

**MARYLAND HIGHER EDUCATION COMMISSION ACADEMIC
PROGRAM PROPOSAL**

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM**
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or **REQUIRING NEW RESOURCES**

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Prince George's Community College

Institution Submitting Proposal

Fall 2018

Projected Implementation Date

A.A.S.

Award to be Offered

Health Navigator

Title of Proposed Program

Suggested HEGIS Code

51.2208

Suggested CIP Code

Allied Health Department
Division of Health, Business & Public Service

Department of Proposed Program

Ms. Angela D. Anderson

Name of Department Head

Angela D. Anderson

Contact Name

Andersad@pgcc.edu

Contact E-Mail Address

301-546-5239

Contact Phone Number

Signature and Date

President/Chief Executive Approval

Date

Date Endorsed/Approved by Governing Board

Academic Program Proposals From Degree-Granting Institutions Authorized to Operate in the State of Maryland

NEW PROGRAM GUIDELINES

An institution submits a proposal using guidelines in accordance with State regulations. See [COMAR Title 13B.02.03](#) (PDF) for the full set of regulations. Proposals for new programs should be submitted electronically to acadprop@mhec.state.md.us.

New Academic Programs, Degrees and Stand-Alone Certificate Programs

A complete proposal shall include a cover letter from the chief academic officer addressed to the Secretary of Higher Education requesting approval of the new program, a [Proposal Cover Sheet\(pdf\)](#) with all required signatures, and should address all of the following areas:

A. Centrality to institutional mission statement 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.

Prince George's Community College proposes offering a Health Navigator Associate of Applied Science (A.A.S.) degree. Health Navigator is a general term which includes occupations including Community Health Worker/Navigator, Patient Care Navigator, and Health Insurance Navigator. The proposed Health Navigator program educates front-line health workers with expertise and experience in assisting individuals and communities to navigate the U.S. community health, health care, and health insurance systems; improve the quality and cultural competence of service delivery; and accomplish personal prevention and health care goals. The curriculum includes coursework in prevention and community health, health care, health insurance/health care financing, and accessing and analyzing health information. An experiential, practice-based education is included in the final semester. Basic written and oral communication skills and fundamental quantitative skills are essential for success and are integrated throughout the curriculum.

The Prince George's Community College's mission is to "transform students' lives. The college exists to educate, train and serve our diverse populations through accessible, affordable, and rigorous learning experiences". The college's vision is to "be the community's first choice for innovative, high-quality learning experiences". Currently, there is no opportunity for students to pursue an associate degree in Public Health as a Health Navigator at the College. Students' only option is to travel out of county to another community college and pay out-of-county tuition rates.

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

The proposed Health Navigator Associate in Applied Science (A.A.S.) program meets and aligns with the College's 2014-2018 Strategic Plan. The development and implementation of a Health Navigator Program is aligned to the College's Strategic Goal #3, "Fostering partnerships to respond to a diverse and evolving community and workforce", and is the direct result of a request from Prince George's County. Health Navigators and Community Health Workers are embedded

in Prince George’s County’s Primary Healthcare Strategic Plan. Funding has been provided by Prince George’s County to support development of the program.

Development of the Health Navigator A.A.S. Program also aligns with the College’s Strategic Goal #1, “Enhancing pathways that guide students to achieve their academic, career, and personal goals”. It is a unit objective for the Health, Business and Public Service Division’s, Strategic Goal #2, “Develop and implement new credit programs and offerings”. The Health Navigator A.A.S. provides students with a directed and intentionally-designed program culminating in an entry-level practitioner.

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

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

The proposed Health Navigator A.A.S. curriculum was developed using the prototype curricular model published in the Community Colleges and Public Health Final Report, November 2014. The Community Colleges and Public Health (CC&PH) Project was a product of the Framing the Future Task Force convened by the Association of Schools and Programs of Public Health (ASPPH) and the League for Innovation in the Community College. In addition, feedback on the curriculum was received from the University of Maryland College Park, School of Public Health.

The suggested course sequence follows and includes course titles and semester credit hours. (New courses are indicated with an X, general education courses are indicated with a GE). Next are course descriptions followed by a description of program requirements.

