



HARFORD

COMMUNITY COLLEGE

August 20, 2018

James D. Fielder, PhD
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

RE: New Program Approval Request – Community Health Promotion, Associate of Arts degree

Dear Dr. Fielder:

Harford Community College is proposing a new Associate of Arts degree in Community Health Promotion. The new program creates a transfer pathway to a baccalaureate degree in community health and employs experiential learning through active engagement with the local community. The multi-disciplinary curriculum of Community Health Promotion provides a foundation for diverse careers in health promotion, disease prevention, and health education.

The Community Health Promotion program aligns with the College's mission to provide accessible, innovative, learner-centered educational opportunities and to promote graduation, transfer, individual goal attainment and career and workforce development. In addition to this, the program also maintains a focus on engaging and enhancing the community.

Payment in the amount of \$850 for MHEC approval of the new program was sent to MHEC ahead of the new program proposal. A copy of the payment is included in this correspondence. Please contact Alison Amato at aamato@harford.edu or 443-412-2384 with any questions.

Sincerely,

Steven L. Thomas, PhD
Vice President for Academic Affairs



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Harford Community College
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Each action below requires a separate proposal and cover sheet.

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

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted:
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Department Proposing Program	Education, Wellness and Community Engagement	
Degree Level and Degree Type	Associate of Arts	
Title of Proposed Program	Community Health Promotion	
Total Number of Credits	60	
Suggested Codes	HEGIS: 0837.00	CIP: 51.2208
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year:	
Provide Link to Most Recent Academic Catalog	URL: http://ww2.harford.edu/Catalog/	
Preferred Contact for this Proposal	Name: Alison Amato	
	Title: Coordinator for Curriculum and Program Development	
	Phone: (443) 412-2384	
	Email: aamato@harford.edu	
President/Chief Executive	Type Name: Dianna G. Phillips, PhD	
	Signature:	Date: 8.2.2018
	Date of Approval/Endorsement by Governing Board: 8.14.2018	

Revised 6/13/18



New Program Proposal

Community Health Promotion, A.A.

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A: Centrality to institutional mission statement and planning priorities

“Harford Community College provides accessible, innovative, learner-centered educational opportunities. As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development. The College fosters lifelong learning, global awareness, and social and cultural enrichment.”¹

The College’s proposed Associate of Arts in Community Health Promotion (CHP) creates a transfer pathway to a baccalaureate degree in community health. A multi-disciplinary curriculum that addresses the major health-related needs and concerns of communities will provide a foundation for diverse careers in health promotion, disease prevention, and health education.

The College’s Strategic Plan² to “expand programming, events, and facilities that engage and enhance the community,” seeks to “provide for educational programs and workforce development training to meet the needs and interests of the community.” The Education, Wellness, and Community Engagement (EWCE) Division, in which the CHP program will reside, has been formed to meet these strategies. In addition to academic offerings, EWCE community education programs encompass all wellness domains and are inclusive to diverse population needs.

Full time faculty at Harford Community College are required to teach 30 credit hours per academic year and adjunct faculty may teach up to 15 credits per academic year. As noted in “I: Adequacy of Faculty Resources,” the program is well supported by 13 Assistant Professors, 3 Associate Professors, 4 Professors, and 4 Adjunct Faculty. The CHP will be implemented with these regularly-budgeted existing faculty resources.

The College is committed to providing administrative, financial, and technical support for the proposed program. The EWCE Division has three regularly budget administrative assistants and the cost of instructional supplies and technical support are factored in the operating budget on an ongoing basis.

The College recognizes that time will be needed to grow enrollments and is vested in the success of the program. The EWCE Division has created a new position, Navigator for Program Development and Student Success, to support student completion rates and is actively developing retention strategies, including consolidated block scheduling of courses, compressed courses, and dual enrollment.

B: Critical and compelling need

Advancement and evolution of knowledge

Community health promotes, protects, and preserves the health of a population. Through education and empowerment, health promotion professionals help communities address complex issues, including quality, access, and cost of health services as well as prevention and treatment of chronic and communicable diseases and substance abuse.

¹ Harford Community College. *2018-2019 Credit Catalog*. N.D. Web. 7 April 2018.

² “Goals and Strategies.” *Harford Community College*. Harford Community College. N.D. Web. 7 April 2018.

As evident by state and county health rankings, communities are in need of individuals readily able to tackle both emerging and persistent community health problems. According to the 2016 National Healthcare Quality and Disparities Report³, Maryland continues to decline in quality of health care available to low income populations. From a chronic disease perspective, 35.3% of Marylanders are overweight and 29.6% are obese.⁴ The 2015 Harford County Community Health Needs Assessment⁵ reported that that, while Harford County residents “have access to a better food environment and greater access to exercise opportunities when compared to the state and the nation” they are “just as likely or more likely to be obese (28%) and physically inactive (25%) when compared to the state (29.6% and 24% respectively).”

In what has arguably become the greatest threat to community health, in 2016, 89% of all intoxication deaths that occurred in Maryland were the result of opioid overdose⁶ with Harford County experiencing a 68% increase in overdose deaths from 2015-2016⁷.

The CHP program seeks to address community health by challenging students to think critically about social, economic, behavioral, and physiological factors that impact community health, and aligning learning opportunities with the health needs and interests of community stakeholders.

2017 – 2021 Maryland State Plan for Post-secondary Education

The newly released 2017-2021 Maryland State Plan for Post-secondary Education⁸ has identified specific strategies to reduce the amount of personal debt associated with college enrollment. The CHP program supports the following strategies:

1. Strategy 6, “Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements,” recommends the creation of “focused pathways” that “demonstrate the fastest way to get to an associate degree by taking specific courses in a specific sequence.” The CHP program uses this framework to create a transfer pathway to a baccalaureate degree in Community Health at the College’s top transfer institutions, thereby reducing time to degree, increasing student success, and promoting goal completion. As demonstrated by the recommended course sequence, year one includes General Education courses that are considered gateways to Health-specific baccalaureate degrees but are sufficiently broad to transfer into other disciplines, thereby reducing “wasted credits.”
2. Strategy 7, “Enhance career advising and planning services and integrate them explicitly into academic advising and planning” recommends opportunities for students to “explore a specific industry relevant to their academic program.” These recommendations are supported by the

³ Agency for Healthcare Research and Quality. *Maryland Dashboard*. N.D. Web. 29 May 2018.

⁴ National Center for Chronic Disease Prevention and Health Promotion. *Maryland State Nutrition, Physical Activity, and Obesity Profile*. 2016. Web. 29 May 2018.

⁵ Harford County. *The Harford County Community Health Needs Assessment 2015 Summary Report*. 2015. Web. 7 April 2018.

⁶ Maryland Department of Health and Mental Hygiene. *Drug- and Alcohol-Related Intoxication Deaths in Maryland, 2016*. June 2017. Web. 29 May 2018.

⁷ Harford County Health Department. *Harford County Board of Health Update*. October 2017. Web. 29 May 2018.

⁸ Maryland higher Education Commission. *Increasing Student Success with Less Debt, 2017-2022 Maryland State Plan for Postsecondary Education*. N.D. Web. 4 April 2018.

growing body of evidence that attainment is predicated upon a structured pathway whereby clear routes to completion are achieved through an alignment of general education and discipline-specific coursework⁹. Whereas traditional programs delay discipline-specific and experiential courses for the third and fourth semesters, CHP requires students to complete at least one discipline-specific course from the student's eventual program each semester. Introduction to Public Health is completed the first semester, followed by a 1-credit field placement involving a job shadow rotation in college, county, non-profit, and hospital settings. Students also complete a 2-credit internship in the fourth semester. This internship emphasizes the integration of coursework with related work experience. This sequence of coursework is further supported by The Community Colleges and Public Health Project Report¹⁰ that identified the inclusion of 3 credits of experiential learning "inclusive of a supervised curriculum" as a high impact practice for community health degrees designed to transfer to a 4-year institution.

3. Strategy 9, "Strengthen and sustain development and collaboration in addressing teaching and learning challenges" encourages the incorporation of Open Education Resources (OER) into programs to offset the cost of college. The HCC OER initiative actively encourages, supports, and sustains the use of open educational resources and low-cost, accessible formats for all courses as appropriate without compromising quality of content. Four of the program's Health (HLTH) courses have fully adopted an OER model and EWCE is committed to increasing student success through the use of open or low-cost materials when feasible.

C: Quantifiable and reliable evidence and documentation of market supply and demand
According to the U.S. Bureau of Labor Statistics, employment of health educators and community health workers is projected to grow much faster than the average for all occupations, citing that, "Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services."¹¹

Because the CHP program is designed to create a transfer pathway into the College's top transfer institutions, the following information reflects the potential industry or industries, employment opportunities, and expected level of entry for a graduates of a baccalaureate degree in community health.

Health promotion professionals typically will hold a bachelor degree, and many employers may require the Certified Health Education Specialist (CHES) credential.

Research regarding employment trends and supporting data in O*Net, a publication of the Bureau of Labor Statistics, reports Health Educators and Community Health Workers as the most prevalent occupations in the area of Health Sciences and Community and Public Health. Specifically, Community

⁹ Waugh, Alexandra. *Meta Majors; An Essential First Step on the Pathway to Completion*. Jobs for the Future. July 2016. Web. 7 April 2018.

