



Office Use Only: PP#

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


Institution Submitting Proposal

Community College of Baltimore County

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	Payment <input type="radio"/> R*STARS #	Payment \$850	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check #10049053	Amount:	Submitted: 05/01/2025

Department Proposing Program	School of Wellness, Education, Behavioral and Social Sciences
Degree Level and Degree Type	Associate of Arts
Title of Proposed Program	Public Health
Total Number of Credits	60
Suggested Codes	HEGIS: 121400.00 CIP: 512201.0000
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://catalog.ccbcmd.edu/index.php
Preferred Contact for this Proposal	Name: Dr. Laura Cripps
	Title: Assistant Dean, Curriculum and Assessment
	Phone: (443) 514-6755
	Email: lcripps@ccbcmd.edu
President/Chief Executive	Type Name: Dr. Sandra Kurtinitis
	Signature:  Date: 03/26/2025
	Date of Approval/Endorsement by Governing Board: 12/04/2024

Revised 1/2021



CCBC

The Community College
of Baltimore County

443-840-CCBC (2222)

CCBC Catonsville

800 South Rolling Road
Baltimore, Maryland
21228

CCBC Dundalk

7200 Sollers Point Road
Baltimore, Maryland
21222

CCBC Essex

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CCBC Hunt Valley

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March 24, 2025

Sanjay Rai, Ph.D.,
Secretary
Maryland Higher Education Commission
217 E. Redwood Street
21st Floor Baltimore
MD 21202

Dear Dr. Rai,

The Community College of Baltimore County (CCBC) is requesting approval of a new Associate of Arts (A.A.) program in Public Health (HEGIS: 21.1400.and CIP: 51.2201).

This program has been designed in correspondence with transfer partners at University of Maryland, Baltimore County and Morgan State University. The agreed curriculum provides CCBC students with seamless transfer into bachelor's programs in Public Health at both institutions. In addition to preparing students for transfer, the curriculum provides the necessary qualifications for entry-level positions as a Community Health Worker. If this new stand-alone associate degree is approved, the existing program of *Humanities and Social Sciences Associate of Arts, Public Health Area of Concentration* will be suspended, and a teach-out program deployed.

General Education			
Course	Credits	Prefix	Gen Ed Category
English Composition I	3	ENGL 101	English Composition
English Composition II	3	ENGL 102	English Composition
Fundamentals of Communication	3	CMNS 101	Arts and Humanities
Ethics	3	PHIL 240	Arts and Humanities
General Biology I	4	BIOL 110	Biological and Physical Sciences



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General Education Elective: Biological and Physical Sciences	3-4	Select from List	Biological and Physical Sciences
Introduction to Statistical Methods	4	MATH 153	Mathematics
General Education Elective: Technology and Information Systems	3	Select from List	Technological Competence
General Education Elective: Health and Wellness	3	Select from List	Health and Wellness
General Education Elective: Social and Behavioral Sciences	3	Select from List	Social and Behavioral Sciences
Introduction to Psychology	3	PSYC 101	Social and Behavioral Sciences
	35-36		
Program Requirements			
Course	Credits	Prefix	
Introduction to Public Health	3	PUBH 101	
Survey of US Healthcare	3	PUBH 102	
Human Anatomy and Physiology	4	BIOL 109	
Global Issues in Health	3	PUBH 200	
Public Health Internship	1	PUBH 271	
Program Requirement Total	14		
Program Electives			
Program Electives	6	Select from List	
General Electives	4-5	World Language sequence recommended	
Program Electives Total	10-11		
Program Total (minimum)	60 credits		

This proposal has been approved by Senior Staff and CCBC's Board of Trustees in December 2024. A payment of eight hundred and fifty dollars (\$850) has been forwarded to cover the substantive fee for a new academic program. Please feel free to contact me with any questions.



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Sincerely,

Joaquin G. Martinez, Ph.D.
Provost and Vice President for Academic and Student Affairs

cc: Jennifer Kilbourne, assistant vice president, Academic Affairs
Laura Cripps, assistant dean, Curriculum and Assessment
Connie Colclough, department Chair, School of Wellness, Education
Behavioral, Social Sciences
Tim Davis, dean, School of Wellness, Education Behavioral, Social Sciences
Lynn MacLaughlin, senior director, Registrar's Office
Ginny Zawodny, senior director, Financial Aid
Glenda Breaux, senior director, Planning, Research, and Evaluation

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.

The Community College of Baltimore County (CCBC) transforms lives by providing accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community. [Community College of Baltimore County Strategic Plan, FY2024-2026](#).

CCBC's proposed Associate of Arts (A.A) in Public Health prepares students for transfer to programs in Public Health at four-year colleges and universities in-State and articulates to Public Health programs at University of Maryland Baltimore County (UMBC) and Morgan State University (MSU) specifically. It includes six newly created courses, aligned to freshman and sophomore content at these neighboring four-year institutions.

Careers in public health are varied and relatively well paid. For those who earn their bachelor's degree in this discipline, entry level positions are available within the fields of epidemiology, biostatistics, public health management and community health education. Lightcast data for Q1 2025 indicates that jobs in these careers are anticipated to increase in Maryland by 8%-10% by 2030, and current median salaries exceed \$100,000 for each of these four positions.

