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March 20, 2018

Dr. James D. Fielder, Jr., Ph.D., Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Prince George's Community College is submitting two new Associate Degree program proposals for MHEC consideration:

- | | |
|---------------------------------|------------------------------------|
| 1. <i>Health Navigator</i> | <i>Suggested CIP CODE: 51.2208</i> |
| 2. <i>Public Health Science</i> | <i>Suggested CIP CODE: 51.2201</i> |

Further, the programs are **consistent with the College's strategic goal**, "Enhancing pathways that guide students to achieve their academic, career and personal goals." The attachments that follow display the required elements for the proposals. This letter and the proposals are being submitted electronically to acadprop@mhec.state.md.us for review. A check for \$1700 will be submitted per the fee schedule guidelines.

Should you have any questions, please do not hesitate to contact Aundrea Wheeler, Assistant Vice President for Curriculum, Programs, at (301) 322-0620 or wheelead@pgcc.edu. I look forward to your favorable review.

Sincerely,

A handwritten signature in black ink, appearing to be "C. Railey".

Dr. Clayton Railey, Executive Vice President/Provost

Attachment

**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.S.

Award to be Offered

Public Health Science

Title of Proposed Program

Suggested HEGIS Code

51.2201

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 Public Health Science Associate of Science (A.S.) degree. Public Health is the science of promoting and protecting the health of individuals and communities.

The Public Health Science A.S. program is designed to prepare graduates for public health and related programs at the bachelor's degree level including public health generalist, health administration, and environmental health programs. The program is built on and reinforces fundamental skills, including writing, oral communications, and quantitative skills obtained through general education coursework. Students will be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. Throughout the curriculum, students will be presented with a wide range of instructional methods and experiences that provide exposure to a solid foundation of the diverse nature of public health practice.

This degree program is designed to articulate with the Bachelor of Science in Public Health Sciences at the University of Maryland College Park, School of Public Health. The curriculum sequence was developed in consultation with the University of Maryland College Park, School of Public Health. Other bachelor's degree programs may require additional coursework. Students will be advised to consult the specific requirements of the bachelor's degree program to which they wish to transfer. Credit for previous relevant coursework and/or relevant experience may be awarded.

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 Science at the College. Prince George's County residents interested in Public Health Science must travel out of county to another community college and pay out-of-county tuition rates, or start at a 4-year institution and pay significantly higher tuition.

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

The proposed Public Health Sciences Associate of Science (A.S.) program meets and aligns with the College’s 2014-2018 Strategic Plan. The development and implementation of a Public Health Science Program is aligned to 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. Funding has been provided by the County to support development of the program.

Development of the Public Health Science Program also aligns with Envision Success Goal #1, “Enhancing pathways that guide students to achieve their academic, career, and personal goals”. It is a unit objective for the Health Sciences Division’s, Strategic Goal #2, “Develop and implement new credit programs and offerings”.

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 Public Health Science A.S. curriculum was developed to articulate with the Bachelor of Science in Public Health Sciences at the University of Maryland, School of Public Health. Feedback on the curriculum was received from the University of Maryland College Park, School of Public Health to ensure seamless articulation.

The suggested course sequence with title and semester credit hours follows. (General education courses are indicated with a GE). Next are course descriptions followed by a description of program requirements. There are no new courses associated with this program.

Suggested Course Sequence	Credits
<i>First Semester (Fall)</i>	
EGL 1010 Composition I/Expository Writing (GE)	3 credits
MAT 2410 Calculus I (GE)	4 credits
INT 1010 Introduction to Information Technology (GE)	3 credits
CHM 1010 General Chemistry I (GE)	4 credits
PAS 1000 Planning for Academic Success: First-Year Experience	1 credit
<i>Total Credits</i>	<i>15</i>
<i>2nd Semester (Spring)</i>	
EGL 1020, EGL 1320, EGL 1340 or EGL 1100 Composition II (GE)	3 credits
General Education Speech Course (GE)	3 credits
CHM 1020 General Chemistry II	3 credits
BIO 1140 Principles of Biology: Cellular and Molecular Biology	4 credits
General Education Social Science Course (GE), PSY 1010 General Psychology recommended	3 credits