¹⁰ "Community Colleges and Public Health Project Final Report." *Framing the Future*. The Association of Schools and Programs of Public Health (ASPPH). November 5, 2014. Web. 7 April 2018.

¹¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*. 2018. Web 16 April 2018.

Health Workers and Health Educators have a “bright outlook” in O*Net, meaning the occupations are expected to experience rapid growth in the next several years.¹²

The U.S. Department of Labor, Bureau of Labor Statistics (BLS) includes Health Educators and Community Health Workers as a single category in the Occupational Outlook Handbook publication.¹³ For the purposes of this report, these two prominent sub-categories of community and public health will be reviewed separately since they seem predicated on different levels of education and training. Although the two occupations often work together, responsibilities of health educators and community health workers are distinct when comparing the level of education and training. Following is a breakdown of state and national employment trends, state and national wage information as well as education and training requirements for Health Educators and Community Health Workers.

Health Educators

Employment Trends – Health Educators

For this chart, Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

Health Educators	Employment		Percent Change	Projected Annual Job Openings due to Growth
	2016	2026		
United States ¹⁴	61,000	69,900	+15%	8,700
(State data is a different date range than national)	2014	2024		
Maryland ¹⁵	2,090	2,450	+17%	90
District of Columbia ¹⁶	850	910	+8%	20
Pennsylvania ¹⁷	2,830	3,200	+13%	90

¹² “Build Your Future with O*NET OnLine.” *O*NET OnLine*, U.S. Department of Labor, Employment & Training Administration, 17 Apr. 2018. Web. 16 April 2018.

¹³ “Occupational Outlook Handbook: Health Educators and Community Health Workers.” *BLS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 17 Apr. 2018. Web. 16 April 2018.

¹⁴ “Occupational Employment Statistics.” *BLS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 2018. Web. 16 April 2018.

¹⁵ “Labor Statistics.” *DC.gov*. Department of Employment Services. 2018. Web. 16 April 2018.

¹⁶ “Office of Workforce Information and Performance (OWIP).” *Maryland.gov*. Maryland Department of Labor, Licensing and Regulation. 2018. Web. 16 April 2018.

¹⁷ “PA Workstats.” *PA.gov*. Pennsylvania Department of Labor and Industry. 2018. Web. 16 April 2018.

Wage Trends – Health Educators

This chart illustrates the largest rate of projected growth for health educators in Maryland compared to national projections. Furthermore, wage trends indicate substantially higher incomes for those employed as Health Educators in Maryland compared to national wage rates. Maryland enjoys the highest annual and hourly median salaries among health educators for those areas compared.

Location	Pay Period	Projections, 2016 to 2026				
		10%	25%	Median	75%	90%
United States ¹⁸	Hourly	\$14.62	\$18.58	\$25.51	\$35.12	\$46.02
	Yearly	\$30,400	\$38,640	\$53,070	\$73,040	\$95,730
Maryland ¹	Hourly	\$18.50	\$26.55	\$45.78	\$54.63	\$61.08
	Yearly	\$38,480	\$55,220	\$95,210	\$113,630	\$127,040

Community Health Workers

O*Net, summarizes the duties of Community Health Workers as, “Assisting individuals and communities to adopt healthy behaviors. They conduct outreach for medical personnel or health organizations to implement programs in the community that promote, maintain, and improve individual and community health. They may provide information on available resources, provide social support and informal counseling, advocate for individuals and community health needs, and provide services such as first aid and blood pressure screening. They may also collect data to help identify community health needs.”¹⁹

The following charts compare national employment and wage trends for community health workers to Maryland, District of Columbia and Pennsylvania.

¹⁸ “Occupational Employment Statistics.” *BLS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 17 Apr. 2018. Web. 16 April 2018.

¹⁹ “Industry Profile.” *Careeronestop.org*. U.S. Department of Labor, 2018. Web. 16 April 2018.

Employment Trends – Community Health Workers

Community Health Workers	Employment		Percent Change	Projected Annual Job Openings due to Growth
	2016	2026		
United States ²⁰	57,500	67,800	+18%	8,500
	2014	2024		
Maryland ²¹	1,620	2,190	+35%	100
Pennsylvania ²²	1,250	1,430	+14%	40
District of Columbia ²³	850	980	+15%	30

Wage Trends – Community Health Workers

Location	Pay Period	2016 to 2026				
		10%	25%	Median	75%	90%
United States ²⁴	Hourly	\$11.36	\$14.17	\$17.95	\$23.72	\$30.71
	Yearly	\$23,620	\$29,480	\$37,330	\$49,340	\$63,880
Maryland ²⁵	Hourly	\$12.71	\$14.85	\$18.39	\$24.00	\$30.23

²⁰ "Occupational Employment Statistics." *BLS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 17 Apr. 2018. Web. 16 April 2018.

²¹ "Office of Workforce Information and Performance (OWIP)." *Maryland.gov*. Maryland Department of Labor, Licensing and Regulation. 2018. Web. 16 April 2018.

²² "PA Workstats." *PA.gov*. Pennsylvania Department of Labor and Industry. 2018. Web. 16 April 2018.

²³ "Labor Statistics." *DC.gov*. Department of Employment Services. 2018. Web. 16 April 2018.

²⁴ "Occupational Employment Statistics." *BLS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 17 Apr. 2018. Web. 16 April 2018.

²⁵ "Office of Workforce Information and Performance (OWIP)." *Maryland.gov*. Maryland Department of Labor, Licensing and Regulation. 2018. Web. 16 April 2018.

Location	Pay Period	2016 to 2026				
		10%	25%	Median	75%	90%
	Yearly	\$26,440	\$30,890	\$38,260	\$49,920	\$62,870
Philadelphia, PA Metro Area ²⁶	Hourly	\$15.10	\$16.38	\$18.41	\$21.90	\$24.48
	Yearly	\$31,410	\$34,060	\$38,290	\$45,560	\$50,910
District of Columbia ²⁷	Hourly	\$17.97	\$22.23	\$30.22	\$39.28	\$48.70
	Yearly	\$37,380	\$46,240	\$62,850	\$81,710	\$101,300

The BLS further broke down wage information for community health workers by the top five industries.²⁸ Following are those industries and the median annual wages based on the most recent data from May 2017:

- | | |
|------------------------------------------------------------------|----------|
| 1. Hospitals – state, local and private | \$46,350 |
| 2. Government | \$40,740 |
| 3. Religious, grant making, civic and professional organizations | \$41,110 |
| 4. Outpatient care services | \$35,370 |
| 5. Individual and family services | \$36,470 |

Public Health Administrators

Public Health Administrators focus on the management and leadership level of public health. People in this position can maintain responsibility for a particular program within a health care organization, or go so far as to be responsible for the whole facility. Individuals who choose to pursue Public Health Administration can enjoy flexibility with the health care industry, finding positions in rural or urban settings, public or private sectors, and work to lead to improvements in the health within their communities and their country.

In O*Net Online, the more relevant SOC code was for Medical and Health Services Managers, who “Plan, direct, or coordinate medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.”²⁹ Compared to the other fields discussed in this report, there are significantly more openings in this area, and Maryland is expected to see higher growth than the rest of the nation.

²⁶ “PA Workstats.” *PA.gov*. Pennsylvania Department of Labor and Industry. 2018. Web. 16 April 2018.

²⁷ “Labor Statistics.” *DC.gov*. Department of Employment Services. 2018. Web. 16 April 2018.

²⁸ “Occupational Employment and Wages, May 2017.” *LS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 17 Apr. 2018. Web. 16 April 2018.

²⁹ “Industry Profile.” *Careeronestop.org*. U.S. Department of Labor. 2018. Web. 16 April 2018.

Employment Trends - Public Health Administrators

Medical and Health Services Managers	Employment		Percent Change	Projected Annual Job Openings due to Growth
	2016	2026		
United States ³⁰	352,200	424,300	+21%	36,700
	2014	2024		
Maryland ³¹	11,370	13,750	+21%	510
Pennsylvania ³²	14,170	16,300	+15%	570
District of Columbia ³³	1,860	2,060	+11%	70

The wage trends in this particular field are positive and well paid, even at the lower end of the range. An individual in a public service setting without supervisor responsibilities may see a lower salary. For example, a currently posted position with Maryland Department of Public Health for a Program Administrator II in Health Services, working in the Maryland Department of Health Family Health & Chronic Disease Services (bachelor degree and six years of experience) is listed with a starting salary of \$22.47-\$29.16 per hour.

³⁰ "Occupational Employment Statistics." *BLS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 17 Apr. 2018. Web. 16 April 2018.

³¹ "Office of Workforce Information and Performance (OWIP)." *Maryland.gov*. Maryland Department of Labor, Licensing and Regulation. 2018. Web. 16 April 2018.

³² "PA Workstats." *PA.gov*. Pennsylvania Department of Labor and Industry. 2018. Web. 16 April 2018.

³³ "Labor Statistics." *DC.gov*. Department of Employment Services. 2018. Web. 16 April 2018.