Suggested Course Sequence	Credits
<i>First Semester (Fall)</i>	
EGL 1010 Composition I/Expository Writing (GE)	3 credits
Math 1120 Finite Math or higher (GE)	3 credits
INT 1010 Introduction to Information Technology (GE)	3 credits
BIO 1130 Principles of Biology, Evolution, ecology and Behavior (GE)	4 credits
HLE 1150 Personal and Community Health	3 credits
PAS 1000 Planning for Academic Success: First-Year Experience	1 credit
<i>Total Credits</i>	<i>17</i>
<i>2nd Semester (Spring)</i>	
EGL 1020, EGL 1320, EGL 1340 or EGL 1100 Composition II (GE)	3 credits
SOC 2400 Introduction to Public Health and Health Care Policy	3 credits
HIM 1530 Medical Terminology	3 credits
HLE 2410 Health Communications (X)	3 credits
HLE 2420 Health Education (X)	3 credits
<i>Total Credits</i>	<i>15</i>

<i>3rd Semester (Fall)</i>	
General Education Social Science Course (GE)	3 credits
HIM 2511 Healthcare Quality Performance & Health Data Analysis	3 credits
HLE 2520 Prevention and Community Health (X)	3 credits
HIM 1501 Healthcare Delivery Systems	2 credits
HIM 2600 Medical Reimbursement & Billing	3 credits
<i>Total Credits</i>	<i>14</i>
<i>4th Semester (Spring)</i>	
HLE 2560 Health Navigator Practicum/Experiential Learning (X)	3 credits
HLE 2450 Public Health Preparedness (X)	3 credits
General Education Speech Course (GE)	3 credits
HLE 2010 Health Issues in a Culturally Diverse Society	3 credits
Elective(s)	2 credits
<i>Total Credits</i>	<i>14</i>
Total Credits for Program	
	60

Below is a list of course descriptions required for the program.

(X) HLE 2410 Health Communications (3 credits)

Health communication is a specialized form of communication that is essential for health promotion, health literacy, health education and interpersonal healthcare provider interaction. This course provides an overview of how health communication is used at the individual, group and community levels to promote consumption of goods and products and its impact on health outcomes. Topics include principles of health communications, application of health communications and health communications in special settings and populations.

(X) HLE 2420 Health Education (3 credits)

This course introduces the theories that provide individuals, groups, and communities the information and the skills needed to make quality health decisions. Foundational principles and theories of health education are presented as they apply to health promotion and health promotion programs. The role of health educators is explored. Emphasis is on current and future health education issues.

(X) HLE 2520 Prevention and Community Health (3 credits)

This course provides an overview of primary, secondary and tertiary prevention in relationship to community health. Course content includes: Methods of implementation, risk assessment, prevention through the life-cycle, and evidence-based recommendations. Social-economic, cultural, and religious impacts on prevention and treatment of disease are considered.

(X) HLE 2560 Health Navigator Practicum/Experiential Learning (3 credits)

This course provides a supervised experiential learning opportunity for students completing the Health Navigator AAS Program. Practicum experiences will focus on community health, health care delivery

and/or health insurance. Capstone course: Students must complete a minimum of 51 credits, including all prerequisite courses, prior to enrolling in this course.

(X) HLE 2450 Public Health Preparedness (3 credits)

This course provides an overview of the foundations of public health preparedness. Course content includes: 1) Basic principles of public health preparedness; 2) Public health capabilities; and 3) Practice considerations in public health preparedness.

HLE 1150 Personal and Community Health (3 credits)

Provides health information related to personal and community health. Topics include but are not limited to: wellness, relationships and communications, sexuality and reproduction, substance abuse, physical fitness and nutrition, diseases, conventional and complementary medicine, and death and dying.

HLE 2010 Health Issues in a Culturally Diverse Society (3 credits)

Provides health information related to issues and problems affecting ethnic minorities in the United States (African American, Hispanic American, Asian American, and Native American). Focus areas will include traditional health care, disparities in treatment, barriers in health care, culture and nutrition, leading causes of death, healing and religion, current health problems. Prerequisite(s): Reading proficiency.