<i>Total Credits</i>	<i>16</i>
<i>3rd Semester (Fall)</i>	
BIO 2050 Human Anatomy & Physiology I	4 credits
BIO 2030 Genetics	4 credits
General Education Humanity (GE)	3 credits
CHM 2010 Organic Chemistry	4 credits
<i>Total Credits</i>	<i>15</i>
<i>4th Semester (Spring)</i>	
BIO 2010 Microbiology	4 credits
BIO 2060 Human Anatomy & Physiology II	4 credits
General Education Social Science Course (GE)	3 credits
HLE 1150 Personal and Community Health	3 credits
<i>Total Credits</i>	<i>14</i>
Total Credits for Program	60

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

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.

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 2410 – Calculus I (4 credits)

First course in a three-semester sequence of university-level calculus for a variety of majors including, but not limited to, science, engineering, and mathematics. It provides an introduction to single variable calculus; study of limits, continuity differentiation and its applications, definite and indefinite integrals and the Fundamental Theorem of Calculus. Math general education class. Prerequisite(s): Mathematics placement score of MAT-1360 with a grade of C or higher or MAT-1370 with a grade of C or higher. 4 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.

CHM 1010 General Chemistry I (4 credits)

University-parallel introductory chemistry sequence. Structure of matter, bonding, reactions and changes of state. Science general education class. Prerequisite(s): MAT-1350 with grade of C or higher; EGL-1010 completed or concurrent. 3 lecture/3 lab/1 recitation hours.

CHM 1020 General Chemistry II (3 credits)

3 Credits

Continuation of university-parallel sequence. Systems in equilibrium, thermodynamics, electrochemistry, kinetics, and nuclear chemistry. Prerequisite(s): CHM-1010 with grade of C or higher. 3 lecture hours.

CHM 2010 Organic Chemistry (4 credits)

University-parallel organic chemistry sequence. Classes of organic compounds and their reactions, stereochemistry and reaction mechanisms, and basic laboratory techniques for synthesis and analysis. Prerequisite(s): CHM-1020. 3 lecture/4 lab hours.

BIO 1140 Principles of Biology: Cellular and Molecular Biology (4 credits)

University-parallel biology sequence for science/health majors. Cellular and biochemical emphasis, including cell anatomy and physiology, energy processes, and the molecular biology of gene expression. Students may not receive credit for both BIO-1010 and BIO-1140 toward the same degree.) Science general education class. Prerequisite(s): CHM-1010. 3 lecture/3 lab hours.

BIO 2050 Human Anatomy & Physiology I (4 credits)

University-parallel sequence. Structure and function of human body systems with emphasis on cells, tissues, transport mechanisms, and skeletal, muscular and nervous systems. Science general education class. Prerequisite(s): BIO-1010 or BIO-1140, or for health science petitioners only a departmental placement test; DVM-0071 completed or appropriate score on math placement test. 3 lecture/3 lab hours.

BIO 2060 Human Anatomy & Physiology II (4 credits)

Continuation of Human Anatomy and Physiology sequence. Structure and function of circulatory, lymphatic/immune, respiratory, digestive, urinary, reproductive, and endocrine systems. Laboratory includes vertebrate dissection. Science general education class. Prerequisite(s): BIO-2050. 3 lecture/3 lab hours.

BIO 2030 Genetics (4 credits)

Genetics and heredity. Analysis of classical and molecular genetics, emphasizing contemporary issues. Prerequisite(s): BIO-1140. 3 lecture/2 recitation hours.

BIO 2010 Microbiology (4 credits)

Structure and function of microorganisms and their role in pathology. Laboratory includes culture methods, staining, and identification of bacteria. Prerequisite(s): BIO-1010 or BIO-1140 or BIO-2050 . DVM-0071 completed or appropriate score on math placement test. 2 lecture/4 lab hours.

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 (6 credits)

General Education Humanities Course (3 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 Public Health Science Program.

The Public Health Science AS program is designed to prepare graduates for public health and related programs at the bachelor's degree level including public health generalist, health administration, and environmental health programs. The program is built on and reinforces fundamental skills, including writing, oral communications, and quantitative skills obtained through general education coursework. Students will be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. Throughout the curriculum, students will be presented with a wide range of instructional methods and experiences that provide exposure to a solid foundation of the diverse nature of public health practice. This degree program is designed to articulate with the Bachelor of Science in Public Health Sciences at the University of Maryland, School of Public Health. Other bachelor's degree programs may require additional coursework. Students are advised to consult the specific requirements of the bachelor's degree program to which they wish to transfer. Credit for previous relevant coursework and/or relevant experience may be awarded.