Wage Trends - Public Health Administrators

Location	Pay Period	2016 to 2026				
		10%	25%	Median	75%	90%
United States ³⁴	Hourly	\$27.39	\$35.44	\$46.41	\$61.07	\$82.81
	Yearly	\$56,970	\$73,710	\$96,540	\$127,030	\$172,240
Maryland ³⁵	Hourly	\$32.87	\$40.97	\$49.55	\$62.73	\$79.65
	Yearly	\$68,360	\$85,220	\$103,070	\$130,480	\$165,680
Philadelphia, PA Metro Area ³⁶	Hourly	\$25.86	\$36.97	\$49.35	\$63.96	\$89.68
	Yearly	\$53,800	\$76,890	\$102,660	\$133,030	\$186,530
District of Columbia ³⁷	Hourly	\$39.55	\$47.29	\$59.68	\$77.06	\$100.00+
	Yearly	\$82,260	\$98,370	\$124,130	\$160,290	\$208,000+

Fitness and Wellness Coordinator

According to the BLS, Fitness and wellness coordinators “manage or coordinate fitness and wellness programs and services, and manage and train a staff of wellness specialists, health educators or fitness instructors.”³⁸ People holding these positions overwhelmingly have a bachelor degree (77%) and are likely to experience a bright outlook.

³⁴ “Occupational Employment Statistics.” *BLS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 17 Apr. 2018. Web. 16 April 2018.

³⁵ “Office of Workforce Information and Performance (OWIP).” *Maryland.gov*. Maryland Department of Labor, Licensing and Regulation. 2018. Web. 16 April 2018.

³⁶ “PA Workstats.” *PA.gov*. Pennsylvania Department of Labor and Industry. 2018. Web. 16 April 2018.

³⁷ “Labor Statistics.” *DC.gov*. Department of Employment Services. 2018. Web. 16 April 2018.

³⁸ “Industry Profile.” *Careeronestop.org*. U.S. Department of Labor. 2018. Web. 16 April 2018.

National Employment Trends for Fitness and Wellness Coordinators

	Employment		Percent Change	Projected Annual Job Openings
	2016	2026		
United States ³⁹	38,400	42,500	11%	3,400

State Employment Trends for Fitness and Wellness Coordinators

	Employment		Percent Change	Projected Annual Job Openings
	2014	2024		
Maryland ⁴⁰	4,050	5,250	+30%	230

Regional and statewide employment opportunities

A search for jobs on indeed.com⁴¹, yielded numerous opportunities when the keywords were Health Educator and Community and Public Health. The search was localized to include the State of Maryland and the surrounding metropolitan areas. The following is a list of job titles occurring most often per educational requirements:

- Diabetes Educator
- Program Manager
- Patient Educator
- On-call Health Educator
- Health Educator

³⁹ "Occupational Employment Statistics." *BLS.gov*. U.S. Department of Labor, Bureau of Labor and Statistics. 17 Apr. 2018. Web. 16 April 2018.

⁴⁰ "Office of Workforce Information and Performance (OWIP)." *Maryland.gov*. Maryland Department of Labor, Licensing and Regulation. 2018. Web. 16 April 2018.

⁴¹ "Job Search." *Indeed.com*. Indeed, Inc. 2018. Web. 16 April 2018.

- Community Health Worker
- Outreach Worker
- Community Health Educator
- Community Coordinator/Healthcare
- Community Health Specialist
- Assistant Community Nutritionist
- Wellness Ambassador
- Education Specialist
- Community Outreach Navigator
- Professional Public Health Trainer

Industries for these job openings varied among non-profit and for-profit organizations including: Retail Establishments, University Research Hospitals, County Government, Corporate Health and Fitness organizations, and Supplemental Healthcare consulting companies. It should be noted that where a high school diploma with experience was the minimum requirement, an associate degree was often accepted as a substitute for the experience.

Summary market supply and demand in the region and State

Based on the research cited in this report, it seems clear that the decision to pursue a degree in public health could utilize the completion of an associate degree as a stepping stone towards the attainment of a bachelor degree. Therefore, any associate degree program offered would be most valuable if it provided the knowledge and experiences to prepare students for successful transfer to a bachelor degree program at a College or University.

The educational and employment research completed for this project supports the development of an associate degree curriculum that would prepare Harford Community College students for a successful transfer to a bachelor level degree. This will assist in providing students with the education and training necessary to be competitive in the current and future Public Health job market.

Current and Projected Supply of Prospective Graduates

Current student enrollment data suggests robust interest in CHP curriculum. Based on 2015 -2016 and 2016-2017 averaged enrollments, 209 students completed at least 3 credits of Health. The CHP program creates a transfer pathway to a baccalaureate degree in community health. A review of the 2015-2016 and 2016-2017 enrollments at the College's top transfer institutions further support student interest. Headcounts for the Health Science major at Towson University⁴² averaged 354 students and an average of 29 students transferred into the Community Health Education program at University of Maryland College Park⁴³.

⁴² "Student Enrollment Data." *Towson University-Office of Institutional Research*. Towson University. N.D. Web. 28 April 2018.

⁴³ "Enrollments & Statistics." *University of Maryland - IRPA*, University of Maryland. N.D. Web. 28 April 2018.

Projected enrollments, derived from Harford County Public School (HCPS) Career and Technology Education⁴⁴ reporting, are promising; in 2017, 468 students were enrolled in the Health and Biosciences pathway.

D: Reasonableness of program duplication

The primary differences between the CHP program and similar programs offered at regional 2-year institutions are as follows:

- With the exception of the General Education Humanities (GH) requirement, CHP limits student selection of most General Education (GE) offerings through the identification of a specific GE course by sub-classification deemed to be most relevant to the discipline and most commonly align to multiple Community Health baccalaureate programs.
- CHP requires the completion of two Physical Education courses. Of the 6 courses the student may select from, all use technology to collect and interpret health data, develop health promotion objectives, and deliver health-specific communication. Curriculum includes the use of wireless wearable technology to capture and analyze health data. Biometrics are then used to set improvement goals.

As part of EWCE Division, CHP will leverage the synergy of wellness programs with academic curriculum to identify basic processes, approaches, and interventions that address the major health-related needs and concerns of the surrounding communities as well as provide students with experiential learning opportunities. The synergy of academic and community education is intended to facilitate meaningful growth of the Community Health Promotion program.

The following table identifies similar programs and summarizes key differences in curriculum:

Institution	Program	Degree	Key Differences
Cecil College	PUBLIC HEALTH, PUBLIC HEALTH GENERALIST TRACK	Associate of Science CIP 512201 HEGIS 121400	Curriculum ⁴⁵ is part of a track; the Generalist core allows the student to select up to 5 credits of electives, includes courses specific to Public Health career pathways in Health Administration, Environmental Health, and according to the recommended sequence of courses, the first two semesters do not include exploratory coursework.
Howard Community College	PUBLIC HEALTH	Associate of Arts CIP 512208 HEGIS 121400	Curriculum ⁴⁶ includes an array of General Education courses to select from, includes courses specific to Public Health career pathways in

⁴⁴ "Harford County Public Schools CTE Enrollment- 2017." *CTE Maryland*. Maryland State Department of Education. N.D. Web. 28 April 2018.

⁴⁵Cecil College. *College Catalog 2017-2018*. Cecil College. N.D. Web. 7 April 2018.

⁴⁶ Howard Community College. *2017-2018 College Catalog*. Howard Community College. N.D. Web. 7 April 2018.

Institution	Program	Degree	Key Differences
			Health Administration, Environmental Health, and according to the course catalog, is designed to articulate with a specific 4-year institution.
Montgomery College	PUBLIC HEALTH SCIENCES	Associate of Science CIP 512299 HEGIS 121401	Curriculum ⁴⁷ focuses on the biological sciences, and, according to the course catalog, is designed to articulate with a specific 4-year institution.

E: Relevance to high-demand programs at Historically Black Institutions (HBIs)

No Historically Black Colleges or Universities currently offer a Community Health Promotion program of study.

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

While no Historically Black College or University in Maryland currently offers a Community Health Promotion program, there is potential for collaboration that identifies transfer opportunities for graduates of HCC's program. For example, Morgan State University's Health Education program might offer the opportunity for seamless transfer.

⁴⁷ Montgomery College. *2017-2018 College*. Montgomery College. N.D. Web. 7 April 2018.

G: Adequacy of curriculum design and delivery to related learning outcome

Program Development

The CHP program was developed in accordance with the College's Curriculum Manual⁴⁸ and included assessment of data to support enrollment, consultation with other divisions, analysis of course transferability to the College's top transfer institutions, development of three new courses proposals: HLTH 203, The U.S. Health Care System, HLTH 281, Field Placement in Community Health Promotion, and HLTH 282, Internship in Community Health Promotion, and approvals following EWCE Division faculty discussions, the curriculum workgroup, the Vice President of Academic Affairs, the President of the College, and the Board of Trustees.

Educational Objective

This multi-disciplinary curriculum provides a foundation for diverse careers in health promotion, disease prevention, and health education, experiential learning through active engagement with the local community to address health-related needs and concerns, and creates a transfer pathway to a baccalaureate degree in community health.