HIM 1505 Healthcare Delivery Systems (2 credits)

This course is designed to introduce the student to health information requirements in settings other than acute care. Content will include accreditation, regulations, and reimbursement mechanisms as they relate to facilities such as hospice, home health, skilled and intermediate care, ambulatory care, mental health centers, dialysis, rehabilitation, managed care, correctional, dental, veterinary, and consulting.

HIM 1530 Medical Terminology (3 credits)

This course is an introduction to the language of medicine through usage, pronunciation, spelling, and plural formation as they relate to body systems with emphasis on the study of word roots, prefixes, suffixes, eponyms, standard abbreviations, and medical case studies. The use of medical terms in context and terminology related to cancer medicine, nuclear medicine, and pharmacology will be included.

HIM 2511 Healthcare Quality Performance & Health Data Analysis (3 credits)

A study of the basic knowledge of the principles of quality assessment and improvement. Study provides a basis for developing skills in collecting and analyzing data. Topics include health care evaluation systems as well as the role of medical record professionals in quality assessment and improvement, clinical critical pathways and case management, utilization management, risk. Students will also be introduced to a study of database theory, analysis, and design.

HIM 2600 Medical Reimbursement and Billing

Focus is on reimbursement and payment systems in acute and ambulatory care settings. Emphasis will be placed on prospective payment systems, third-party payers, medical claims processing and regulatory compliance issues.

EGL 1010 - Composition I: Expository Writing (3 credits)

This course is a university-parallel freshman English. The course provides fundamentals of effective prose writing, including required essays and a research paper. Prerequisite: Reading proficiency and writing proficiency or C grade or higher in EGL-1000 or ESL-2020 or a grade of D in EGL-1000 with acceptable writing sample. 3 lecture hours

EGL 1020 - Composition II: Writing About Literature (3 credits)

This is the second semester composition using literature as the subject for discussion and writing. Study various kinds of literature (e.g., drama, poetry, short story). EGL-1100, EGL-1320, or EGL-1340 also will fulfill the Composition II requirement. Prerequisite: EGL-1010 with a grade of C or higher. 3 lecture hours *Note: EGL 1320, EGL 1340 and EGL 1100 also meet the Composition II requirement*

MAT 1120 - Finite Mathematics (3 credits)

This course provides a general overview of college-level mathematics with emphasis on applications to various fields. Use of functions, probability, statistics, graphing, and computer techniques in problem-solving are also addressed. Prerequisite: Math placement score or MAT-0104 (formerly MAT-1040) with grade of C or better. 3 lecture hours

INT 1010 Introduction to Information Technology (3 credits)

(CYBERWATCH COMMON COURSE EQUIVALENT: CW 120) A survey course in evolving computer technology and its relevance to individuals and society. The societal issues stressed include: privacy, security, ergonomics, accessibility, intellectual property, pervasive computing, as well as other timely topics such as new laws impacting computer use. Becoming fluent in necessary technology applications is integrated into the course and may include such topics as word processing, use of e-mail and Web browsers, spreadsheets, course management systems, and others. Students possessing skills and knowledge in this area may receive credit for INT-1010 by passing the department's challenge exam (currently the three Internet and Computing Core Certification tests, known as IC3). Students who are already IC3 certified may receive credit for INT-1010 by presenting their certificate to the transfer evaluator in the Office of Admissions and Records. Computer Literacy general education class. Honors: (Honors version available.) Students must enroll in INT-1010 within the first 18 credits of college-level courses unless their program of study is exempted from the INT requirement. Prerequisite(s): Reading proficiency.

BIO 1130 Principles of Biology, Evolution, Ecology and Behavior (4 credits)

Evolution, ecology, and behavior, including Mendelian genetics, population genetics, natural selection, coevolutionary relationships, ethology, and contemporary issues. Students may receive credit for only one of the following BIO-1130 or BIO-1010. Science general education class. Prerequisite(s): MAT 1350 with grade of C or higher; EGL 1010 completed or concurrent.

SOC 2400 Introduction to Public Health and Health Care Policy (3 credits)

An interdisciplinary course taught by leaders in the field focusing on the many areas contributing to public health and health policy. The intent is to heighten awareness of learners as both citizens and voters in understanding the importance of public health and health care policy development in the United States. Site visits to local and state health departments and government agencies will be included. Prerequisite(s): Reading proficiency and EGL-1010 .