Additionally, completion of the associate degree alone, prepares students for the entry level position of community health worker. Demand for this position is expected to increase by 14% by 2030¹, and it has a current median salary in Maryland of \$47,408².

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

Transformational Academics is a pillar of CCBC's 2024-2026 strategic plan. Within this pillar, among other objectives, CCBC seeks to increase the accessibility of education for students and support their transition into transfer institutions and high-paying jobs. The proposed A.A. in Public Health meets these requirements. Public Health is a versatile field with opportunities to educate the public in healthy living, disease and injury prevention, and quality of life improvement. The proposed new A.A. program in Public Health will replace CCBC's existing A.A. in Public Health, Humanities and Social Sciences Area of Concentration (A.O.C.). In the current Public Health A.O.C. program, the curriculum utilizes existing courses from health and wellness disciplines. To improve the transfer and preparedness of CCBC students for programs in Public Health at four-year colleges and universities, the new stand-alone associate degree includes six newly created courses, aligned to freshman and sophomore content at neighboring four-year institutions and using a new course-level prefix of PUBH.

The need for a stand-alone program in Public Health, with updated course content and improved transfer, is clear given local and regional workforce demand. The proposed associate program provides the general education and introductory discipline-specific content necessary for students to specialize in various areas of public health after transfer, including epidemiology, biostatistics, health education and health management.

¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook.

² Lightcast Q3 2024 Data Set: Community Health Worker.

- 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.**

CCBC has the appropriate credentialed faculty and funding in place for implementation of the Public Health program. This A.A. program replaces an existing Area of Concentration. As such, the program will benefit from the existing extensive resources of the department of Wellness, Education, Behavioral and Social Sciences (WEBBS). This includes a full time faculty member who serves as Chair of the Wellness department, a full time faculty member who serves as program coordinator and six additional full-time faculty who teach within the program. The department also benefits from two full-time administrators to serve students and faculty.

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

- a) **ongoing administrative, financial, and technical support of the proposed program**
- b) **continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The proposed Public Health A.A. has been approved by CCBC's College Senate, President, and Board of Trustees, thus adequate funding, administrative and technical support is in place for at least the next five years of the program's implementation.

This Associate of Arts program replaces an existing Area of Concentration in Public Health. A two-year teach-out policy will be enacted to ensure any students, currently enrolled within the Area of Concentration, can complete their degree. Alternatively, for those who wish to do so, a change of major into the new Associate of Arts will also be available. The college's catalog states the following:

When a program of study is discontinued, students will be afforded time to complete the program requirements. Program directors/ coordinators will work with students to develop plans to help students complete their coursework. If particular courses are no longer offered, substitutions will be made. The length of time for services and benefits to be extended is determined by the number of credits the student needs to complete the program, with the maximum of up to two years after the discontinuance of the program. Requests for further extension must be submitted in writing to the Vice President of Instruction.

If students are enrolled in an accredited program in the School of Health Professions, and that program is discontinued, CCBC will ensure that required courses will continue to be offered in order for students to complete their degree or credit certificate requirements within the timelines for program completion established upon admission to the program.

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

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a) **The need for the advancement and evolution of knowledge**
 - b) **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

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

The 2022 Maryland State Plan for Higher Education identifies three primary goals for postsecondary education in Maryland; Access, Success and Innovation. The proposed program supports the goals of Access and Success by ‘ensuring equitable access to affordable and high-quality secondary education for all maryland residents’ and “develop(ing) new partnerships between colleges and businesses to support workforce development and improve workforce readiness”.

The field of Public Health is broad and encompasses nutritionists, health educators, first responders, social workers, community health workers, occupational health and safety workers, and policy makers. As such, the proposed program will ensure that CCBC is able to train students to remain up to date in reference to the industry standards. The program provides an affordable means for students to acquire the academic background to transfer to several four-year institutions. It also expands access for economically disadvantaged students to pursue the field of Public Health due to CCBC’s mission of accessibility and affordability.

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.

Careers in public health are varied and relatively well paid. For those who earn their bachelor’s degree in this discipline, entry level positions are available within the fields of epidemiology, biostatistics, public health management and community health education. Data relating to these careers has been summarized below. For students earning the associate degree in public health, transfer to a bachelor’s program in the same field will be necessary. Available programs include those at Johns Hopkins University, Morgan State University, University of Maryland Baltimore County, Coppin State University, Salisbury University, Towson University, Frostburg University, University of Maryland College Park, McDaniel College, and Hood College.

Completion of the associate degree alone prepares students for the entry level position of community health worker. Data for this career is also presented below. Students do not need additional education in order to enter into this career field.