Program Learning Outcomes (LOs)

Upon completion of the Community Health Promotion program the student will:

1. Relate connections between social, economic, behavioral, and physiological factors to health promotion and disease prevention.
2. Identify basic processes, approaches, and interventions that address the major health-related needs and concerns of communities.
3. Use technology to collect and interpret health data, develop health promotion objectives, and deliver health-specific communication.
4. Demonstrate practical experiences in community health settings.

Assessment of student program learning outcomes consider respective course learning objective outcomes inclusive of summative, formative and informative assessment data. Outcomes are collected and documented using a learning management system- integrated software solution.

General Education Requirements

To be eligible for the Associate of Arts (AA) degree, the Associate of Science (AS) degree, or the Associate of Arts in Teaching (AAT) degree, Harford Community College students must complete a minimum of 60 credits of college-level work. In accordance with COMAR 13B.06.01.03, of the 60 credits, 28-36 credits must fulfill the College's General Education core requirements. The distribution of the 28-36 General Education credits must meet the following specifications at Harford Community College:

- 6 credits of Behavioral/ Social Sciences (GB)
- 3 credits of English Composition (GE)
- 6 credits of Arts/ Humanities (GH)
- 7 to 8 credits of Biological/ Physical Laboratory Science (GL/ GS)

⁴⁸ Harford Community College. *Harford Community College Curriculum Manual, 2017 – 2018*. August 2017.

- 3 to 4 credits of Mathematics (GH)
- 3 to 9 credits of General Education Electives (GB, GH, GM, GS, GI⁴⁹)

The CHP program includes 33 credits of General Education courses as follows:

Behavioral and Social Sciences

HLTH 203, The U.S. Health Care System (3 credits)

PSY 101, General Psychology (3 credits)

English Composition

ENG 101, English Composition (3 credits)

Arts/ Humanities

Electives⁵⁰ (6 credits)

Biological/ Physical Laboratory Science

BIO 120, General Biology I (4 credits)

BIO 203, Anatomy and Physiology 1 (4 credits)

Mathematics

MTH 216, Introduction to Statistics (4 credits)

General Education Electives

HLTH 101, Contemporary Health Issues (3 credits, GI)

CMST 101, Speech Fundamentals (3 credits, GI)

⁴⁹ A maximum of 8 credits from Interdisciplinary and Emerging Issues (GI) may be used to fulfill General Education Elective credit.

⁵⁰ Students will be advised to select a course that satisfies their transfer institution's program requirement.

The following recommended sequence of course completion demonstrates how General Education requirements will be met and maps courses to CHP learning outcomes.

Course (Credit) (General Education ⁵¹ or HCC Graduation Requirement)	Program LOs
Semester 1	
MTH 216, Introduction to Statistics (4) (GM)	1, 2
ENG 101, English Composition (3) (GE)	1, 3
HLTH 101, Contemporary Health Issues (3) (GI)	1, 2, 3
General Education Elective (3) (GH)	1, 2, 3
HLTH 108, Intro to Public Health (3)	1, 2, 3
Semester 2	
BIO 120, General Biology I (4) (GL)	1, 3
General Education Elective (3) (GH)	1, 2
HLTH 203, The U.S. Health Care System (3) (GB)	1, 2, 3
CMST 101, Speech Fundamentals (3) (GI)	3
HLTH 281, Field Placement in Community Health Promotion (1)	4
PE Elective (1) (PE ⁵²)	1, 2, 3, 4
Semester 3	
BIO 203, Anatomy and Physiology 1 (4) (GL)	1, 2, 3
HLTH 201, Human Sexuality (3) (D ⁵³)	1, 2, 3
HLTH 107, Stress Management (3)	1, 2, 3
PSY 101, General Psychology (3) (GB)	1, 2, 3
PE Elective (1) (PE)	1, 2, 3, 4
Semester 4	
BIO 204, Anatomy and Physiology 2 (4) (GL)	1, 2, 3
HLTH 202, Health Behavior (3)	1, 2, 3
HLTH 102, EMC, First Aid, and Safety (3)	1, 2, 3
General Elective ⁵⁴ (3)	1, 2, 3
HLTH 282, Internship in Community Health Promotion (2)	4

⁵¹ All students must meet specific General Education requirements within their associate degree programs. To be eligible for the Associate of Arts (AA) degree, the Associate of Science (AS) degree, or the Associate of Arts in Teaching (AAT) degree, students must complete a minimum of 60 credits of college-level work. Of the 60 credits, 28-36 credits must fulfill the College's General Education core requirements.

⁵² Harford Community College requires students to earn at least 1 credit in Physical Education for graduation from all degree programs.

⁵³ To be eligible for an associate degree, new and readmitted students must complete one 3-credit diversity course.

⁵⁴ Students will be advised to select a course that satisfies their transfer institution's program requirement.

List of Courses

BIO 120, General Biology I (4 credits)

General Education: Biological/Physical Laboratory Science (GL)

Program Goals: 1, 3

An introduction to biology (cellular/molecular) for the science major. Basic biological principles common to plants and animals, cell structure and function, biochemical processes, heredity, cell reproduction, and gene expression are presented. Laboratory emphasizes open-ended experimental methods of inquiry. The course meets for 45 lecture/discussion hours and 45 laboratory hours per semester.

Prerequisite: high school chemistry or CHEM 010. Course fee.

Upon satisfactory completion of this course, the student will be able to:

1. Describe the basic anatomical structures and physiological functions of both plant and animal cells.
2. Explain the four major macromolecules, their building blocks, and functions in biochemical processes of the cell.
3. Compare and contrast the basic interrelationships between living cells and their internal and external environments.
4. Describe the processes of DNA replication, protein expression, and gene regulation in prokaryotes and eukaryotes.
5. Relate the processes involved in cell division with those of inheritance (genetics).
6. Employ basic laboratory techniques during laboratory investigations to gain a better understanding of the interrelationships of living organisms and the biosphere.
7. Identify and locate appropriate types of information for review, evaluate the information, and use the information effectively, ethically, and legally.
8. Recognize ethical issues and practice professional standards common to biologists.

BIO 203, Anatomy and Physiology 1 (4 credits)

General Education: Biological/Physical Laboratory Science (GL)

Program Goals: 1, 2, 3

This course provides a comprehensive study of the structure and function of the human body. This course focuses on the histology, gross anatomy and physiology of the integumentary, skeletal, muscular, nervous and endocrine systems. Additional topics include special senses and human tissues. Emphasis is placed on the anatomy of the organ systems and the maintenance of homeostasis for optimal functioning of the human organism. This course includes a total of 45 hours of lecture and 45 hours of laboratory. Prerequisite: BIO 099 or BIO 119 or BIO 120 with permission or qualifying score on Biology for Allied Health Assessment Test. Course fee.

Upon satisfactory completion of this course, the student will be able to:

1. Recall/correctly use anatomical terminology and explain physiological processes.
2. Compare/contrast the gross and microscopic anatomy of the organs of the integumentary, skeletal, muscular, nervous, and endocrine systems.

3. Visually identify/recall proper spelling for major markings on bones, major skeletal muscles, nervous, and endocrine structures.
4. Describe/summarize neurophysiology and the anatomy and functions of the brain, its subdivisions, the spinal cord, special senses.
5. List, explain the function, and recognize disorders of major hormones, neurotransmitters, and enzymes of the skeletal, muscular, nervous, and endocrine systems.
6. Describe/evaluate the physiology and maintenance of homeostasis for major systems studied; apply that information in clinical examples via case studies.
7. Use technology to investigate, experiment with anatomy and physiology of the human body
8. Procure, evaluate, and summarize information; apply that information to anatomy and physiology of human body.

BIO 204, Anatomy and Physiology 2 (4 credits)

General Education: Biological/Physical Laboratory Science (GL)

Program Goals: 1, 2, 3

This course provides a comprehensive study of the structure and function of the human body. The course focuses on the histology, gross anatomy and physiology of the cardiovascular, immune, respiratory, digestive, urinary and reproductive systems. It also provides students with an understanding of the crucial functions of energetics, thermoregulations, fluid, electrolyte and acid-base balance. Emphasis is placed on the physiology of the organ systems and the maintenance of homeostasis for optimal functioning of the human organism. The course includes a total of 45 hours of lecture and 45 hours of laboratory time. Prerequisite: grade of C or better in BIO 103 or BIO 203. Course fee.

Upon satisfactory completion of this course, the student will be able to:

1. Recall/express anatomical terminology and physiological processes.
2. Recall, explain the function, recognize disorders of the major hormones, neurotransmitters, and enzymes and their functioning in the cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems & metabolic processes.
3. Visually identify, describe the gross/microscopic anatomy of the organs, structures of systems listed above.
4. Describe/evaluate the physiology and maintenance of homeostasis for each of the major systems; apply that information.
5. Describe/summarize the chemical/mechanical mechanisms used to maintain homeostasis in: heart rate, hemodynamics, circulation, respiration, energetics, body temperature, fluid & electrolyte balance, acid-base balance, and body fluid pH.
6. Use technology to investigate and experiment.
7. Procure, evaluate and summarize information and apply that information to the anatomy and/or physiology of the human body.