General Education Speech Course (3 credits)

Example: SPH 1010 Introduction to Speech Communication

Oral communication theory and practice focusing on interpersonal, small group, and public speaking skills. Humanities general education class. Prerequisite(s): Reading and oral proficiencies or ESL-0106 (formerly ESL- 1060) with a grade of C or higher.

General Education Social Science Course (3 credits)

Elective(s) (2 credits)

PAS 1010 – Planning for Academic Success (1 credit)

An introduction to knowledge and strategies to promote success in the college environment. The course focuses on developing 1) interpersonal and self-management skills and attitudes and 2) critical thinking and study skills needed to achieve academic success. Students will acquire a working/practical knowledge of the college’s resources, services, procedures, and requirements. Self-assessments serve as tools to identify values and goals for individual life planning and academic achievement.

Below is a catalog description for the Health Navigator Program.

The Health Navigator program educates front-line health workers with expertise and experience in assisting individuals and communities to navigate the U.S. community health, health care, and health insurance systems; improve the quality and cultural competence of service delivery; and accomplish personal prevention and health care goals. The curriculum includes coursework in prevention and community health, health care, health insurance/health care financing, and accessing and analyzing health information. An experiential, practice-based education is included in the final semester. Basic written and oral communication skills and fundamental quantitative skills are essential for success and are integrated throughout the curriculum.

2. Describe the educational objectives and intended student learning outcomes.

Below, outcomes for the Health Navigator A.A.S. degree are listed. After each program outcome, the courses that address those program outcomes are listed.

Upon program completion, the graduate will:

1. Assist patients, caregivers and family members in following treatment plans – HLE 2410, HLE 2420, HLE 2520, HIM 1505, HIM 2600, HLE 2560
2. Provide physical, emotional and social support to patients – HLE 2410, HLE 2520, HLE 2560
3. Direct individuals to needed personal health services – HLE 2410, HLE 2420, HLE 2520, HIM 1505, HIM 2600. HLE 2560
4. Educate individuals about disease prevention – HLE 2410, HLE 2420, HLE 2520, HIM 1505, HLE 2560, HLE 2450
5. Compare/contrast different types of health insurance and health financing – HIM 2511, HIM 2600, HLE 2560
6. Analyze patient’s health insurance information, treatment plans and related records to promote client’s health and well being – HLE 2420, HIM 2511, HIM 1505, HIM 2600, HLE 2560

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

The general education requirements will be met by the following courses in the program curriculum, as prescribed in COMAR, Title 13B:

English (6 credits required of A.A.S. degrees)	
English Comp I	3
EGL 1010 English Composition I	
English Comp II.....	3
EGL 1020, EGL 1320, EGL 1340 or EGL 1100	
Humanities (3 credits required of A.A.S. degrees)	
Humanities.....	3
SPH 1010, SPH 1050, SPH 1090 or SPH 1110	
Mathematics (3 credits required of A.A.S. degrees)	
Mathematics.....	3

MAT 1120 or higher	
Science (3-4 credits required of A.A.S. degrees)	
Science	4
BIO 1130	
Social Science (3 credits required of A.A.S. degrees)	
Social Sciences	3
Any General Education Social Sciences course	
Computer Literacy (0-3 credits required of A.A.S. degrees)	
Information Technology	3
INT 1010	

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

N/A

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

N/A

C. 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:**
 - o **The need for the advancement and evolution of knowledge;**
 - o **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
 - o **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

Prince George’s County is the second most populous jurisdiction in the State of Maryland. The U.S. Census Bureau (2016) data states there are 908,049 citizens reflecting an increase of 5.2% since 2010¹. Additionally, the strategic location and proximity to the District of Columbia and the nation’s capital fosters a steady employer base for county residents. At present, the county has five hospitals, three of which operate as health systems providing a range of diverse health care services for county residents. According to the U. S. Census Bureau (2016) the population of Prince George’s County is 65.0% African American; 17.8% Hispanic/Latino; 13.1% Caucasian; 4.6% Asian American; 1.1% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.7% Multiracial². This highly diverse population translates to a highly diverse workforce. The student population at Prince George’s Community College closely mirrors that of the County: 70.9% African American; 11.3% Hispanic/Latino; 4.4% Caucasian; 4.2% Asian American; 0.4% Native American or Alaskan native; 0.0% Native Hawaiian or other Pacific Islander; 3.1% Multiracial; 2.7 % Foreign/Non Resident Alien; and 2.7% Unknown. (*PGCC 2017 Accountability Report*). The College expects the Health Navigator Program’s demographics to mirror that of the county.

