health care positions are:

- Health Educator (14.5% projected growth over the next 10 years, nearly double the outlook for all occupations [7.4%])
- Environmental science and protection technicians, including health (12.2% projected growth)
- Community and social service occupations (14.1% projected growth)
- Community health workers (18.1% projected growth)

#### 4. Provide data showing the current and projected supply of prospective graduates.

To project the prospective number of graduates from the Bachelor of Arts program in Public Health, historical enrollment trends in related disciplines at Hood College were evaluated. These disciplines included Nursing, Psychology, Sociology, Social Work and Biology. Collectively, over the past five years these majors represent roughly 3.8% of total undergraduate enrollment at Hood College (approximately 44 students; see table below).

<b>* TOTAL UG ENROLLMENT</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Nursing (BSN)			58	43	83
Psychology	74	80	72	62	54
Biology	66	55	57	57	51
Sociology	22	19	14	17	12
Social Work	55	52	43	29	22
<b>AVERAGE</b>	<b>54.25</b>	<b>51.5</b>	<b>48.8</b>	<b>41.6</b>	<b>44.4</b>
<b>TOTAL UG ENROLLMENT</b>	<b>1387</b>	<b>1359</b>	<b>1277</b>	<b>1174</b>	<b>1128</b>
<b>PERCENTAGE OF UG ENROLLMENT</b>	<b>3.91</b>	<b>3.79</b>	<b>3.82</b>	<b>3.54</b>	<b>3.94</b>

*\* Data obtained from the 2017-2018 Hood College Fact Book*

Alternate enrollment projections were also made by assessing enrollment trends at undergraduate public health programs at other institutions. Johns Hopkins University reports that public health studies (PHS) graduates represent approximately 14% of the baccalaureate class for the past 8 years in the School of Arts & Sciences, which would be approximately 180 PHS graduates annually (L. Folda, personal communication, February 26, 2019). George Washington University reported that their enrollment cap in the undergraduate public health science program was recently doubled, from 30 students to 60 students, in response to growing demand for the program (S. Wilensky, personal communication, November 2, 2017). This would yield approximately 15 public health graduates, annually. While neither JHU nor George Washington University represent stand-alone public health programs (i.e. both are affiliated with public health graduate programs), their data, when scaled to match our enrollment data, support our estimates of projected enrollment in Hood's public health program (approximately 38-40 total students).

Considering total undergraduate enrollment and retention projections forecasted by PBAC, a range of 38-40 Public Health majors (total) is projected annually. Applying both retention and graduation projections, this would translate into approximately 10-12 public health graduates (and potential contributors to the regional public health workforce) annually.

## D. Reasonableness of Program Duplication

### 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

The table below lists the Maryland institutions that currently offer CEPH accredited programs in public health.

* Institution	Degree/Level	Academic Focus	Comments
Johns Hopkins University; School of Public Health	<ul style="list-style-type: none"> <li>• Bachelor of Science in Public Health Studies</li> <li>• Master of Public Health</li> <li>• Master of Science in Public Health</li> <li>• Doctor of Philosophy</li> <li>• Doctor of Public Health</li> </ul>	Undergraduate and graduate-level	<p>Undergraduate degree program is not CEPH accredited.</p> <p>Undergraduate degree is Bachelor of Science.</p> <p>No program duplication; Potential articulation to graduate programs in public health</p>
University of Maryland; School of Public Health	<ul style="list-style-type: none"> <li>• Bachelor of Science in Public Health Science</li> <li>• Masters of Public Health</li> <li>• Doctor of Philosophy</li> <li>• Certificate in Public Health</li> </ul>	Undergraduate and graduate-level	<p>Undergraduate degree is a science-based program for third- and fourth-year undergraduate students. The program includes courses from the many departments in the School of Public Health, such as kinesiology, biostatistics, and environmental health.</p> <p>This is distinct from the proposed Bachelor of Arts program.</p>
University of Maryland at Baltimore	<ul style="list-style-type: none"> <li>• Master of Public Health</li> <li>• Other graduate degree programs</li> </ul>	Graduate-level	No program duplication; Potential articulation to graduate programs in public health
Morgan State University; School of Community Health and Policy	<ul style="list-style-type: none"> <li>• Master of Public Health</li> <li>• Doctor of Public Health</li> </ul>	Graduate-level	No program duplication; Potential articulation to graduate programs in public health, especially for students seeking focused study of urban health issues.
Uniformed Services University of the Health Sciences	Masters of Public Health	Graduate-level	No program duplication; Potential articulation to graduate programs in public health, especially for students seeking focused study of tropical medicine.