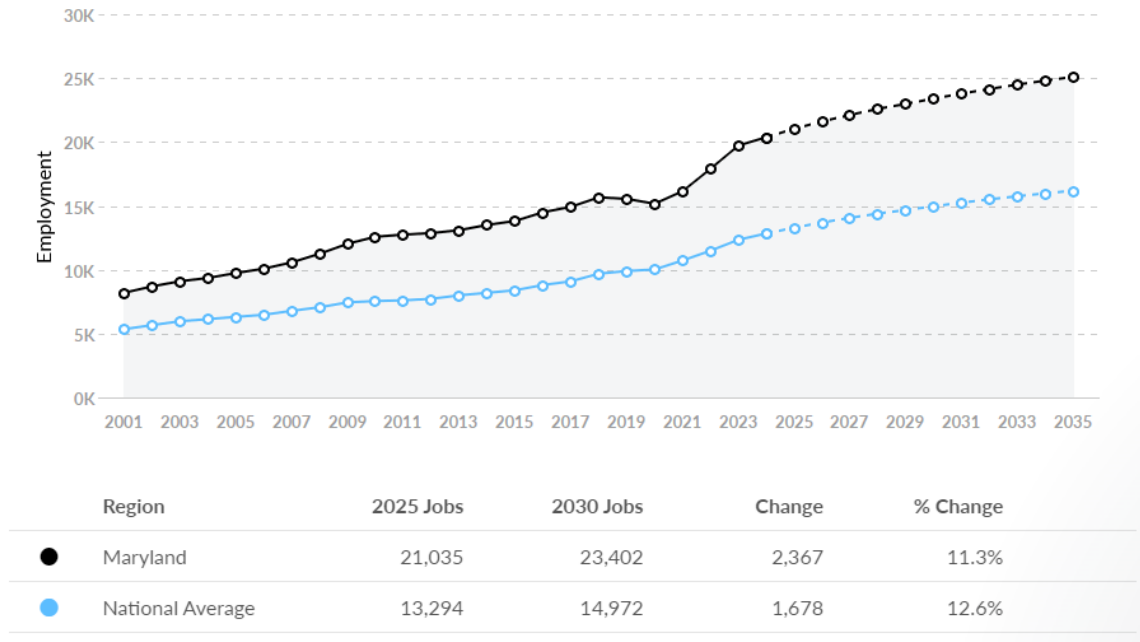
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Many of the fields associated with public health have a ten-year job growth potential ranging from 7% - 30%, depending on the career path (US. Bureau of Labor Statistics). These career fields include, but are not limited to, health educators, epidemiologists, and health services managers. Lightcast data for Q1 2025 indicates that jobs in these three careers are anticipated to increase in Maryland by 11.3 percent by 2030, with a current median salary of approximately \$120,000 for each of these positions.

Regional Employment Is Higher Than the National Average

...

An average area of this size typically has 13,294* jobs, while there are 21,035 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.

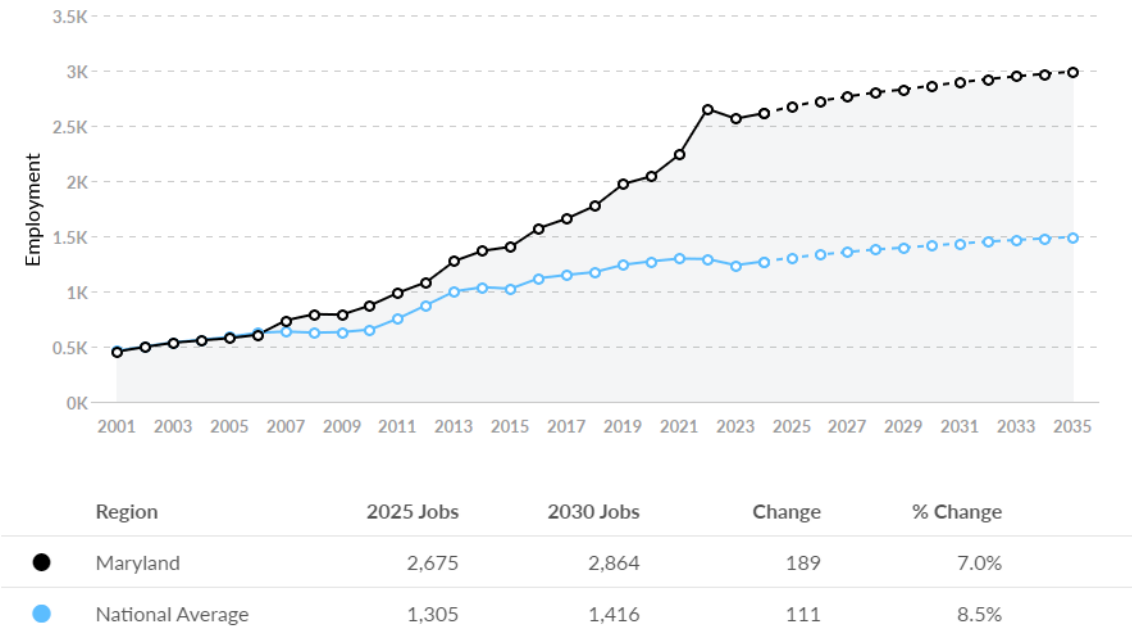


The median salary for community health workers in Maryland is \$47,492. Maryland is also a hotspot for these positions, with twice the number of available jobs regionally than nationally. The number of advertised positions in Maryland is expected to increase by 7% by 2030 (see below).

Regional Employment Is Higher Than the National Average

...