The program constructs align with national standards for public health practitioners and places a strong emphasis on cultural diversity, fostering the well-being and health of the community, and

¹ <http://www.census.gov/quickfacts/table/PST045215/24033>

² <http://www.census.gov/quickfacts/table/PST045215/24033>

effective citizenry. Throughout the program, there is a sustained emphasis on communication, including professional writing skills, verbal skills, therapeutic communication, and communication techniques for socio-economic and ethnically diverse populations. The program's conceptual framework embodies three major areas of learning with a sound pedagogical approach of applying cognitive knowledge to skill performance, thus deepening critical-thinking and the fostering metacognition. As a result, the program will not only increase the diversity of the pool of public health practitioners in the region. It will also create workers skilled in serving the diverse demographic of the region.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education \(pdf\)](#).

The proposed Health Navigator program aligns with Goal #3, "Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population" and Goal #5, "Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research" set forth in the 2013 – 2017 Maryland State Plan for Postsecondary Education.

Prince George's Community College has a diverse population and the program curriculum places a strong emphasis on cultural diversity to ensure cultural competency for graduates. Given the demographic growth and diverse population of the county, the addition of a Health Navigator A.A.S. Degree at Prince George's Community College (PGCC) will ensure the intellectual enhancement of students and therefore, the health and economic well-being of the county and surrounding areas. The Health Navigator Program supports the key goals of Prince George's County's Primary Healthcare Strategic Plan: 1) Expand access to high-quality, patient-centered primary care; 2) Improve the health status of all Prince Georgians; and 3) advance healthcare as one of the economic drivers for the County. The Health Navigator program will also meet the student demand for a multi-skilled health professional and the community demand for health care workers by providing well-trained, professional and employable graduates.

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

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

The term health navigator is a generic term which includes positions such as community health workers, patient navigators, health insurance navigators, etc. The term health navigator does not define or limit the job titles for which graduates may qualify. The aim of the program is to educate front-line health workers with expertise and experience in assisting individuals and communities to navigate the U.S. community health, health care, and health insurance systems; improve the quality and cultural competence of service delivery; and accomplish personal prevention and health care goals. Many of these positions associated with the generic term health navigator are not specifically identified in labor market projections.

According to the U.S. Department of Labor, "Employment of health educators and community health workers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce

healthcare costs by teaching people healthy habits and behaviors and explaining how to use available healthcare services.³”

The Center for Health Workforce Studies, School of Public Health, University at Albany, State University of New York, released a report in March 2012, *Health Care Employment Projections: An Analysis of Bureau of Labor Statistics Occupational Projections 2010-2020*. The report indicates an increase of over 23,000 positions in the number of positions for health educators. The Health Navigator program is closely aligned with the profession of Health Educator.

The Maryland Department of Labor, Licensing and Regulations’ (DLLR) Occupational Projections for 2014-2024 indicates that in 2024 there will be a total of: 2451 new positions and replacements for Health Educators (17.33% change); 2188 new positions and replacements for Community Health Workers (35.31% change); and 2684 new positions and replacements for Community and Social Service Specialists, all other (22.56% change). Within Prince George’s County there will be a total of: 295 new positions and replacements for Health Educators (2.1% change); 163 new positions and replacements for Community Health Workers (16.4% change); and 203 new positions and replacements for Community and Social Service Specialists, all other (6.3% change).⁴

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.

