



Office Use Only: PP#

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

Institution Submitting Proposal	College of Southern Maryland
---------------------------------	------------------------------

*Each action below requires a separate proposal and cover sheet.*

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> No	*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check #	0601092	Amount: \$850.00	Submitted: 04/02/24

Department Proposing Program	School of Science and Health
Degree Level and Degree Type	Associate of Science Degree
Title of Proposed Program	Exercise and Sport Science
Total Number of Credits	60
Suggested Codes	HEGIS: 491001.00      CIP: 310505.0000
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer    Year: 2024
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalog.csmd.edu/">https://catalog.csmd.edu/</a>

Preferred Contact for this Proposal	Name:	Cami Cooley
	Title:	Director of Academic Programs, Planning, and Assessment
	Phone:	(301) 934-7542
	Email:	<a href="mailto:camic@csmd.edu">camic@csmd.edu</a>

President/Chief Executive	Type Name:	Dr. Yolanda Wilson
	Signature:	<i>Yolanda Wilson</i> Date: 3-20-2024
Date of Approval/Endorsement by Governing Board:		02/15/2024

Revised 1/2021



Office of the President

March 19, 2024

Dr. Sanjay Rai  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

Re: New Academic Degree Program: Exercise and Sport Science, AS

Dear Dr. Rai:

The College of Southern Maryland is submitting a proposal for an Associate of Science (AS) in Exercise and Sport Science. This degree is designed to create a pathway to colleges and universities offering a baccalaureate degree in Exercise and Sport Science or related programs of study.

The program is approved by CSM's Curriculum and Instruction Committee, President's Cabinet, and Board of Trustees. We are now seeking the Commission's approval to offer this program beginning Fall 2024.

Sincerely,

Yolanda Wilson, Ed.D  
President  
College of Southern Maryland

## **NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS**

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

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

The proposed (AS) program will be designed as a transfer degree program for the completion of a bachelor's degree within the field of Exercise and Sport Science/Kinesiology. The degree program prepares students for various careers in athletic training, physical therapy, fitness facilities, sports enterprises, education, sports science and coaching, and other related fields. The degree is appropriate for students interested in careers within the fields of athletic training, physical education teachers, exercise, and sport science specialists in various settings such as corporations, hospitals, sports medicine clinics, YMCA, community recreation, government, military, and sports teams. Students completing the program will gain knowledge in personal health and fitness, cardiac rehabilitation, nutrition, exercise physiology, biomechanics, etc.

The proposed program aligns with the mission of the College of Southern Maryland (CSM) is to "enhance lives and strengthen the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities."

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

The College of Southern Maryland is dedicated to offering programs that prepare our students for university transfer and career entry. This program will prepare students for university transfer into Exercise and Sport Science, Kinesiology, Pre-Physical Therapy Physical Education Programs, and public and community health.

The curriculum changes will also prepare students to enter the career fields of personal training with a Letter of Recognition in Personal Training and Fitness Manager certificate.

The proposed program aligns with the College of Southern Maryland's 2021-2024 Strategic Goal #1, which focuses on improving student progress and completion. The proposed program focuses on math and science-related careers.

The proposed program also aligns with strategy 1.1, which clarifies the paths to ensure students have the information and resources they need to achieve their academic and career goals.

Strategy 1.2 systemizes the support; each student will have appropriate and timely support to achieve their educational goals.



The link listed below provides evidence that affirms it is an institutional priority.

<https://csmd.sharepoint.com/sites/PIR/SitePages/Institutional-Strategic-Plan.aspx>

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

The College of Southern Maryland will support the proposed program through the same process and level of support as the department's existing programs. CSM and School of Science and Health has also budgeted funds to support program and course development, online support, office materials, travel, professional development, and initial marketing. The funding also provides for the salary of one-full-time faculty and the support of eight adjunct faculty with future needs of hiring another full-time faculty to support the program's growth. There is no intention of discontinuing the program in the foreseeable future.

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

**A) ongoing administrative, financial, and technical support of the proposed program**

The institutional and departmental budgets for FY 2023-2024, as well as the forecasted budgets going forward, include funding for the administrative, financial, and technical support of the new proposed Associate of Science degree program in exercise and sport science.