\* List obtained from the CEPH website ( [www.ceph.org](http://www.ceph.org)).

As mentioned previously, Hood College's program was purposefully developed to align with CEPH standards with the intent to seek CEPH accreditation in three years (the required timeline for

accreditation consideration). According to the Association of Schools and Programs of Public Health (ASPPH), the only Maryland institution offering a CEPH-accredited undergraduate degree in public health is at the University of Maryland School of Public Health. Hood's program will provide students with a unique private-education experience, rooted firmly in the liberal arts, and culminating in a Bachelor of Arts degree (versus a Bachelor of Science degree). Moreover, Hood College's geographic niche in central Maryland (Frederick County) makes this program regionally unique.

## **2. Provide Justification for proposed program.**

As mentioned previously, the proposed program builds on Hood College's strength as a liberal arts institution that successfully integrates professional programs. The public health program also addresses a significant regional workforce need in central Maryland, as discussed previously (see question C).

## **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

### **1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

As noted in the above table (question D1), Morgan State University offers CEPH-accredited graduate programs in public health. No other HBI in Maryland offers a CEPH-accredited undergraduate program in public health. The positive impact of Hood College's undergraduate program would be a potential pipeline of qualified undergraduates interested in graduate studies centered on urban public health, such as the unique program at Morgan State University.

## **F. Relevance to identity of Historically Black Institutions (HBIs)**

### **1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

As mentioned above, graduates of Hood College's Bachelor of Arts program in Public Health would potentially have a positive impact on at least one Maryland HBI (Morgan State University). Students interested in graduate programs uniquely focused on urban public health issues would be drawn to the University's accredited program.

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)**

### **1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The Bachelor of Arts program in Public Health is part of Hood College's 2017-2022 Strategic Plan. As such, in spring 2017 an academically and professionally diverse Public Health Committee was empaneled, consisting of faculty from multiple disciplines: social work, sociology, nursing, biology, psychology, philosophy, and counseling. The committee engaged in a year-long feasibility study of the prospective new program. Hood College also hired an external consultant to inform program design (Dr. Randy Wykoff, Dean of the School of Public Health at East Tennessee State University). Professionals at CEPH were also engaged to ensure curricular alignment with accreditation standards. Hood College alumnae employed in the field of public health were also consulted. And, a number of community health partners were engaged along the way to assess current and future public health workforce needs in the region.

The Committee also reviewed the curricula of a large number of existing Bachelor's degree programs in public health; some were stand-alone programs, while some were affiliated with graduate programs. Meetings were convened with program leaders at Northeastern University, George Washington University, and Johns Hopkins University.

The Hood College program proposed here consists of the following:

**Foundation courses:**

First Year Seminar	3.0 credits
English	4.0 credits
Quantitative Fluency	BIO112 (major requirement)
Foreign Language	8.0 credits
Health & Wellness	2.0 credits

**Methods of Inquiry courses:**

Visual & Performing Arts	3.0 credits
Historical Analysis	3.0 credits
Literary Analysis	3.0 credits
Philosophical Inquiry	3.0 credits (fulfilled by major)
Social & Behavioral Analysis	3.0 credits (fulfilled by major)
Scientific Inquiry	7-8 credits (3.0 credits fulfilled by major)
Global Perspectives	3.0 credits (fulfilled by major)

**Public Health core courses:**

Introduction to Public Health	3.0 credits
Introduction to the US Healthcare System	3.0 credits
Research Methods in Public Health	3.0 credits
Biostatistics for Public Health	3.0 credits
Social and Behavioral Aspects of Public Health	3.0 credits
Environmental Health	3.0 credits
Fundamental Concepts of Disease and Population Health	3.0 credits
Public Health Communication and Marketing	3.0 credits
Epidemiology	3.0 credits
Regulatory Dimensions of Public Health	3.0 credits
Public Health Capstone	3.0 credits

To oversee the Public Health Program, Hood College will first hire one full-time faculty member to serve as Program Director. Per CEPH accreditation requirements, the Director will possess all of the following characteristics. The Director:

- is a full-time faculty member at Hood College
- dedicates at least 0.5 FTE effort to the program, including instruction, advising, administrative responsibilities, etc.
- has educational qualifications and professional experience in a public health discipline. Preference will be for the designated program director to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH
- possesses relevant national professional certifications, and professional experience in public health
- is fully engaged with decision making about the following:
  - curricular requirements
  - competency development
  - teaching assignments
  - resource needs
  - program evaluation
  - student assessment