An average area of this size typically has 1,305* jobs, while there are 2,675 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



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.

Many of the fields associated with public health have a ten-year job growth potential ranging from 7% - 30%, depending on the career path (US. Bureau of Labor Statistics). Further information is broken down by career field in the table below.

Career Path	Outlook 2022 – 2032 (U.S. Bureau of Labor Statistics)
Health education specialists	Projected to grow 7%, which is faster than the average. Additionally, Maryland is one of the states with the highest concentration of jobs and location quotients in Health Education Specialists per the U.S Bureau of Labor Statistics, as well as the top paying state, with only D.C. paying a higher wage, which is still a very viable options for our students to gain employment.
Epidemiologists	Projected to grow 27%, which is much faster than average. Maryland has one of the highest concentration of jobs and location quotients in epidemiologists.

Biostatistician	Projected to grow 30%, which is much faster than average. Maryland has the highest employment level in statistics and the second highest concentration of jobs (below D.C) and is also among the top paying states for biostatisticians.
Community health worker	Projected to grow 14%, which is much faster than average. Maryland has the highest employment level and one of the highest concentration of jobs and location quotients in community health workers.
Environmental health worker	Projected to grow 6%, which is faster than average.
Health services manager	Projected to grow 28%, which is much faster than average. Maryland is one of the states with the highest concentration of jobs and location quotients in health services managers.

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

Enrollment and completion numbers in the current Area of Concentration in Public Health are as follows:

Program Name: Humanities and Social Sciences A.A., Public Health Area of Concentration					
	FY20	FY21	FY22	FY23	FY24
Enrollment	0	0	1	9	12
Completions	0	0	0	0	1

Building from these numbers, CCBC estimates the following prospective future enrollment for the proposed A.A. in Public Health. Some but not all of the students currently enrolled in the Area of Concentration, will change into the new program. For those who wish to complete the Area of Concentration, CCBC's two-year teach out plan will be enacted.

Program Name: Public Health A.A. (proposed)				
FY26 enrollment estimate	FY27 enrollment estimate	FY28 enrollment estimate	FY29 enrollment estimate	FY30 enrollment estimate
15	20	23	27	30

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.

Associate programs in Public Health are currently offered by Prince George's Community College, Montgomery College, Howard Community College, Harford Community College, Cecil College, and Anne Arundel Community College. These programs have similar program requirements to those contained in CCBC's proposal.

Keyword:

Degree:

Total: 6

Institution	Program	Degree
Anne Arundel Community College	PUBLIC HEALTH PROFESSIONS	Associate Degree
Cecil College	PUBLIC HEALTH	Associate Degree
Harford Community College	PUBLIC HEALTH	Associate Degree
Howard Community College	PUBLIC HEALTH	Associate Degree
Montgomery College-All Campuses	PUBLIC HEALTH SCIENCES	Associate Degree
Prince George's Community College	PUBLIC HEALTH SCIENCE	Associate Degree

2. Provide justification for the proposed program.

This program provides an affordable means for students to acquire the academic background in Public Health, necessary to transfer into a bachelor's program at a four-year institution. Careers in Public Health are well paid, and positions are increasing, particularly in this region. A career in Public Health offers many students the opportunity of a job that pays a family-sustaining wage.

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.

This program is not anticipated to impact the implementation or maintenance of high demand programs at HBI's. The associate program may strengthen the transfer pipeline to these institutions and increase the interest and overall number of students, looking to transfer into a bachelor's program in public health.

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

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

This program is not anticipated to impact the uniqueness or institutional identity and mission of programs at HBI's.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR13B.02.03.10](#)):

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

New Program Proposals at CCBC are reviewed and approved according to the process developed through college governance, including approval by the Curriculum and Instruction Committee (CIC) and the full

College Senate. In addition, this new degree proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within the existing institutional resources. Danielle Holland will serve as the coordinator of the Public Health Degree and oversee the program.

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

The Public Health degree provides students with the coursework required to transfer to an institution which offers a bachelor's degree in public health. Beyond the general education requirements and other degree, program, and elective requirements, this degree should be considered in light of the requirements of the selected transfer institution. Graduates of four-year programs may work in public health or corporate wellness positions.

Upon successful completion of this area of concentration, students will be able to:

1. describe basic principles of health topics including fitness, nutrition, stress management, psychological wellness, addiction, cardiovascular disease, cancer, sexuality, aging, and environmental wellness;
2. demonstrate a high quality of personal and public communication skills in oral and written form;
3. apply knowledge of human physiology;
4. discuss cultural differences to health issues;
5. apply health behavior change theories;
6. utilize mathematics to examine public health phenomena; and
7. describe ethical considerations in public health

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**

CCBC has a strong student learning outcomes assessment program that met all Middle States Commission on Higher Education (MSCHE) standards criteria in the College's most recent MSCHE decennial review. The course level assessment process utilizes externally validated assessments that directly measure student learning at course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

Stage 2: Implementing the Design and Collecting and Analyzing the Data

Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

In addition, all general education courses undergo general education assessment that utilize common graded assignments (GCA's). Learning outcomes assessment in both discipline and general education courses provides a mechanism for continuous improvement.