CMST 101, Speech Fundamentals (3 credits)

General Education: Interdisciplinary and Emerging Issues (GI)

Program Goal: 3

Students develop skills in this performance-based course of public communication concepts and techniques, including audience analysis, topic selection and research, organization of speech materials, delivery skills, and critical evaluation of speeches.

Upon satisfactory completion of this course, the student will be able to:

1. Demonstrate the principles of effective public speaking communication.
2. Demonstrate the principles of effective speech preparation and delivery.
3. Demonstrate the ability to locate, evaluate, document, and use effectively the needed information from a variety of courses and formats.
4. Present three extemporaneous speeches and one impromptu speech meeting the criteria specified in class lecture/discussion, handouts and activities.
5. Demonstrate ethical speaking and listening practices.
6. Provide constructive written and oral feedback to fellow students.

ENG 101, English Composition (3 credits)

General Education: English Composition (GE)

Program Goals: 1, 3

This course is designed to develop mature writing skills in the essay form, including the documented essay. Through writing a series of essays in a variety of modes, such as argumentative essay, the process analysis, the research paper, and the summary analysis, students achieve proficiency in presenting and supporting their own ideas and incorporating the ideas of others into their essays. Prerequisites: ENG 012, ENG 018, ENG 060 or a qualifying score on the writing assessment.

Upon satisfactory completion of this course, the student will be able to:

1. Write unified papers. This objective involves the development of a purposeful organization pattern based on a clearly stated, well-focused, and worthwhile thesis statement, which is firmly adhered to in the essay.
2. Write coherent papers. This skill involves providing transitions between ideas and in other ways showing relationships between parts of the essay.
3. Provide support. This objective involves giving sufficient specific evidence to convince the reader of the validity of the thesis.
4. Communicate rationally. This objective involves the use of basic principles of logic.
5. Construct sentences that are grammatically and mechanically correct.
6. Use language accurately and concisely.
7. Collect, use, and document evidence from sources other than personal experience, including written sources.

HLTH 101, Contemporary Health Issues (3 credits)

General Education: Interdisciplinary and Emerging Issues (GI)

Program Goals: 1, 2, 3

This course presents an overview of current health issues and problems facing our society. Topics include emergency care and CPR; prevention, recognition, and treatment of chronic and communicable

disease; aging, marriage, and family lifestyles and choices; recognition and treatment of mental disorders; and stress management.

Upon satisfactory completion of this course, the student will be able to:

1. Identify the physical, emotional, social, intellectual, spiritual and environmental factors which influence one's health.
2. Distinguish between behaviors which foster and those that hinder well-being.
3. Explain the etiology and treatment options for common chronic and communicable diseases.
4. Develop a personal plan for optimal health.
5. Evaluate the credibility of sources of health information.
6. Apply decision making skills to address issues of community and environmental health in a diverse society.

HLTH 102, EMC, First Aid, and Safety (3 Credits)

Program Requirement

Program Goals: 1, 2, 3

This course prepares students to meet the certification requirements from a nationally recognized organization. Topics include first aid, emergency medical care, Cardiopulmonary resuscitation (CPR), Automated External Defibrillator (AED) training, safety awareness and accident triage. Course fee.

Upon satisfactory completion of this course, the student will be able to:

1. Demonstrate proper basic life support for foreign body airway obstruction, rescue breathing, and CPR/AED for infants, children, and adults.
2. Explain the risks, causes, and treatments for many common accidents and injuries.
3. Identify the steps of and conduct a primary and secondary survey of an injury.
4. Identify the signs of shock and demonstrate the correct treatments.
5. Explain the structure and functions of the skeletal and muscular system as they pertain to first aid.
6. Explain the legal implications of assuming the responsibility to care for an injured person.
7. Demonstrate two, three, and four person carries.
8. Demonstrate proper bandaging and splinting techniques.
9. Receive a passing score on a nationally recognized certification test in basic emergency care.

HLTH 107, Stress Management (3 credits)

Program Requirement

Program Goals: 1, 2, 3

This course examines different stressors and their impact on one's health. Mental health, stress related illnesses, and healthy and unhealthy choices are discussed. Stress management techniques are emphasized.

Upon satisfactory completion of this course, the student will be able to:

1. List and recognize stressors.

2. Describe stress, the stress response, and the consequences of prolonged stress.
3. Explain the impact of stress on one's emotional, spiritual, and physical health.
4. Analyze personal stressors and practice stress coping techniques.
5. Develop a personal plan for positive stress management.

HLTH 108, Intro to Public Health (3 credits)

Program Requirement

Program Goals: 1, 2, 3

Public health is the science of protecting and improving the health of families and communities through promotion of healthy lifestyles, research for disease and injury prevention and detection and control of infectious diseases. This course presents an introduction to the structure and functions of public health organizations and public health practice. Prerequisite(s): Eligibility for ENG 101 as demonstrated by a qualifying score on writing assessment or completion of ENG 012 or ENG 018 or ENG 060.

Upon satisfactory completion of this course, the student will be able to:

1. Define the basic principles of public health.
2. Recognize and evaluate research tools and analytical methods used to define, monitor and assess the health status of populations.
3. Explain the methods used to prevent, detect, and control disability, morbidity and mortality in communities and at-risk populations.
4. Identify the requirements and work associated with various public health occupations.
5. Recognize the distinct roles and complementary responsibilities of health care and public health systems.

HLTH 201, Human Sexuality (3 credits)

Diversity Requirement⁵⁵, Program Requirement

Program Goals: 1, 2, 3

This course will examine major aspects of human sexuality from biological, historical, and cultural perspectives. Topics include male anatomy and physiology, female anatomy and physiology, sexual behaviors, contraceptives, health related issues, conception, pregnancy, birth, gender development, and relationship sexuality.

Upon satisfactory completion of this course, the student will be able to:

1. Describe the male and female sexual anatomy and physiology.
2. Discuss sexual behaviors, sexual orientation, gender development, and sexual coercion.
3. Differentiate methods of contraception.
4. Explain the process of conception, pregnancy, and birth.
5. Examine the consequences of sexually transmitted infections.
6. Evaluate information to assist in healthy sexual decision making.

⁵⁵ Harford Community College requires students to complete one 3-credit diversity course for graduation for all associate degree programs.

7. Discuss changes in sexuality throughout the lifespan.

HLTH 202, Health Behavior (3 credits)

Program Requirement

Program Goals: 1, 2, 3

The course examines the psychosocial factors that influence health behavior. Theoretical frameworks for behavior modification intervention programs are emphasized. Prerequisites: Eligibility for ENG 101 as demonstrated by a qualifying score on writing assessment or completion of ENG 012 or ENG 018 or ENG 060.

Upon satisfactory completion of this course, the student will be able to:

1. Describe behaviors which promote, maintain and protect health.
2. Recognize behaviors that contribute to the development of chronic diseases.
3. Identify psychosocial theories used in the field of health behavior and health education.
4. Explain how health educators apply psychosocial theories to behavior modification programs.
5. Describe scientific research methods used to evaluate behavior modifications programs.

HLTH 203, The U.S. Health Care System (3 credits)

General Education: Behavioral/ Social Science (GB)

Program Goals: 1, 2, 3

This course provides an introduction to the organization, delivery, and financing of the United States health care system. Students examine the historical, social, economic, technological, and political forces that have shaped and continue to influence the system. Issues related to cost, quality, and access are analyzed.

Upon satisfactory completion of this course, the student will be able to:

1. Describe the roles and responsibilities of health care providers.
2. Compare and contrast the medical and public health care systems.
3. Examine how the insurance industry and government systems influence financial mechanisms within the health care system.
4. Connect the history of national health care reformation to the current health care system.
5. Interpret the impact of technological advancements to the healthcare industry and show how technology influences health care delivery.
6. Explain the socioeconomic factors that affect health care access, cost, and quality.

HLTH 281, Field Placement in Community Health Promotion (1 credit)

Program Requirement

Program Goal: 4

This is a structured career exploration course that includes 3 hours of faculty-led instruction and mentorship and 12 hours of job shadow rotation at community health workplaces, including but not limited to post-secondary education, government, non-profit, and medical/hospital settings. Students

evaluate their interest in the field of community health through observation of day-to-day responsibilities associated with the profession, learn more about the skills and qualifications necessary to be successful in the field of community health, and network with professionals. Prerequisite: HLTH 108 and permission of instructor. Course fee.

Upon satisfactory completion of this course, the student will be able to:

1. Demonstrate proper community health workplace behavior.
2. Perform 12-hours of observations through job shadowing at a minimum of two different community health workplace settings.
3. Describe the essential functions, skills, and qualifications of individuals working in a specific community health setting.
4. Evaluate personal interest in a degree and subsequent career in community health through an examination of job shadow experiences.

HLTH 282, Internship in Community Health Promotion (2 credits)

Program Requirement

Program Goal: 4

This internship provides the opportunity for students to obtain work experience in a community health promotion setting in coordination with a faculty member. Students apply previous coursework to skill practice in workplace settings that enhance the health of the community. Written goals and objectives, as well as evaluation criteria, are agreed upon and confirmed in writing by the student, site supervisor, and faculty mentor. Students may not use their own job as an intern site. The work experience time commitment is equivalent to 5 hours per week during the 3rd 5-week spring semester. Prerequisite: HLTH 281 and permission of instructor. Course fee.