Within two years and as determined by enrollment in the program, Hood will hire additional faculty and staff to support the program. This may include faculty with joint appointments in nursing, sociology and/or social work. While CEPH accreditation standards do not mandate a specific student/faculty ratio, Hood's goal (articulated in the college's strategic plan) is to maintain a 14:1 ratio, overall. Also supporting the program will be a talented array of adjunct faculty members from the local area. The Committee's feasibility study confirmed that the local region has a number of highly skilled, advanced public health professionals available to lend their expertise to the program. Additionally, Hood College has partnered with the Johns Hopkins University Teacher Academy. This Academy could serve as a pipeline for post-doctoral students with applied skills in public health research to gain teaching experience at a liberal arts institution. This would also benefit Hood students.

## **2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program.**

The educational objectives and learning outcomes for the Bachelor of Arts program in Public Health were derived from CEPH accreditation standards. Accreditation criteria for standalone baccalaureate programs (SBP) require public health programs to provide instruction in each of eleven educational "domains" including:

1. the concepts and applications of basic statistics
2. the foundations of biological and life sciences and the concepts of health and disease
3. the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
4. 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
5. 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
6. the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
7. the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
8. the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
9. the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
10. basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government
11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Student learning outcomes in all 11 courses in Hood College's public health program core curriculum were purposefully mapped to these domains.

## **3. Explain how the institution will:**

- a. **Provide for assessment of student achievement of learning outcomes in the program.**
- b. **Document student achievement of learning outcomes in the program.**

Three years after the program begins, Hood College will seek CEPH accreditation for its Bachelor of Arts program in Public Health. Consistent with accreditation requirements, evaluation of program effectiveness is required. As such, faculty will routinely collect and analyze aggregate data on student competency attainment. Artifacts from each public health course will be collected and assessed

through the Chalk and Wire platform; Chalk and Wire is Hood College's web-based e-Portfolio management and assessment system.

Initial CEPH accreditation requires approximately three years. Until the CEPH accreditation timeline is confirmed, the program will comply with Hood College's five-year Academic Program Review schedule. Criteria for Academic Program Review are published on the Hood College website.

**4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

**REQUIREMENTS FOR THE MAJOR**

The public health major will require foundation courses from different liberal arts fields, as well as specialized public health courses. The foundation courses meet Hood College's core curriculum requirements. A two semester field practicum requires students to apply public health knowledge and practices in a specific practice setting. At least a C- must be earned in all listed requirements in order to advance in the major.

A total of 58 credits are required for the major.

**Method of Inquiry Courses (10 credits)**

BIOL 112	Biology of Food and Nutrition	4.0
BIOL 138	The Human Health Mosaic	3.0
PHIL 221	Ethics	3.0

**Public Health Core Courses (42 credits)**

PH 101	Introduction to Public Health	3.0
PH 102	Introduction to U.S. Healthcare System	3.0
PH 201	Research Methods in Public Health	3.0
PH 202	Biostatistics for Public Health	3.0
PH 203	Social and Behavioral Aspects of Public Health	3.0
PH 204	Environmental Health	3.0
PH 205	Fund. Concepts of Disease & Popn. Health	3.0
PH 301	Communication in Public Health	3.0
PH 302	Epidemiology	3.0
PH 303	Regulatory Dimensions of Public Health	3.0
PH 480A/B	Capstone/Practicum I & II (two semester)	12.0

**Recommended Electives – Select Two (6 credits)**

BIOL 134	The Biology of Cancer	3.0
CHEM 105	Molecular Basis of Nutrition	3.0
MGMT 205	Principles of Management: Intro to Organizations	3.0
PHIL 316	Perspectives in Global Health	3.0
PHIL 319	Biomedical Ethics	3.0
PSY 204	Psychology of Death	3.0
PSY 319	Drugs & Behavior	3.0
PSY 373	Psychology of Aging	3.0
PYSO 221	Social Gerontology	3.0
SOC 311	Sociology of Gender	3.0
SOC 323	Race and Ethnicity in the U.S.	3.0
SOSW 312	Addictions	3.0
SOWK 325	Community and Behavioral Health	3.0

In addition to completing the core requirements at Hood College, students in the Bachelor of Arts program in Public Health must successfully complete the Public Health core curriculum, which

consists of the following 11 courses (all of which have been reviewed and approved by the College's Curriculum Committee):

**PH 101 – Introduction to Public Health (3 credit hours):** This course provides an introduction to public health with the goal of promoting and preserving the health of communities or populations. Students will examine the history and philosophy of public health as well as its core values, concepts and functions across communities, populations and the globe. Topics include an overview of the history, philosophy, core functions and essential services and settings of public health, global health, cultural diversity, health disparities, health equity, epidemiology, evidence-based practice, communicable and chronic disease prevention and control, environmental health, health promotion and risk reduction, community assessment and planning, community/population health program implementation and evaluation, advocacy and policy making, disaster preparedness and response, health of aggregates and underserved populations.