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

Public Health, Associate of Arts

General Education – 35-36 credits	
Course	Credits
ENGL 101 English Composition I	3
ENGL 102 English Composition II	3
CMNS 101 Fundamentals of Communication	3
PHIL 240 Ethics	3
BIOL 110 General Biology I	4
General Education Elective: Biological and Physical Sciences	3-4
MATH 153 Introduction to Statistical Methods	4
General Education Elective: Technology and Information Systems	3
General Education Elective: Health and Wellness	3
General Education Elective: Social and Behavioral Sciences	3
PSYC 101 Introduction to Psychology	3
Program Requirements – 14 credits	
Course	Credits
PUBH 101 Introduction to Public Health	3
PUBH 102 Survey of US Healthcare	3
BIOL 109 Human Anatomy and Physiology	4
PUBH 200 Global Issues in Health	3
PUBH 271 Public Health Internship	1
Program Electives – 6 credits (select from list)	
Course	Credits
PUBH 103 Social Determinants of Health	3
PUBH 201 Community Health Practices	3

PSYC 103 Principles of Human Growth and Development	3
HLTH 140 First Aid, Safety and CPR	3
HLTH 240 Women's Health Issues	3
HLTH 103 Foundations of Health Education	3
HLTH 232 Contemporary Issues in Nutrition	3
General Electives – 4-5 credits	
General Electives (World Language sequence recommended)	4-5
Total	60

Program Requirements: Course Descriptions

PUBH 101 – Introduction to Public Health (3 credits): is an overview of the principles and practices of public health. Students are introduced to the history of public health and the structure of the public health system. Topics include preventing disease, prolonging life, and promoting health through the organized efforts and informed choices of individuals and society. The role that law and government play in the public's health is also discussed.

PUBH 102 – Survey of the U.S. Healthcare System (3 credits): provides a broad overview of the structure of the U.S. Healthcare System. Students examine the components and roles of the system and gain a better understanding of how it functions and how the components are related. Major issues facing the system are explored including political, economic, and social factors. Patient care, careers in healthcare settings, healthcare policy, and comparisons to global healthcare systems are investigated.

BIOL 109 - Human Anatomy and Physiology I (4 Credits): Provides an overview of human anatomy and physiology through the study of the structure and function of the human body. In addition to introductory principles of chemistry and cell biology, the integumentary, skeletal, muscular, nervous, endocrine, immune, circulatory, respiratory, digestive, urinary, and reproductive organ systems are examined.

PUBH 200 – Global Issues in Health and Disease (3 credits): provides an understanding of the many factors affecting global health, including the interconnectedness among social determinants, economic stability, environmental challenges, and nutritional factors contributing to the disparities of health problems and diseases worldwide. Global health problems and solutions are explored and developed as students gain knowledge and skills related to epidemiology, policy, health determinants, culture, poverty, disease, health education and equity, and the delivery of health services at the population and individual level.

PUBH 271– Public Health Internship (1 credit): provides students with a supervised field-based experience in an approved public health or community health setting where students spend 40 hours during the semester. Students produce and present a professional portfolio, professional cover letter, and updated resume.

Program Electives: Course Descriptions

PUBH 103 – Social Determinants of Health (3 credits): Introduces the social determinants of health which are the conditions in the environments where people are born, live, learn, work, play, worship, and age; and how they affect a wide range of health, functioning, and quality-of-life outcomes and risks.

Theories and evidence supporting multiple underlying determinants of health in populations, including access to healthcare and education, are presented. The relationships between the non-medical factors that influence the health of populations and sub-groups are explored. Students develop an understanding of key determinants of health that contribute to health inequalities and explore innovative ways to reduce disparities in health when the goal is to achieve health equity. The role of public policy in shaping outcomes for communities is also examined.

PUBH 201 – Community Health Practices (3 credits): Provides an overview of the link between a community and its health practices. Students explore the real-world factors that impact the access to and the delivery of services in health promotion programs within community settings. The role of the community health educator is discussed in relation to the process of designing, implementing, and delivering community health promotion programs. Identification and analysis of various techniques, media, and approaches used in community health education are also explored.

PSYC 103 – Principles of Human Growth and Development (3 credits): Human Growth and Development focuses on the scientific study of physical, socioemotional, cognitive, and personality development across the human lifespan, from conception to death. This course examines the influence of heredity, environment, and culture on human behavior and mental processes during key stages of life, including prenatal development, infancy, childhood, adolescence, adulthood, aging, and the end of life.

HLTH 140 – First Aid, Safety, and CPR (3 credits): Instructs students to be able to administer proper first aid and emergency care. Students earn a First Aid, Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) certification from a nationally recognized organization.

HLTH 240 – Women’s Health Issues (3 credits): Explores health issues which are unique to and prevalent among women. Physical, emotional, and social factors affecting health are considered throughout the lifespan. The political and economic status of women in the health care system are examined.