Upon satisfactory completion of this course, the student will be able to:

1. Develop internship goals that focus on the application of theory to practice in a community health setting.
2. Perform 25 hours of work experience in a community health promotion setting.
3. Apply work experiences and community health frameworks to analyze the impact of the internship provider to the health of the community.

MATH 216, Introduction to Statistics (4 credits)

General Education: Mathematics (GM)

Program Goals: 1, 2

This course provides the student with the fundamental concepts and methods of statistical analysis. Course topics: measures of central tendency and variation, graphical representation of data, least squares regression, correlation, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. Technology and statistical literacy will be integrated throughout the course. Prerequisite: qualifying score on the math assessment or MATH 023, MATH 026 or MATH 027.

Upon satisfactory completion of this course, the student will be able to:

1. Define statistical terminologies; demonstrate ability to think critically about data described in scientific and media reports.
2. Use technology to assist in the solution of both abstract and contextual problems. These technologies will include spreadsheet problems, graphing and scientific calculators, and other computational aids.
3. Perform data organization/analysis to produce descriptive statistics (pictorial/numerical forms).
4. Explain relationship between two variables; compute correlation and construct the equation of the least-squares regression line; utilize the line for predictions.
5. Perform elementary probability calculations and solve problems by applying appropriate standard probability distributions, including discrete, binomial, uniform and normal distributions.
6. Model the sampling distribution of proportions and means, including verifying the necessary conditions, e.g. the Central Limit Theorem for means.
7. Solve problems involving parameter estimation, perform hypothesis testing for one and two population means and proportions.
8. Solve statistical inference problems in at least one of the following areas: examining the strength of a linear relationship between two variables and identifying outliers; solving problems involving one-way analysis of variance; and performing analyses using the chi-square distribution (such as goodness-of-fit test and test for independence).

PSY 101, General Psychology (3 credits)

General Education: Behavioral/ Social Sciences (GH)

Program Goals: 1, 2, 3

A broad spectrum of research and theoretical concepts are presented to provide a balanced understanding of human behavior. Topics include the biological basis of behavior, human development, personality, health and wellness, learning and memory, social diversity, abnormal behavior and therapy. Prerequisites: a qualifying score on the English assessment or ENG 012 or ENG 018 or ENG 101.

Upon satisfactory completion of this course, the student will be able to:

1. Review and analyze major theories, concepts and topics of interest to psychologists and students.
2. Critically evaluate research strategies and findings of psychologists in their study of behavior and mental processes.
3. Examine human behavior to gain a better understanding of oneself and others.
4. Assess psychological findings in order to increase individual awareness and understanding of relevant social and contextual concerns.
5. Apply communication skills, both written and oral, in appraising and presenting psychological issues.
6. Compare cross-cultural differences and their influence on human interaction.

PE Electives (2 credits)

Program Requirement

Program Goals: 1, 2, 3, 4

Students are required to complete two 1-credit Physical Education courses. The following six courses are approved for the Community Health Promotion program:

PE 135 Indoor Cycling (1 Credit)

Indoor cycling is performed on specialized stationary bikes that simulate an outdoor riding experience. Students are required to physically participate in an indoor group cycling program that includes off-bike muscular endurance and flexibility exercises to enhance cycling performance. Course fee.

Upon satisfactory completion of this course, the student will be able to:

1. Perform indoor cycling and off-bike muscular endurance and flexibility exercises.
2. Define the principles of physical fitness.
3. Describe how indoor cycling exercise improves cardiorespiratory endurance.
4. Calculate target heart rate training zones.
5. Use target heart rate training to improve cardiorespiratory endurance during indoor cycling exercise.
6. Demonstrate proper bike set-up and safely perform exercises both on and off the stationary bike.

PE 136 Cardiovascular Fitness (1 Credit)

This course presents principles of cardiorespiratory endurance. Students are required to physically participate in a cardiorespiratory endurance program using stationary equipment, such as treadmills, cross trainers, and bikes. Course Fee.

Upon satisfactory completion of this course, the student will be able to:

1. Perform cardiorespiratory endurance exercise using stationary equipment.
2. Define the components of physical fitness.
3. Describe how stationary equipment exercise improves cardiorespiratory endurance.
4. Calculate target heart rate training zones.
5. Use target heart rate training to improve cardiorespiratory endurance during stationary equipment exercise.
6. Discuss topics relevant to exercise adherence.

PE 138 Jogging (1 Credit)

This course presents principles and techniques of jogging. Students are required to physically participate in a jogging program. While no previous jogging experience is required, the physical ability to sustain high-impact cardiorespiratory exercise is strongly advised.

Upon satisfactory completion of this course, the student will be able to:

1. Perform jogging exercise.
2. Define the components of physical fitness.
3. Describe how jogging improves cardiorespiratory endurance.
4. Calculate target heart rate training zones.
5. Use target heart rate training to improve cardiorespiratory endurance during jogging exercise.

6. Discuss topics relevant to a jogging program.

PE 228 Weight Training (1 Credit)

This course presents principles of weight training, with an emphasis on proper form and technique. Students are required to physically participate in a weight training program designed to increase muscular strength or muscular endurance. No previous weight lifting experience is required. Course fee.

Upon satisfactory completion of this course, the student will be able to:

1. Perform weight training exercises using proper technique.
2. Define the components of physical fitness.
3. Describe how weight training improves muscular strength or muscular endurance.
4. Recognize basic weight training principles.
5. List the major muscle groups.
6. Identify exercises that train specific muscle groups.
7. Document weight training progress.

PE 229 Advanced Weight Training (1 Credit)

This course presents principles of advanced weight training, with an emphasis on proper form and technique. Students are required to physically participate in a weight training program designed to increase muscular strength or muscular endurance. Previous weight lifting experience is strongly advised. Course Fee.

Upon satisfactory completion of this course, the student will be able to:

1. Perform advanced weight training exercises using proper technique.
2. Define the components of physical fitness.
3. Describe how weight training improves muscular strength or muscular endurance.
4. Explain different approaches to weight training routines.
5. Document weight training progress.
6. Discuss nutritional considerations specific to weight training.

PE 230 Fitness Walking (1 Credit)

This course presents principles and techniques of a walking program. Students are required to physically participate in a walking program designed to improve cardiorespiratory endurance.

Upon satisfactory completion of this course, the student will be able to:

1. Perform walking exercise using proper technique.
2. Define the components of physical fitness.
3. Describe how walking improves cardiorespiratory endurance.
4. Calculate target heart rate training zones.
5. Use target heart rate training to improve cardiorespiratory endurance during walking exercise.
6. Discuss topics relevant to a walking program.

Assurance and Evidence

Following a 2017 comprehensive review of business processes, the College has begun implementation of projects designed to enhance the student experience. Improvements to workflow will provide students

with clear, complete, and timely information. For example, the adoption of catalog management software that integrates with both the current Enterprise Resource Planning (ERP) solution and the degree-auditing and tracking tool will provide students with transparent, real time information regarding curriculum, course and degree requirements.

The College regards faculty interactions with the student body as paramount to academic success. All full time faculty maintain at least five reasonably distributed office hours per week when the faculty member's courses are in session. Office hours are posted in the syllabus, on office doors and in the LMS. Additionally, each CHP student will be assigned a faculty advisor to develop goals and objectives for the purposes of field and internship placement.

The use of technology to collect and interpret health data, develop health promotion objectives, and deliver health-specific communication is a key CHP learning objective. With electronic information technology quickly becoming the way in which people communicate and receive information, the EWCE Division firmly believes that students will benefit from skill proficiency well beyond College completion. To meet the educational needs of the College's diverse student population and effectively tackle those skill disparities that might otherwise pose a barrier to learning, EWCE faculty demonstrate technology navigation concurrent to student usage during face-to-face course instruction, generate video tutorials for online course delivery, and serve as tech support through virtual and onsite assistance.

In the spirit of eradicating issues of cost, quality, and access, the EWCE Division believes Bring Your Own Device (BYOD) models perpetuate technology inequity and have the propensity to alienate those students who simply cannot afford devices that are capable of the required functionality. For this reason, all face-to-face and hybrid Health courses have adopted the shared device model and have dedicated access to 40 iPads, a laptop classroom, and a variety of "wearable" biometric recording devices. Asset replacement and upgrades costs are factored into the budget on an on-going basis.

Regardless of instructional delivery mode, all Harford Community College courses are required to use the LMS to, at minimum, provide links to academic support services, financial aid resources, and College policies regarding tuition costs and payment.

The Communications Department is committed to providing transparent and accurate advertising, recruiting, and admissions materials through ongoing and scheduled updates to the official College website, intranet resource, and social media communications.

H. Adequacy of Articulation

The Associate of Arts in Community Health Promotion is designed to transfer to comparable bachelor degree programs offered at other institutions.

I. Adequacy of Faculty Resources

Harford Community College employs highly qualified faculty in all disciplines. Additionally, through the Center for Excellence in Teaching and Learning (CETL), the College offers comprehensive professional development and training for all who are engaged in the teaching and learning process at HCC. CETL is intentionally designed to be a hub both digitally and physically for innovation, collaboration, and learning transformation through a variety of events and resources in order to:

- Create faculty teaching and learning communities of practice;

- Celebrate innovation in instruction and scholarship;
- Offer on-going basic and advanced learning management system training;
- Provide resources, facilities and technology to foster experimentation; and
- Offer opportunities for faculty to gain additional knowledge and hone skills related to technology and pedagogy.