**PH 102 – Introduction to the US Healthcare System (3 credit hours):** This course provides an introduction to U.S. Health Care System, including structure, economics and delivery. Students will examine the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems in other countries. Topics include an introduction, history, and characteristics of U.S. health care delivery, health services professionals, medical technology, health services financing, primary care services, hospitals, managed care and integrated systems, long-term care, health services for special populations, cost, access, and quality, health policy and the future of health services delivery.

**PH 201 – Research Methods in Public Health (3 credit hours):** This course provides an introduction to the study design, methods, and data collection associated with public health research, evaluation, and services. Topics include: measuring health outcomes; qualitative, quantitative and mixed method designs; clinical trials construction and design; questionnaire construction and semi-structured interviews; and evaluation of health initiatives. The ethical issues and limitations associated with various research methods are addressed. *Prerequisites: PH 101 Introduction to Public Health*

**PH 202 – Biostatistics for Public Health (3 credit hours):** Introduction to basic principles and methods of biostatistics associated with public health practice. Descriptive and inferential statistics are covered including probability, descriptive statistics, inference for means/proportions and regression. Introduction to SPSS software for data entry and analysis. Possible topics associated with data analysis include epidemiology, health promotion and program evaluation. Emphasis is on application of statistical methods (versus calculations/formulas). This course meets the Core Curriculum Quantitative Literacy requirement. *Prerequisites: PH 201 Research Methods in Public Health*

**PH 203 – Social and Behavioral Aspects of Public Health (3 credit hours):** The course will help students develop basic literacy regarding social concepts and processes that influence health status and public health interventions. The course aims to foster student insight into populations with whom they have worked in the past or will work with in the future. These overall aims are approached through lectures, discussion, readings, individual compositions, and group discussions. *Prerequisite: PH 102 Introduction to the US Healthcare System*

**PH 204 – Environmental Health (3 credit hours):** Examines health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems. *Prerequisite: PH 102 Introduction to the US Healthcare System*

**PH 205 – Fundamental Concepts of Disease and Population Health (3 credit hours):** The course will help students gain a broad understanding of the overarching principles of population health, and

the role of public health professionals in improving health, disease prevention, and reducing health inequalities. An introduction to population health sciences and concepts of disease and disease prevention will be provided. Basic processes, approaches, and interventions that help public health professionals use to identify and address major health-related needs and concerns of populations will be emphasized. *Prerequisite: PH 202 Biostatistics for Public Health*

**PH 301 – Public Health Communication and Marketing (3 credit hours):** *Healthy People 2010* defines public health communication as “the art and technique of informing, influencing, and motivating individual, institutional, and public audiences about important health issues.” Beyond the simple dissemination of research findings to the public, promoting health and protecting the public require both sound science and effective communication strategies. In this course, students will understand the critical role of strategic, timely, and effective communication in the field, and will recognize that both *science* and *communication* are essential to promoting and protecting the health of the public. The course will focus on multilevel communication strategies and interventions, such as tailored messages at the individual level, targeted messages at the group level, social marketing at the community level, media advocacy at the policy level, and media campaigns at the population level. From a marketing standpoint, public health communication strategies will be studied in combination with other intervention efforts, such as community organizing or coalition building, to produce multilevel public health interventions. This course builds upon the core college competencies of written and oral communication in the context of public health. *Prerequisite: PH 203 Social and Behavioral Aspects of Public Health and PH 204 Environmental Health*