HLTH 103 – Foundations in Health Education (3 credits): Is an introductory course for students interested in teaching physical education or health education in K – 12 programs. Topics include the profile of the teaching profession, historical and philosophical perspectives as related to contemporary K-12 education, and age-appropriate curriculum. Participants are introduced to national, state, and local standards; beginning lesson planning; and outcomes and assessment. Additionally, students develop personal philosophies and the necessary attitudes and dispositions of successful educators in the fields of physical education and health education.

HLTH 232 – Contemporary Issues in Nutrition (3 credits): Explores current concepts of practical and applied nutrition such as food selection, “empty calories”, current myths and misconceptions, the relationship of nutrients to optimal health, weight control, food preparation, health foods, “comfort foods”, additives, and food safety.

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

General education requirements will be met in conjunction with program requirements that meet COMAR and CCBC policy. A semester-by- semester sequence will be provided accordingly in the college catalog.

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

There are no specialized accreditation or graduate certification requirements for this program.

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

N/A

- 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.**

CCBC provides clear, complete and accurate information regarding curriculum, course and degree requirements on the CCBC website as accessed through our online catalog: [Community College of Baltimore County - Acalog ACMS™ \(ccbcmd.edu\)](http://Community College of Baltimore County - Acalog ACMS™ (ccbcmd.edu)). Faculty hold regularly scheduled office hours (face to face or online, per college policy). These office hours are available to students outside of class meeting times and are posted on the course syllabus. CCBC uses Quality Matters standards in online learning as a measure of online course design quality. These standards specifically require the following to be addressed within each course: minimum technical requirements for the course, minimum technology expectations, learning management system basic requirements and instructions, links and instructions for all student support services including disability support services, financial aid etc. The same information can be found on the CCBC Online website: [CCBC Online \(ccbcmd.edu\)](http://CCBC Online (ccbcmd.edu)). Course sections (face to face, blended and online) utilize a learning management system course shell and instructors are required, at a minimum, to post the course syllabus, progress grades and final grades online. Links to academic support services are available at: [Resources for students \(ccbcmd.edu\)](http://Resources for students (ccbcmd.edu)). Information on financial aid and the cost of attending CCBC and its payment policies can be accessed here: [Costs and Paying for College \(ccbcmd.edu\)](http://Costs and Paying for College (ccbcmd.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.**

Recruitment and admissions materials are revised each year when the CCBC catalog is finalized. Accurate admissions information can be found at this site: [Get Started \(ccbcmd.edu\)](http://Get Started (ccbcmd.edu)). The college catalog is updated yearly and all program and course information is current. The college catalog can be accessed at this link: [Community College of Baltimore County - Acalog ACMS™ \(ccbcmd.edu\)](http://Community College of Baltimore County - Acalog ACMS™ (ccbcmd.edu)).

H. Adequacy of Articulation (as outlined in [COMAR 13B.02.03.19](#))

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).**

The proposed Associate of Arts in Public Health falls within the existing ‘Degrees to Succeed’ transfer agreements that CCBC has signed with the following universities: Coppin State University; Morgan State University; Stevenson University; Towson University; University of Baltimore; University of Baltimore, Baltimore County; University of Maryland, Global Campus; and Southern New Hampshire University.

The Degrees to Succeed agreements provide guaranteed admission to both institutions, acceptance of all transfer credits for the Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs and guaranteed junior status upon transfer and the completion of the associate degree at CCBC. Degrees to Succeed students are also able to access the university partner’s campus resources and student experiences, including co-advising, and additional financial incentives or scholarship opportunities.

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 the proposed program.**

Faculty Member Name	Terminal Degree & Discipline	Full Time or Adjunct	Courses Taught
Caroline Colclough Chair, Wellness Department	DHEd – Health Education MS Exercise Science and Health Promotion	Full-Time	PUBH 201
Danielle Holland Associate Professor Coordinator, Public Health	MEd - Education	Full-Time	PUBH 101 PUBH 271 HLTH 212
John Reed Professor Coordinator, Physical and Health Education	Ed.D Educational Leadership BS- Physical Education	Full-Time	HLTH 103
Richard Day A Professor	MS- Exercise Science and Health Promotion	Full-Time	HLTH 120
Lisa Click Assistant Professor	MA – Holistic Health Studies	Full-Time	HLTH 140
Daniel Krauz Associate Professor	MS- Exercise Physiology MS- Nutrition and Human Performance	Full-Time	HLTH 232
Claire Colclough Assistant Professor	MS- Exercise Science and Health Promotion	Full-Time	HLTH 126 PUBH 103 PUBH 200

Mary Lewis Adjunct Faculty	MPH – Public Health	Adjunct	PUBH 102 PUBH 200
Rob Hess Professor	MS - Athletic Training and Health LAT - Licensed Athletic Trainer – Maryland ATC - Board Certified Athletic Trainer HC - ACE - Health Coach		PUBH 102 HLTH 120 HLTH 140

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**
- b) The learning management system**
- c) Evidenced-based best practices for distance education, if distance education is offered.**

The Center for Excellence in Teaching and Learning (CETL) provides ongoing professional development opportunities for faculty and staff throughout the academic year. Additional professional development is provided at yearly Fall Focus, Teaching and Learning Fair and Professional Development Day events. In addition, faculty are provided funding, on a regular basis, to present at regional and national conferences that relate to pedagogy and discipline areas of interest. CCBC recognizes that up-to-date pedagogy is essential in student success initiatives, as the college serves primarily in a teaching role.