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

Outcomes for the Public Health Science A.S. degree are listed below. After each program outcome, the courses that address those program outcomes are identified.

Upon program completion, the graduate will:

- 1) Identify health problems and health hazards in the community – HLE 1150
- 2) Describe risk factors for disease – HLE 1150
- 3) Interpret health information from reliable sources – HLE 1150

- 4) Analyze lifestyle decisions and their impact on health – HLE 1150
- 5) Communicate effectively using basic scientific terminology – EGL 1010, BIO 1140, BIO 2010, BIO 2030, BIO 2050, BIO 2060, CHM 1010, CHM 1020, CHM 2010
- 6) Apply the scientific method to interpret data and draw conclusions - BIO 1140, BIO 2010, BIO 2030, BIO 2050, BIO 2060, CHM 1010, CHM 1020, CHM 2010

In addition to program specific outcomes, there are also a set of “core competencies” which PGCC has established as a necessary foundation of skills for every graduate. PGCC has identified six core competencies (communication, scientific and quantitative reasoning, critical reasoning, information literacy, culture, and ethics) which every graduate of all two-year programs will possess. These student core competencies are specifically addressed in the General Education courses in the program and are measured by 17 measurable outcomes (MOs), which are PGCC’s Institutional Learning Outcomes.

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.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 (6 credits required of A.S. degrees)	
Humanities.....	6
SPH 1010, SPH 1050, SPH 1090 or SPH 1110	
Any General Education Humanities course	
Mathematics (3 credits required of A.S. degrees)	
Mathematics.....	3
MAT 2410 Calculus I or higher	
Science (7 credits required of A.S. degrees)	
Science.....	8
BIO 1140 Principles of Biology: Cellular and Molecular Biology	
CHM 1010 General Chemistry I	
Social Science (6 credits required of A.S. degrees)	
Social Sciences	6
Any 2 General Education Social Sciences course	
Computer Literacy (3 credits required of A.S. degrees)	
Computer Literacy.....	3
INT 1010 Introduction to Information Technology	

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:**
 - **The need for the advancement and evolution of knowledge;**
 - **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
 - **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 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 Public Health Science 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 Public Health Science A.S. Degree at Prince George's Community College

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

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

(PGCC) will ensure the intellectual enhancement of students and therefore, the health and economic well-being of the county and surrounding areas. The Public Health Science 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 Public Health Science 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.

There are many professional opportunities in the field of Public Health Science. Graduates with a degree in Public Health Science can 1) Pursue degrees in medicine, dentistry, pharmacy, nursing or allied health; 2) Continue their education at the undergraduate and graduate level to earn degrees in disciplines such as environmental health, health services and policy, biostatistics and epidemiology, or behavioral sciences; and 3) work in either government or nongovernment agencies at the local, state, national or international levels in disease prevention, environmental protection, or health promotion. Subsequently, there are numerous job possibilities and professions available for Public Health Science graduates, including but not limited to: Infectious disease, chronic disease and cancer, public safety, maternal and child health, pharmaceuticals and drug safety, environmental health, occupational health and safety, nutrition and food safety, disaster preparedness and response, health communication, health education, health disparities/vulnerable groups/at risk populations, mental health, public health law, nonprofit organizations, public health administration and leadership, and global health.

The Occupational Outlook Handbook, published by the U.S. Bureau of Labor Statistics identifies several career paths with favorable job outlooks³.

- 1) "Employment of epidemiologists is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations. Epidemiologists are likely to have good job prospects overall."
- 2) "Overall employment of occupational health and safety specialists and technicians is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Specialists and technicians will be needed in a wide variety of industries to ensure that employers adhere to both existing and new regulations."
- 3) "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."
- 4) "Employment of environmental scientists and specialists is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. Heightened public interest in the hazards facing the environment, as well as increasing demands placed on the environment by population growth, are expected to spur demand for environmental scientists and specialists."
- 5) "Employment of social and community service managers is projected to grow 16 percent from 2016 to 2026, much faster than the average for all occupations. Employment growth will be

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

driven by increases in the elderly population and increases in demand for substance abuse treatment and mental health and health-related services.”