**PH 302 – Epidemiology (3 credit hours):** Epidemiology is the basic science of public health. It is a tool used identify the determinants of defects, disease and injury in human populations and provide a means of assessing the magnitude of public health problems and the success of interventions designed to control them. Epidemiology is universally regarded as a discipline that is essential for understanding and solving public health problems. It requires students to develop the capacity to *organize, analyze, interpret and communicate knowledge (and data) in an applied manner*. It also requires an understanding of the biological, behavioral, sociocultural and environmental factors associated with the etiology and distribution of health and disease. Topics covered in this course include: basic principles of epidemiology; measures of disease frequency; epidemiologic study designs: experimental and observational; bias; confounding; outbreak investigations; screening; causality; and ethical issues in epidemiologic research. In addition, students will develop skills to read, interpret and evaluate health information from published epidemiologic studies. *Prerequisite: PH 205 Fundamental Concepts of Disease and Population Health*

**PH 303 – Regulatory Dimensions of Public Health (3 credit hours):** This course begins with an exploration of ethics, the moral relevance of health and the use of ethics in the assessment of health policy. Student will explore contemporary healthcare and public health policy issues and legislation (e.g. American Coverage Act, population-based exposure environmental toxins). Using the lens of ethical analysis to supplement other approaches to policy analysis, students will critically evaluate public health policy. Students will be introduced to microeconomic theory and empirical studies that will deepen understanding of how consumers, businesses, and the government influence healthcare expenditures (including its quantity and prices), healthcare quality, and patient health outcomes. Emphasis will be placed on the influences and responsibilities of the different agencies and branches of government. *Prerequisite: PH 203 Social and Behavioral Aspects of Public Health and PH 204 Environmental Health*

**PH 445/446 – Public Health Capstone I and II (12 credits, total: fall and spring, 6 credit hours each; 4 credits field, 2 didactic):** This is a two-semester course sequence, required for all public health majors, to provide students with a practicum experience in preparation for entry into the field of public health. This applied learning experience in Public Health affords students the opportunity to apply the knowledge and skills learned during their time in the public health major and in college to participate in population-level change in a meaningful way. Students will complete a supervised, hands-on experience working with public health professionals. The nature of the experience can be

tailored to align with the interests of each student. Opportunities for direct student engagement in public health include volunteering with a local organization, interning with a nongovernmental organization, or working on a research project under a faculty mentor.

## 5. Discuss how general education requirements will be met, if applicable.

Hood College general education (aka “core”) requirements include Foundation courses and Methods of Inquiry courses (listed above under question G1). Three courses (10 credits) in the general education curriculum will also apply to the public health major; Philosophical Inquiry and Scientific Inquiry under the Method of Inquiry component of the core curriculum. A possible four-year academic plan is depicted below:

### Public Health Four-Year Course Schedule Recommendations

#### YEAR ONE

**PH 101 – Intro to Public Health** (3 cr)

**BIOL 138 – Human Health Mosaic** (CORE- ST non) (3 cr)

FYS (CORE) (3 cr)

Language (CORE - FL) (4 cr)  
13 credits

**PH 102 – US Healthcare** (3 cr)

**BIOL 112 – Food & Nutrition** (CORE – ST Lab) (4 cr)

Language (CORE - FL) (4 cr)

English if not in fall (CORE – (4 cr)  
15 credits

#### YEAR TWO

**PH 201 – Research Methods** (*PH 101*) (3 cr)

**PH 203 – Social Behavioral Aspects** (*PH 102*) (3 cr)

**PHIL 221 – Ethics** (CORE – PI) (3 cr)

CORE – GP, HA, LA, SBA, PE, or VPA (2-3 courses)  
15 -18 credits

**PH 202 – Biostatistics** (Core – QL) (*PH 201*) (3 cr)

**PH 204 – Environmental Health** (*PH 102*) (3 cr)

CORE – GP, HA, LA, SBA, PE or VPA (3-4 courses)  
15-18 credits

#### YEAR THREE

**PH 205 – Concepts of Disease and Pop** (3 cr) (*PH 202*)

**PH 302 – Epidemiology** (3 cr) (*PH 205*)

GEN ELECTIVES (3-4 courses)  
15-18 credits

**PH 301 - Communication** (3 cr) (*PH 203; PH 204*)

**PH 303 – Regulatory** (3 cr) (*PH 203; PH 204*)

GEN ELECTIVES (3-4 courses)  
15 -18 credits

#### YEAR FOUR

**PH 480 - Capstone** (6 cr) (*PH 301*)

GEN ELECTIVES (3 courses)  
15 credits

**PH 480 - Capstone** (6 cr) (*PH 301*)

GEN ELECTIVES (3 courses)  
15 credits

**CORE** (39 credits) – First Year Seminar (FYS), English Composition (EC), **Quantitative Literacy (QL)**, Foreign Language (FL), Health and Wellness (PE), Global Perspectives (GP), Historical Analysis (HA), Literary Analysis (LA), **Philosophical Inquiry (PI)**, **Scientific Thought non Lab (ST non)**, **Scientific Thought Lab (ST Lab)**, Social and Behavioral Analysis (SBA), Visual and Performing Arts (VPA) (bolded areas count towards core and the major)



Notes: Senior standing and at least a 2.0 overall and major GPA is required for the PH 480 Capstone. Course prerequisites in italicized parentheses.