All distance learning courses are reviewed through a collaborative internal review process based upon standards developed at the College through the shared governance process and approved by Faculty Council. Per Appendix A, Best Practices for HCC Online Courses, faculty are required to employ evidence-based practices in course design.

Full-time and adjunct Health faculty have graduate degrees in Health Education and/or the Health Sciences and professional experiences in a variety of settings including (a) clinical treatment of diseased populations, (b) hospital health administration and policy, (c) health education at the K-12 level, (d) institutional research in obesity, nutrition, and exercise, and (e) work site health promotion.

Faculty

The following identifies faculty engaged in this program:

Jessica Adams

Assistant Professor of Mathematics

B.S., University of Delaware

M.S., Johns Hopkins University

M.S., Notre Dame of MD University

MATH 216 - Introduction to Statistics

Edward Augustitus

Assistant Professor of Health and Physical Education

B.A., Alfred University

M.S., Frostburg State University

HLTH 101 – Contemporary Health Issues

HLTH 102 - EMC, First Aid, and Safety

HLTH 201 - Human Sexuality

HLTH 202 - Health Behavior

HLTH 281 – Field Placement in Community Health

HLTH 282 – Internship in Community Health

PE 135- Indoor Cycling

PE 136- Cardiovascular Fitness

PE 138- Jogging

PE 228 – Weight training

PE 229 – Advanced weight training

PE 230- Fitness Walking

Manolya Bayar

Associate Professor of Psychology and Sociology

B.S., City University of New York, City College
M.A., Fordham University
M.A., City University of New York, City College

PSY 101- General Psychology

John Bray

Assistant Professor of Mathematics
B.S., University of Scranton
M.S., Pennsylvania State University

MATH 216 - Introduction to Statistics

Michele Catterton

Assistant Professor of Mathematics
B.S., Towson University
M.S., McDaniel College

MATH 216 - Introduction to Statistics

Deborah Ezell

Director for Education, Wellness, and Community Engagement
Health and Physical Education Adjunct Faculty
A.A., Anne Arundel Community College
B.S., Towson State University
M.S., Louisiana State University

HLTH 101 – Contemporary Health Issues

HLTH 108 - Intro to Public Health

HLTH 202 - Health Behavior

HLTH 203 - The U.S. Health Care System

HLTH 281 – Field Placement in Community Health

HLTH 282 – Internship in Community Health

PE 135- Indoor Cycling

PE 136- Cardiovascular Fitness

PE 138 - Jogging

PE 230- Fitness Walking

Cynthia Gribbin

Assistant Professor of Communication Studies
B.A., University of Maryland, College Park
M.A., Notre Dame of Maryland University

CMST 101 – Speech Fundamentals

Kimberly Hachmann

Health Adjunct Faculty
B.S., University of Saint Thomas

M.S., Rush University

HLTH 203 - The U.S. Health Care System

Linda Heil

Associate Professor of Communication Studies

B.S., Towson University

M.S., Towson University

G.C.E.R.T., University of Maryland-University College

CMST 101 – Speech Fundamentals

General Education Humanities

Chris Jones

Professor of Mathematics

B.S., Towson University

M.S., Towson University

MATH 216 - Introduction to Statistics

Cynthia Kelley

Assistant Professor of Health and Physical Education

B.S., Frostburg State University

M.S., Frostburg State University

HLTH 101 – Contemporary Health Issues

HLTH 108 - Intro to Public Health

HLTH 201 - Human Sexuality

HLTH 202 - Health Behavior

HLTH 281 – Field Placement in Community Health

HLTH 282 – Internship in Community Health

PE 136- Cardiovascular Fitness

PE 138 - Jogging

PE 228 – Weight training

PE 229 – Advanced weight training

PE 230- Fitness Walking

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B.S., St. Vincent College

M.S., Johns Hopkins University

BIO 120- General Biology I

Dorothy Miller

Professor of English

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M.A., Johns Hopkins University

M.Ed., Bloomsburg University of Pennsylvania
Ed.D., Columbia University

ENG 101- English Composition

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ENG 101- English Composition
General Education Humanities

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C.E.R.T., Capella University
A.A., College of DuPage
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M.Ed., University Arkansas Fayetteville
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MATH 216 - Introduction to Statistics

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B.S., State University of New York - Cortland
M.S., Towson University
M.S., University of Delaware

BIO 120 – General Biology I
BIO 203 - Anatomy and Physiology I
BIO 204 - Anatomy and Physiology 2

Ray Richardson

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B.S., Frostburg State University
M.Ed., Johns Hopkins University

PSY 101- General Psychology

Regina J. Roof-Ray

Assistant Professor of Psychology
B.A., Messiah College
M.Ed., Millersville University of Pennsylvania

PSY 101- General Psychology

Scott Schaeffer

Professor of Biology

B.S., West Chester University

D.C., Palmer School of Chiropractic

BIO 203 - Anatomy and Physiology I

BIO 204 - Anatomy and Physiology 2

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B.S., Salisbury State University

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HLTH 101 – Contemporary Health Issues

HLTH 107 – Stress Management

PE 136- Cardiovascular Fitness

PE 138- Jogging

PE 228 – Weight training

PE 229 – Advanced weight training

PE 230- Fitness Walking

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MATH 216 - Introduction to Statistics

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ENG 101- English Composition

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HLTH 101 – Contemporary Health Issues

PE 136- Cardiovascular Fitness

PE 138- Jogging

PE 228 – Weight training

PE 229 – Advanced weight training

PE 230- Fitness Walking

J: Adequacy of library resources

The HCC Library is a 25,734 square foot facility located centrally on campus. It is open seven days per week for student access. The library's website provides 24-hour free access to the catalog, databases, subject guides, tutorials and other resources. Borrowing privileges are available for all students, as well as county residents 18 years or older. The library focuses its collection on a mixture of print, electronic, and video resources to meet the informational and curricular needs of the HCC community. The Library has a strong medical collection of over 3,500 print and electronic books, many of which will support the courses for the program. Students have access to full-text journal, magazine and newspaper articles through the College's subscription databases. Streaming video collections are available through two databases, Films on Demand and Alexander Street Press. Students have access to unlimited resources through the Inter-Library Loan Service, which can deliver titles from almost any academic library in the country.

Computing and Technology Services (CTS) at HCC provide technology support for desktop, laptop and tablet devices provided by the college, classroom computers and instructional technology such as Smart boards, LCD projectors, and DVDs. Wireless access is available throughout the HCC campus. Open-access computer labs located in the library offers a wide selection of computer software and applications for student use, including multimedia production and digital editing capabilities. A resource help desk, staffed by eLearning personnel, is located in this area specifically for student help with online resources.

K: Adequacy of physical facilities, infrastructure and instructional equipment

Physical resources at HCC offer sufficient space and learning technology to support education. The 352-acre campus has a physical plant of 21 buildings including a performing arts center, an observatory, a 3,000-seat arena and athletic center and six classroom buildings.

Students enrolled in the program have access to the HCC Learning Center for tutoring services in math, science, writing, study skills and test taking skills. Additionally, the Test Center, Academic Advising and Transfer Services, and Career Services are all resources of the college that may be utilized episodically for individual or groups of students.

The Susquehanna Center (SC) underwent a major renovation in 2013 and now is home to a state-of-the-art fitness center, pool, three multipurpose rooms, one standard classroom, and one computer classroom. In an on-going mission to accommodate all learners and support existing and emerging technological pedagogies, SC spaces are configured to support wireless device projection capability, feature self-service health and fitness kiosks, and adaptive exercise equipment. CHP courses held in the

SC have access to 40 iPad tablets, wearable technology, GPS tracking devices, and a health and fitness assessment lab.

All faculty and credit-earning students are provided with an institutional e-mail account that integrates with the learning management system. Open-access, comprehensive student support for the learning management system is provided in module format and includes “how to” video and print tutorials, an eLearning Help Desk, links to student services, and tips for success in an online learning environment. Faculty are assigned an eLearning point-of-contact for technical support, a learning management system “trouble-shoot” guide, and access to Help Desk dedicated line.

Supportive statement by the President

It is the position of Dianna G. Phillips, PhD, President of Harford Community College, that existing library resources, physical facilities, infrastructure and instructional equipment will more than adequately support the CHP program.