Since Health Navigator is a relatively new career path, there is no specific labor market information. Health Navigator is a generic term which includes positions such as community health workers. The Maryland Department of Labor, Licensing and Regulations’ (DLLR) Occupational Projections for 2014-2024 indicates that in 2024 there will be a total of: 2451 new positions and replacements for Health Educators (17.33% change); 2188 new positions and replacements for Community Health Workers (35.31% change); and 2684 new positions and replacements for Community and Social Service Specialists, all other (22.56% change). Within Prince George’s County there will be a total of: 295 new positions and replacements for Health Educators (2.1% change); 163 new positions and replacements for Community Health Workers (16.4% change); and 203 new positions and replacements for Community and Social Service Specialists, all other (6.3% change).⁵ Prince George’s County’s Primary Healthcare Strategic Plan places heavy emphasis on patient-centered medical homes and Health Investment Zones. The County’s Plan identifies community health workers as “high-priority professionals for patient-centered primary care” due to their major role in coordination of patient care, health education, and outreach with the community. In addition, the new University of Maryland Capital Region Medical Center in Largo, Maryland is anticipated to open in 2021. Prince George’s Community College is partnering with the University of Maryland Medical Systems and the University of Maryland Capital Region Health to provide training and education for the new medical center.

2. Data showing the current and projected supply of prospective graduates.

The interest and demand from students and the community is tremendous. The proposed A.A.S. degree program will deliver a comprehensive curriculum that will prepare a well-rounded,

³ <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

⁴ <http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

⁵ <http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

knowledgeable and employable Health Navigator graduate. In fall 2016, there were 1,566 students identified as “Nursing Petitioners”, according the *Fall 2016 Factbook*, published by the College’s Office of Research, Assessment and Effectiveness (OPAIR). Each year, only 160 to 200 students are admitted into one of the nursing programs (RN, LPN, and LPN-RN Transition) due to the limited number of sites available for the clinical nursing courses. For individuals not admitted to one of the nursing programs, the proposed Health Navigator A.A.S. Program will provide an alternative educational pathway leading to a career in healthcare. As a result, there are a significant number of students already in the queue, and the College would expect to easily achieve an enrollment of 20 students the first year.

Projected Enrollment – Health Navigator AAS

2017	2018	2019	2020	2021
20	56*	72*	72*	72*

*Assumes 80% from previous year enroll and complete that year, with 40 new enrollees beginning that year.

Students in the Health Navigator AAS may be full-time or part-time students. Although students are able to take courses at a part-time pace, advising within the department does not support this. Prince George’s Community College offers a number of scholarships to support students in maintaining full-time status and complete academic program on target.

Projected Graduates – Health Navigator AAS

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time*	0	16	36	36	36

*The College expects a minimum of 80% of the students to graduate from the A.A.S. program.

E. 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.**

There are no Health Navigator A.A.S. programs listed in Inventory of Academic Programs approved by the State of Maryland on the Maryland Higher Education Commission’s website.

- 2. Provide justification for the proposed program.**

Increasing employment opportunities for community health workers/health navigators in Prince George’s County will require specialized education. Prince George’s County’s Primary Healthcare Strategic Plan places heavy emphasis on patient-centered medical homes and Health Investment Zones. The County’s Plan identifies community health workers as “high-priority professionals for patient-centered primary care” due to their major role in coordination of patient care, health education, and outreach with the community. The program is being developed, in part, at the request of Prince George’s County to meet projected workforce needs.

F. Relevance to 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 would not impact current high-demand programs at HBIs, given that no such program is offered at HBIs in the state.

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

N/A

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

N/A

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

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.

Tanisha M. Smith, MPH, is a full-time assistant professor in the Health, Nutrition and Physical Education Department. Ms. Smith currently teaches HLE 1150, Personal and Community Health, and is qualified to teach new courses developed for the program: HLE 2410, Health Communications; HLE 2420, Health Education; HLE 2520, Prevention and Community Health; HLE 2450, Public Health Preparedness; and HLE 2560, Health Navigator Practicum/Experiential Learning.

Iva Toler, MA, retired as a full-time tenured professor in the Health, Nutrition and Physical Education Department and remains with the college as an adjunct professor. She is qualified to teach HLE 1150, Personal and Community Health; HLE 2010, Health Issues in a Culturally Diverse Society; HLE 2410, Health Communications; HLE 2420, Health Education; HLE 2520, Prevention and Community Health; HLE 2450, Public Health Preparedness; and HLE 2560, Health Navigator Practicum/Experiential Learning.