## 6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

CEPH accreditation requirements will be met through the public health curriculum. The curriculum map aligning student learning outcomes with accreditation standards appears below.

Course Mapping to Public Health Bachelor's Degree Foundational Domains															
	BIOL 112	BIOL 138	PHIL 221	PH 101	PH 102	PH 201	PH 202	PH 203	PH 204	PH 205	PH 301	PH 302	PH 303	PH 445	PH 446
1. The Concepts and Applications of Basic Statistics															
Foundation Statistics	X						X								
2. The Foundations of Biological and Life Sciences and the Concepts of Health and Disease															
Foundation Biological and Life Sciences	X	X													
3. Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society															
Public Health History				X											
Public Health Philosophy				X											
Core Public Health Values				X											
Core Public Health Concepts				X											
Global Functions of Public Health															
Societal Functions of Public Health				X											
4. Role and Importance of Data in Public Health: Address 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.															
Basic Concepts of Data Collection	X	X				X	X					X			
Basic Methods of Data Collection	X					X						X			
Basic Tools of Data Collection	X					X						X		X	
Data Usage	X	X					X					X			X
Data Analysis	X	X					X					X			X
Evidence-based Approaches	X	X				X						X			
5. Identifying and Addressing Population Health Challenges: Address 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.															
Population Health Concepts				X				X		X					
to Identify Needs and Concerns of				X				X	X	X		X		X	
Interventions to Address Needs and				X				X	X	X					X
6. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.															
Science of Human Health and Disease	X	X							X	X		X			
Health Promotion	X								X	X				X	X
Health Protection	X	X							X	X				X	X
7. Determinants of Health: Address the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.															
and Health Disparities								X		X					
Health and Health Disparities		X						X		X					
Health and Health Disparities	X	X							X	X					
Health and Health Disparities		X							X	X					
8. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.															
Intro to Planning Concepts and Features						X	X	X			X			X	X
Features						X	X	X			X			X	X
Intro to Evaluation Concepts and Features						X	X	X			X			X	X
9. Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries.															
Health System					X								X		
Comparative Health Systems					X								X		
10. Health Policy, Law, Ethics and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.															
Public Health Policy					X								X		
Public Health Policy			X		X								X		
and Public Health Policy					X								X		
Public Health Policy					X								X		
and Public Health Policy					X								X		
11. Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the sue of mass media and electronic technology.															
Technical Writing	X	X				X					X			X	X
Professional Writing						X					X			X	X
Use of Mass Media								X			X				
Use of Electronic Technology	X							X			X				

**7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

No official contracts apply. However, articulation agreements with regional public health graduate programs and community colleges will be sought.

**8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

**Clear, complete, and timely information on the curriculum, course and degree requirements**

As with all of Hood College's academic programs, information regarding curriculum, course and degree requirements will be available and updated in the College Catalog, and will be published on the college website ([www.hood.edu](http://www.hood.edu)).

Program information drafted for the College Catalog appears in question G4.

**Nature of faculty/student interaction**

The current student/faculty ratio at Hood College is 10/1. This, as well as small class sizes, facilitates close interaction between faculty and students which further ensures personalized attention. Additionally, students work with faculty advisors in their chosen major which further supports close, formative interactions with students.

**Technology competence and skills, technical equipment requirements, and learning management system**

Information regarding Hood College's information technology capabilities and requirements is available at [www.hood.edu/offices-services/information-technology](http://www.hood.edu/offices-services/information-technology). Hood's learning management system is Blackboard, and is accessible via username and password. Assessment of student learning is facilitated by Chalk and Wire. Individual instructors provide guidance regarding assignments, rubrics and evaluation requirements for Chalk and Wire.

**Availability of academic support services**

Academic support services are available to all Hood College students through the [Center for Academic Achievement and Retention \(CAAR\)](#). Tutoring services in all disciplines, academic accommodations, and academic coaching for students on academic probation are provided.

**Availability of financial aid resources and costs/payment policies.**

Hood College's [tuition and fees](#), as well as information regarding [payment policies](#), is available at [www.hood.edu](http://www.hood.edu).