CCBC expects that faculty teaching a fully online course will complete training called the “teaching Online Course”. This is a five-week/twenty-hour online course that provides training on how to facilitate an established online course. The institution also requires faculty to complete an eighty-hour training in online course pedagogy and course design prior to the development of any new fully online course. Prerequisites for this training include Quality Matters training as well as Learning Management System (LMS) workshops through CETL and our LMS trainers. CCBC also has multiple online learning policies designed to foster best practices in online learning. These policies include, but are not limited to, a thirty percent (30%) authenticated assessment requirement, online office hours, and a consistent LMS menu template.

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.

Current library resources are sufficient and appropriate for the implementation of the proposed program. The college also subscribes to several online databases that would be helpful to students in this program. The CCBC Libraries' collection includes over 75,000 e-books and access to over 64,000 different journals and magazines. Students can access these resources anytime from any computer or mobile device on or off-campus. Additionally, the CCBC Library recently purchased over \$5000 of fiction and non-fiction books to specifically add to the collection available in the field of Public Health.

Beyond the resources provided through CCBC, the CCBC Library has a reciprocal use and borrowing agreement with the University of Maryland Baltimore County, Albin O.Khun Library and the University of Baltimore, Robert L. Bigomolny Library that entitles CCBC students to on-site access and use of the facilities and resources of these libraries as well as the opportunity to check out books. The college also provides an InterLibrary Loan service: [What is Interlibrary Loan \(ILL\) - Borrowing from other libraries \(Inter Library Loan\) - Research Guides at Community College of Baltimore County \(ccbcmd.edu\)](#). In addition, to make library services more accessible to students, the CCBC Library provides a virtual chat reference service through the Library webpage: [CCBC Libraries \(ccbcmd.edu\)](#).

This new degree proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within existing institutional resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

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.

After careful review by Senior Staff and endorsement by CCBC's Board of Trustees, the President has affirmed that the program can be implemented within existing institutional resources. All courses that are part of this certificate are already being taught effectively by CCBC.

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

CCBC provides all students with a Microsoft Office e-mail address and has a single sign on SSO login process for all technologies. CCBC currently uses Brightspace as its Learning Management System. Help Desk support for all technology and distance education questions can be accessed both online and via a technical hotline: [Technology Support at CCBC \(ccbcmd.edu\)](#)

L. Adequacy of Financial Resources with Documentation

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: Program Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$43,260	\$68,220	\$73,710	\$98,670	\$102,330
a. Number of F/T Students	5	10	10	15	15
b. Annual Tuition/Fee Rate	\$4,992	\$4,992	\$4,992	\$4,992	\$4,992
c. Total F/T Revenue (a x b)	\$24,960	\$49,920	\$49,920	\$74,880	\$74,880
d. Number of P/T Students	10	10	13	13	15
e. Credit Hour rate	\$122	\$122	\$122	\$122	\$122
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$18,300	\$18,300	\$23,790	\$23,790	\$27,450
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$43,260	\$68,220	\$73,710	\$98,670	\$102,330

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: Program Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	160,000	160,000	175,000	175,000	180,000
a. Number of FTE	1.5 (existing faculty)	1.5 (existing faculty)	1.5 (existing faculty)	1.5 (existing faculty)	1.5 (existing faculty)
b. Total Salary	120,000	120,000	130,000	130,000	135,000

c. Total Benefits	40,000	40,000	45,000	45,0000	45,000
2. Admin. Staff (b + c below)	26,000	26,000	30,000	30,000	32,000
a. Number of FTE	0.5	0	0	0	0
b. Total Salary	20,000	20,000	23,000	23,000	25,000
c. Total Benefits	6,000	6,000	7,000	7,000	7,000
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	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (add 1-7)	\$186,000	\$186,000	\$205,000	\$205,000	\$212,000

The costs for the A.A. in Public Health are primarily related to faculty salaries but these are the same faculty and courses used for other income generating programs such as Kinesiology and Health Education, as well as for Health courses that are part of CCBC's 'Health and Wellness' General Education category. etc. For example, all Associate of Arts programs require a General Education course in Wellness and Health. Thus, the salaries are a single cost, but the income to balance them comes from more than just the proposed A.A. in Public Health. Additionally, enrollment projections for the next five years are conservative and will continue to grow in years six and seven. At this point, expenditures will balance program income, when looking at these costs in isolation.

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

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

Courses are evaluated using an online student evaluation tool (SmartEvals) on a regular basis. Using SmartEvals, students can evaluate both course design and the course's instructor. Faculty participate in annual evaluations by submitting an annual professional summary that highlights achievements in professional assignments, college and community service and professional growth activities.

CCBC has a strong student learning outcomes assessment program that met all Standard criteria in the College's most recent Middle States decennial review. This course level assessment process utilizes externally validated assessments that directly measure student learning at course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

Stage 2: implementing the Design and Collecting and Analyzing the Data

Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

Learning outcomes assessment provides a mechanism for continuous improvement.

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.