Tasha Green is a full-time associate professor and director of the Health Information Management Program. She has a Master of Science in Health Information Management. Pamella Caesar is a full-time professor in the Health Information Management Program and holds a Bachelor of Science degree in Healthcare Administration. Both are qualified to teach HIM 1505, Healthcare Delivery Systems; HIM 1530, Medical Terminology; HIM 2511, Healthcare Quality Performance & Health Data Analysis; and HIM 2600, Medical Reimbursement & Billing.

The College has budgeted for an additional full-time faculty member to teach program core courses and serve as the program director, starting in fall 2017. This position is initially supplemented by Prince George's County.

There are a number of qualified adjunct faculty currently employed by the College to teach core courses in the program.

General Education courses will be taught by full-time and adjunct faculty in the specific disciplines.

Table 2 allots for one additional full-time faculty members and one one-half of the salary for Ms. Smith.

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

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.

The PGCC library has been consulted regarding provisions and resources for Health Navigator and Public Health students. The PGCC library is highly committed to procuring literature and technical information specific to the learning and employment expectations for students and graduates. The library maintains online accessible and extensive databases, journals, and E-texts. Students may request holdings and inter-library loans either by E-mail or in person. Additionally, the library will provide journals and publications specifically related to the Health Navigator and various Public Health professions.

The PGCC library has extensive online resources available to students:

Health Databases

Health & Medicine

Nursing & Allied Health Collection

Nursing & Allied Health Source

Nursing Resource Center

Nursing@Ovid

PubMed (free online database)

TRIP (free online database)

General Databases

ProQuest

Academic OneFile

Credo Reference

E-books

Ebrary

EBSCOHost Academic E-book Collection

Gale Virtual Reference Library

Salem Health

Streaming Video:

Films on Demand

VAST Academic Video Collection

Nursing Video Collection (ProQuest)

Moreover, the library has ready access to:

- a. Interlibrary loan services compliant to and in support of the Library of Congress and its Bibliographic Utilities.
- b. The holdings of the Prince George's County Memorial Library System.
- c. The holdings of the University of Maryland System.
- d. If faculty requests the librarians to review Books-In-Print for materials to enhance students' academic understanding of the discipline, the College library will use its budget

to acquire those books them. The librarians will provide a subject strength analysis of the proposed titles to assure compatibility with course content.

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

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.

PGCC's new Center for Health Studies, which opened in August of 2012, includes state-of-the-art classrooms and laboratories for Health Sciences students. All laboratories and classrooms in the new building are equipped with Smart technology (classroom computer and audio-visual equipment) to maximize instruction, teacher demonstration and therefore, the highest standards in education. Students in the Health Navigator program will have access to all available resources at PGCC. The College does not anticipate for additional space for this program. The Center for Health Studies has sufficient classroom and office space to accommodate the program.

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

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

The proposed program is expected to generate revenue in excess of expenses from the second year. Faculty, contracted services and supplies have been included in the proposed fiscal year 2017 budget.

Table 1

TABLE 1: RESOURCES for AAS Program					
<u>Resource Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds #	N/A	N/A	N/A	N/A	N/A
2. Tuition/Fee Revenue(c + g)	\$93,000	\$260,400	\$334,800	\$334,800	\$334,800
a. Number of F/T Students	20	56	72	72	72
b. Annual Tuition/Fee Rate	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650

c. Total F/T Revenue (a x b)	\$90,000	\$252,000	\$324,000	\$324,000	\$324,000
d. Number of P/T Students	N/A	N/A	N/A	N/A	N/A
e. Credit Hr. Rate	\$155	\$155	\$155	\$155	\$155
f. Annual Credit Hours	30	30	30	30	30
g. Total P/T Revenue (d x e x f)	N/A	N/A	N/A	N/A	N/A
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$93,000	\$260,400	\$334,800	\$334,800	\$334,800

1. Reallocated Funds

N/A

2. Tuition and Fee Revenue

For the purposes of this table, tuition and fees are assumed to be constant over the next five years. The in-county tuition rate of \$107 per credit and a fee of \$48 per credit for a total of \$155 per credit have been used to calculate revenue; with 30 credits per year for full-time students.