**9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

As with all of existing undergraduate programs, Hood College admission requirements and advertising/recruiting materials for the college are regularly updated and available on our webpage. They are accessible to students located either locally or remotely—outside of the Frederick area and/or the state of Maryland. From inquiry and application to course enrollment and degree progress, all of the materials for our academic programs are available online at [www.hood.edu](http://www.hood.edu).

The budget pro forma for the public health program includes additional resources for marketing and advertising.

## H. Adequacy of Articulation

### 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Not applicable.

Once approved, MOUs for graduate school articulation will be sought.

MOUs with regional community college partners may also be feasible. Hood College's closest and most significant partner is Frederick Community College (FCC). The majority of Hood's transfer students come from FCC. Additional community college partners with specific interest in an undergraduate study of public health may be:

- Carroll Community College Health Science Program
- Prince George's Community College Public Health Science Program

## I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

### 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

As mentioned in question G1, Hood College will hire a full-time faculty member and program director once the program is approved. CEPH accreditation requirements state that the Director must possess all of the following qualifications. The Director:

- is a full-time faculty member at Hood College
- dedicates at least 0.5 FTE effort to the program, including instruction, advising, administrative responsibilities, etc.
- has educational qualifications and professional experience in a public health discipline. Preference will be for the designated program director to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH
- possesses relevant national professional certifications, and professional experience in public health
- is fully engaged with decision making about the following:
  - curricular requirements
  - competency development
  - teaching assignments
  - resource needs
  - program evaluation
  - student assessment

Within two years and as determined by enrollment in the program, Hood will hire additional faculty and staff to support the program. This may include faculty with joint appointments in nursing, sociology and/or social work. While CEPH accreditation standards do not mandate a specific student/faculty ratio, Hood's goal (articulated in the college's strategic plan) is to achieve a 14:1 ratio, overall. Also supporting the program will be a talented array of adjunct faculty members from the local area. The

Committee's feasibility study confirmed that the local region has a number of highly skilled, advanced public health professionals available to lend their expertise to the program. Additionally, Hood College has partnered with the Johns Hopkins University Teacher Academy. This Academy could serve as a pipeline for post-doctoral students with applied skills in public health research to gain teaching experience at a liberal arts institution. This would also benefit Hood students.

**2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

**a. Pedagogy that meets the needs of the students.**

Hood College's Center for Teaching and Learning provides ongoing pedagogy training for all faculty. Additionally, the [Association of Schools and Programs of Public Health](#) (ASPPH) provides a network of resources for faculty teaching public health.

**b. The learning management system.**

All Hood College faculty are oriented to Blackboard, the college's learning management system. Additional ongoing support is provided through the I.T. help desk.

**c. Evidenced-based best practices for distance education, if distance education is offered.**

Not applicable.

**J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**

**1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

Hood College opened the Beneficial-Hodson Library and Information Technology Center in 1992. The facility provides electronic access to 382,714 e-book titles. In addition, Hood students have access to 142 digital/electronic databases and thus thousands of full-text periodicals. The Beneficial-Hodson Library currently houses resources that fully support Hood's current programs in all related fields, including nursing and social work. These same resources will be utilized by students and faculty in the public health program. Any additional materials deemed necessary by the program director will be adopted as needed.

When materials cannot be located within Hood's electronic full-text collections, The Beneficial-Hodson Library provides interlibrary loan service through OCLC, giving electronic access to the holdings of over 70,000 libraries, archives, and museums around the world.

The Library provides journal materials in both print and electronic formats. Our online "Journal Finder" lists our combined print and electronic holdings (including full-text and citation-only titles) and enables searching for specific journals by title or by subject. Searching the Journal Finder for the keywords "Public Health" returns 235 journal titles, all of which Hood students and faculty may access with username and password credentials.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)**

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

Existing classroom and seminar space is available on campus to support the public health program. Longer term, Hood College's five-year campus master plan calls for expansion and renovation of existing buildings in order to facilitate growth in Nursing, Computer Science, and the School of Business. These classroom and seminar spaces would also be utilized by the public health program. In 2019, construction of a new Learning Commons will begin, which will include additional classroom and seminar spaces available to students and faculty in the public health program.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
  - a. An institutional electronic mailing system, and**
  - b. A learning management system that provides the necessary technological support for distance education**

Not applicable.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)