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); 5756 new positions and replacements for Healthcare Social Workers (25.13% change); 2684 new positions and replacements for Community and Social Service Specialists, all other (22.56% change); 574 new positions and replacements for Epidemiologists (18.4% change); 7217 new positions and replacements for Medical Scientists, excluding Epidemiologists (20.12% change); and 2,882 new positions and replacements for Environmental Scientists and Specialists (22.74% 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); 693 new positions and replacements for Healthcare Social Workers (7.8% change); 203 new positions and replacements for Community and Social Service Specialists, all other (6.3% change); 90 new positions and replacements for Epidemiologists (2.3% change); 215 new positions and replacements for Medical Scientists, excluding Epidemiologists (-1.8% change); and 466 new positions and replacements for Environmental Scientists and Specialists (6.4% 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.

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); 5756 new positions and replacements for Healthcare Social Workers (25.13% change); 2684 new positions and replacements for Community and Social Service Specialists, all other (22.56% change); 574 new positions and replacements for Epidemiologists (18.4% change); 7217 new positions and replacements for Medical Scientists, excluding Epidemiologists (20.12% change); and 2,882 new positions and replacements for Environmental Scientists and Specialists (22.74% 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); 693 new positions and replacements for Healthcare Social Workers (7.8% change); 203 new positions and replacements for Community and Social Service Specialists, all other (6.3% change); 90 new positions and replacements for Epidemiologists (2.3% change); 215 new positions and replacements for Medical Scientists, excluding Epidemiologists (-1.8% change); and 466 new positions and replacements for Environmental Scientists and Specialists (6.4% change).⁵

Data showing the current and projected supply of prospective graduates.

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

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

The interest and demand from students and the community is tremendous. The proposed A.S. degree program will deliver a comprehensive curriculum that will prepare a well-rounded, knowledgeable Public Health Science graduate eligible to transfer to the University of Maryland College Park, School of Public Health’s Bachelor of Science degree program in Public Health Science. 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 (RAE). 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 Public Health Science 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 – Public Health Science AS

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 Public Health Science A.S. 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 – Public Health Science A.S.

	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 three associate degree programs related to Public Health in the Inventory of Academic Programs approved by the State of Maryland on the Maryland Higher Education Commission’s website: Anne Arundel Community College – Public Health Professions (A.S.); Howard Community College – Public Health (A.A.); and Montgomery College – Public Health Science (A.S.). Anne Arundel Community College (AACC) describes their program as being “for students interested in pursuing public health and transferring to a four-year institution or gaining personal enrichment.” The AACC website does not identify specific four-year intuitions that are articulated with their program. The program at the Howard Community College is designed to articulate specifically with the University of Maryland Baltimore County. The program at Montgomery College is articulated with the University of Maryland College Park. PGCC’s proposed program was developed in consultation with the University of Maryland College Park,

School of Public Health (UMCP/SPH). The curriculum sequence of the proposed program was designed to fulfill the first two years of the Bachelor of Science in Public Health Science Program and transfer seamlessly to the UMCP/SPH. An articulation agreement with UMCP is pending MHEC approval of the program.

2. Provide justification for the proposed program.

Increasing employment opportunities for Public Health professionals in Prince George's County will require specialized education. 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.

No additional new faculty are needed. There are a number of qualified full-time and adjunct faculty currently employed by the College to teach General Education and required program courses in the specific disciplines.

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.

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.

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 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 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 Public Health Science program will have access to all available resources at PGCC. The College does not anticipate the need 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 rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

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

Table 1

TABLE 1: RESOURCES for AS Program					
<u>Resource Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds #					
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 these calculations, 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.S.					
<u>Expenditure Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty	\$ 0	\$0	\$0	\$0	\$0

(b + c below)					
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits 3%	\$0	\$0	\$0	\$0	\$0
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
8. TOTAL (Add 1 – 7)	\$0	\$0	\$0	\$0	\$0

Narrative for Expenditures

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

No new full-time or adjunct faculty are needed for the program.

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:

Years 1-5: \$0/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.