3. Grants and Contracts

Program development and implementation is not dependent on grants, contracts or external funding.

4. Other Sources

No additional sources of funding are expected.

5. Total Year:

The proposed program is expected to generate revenue in excess of expenses from the second year as indicated in **Table 1**. In year one, there will be a one-time expense of \$26,865 to fully stock the laboratory with supplies and small equipment. This expense has been budgeted.

Table 2

TABLE 2: EXPENDITURES for A.A.S. and Certificate

<u>Expenditure Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 74,063	\$148,126	\$148,126	\$148,126	\$148,126
a. # FTE	1.0	2.0	2.0	2.0	2.0
b. Total Salary	\$55,000	\$110,000	\$110,000	\$110,000	\$110,000
c. Total Benefits 3%	\$19,063	\$38,126	\$38,126	\$38,126	\$38,126
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # 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. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. 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

	\$74,063	\$148,126	\$148,126	\$148,126	\$148,126
8. TOTAL (Add 1 – 7)					

Narrative for Expenditures

1. Faculty (# FTE, Salary, and Benefits)

One additional full-time faculty member is required for year one of the program. This individual will serve as the program director. The average starting salary for a full-time faculty member with the rank of Associate Professor is \$55,000. Fringe benefits are calculated at 34.66% of the salary ($\$55,000 \times 34.66\% = \$19,063$). Total compensation per year for the faculty member is \$74,063.

A second faculty member will be needed starting in year two. This position will require new funds. The faculty member will be hired at the same rate as the program director, hired in year one. Total compensation for the second new faculty position is \$74,063.

If adjunct faculty are required, this will be covered out of the Health, Business and Public Service Division adjunct faculty budget, as will overload contracts for current full-time faculty.

2. Administrative Staff (# FTE, Salary, and Benefits)

No new full-time administrative staff is required for the program. The program will become part of the Allied Health Department, which is part of the Health, Business and Public Service Division. The Dean of Health, Business and Public Service will assume administrative responsibility for the program.

3. Support Staff (# FTE, Salary, and Benefits)

No new support staff are required for the program.

4. Equipment

Specialized equipment and supplies are not required for this program.

5. Library

The library currently has adequate holdings and access to current databases to support the program. The library's acquisition budgets will cover requests for additional materials as needed.

6. New and/or Renovated Space

No new or renovated space will be required. Existing classroom space is sufficient to support the program.

7. Other Expenses:

Funding has been allotted for faculty development, as well as registration fees for faculty and students attending large locally-held conferences and events.

8. Total Year:

Year One: \$74,063

Years 2-5: \$148,126/year

L. 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.

The College has a rigorous course and program assessment process. Course assessment takes place by using embedded tests and assignments that address specific course outcomes. Data from these course embedded assessments are collected and analyzed to improve courses and to ensure program learning outcomes are met.

Complete program assessment takes place every four years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation is collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field assist in the construction and analysis of program review data.

Non-tenured faculty members are evaluated yearly by students and administrators. Each year, non-tenured faculty members have their course material and student evaluations assessed by their department chairs and deans, with final verification of the assessment conducted by the Vice President for Academic Affairs. In order to receive high evaluations, faculty members must demonstrate effective teaching above all, but professional development in the discipline and participation in departmental, divisional, and college-wide activities is also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every three years. The above assessment process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service in order for each or any of those facets of the faculty member's career to be enhanced.

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

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

Prince George's Community College's mission is already compatible with the State's minority achievement goals. Not only does the College provide accessible and affordable education, but it also is committed to diversity. With a majority African American student body (70.9%), Prince George's Community College is well positioned to provide opportunities for students traditionally

underrepresented in higher education. Moreover, the graduates of this program will further align the racial makeup of the region's workforce.

Prince George's Community College will continue to recruit a diverse student base. In addition to working with and relying on the college's student recruiting professionals, additional activities to recruit a diverse body of students will include:

- involvement with community-based organizations, high schools, and teen church programs;
- increased visibility of the new programs (e.g. college Web site and catalogue); and
- clear communication about the integrated nature of the academic work with practical experience and professional networking opportunities.

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

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.

The college has no low productivity programs directly related to this program.