L: Adequacy of financial resources with documentation

TABLE 1: Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$20,850	\$25,020	\$33,360	\$41,700	\$50,040
a. Number of F/T Students	15	17	17	19	19
b. Annual Tuition/Fee Rate ⁵⁶	\$4170	\$4170	\$4170	\$4170	\$4170
c. Total F/T Revenue (a x b)	\$20,850	\$25,020	\$33,360	\$41,700	\$50,040
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$129	\$129	\$129	\$129	\$129
f. Annual Credit Hour Rate	\$0	\$0	\$0	\$0	\$0
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources Consolidated Service Fee ⁵⁷	\$3870	\$4644	\$6192	\$7740	\$9288

⁵⁶ \$129/credit x 30 credits=\$3870 + average of \$300 in course fees

⁵⁷ \$25.80/credit x 30 credits =\$774 x number of students

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL (Add 1 – 4)	\$24,7200	\$29,644	\$39,552	\$49,440	\$59,328

TABLE 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$48,800	\$49,776	\$50,771	\$51,786	\$52,821
a. # FTE ⁵⁸	1	1	1	1	1
b. Total Salary ⁵⁹	\$48,800	\$49,776	\$50,771	\$51,786	\$52,821
c. Total Benefits ⁶⁰	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE ⁶¹	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 ⁶²	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment ⁶³	\$0	\$0	\$0	\$0	\$0
5. Library ⁶⁴	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses ⁶⁵	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$48,800	\$49,776	\$50,771	\$51,786	\$52,821

⁵⁸ The expenditures listed reflect the number of FT Faculty needed to meet the program's 27 credits of HLTH. FT Faculty at Harford Community College are required to teach 30 credit hours per academic year. CHP will be implemented with existing faculty resources.

⁵⁹ Salaries are forecasted to increase at 2% each year.

⁶⁰ Health benefits and administrative costs are expected to be covered by current faculty/administrative structures.

⁶¹ CHP will be implemented with existing administrative staff resources.

⁶² CHP will be implemented with existing support staff resources.

⁶³ Equipment is budgeted in the operating budget on an ongoing basis.

⁶⁴ Library resources are budgeted in the operating budget on an ongoing basis.

⁶⁵ Expenses such as professional development, travel, memberships, office supplies, communications, data processing, and equipment maintenance are budgeted in the operating budget on an ongoing basis.

M: Adequacy of provisions for evaluation of program

Faculty are evaluated annually by the division dean using the following core components: instruction observations, syllabus, final examinations, assessment instruments or strategies used to evaluate course objectives and academic outcomes, data reports and written critiques of student surveys of instruction, participation records of college assignments, professional development activities, and college and community service activities.

HCC has a systematic plan for evaluation of all degree programs and courses that will be applied to the CHP program. The College supports the review of curriculum as a significant component of an overall educational effectiveness plan. Program reviews lead to program and course improvements that are based on sustained information gathering and analysis and provide insight for needed resources and ensure superior educational programs that meet student and community needs. Program reviews assess how well the program has achieved its objectives and suggests potential approaches to enhance this effort and address and fulfill accreditation requirements as prescribed by Middle States.

The program evaluation process includes faculty and staff within and outside of the program, students, advisory board members, representatives from resource areas in the college, and other communities of interest. This clearly defined program review process provides a consistent framework for evaluating a program's educational effectiveness and includes the use of a comprehensive data management system to systematically collect and report student learning outcome assessments and collaboration with the Office of Institutional Research, Planning, and Effectiveness for data regarding student retention and completion, faculty and student satisfaction, and program cost-effectiveness. All programs and their options/tracks, including A.A.S. (career), certificate, A.A. /A.S. (transfer) degree programs, and programs such as General Education, Information Literacy and Distance Learning are evaluated every three to five years on a planned cycle.

N: Consistency with the State's minority student achievement goals

HCC has a history of promoting diversity and creating an environment that is open and inclusive for students, visitors, and employees. HCC embraces differences, respects intellectual and academic freedom, promotes critical discourse, and encourages socio-cultural and global awareness.

HCC has developed strategies to address the eradication of the attainment gap including implementation of the My College Success Network (MCSN) and Soar2Success (S2S). Established in July 2014, these programs are a network of services, events, staff and faculty geared toward empowering and supporting African American students.

In 2018, HCC joined Achieving the Dream (ATD), a network dedicated to improving student success, with a particular focus on academic goal attainment, personal growth, and economic opportunity for low-income students and students of color.

O. Relationship to Low Productivity Programs Identified by the Commission

This proposed program is not directly related to an identified low productivity program.

P. Adequacy of Distance Education Programs

HCC is an approved institution of the National Council for State Authorization Reciprocity Agreement (NC-SARA). As a NC-SARA institution, HCC is approved to offer distance learning courses to students who reside in other NC-SARA approved states. At this point in time, HCC is unable to admit students from California, as California does not participate in NC-SARA.

Please see HCC's [Out-of-State Online Disclaimer](#) for more information.

While this program is not being proposed as an online program, HCC does comply with C-RAC guidelines for the Evaluation of Distance Education. The College's eLearning Department and the Distance Learning Committee (DLC) ensure online learning offered by HCC aligns with the College's mission to provide accessible, innovative, and learner-centered education as a means to promote individual goal attainment, as well as career and workforce development. Both the DLC and eLearning have worked together to develop a formal Quality Matters review for courses as well as an internal review process for all new and existing online classes at HCC to ensure a high quality and rigorous educational experience for all online students.

Blackboard is used as the College's learning management system (LMS). All full and part-time faculty are provided Blackboard course sites for each of their courses and are required to complete Blackboard basic training or demonstrate competency through a "Blackboard Veterans" quiz developed internally. In addition to the required training, course syllabi, contact information, and college closing information must be included on all course sites. To further facilitate student success in online learning environments, the DLC developed and implemented common nomenclatures for online course menus to standardize terminology used in courses across campus. An "Online Readiness Check" was also developed as a tool to assess the readiness of students interested in enrolling in online courses.

eLearning also provides professional development training that focuses on enhancing online instruction for all faculty throughout the year. Workshops and training sessions range in level and content in order to adequately provide faculty with relevant information and experiences, as well as facilitate continual growth in online instruction.

Appendix A: Best Practices for HCC Online Courses

Faculty Presence

Faculty should have an active presence that encourages student involvement in the online course environment. Courses that adhere to this practice will typically include several of the following:

- Expectations of availability and turn-around time are clear
- There is evidence that instructors will regularly engage with students in various course activities.
- Faculty intends to provide frequent and substantial feedback
- A personable faculty introduction is included
- A welcome is clearly visible upon first logging into the course

Start-Up Information & Navigation

Course navigation guidance, including start-up information, is readily available. The course is well organized and easy to navigate. Courses that adhere to this practice will typically include several of the following:

- A location, clearly evident upon logging into the course, labeled “start here,” includes information the student should view prior to starting the course selected by the instructor such as welcome letter, syllabus, instructor information, student expectations/tips for success, etc.
- The syllabus is complete and easy to access
- Navigation is clear, simple, and user friendly
- The course schedule is summarized in one location
- Organization and sequencing of the course content is logical and clear
- Required instructional materials are easily located
- Links to other parts of the course and external sources are accurate and up to date
- FAQs or help for technological issues are available

Content

Instructional rigor is equal to that of a face-to-face course. It is delivered to address different learning styles and reinforced through various tools. Courses that adhere to this practice will typically include several of the following:

- Instructional content should include more than one of the following: readings, online lectures, videos, simulations, case studies, games, discussion forums, study guides, practice problems, pretests, homework, etc.
- Activities promoting a sense of engagement and community are included, such as scavenger hunt, ice breakers, collaborative exercises, discussion boards, etc.
- The pace of the course is appropriate to the course content and level
- Clear information and instructions are provided regarding the access of required course materials
- Appropriate media supports course content and adds interest
- Any materials which are not required are clearly marked as optional
- Written material is professional and uses language appropriate to the course topic and level
- Copyright ownership is followed and clearly documented
- All course components are visually and functionally consistent with each other

Active Learning

The course provides a variety of opportunities for interaction that support active learning. Courses that adhere to this practice will typically include several of the following:

- The course includes activities which provide opportunities for students to interact with the teacher, with each other, and with the content
- Activities are included which do not have a single right answer
- Challenging tasks are presented
- Sample cases and assignments are used as a template
- Expectations for student participation in the course activities are clear
- Activities and assessments encourage students to apply, analyze and evaluate course content
- Students are encouraged to create new understandings as demonstrated on course assessments
- Students have input to the learning environment, for example, due dates, assessment formats, course content, etc.

Assessment

Various forms of assessment occur throughout the course, in accordance with the HCC attendance policy, and measures student achievement of Student Learning Objectives and/or competencies.

Courses that adhere to this practice will typically include several of the following:

- Forms of assessment should include more than one of the following: quizzes, papers, discussions, self-checks, projects, tests & exams, presentations, case studies, labs, skill assessments, etc.
- Assessments clearly align with Student Learning Objectives
- Instructions, student expectations, and grading standards are clearly stated, this may include the provision of sample assignments
- The course grading policy and grading calculations are stated clearly
- The gradebook is visible to students and there are clear instructions on how students can access their grades and feedback, preferably using the Blackboard Grade Center
- The gradebook is current

Accessibility

Course design reflects a commitment to accessibility and usability throughout the course. Courses that adhere to this practice should include the following:

- Course content is in compliance with the Americans with Disabilities Act
- The course design facilitates readability (e.g., color, font, use of white space, length, background, etc.)
- Necessary technology is easily obtainable
- Course media is easy to view and operate
- Technology used in the course supports achievement of the Student Learning Objectives
- Hardware and software requirements are clearly stated and students are given information about downloading necessary software
- Information directing students to methods of accessing institutional support services; including technology, accessibility, and academic support is included