Full-time faculty prepare an Annual Professional Summary every year to document their achievements in the categories of professional assignments, college and community service and professional development. Supervisors use this information to prepare an annual evaluation of faculty performance. Students can also complete course evaluations on a regular basis. Courses are evaluated by anonymous comments and feedback offered by students through evaluation tools.

Assessment and documentation of student achievement will occur as part of CCBC's learning outcomes assessment and program review processes. Learning outcomes assessment occurs in discipline courses through a continuous improvement model outlined above. General education courses are assessed for general education outcomes every three years. Academic programs are reviewed on a five-year cycle.

N. Consistency with the State's Minority Student Achievement Goals

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

CCBC is committed to ensuring equal opportunity and nondiscrimination in all practices. We are committed to equal treatment for all students and employees and will not discriminate based on race, color, religion, gender, age, national origin, ancestry, veteran status, disability, sexual orientation, or any other basis protected by law. CCBC is devoted to providing an environment where cultural diversity thrives. CCBC has a dedicated Intercultural Engagement team who offer a host of programs designed to enhance minority student success including guest speakers, study programs, clubs, and academic counseling.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Learning (CRTL) training program. The CRTL program is a multi-faceted initiative that engages faculty, staff, administrators, and students in the recursive process of self-reflection, dialogue, change and growth regarding cultural understanding and cooperation. This program has helped the college to close achievement gaps and thereby improve student success. It is noteworthy that CCBC received a Leah Meyer Austin Award at the Achieving the Dream conference in 2015, and the

CRTL program was an important component to enable CCBC to improve student achievement and to meet equity goals.

Since its inception in 2004, the CRTL program has led 500+ faculty and staff, and thousands of students to actively address individual and collective self-awareness, attitudes and beliefs, knowledge of others and the skills needed to implement new understandings thought best practices of cultural competence.

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.**

This has not been identified as a low productivity program.

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.**

CCBC is approved to offer distance education per COMAR 13B.02.03.22 as the institution was previously approved to offer a distance education program prior to January 1, 2018 and is eligible to offer distance education throughout regional accreditor, the Middle States Commission on Higher Education (MSCHE). In addition, CCBC has been a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) since July 1, 2019.

- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

CCBC's mission is to provide students with accessible, affordable and high-quality education. Its current strategic plan places an increased emphasis on online learning (distance education). Sustaining and growing online learning is interwoven into the academic schools' plans as well as the Department of Online Learning's (DOL) goals and objectives. The Instructional Technology budget supports technologies related to online learning. The DOL also has a budget, which provides resources for faculty training, technology as well as the promotion of a quality assurance process. CCBC has a dedicated, public facing webpage for online learning CCBC Online (ccbcmd.edu), which displays programs offered in an online format. It also provides both potential and current students with links to all services they might need.

Potential students are provided with a questionnaire to help determine if online learning is right for them. Students also have access to technical requirements for online coursework and online class policies which they may need to know prior to admission. Academic requirements for online programs do not differ from traditional face-to-face programs. Potential and current students have access to links to all relevant student services, such as disability support services, financial aid, etc. In addition, each online course clearly identifies links to these same services for students.

CCBC is a Quality Matters (QM) institution, and as such uses the QM rubric as its basis for design, faculty training and quality assurance of all online course offerings. Faculty, as subject matter experts, are

the principal course developers, while the DOL oversees the overall process and schedule of online course creation. Additionally, DOL provides the faculty mandatory training for course facilitation and course development. Online course development incorporates sound online learning pedagogy to provide students with the most appropriate experiences in the discipline. Additionally, the DOL has its own internal website pages dedicated to providing faculty with policy, training, and best practice resources. CCBC has developed its own internal quality assurance process, now in its 5th year of reviews, using Quality Matters as its backbone. This process leverages the content knowledge as well as the course design knowledge of the faculty, providing a high quality, fiscally responsible manner to increase the quality of the college's online learning courses. Necessary online learning policies have been vetted and approved by the CCBC College Senate. DOL is responsible for implementation of those policies.

Additionally, shared governance is an integral part of the college's standard curriculum approval and review process for all courses, regardless of modality. Curricular expectations of online courses do not differ from those in the face-to-face format. CCBC faculty and staff understand the challenges that online learners face. Online course class sizes maximums are limited to 25. CCBC tracks success rates of online classes and compares that data to its face-to-face counterpart. CCBC uses Quality Matters standards, online faculty observations and student evaluations to monitor the effectiveness of the faculty member and the course design. Online courses are also subject to the college's standard evaluations, with the Common Course Outline reviewed on a regular basis. The institution also assesses general education outcomes for all General Education (Core) coursework on a three-year cycle and course-level objectives are assessed through learning outcomes assessment projects. CCBC uses single-sign-on access for student email and college identification. The institution also has an authenticated assessment policy, to ensure integrity in the proctoring of major assessments. Faculty have access to the college's testing centers as well as a remote proctoring tool, vetted by faculty and staff, to ensure students have access to options for authenticated proctoring. CCBC's academic integrity policies and procedures are not just part of the college's catalog but are incorporated into each faculty member's course and CCBC's student portal (MyCCBC).