- 1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

**Table 1: Revenues**

Resource Categories	Year 1 FY 2021	Year 2 FY 2022	Year 3 FY 2023	Year 4 FY 2024	Year 5 FY 2025
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g)	\$84,584	\$392,049	\$762,756	\$1,247,778	\$1,808,800
a. Number of F/T students	2	9	17	27	38
b. Annual Tuition/Fee Rate	\$42,292	\$43,561	\$44,868	\$46,214	\$47,600
c. Total F/T Revenue (axb)	\$84,584	\$392,049	\$762,756	\$1,247,778	\$1,808,800
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (dxexf)	0	0	0	0	0
3. Grants, Contracts, & Other	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL</b>	<b>\$84,584</b>	<b>\$392,049</b>	<b>\$762,756</b>	<b>\$1,247,778</b>	<b>\$1,808,800</b>



- 2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

TABLE 2: EXPENDITURES					
Expenditure Categories	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
1. Faculty					
a. AC faculty member and program director	1	1	1	2	2
b. Total Salary (assume 3% salary increase)	\$60,000	\$61,800	\$63,654	\$131,128	\$135,062
c. Total Benefits (est. 30% of salary)	\$18,000	\$18,540	\$19,096	\$39,338	\$40,519
2. Admin. Staff (b+c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b+c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	\$500	\$500	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other expenses	\$3,500	\$3,000	\$2,000	\$3,000	\$3,000
<b>Total Expenditures (Add 1-7)</b>	<b>\$82,000</b>	<b>\$83,840</b>	<b>\$84,750</b>	<b>\$173,466</b>	<b>\$178,581</b>

## **M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13.b.02.03.15)**

### **1. Discuss procedures for evaluating courses, faculty and student learning outcomes.**

Plans for program assessment include both formative and summative assessment, using direct and indirect assessment strategies.

Procedures for evaluating courses:

- Direct assessment of program courses will include review of a curriculum map which connects each class assignment to course objectives, and also to CEPH accreditation standards.
- Direct assessment of program courses will also include a review of grading rubrics with clear grading criteria for each assignment, so students may evaluate their own work (formative) before submitting that work for a summative assessment.
- Indirect assessment of courses will occur via course evaluations completed by students, and student interviews or questionnaires.

Procedures for evaluating faculty:

- Direct assessment of program faculty will include a review and documentation of faculty credentials such as degrees, awards, years of professional experience, publications, conference presentations, course retention rates, grade distributions, and faculty rank.

- Direct assessment of program faculty will include department chair and peer evaluation of teaching, which is a required element of annual reviews for all pre-tenure faculty.
- Indirect assessment of program faculty will be obtained through student surveys, course evaluations, and/or student interviews upon students' completion of the program.

Procedures for evaluating student learning outcomes:

- Direct assessment will occur using key assignments obtained from courses using Chalk and Wire. Artifacts such as exams, papers, and projects will be reviewed, along with grading rubrics to ensure consistency.
- Indirect assessment of student learning outcomes will occur via student surveys, course evaluations, and/or student interviews upon students' completion of the course and/or program.

**2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Hood College will seek CEPH accreditation for its Bachelor of Arts program in Public Health. Consistent with accreditation requirements, evaluation of program effectiveness and successful achievement of student learning outcomes is required. As such, faculty will routinely collect and analyze aggregate data on student competency attainment. Artifacts from each public health course will be collected and assessed through the Chalk and Wire platform; Chalk and Wire is Hood College's web-based e-Portfolio management and assessment system.

Initial CEPH accreditation requires approximately three years. Once accredited, CEPH will issue a timeline for consideration for reaccreditation. Hood College also employs a five-year Academic Program Review timeline.

**N. Consistency with the State's Minority Student Achievement Goals (as outlined in CMAR 13B.02.03.05)**

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

Consistent with the State's minority student achievement goal, Hood College attracts a very diverse student population to our campus (described earlier).

In addition, themes of inclusivity and diversity are woven throughout our website, Catalog and campus. From the Hood College Catalog (2018-19):

*The Office of Diversity and Inclusion provides support for underrepresented student populations. The Director of Diversity and Inclusion advocates for populations such as students of color and LGBTQ and supports fair treatment for all students, faculty, staff, and guests through campus policy and best practices. Cultural student organizations including the Black Student Union, La Comunidad (Latino/a Student Union), and the Queer Student Union are advised within this office. Support is also provided to the Muslim Student Association, Hillel (Jewish Student Union) and Sisters Aspiring for Success.*

#### **O. Relationship to Low Productivity Programs Identified by the Commission**

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable.

#### **P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Not applicable.

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