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

The College of Southern Maryland is fully committed to continuing the proposed A.S. in Exercise and Sport Science degree program for a sufficient period to allow enrolled students to complete the program.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
  - a) The need for advancement and evolution of knowledge
  - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

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

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

Exercise physiologists are professionals who a vital part of the health and wellness industry. A degree in exercise and sports science can lead to many career opportunities, including personal training, group exercise leadership, wellness coordinator, community health leader, physical therapy, strength and conditioning coach, athletic training, and exercise physiology.

There is a projected growth of 10-14% related to careers in exercise science between 2022-2032, much faster than the average for all occupations. This growth provides evidence for the advancement and evolution of knowledge through seamless articulation and transfer for completion of a bachelor's degree that will impact the health and physical wellness of the southern Maryland region.

According to the 2022 Maryland State Plan for Higher Education, one of the three primary goals is promoting and implementing practices and policies that will ensure student success. Priorities 6 and 7 state that success entails improving systems that prevent timely completion of an academic program and enhancing how postsecondary education is a platform for lifelong learning ([2022 Maryland State Plan for Higher Education](#)). This program degree is essential to meeting these goals. Embedding a fitness manager certificate program as a stackable credential within the general degree will assist with persistence. In addition, with the associate of science degree program in Exercise and Sport Science (A.S.) and the new direct pathway articulation agreements, students will have a seamless degree plan.

This clear pathway will help reduce the number of students taking unnecessary classes. Students will have opportunities to move into the exercise science career field as they transfer for completion of the bachelor's degree. This program supports the lifelong learning goal of moving from community college to university to health and wellness fields with continuing education requirements.

The proposed program is designed as a transfer degree program to prepare students to transfer to a 4-year state university and complete a bachelor's degree in exercise and sports science or Kinesiology. Students who attain an associate of science degree in exercise and sports science at CSM will be prepared and have an opportunity to obtain several industry certifications through the National Academy of Sports Medicine (NASM) and to gain entry-level positions in careers that involve studying physical activity and health.

In addition, the program will have partnerships with local and national fitness facilities and the Washington Football Charitable Foundation. CSM's Career Services also

provides students with career advisors who will assist students through various phases of the career development process, such as career assessment, career research, job search preparation, and employment assistance.

<https://www.csmd.edu/student-services/advising/career-services/index.html>

The program's partnership with the National Academy of Sports Medicine (NASM) assists with helping students who have completed WFS 1670 (Fundamentals of Personal Training Course) and WFS 1401 (Nutrition and Health Management) with entry-level job placement opportunities.

<https://www.nasmjobs.com/>

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

According to the Occupational Handbook (<https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm>), employment of exercise physiologists is projected to grow by 10% from 2022 to 2032, much faster than the average for all occupations. In addition, the employment opportunity for athletic trainers, fitness trainers, and instructors is projected to grow by 14% from 2022 to 2032 (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>). The job outlook for athletes, sports competitors, coaches, and scouts is projected to grow by 9% from 2022 to 2023. Many exercise and sports science students will continue their education in physical therapy, which is projected to grow by 15% from 2022 to 2023, much faster than the average for all occupations.

<b>Occupation</b>	<b>2022 Median Annual Pay</b>
Athletes and Sports Competitors	\$94,270
Physical Therapy	\$97,720
Physical Education Teachers	\$62,360
Athletic Trainers	\$53,840

Exercise Physiologists  
Fitness Trainers

\$51,350  
\$45,380

### Reference

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Entertainment and Sports Occupations. <https://www.bls.gov/ooh/entertainment-and-sports/home.htm>

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Coaches and Scouts, <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm>

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Exercise Physiologists. <https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm>

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Physical Therapist. <https://www.bls.gov/ooh/healthcare/physical-therapists.htm>

### D. Reasonableness of Program Duplication:

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

The following community colleges located throughout Maryland offer a degree or a concentration in Exercise Science.

Institution	Program Name	Program Degree	Key Differences
Anne Arundel Community College	Health, Fitness, and Exercise Studies	Associate of Science	The curriculum focuses more on health whereas CSM's program focuses on exercise, health, & kinesiology. The AACC was not designed as a transfer degree program.
Carroll Community College	Exercise Science Concentration	Associate of Arts	The curriculum focuses on preparing students for career in

			the discipline and as a transfer to a 4-year institution.
Cecil Community College	Exercise Science	Associate of Science	The curriculum focuses on more on rehabilitation. The program does not offer an internship.
Chesapeake College	Health, Fitness & Exercise Science	Associate of Arts	The program does not offer an internship but prepare students to transfer to a four-year institution
Community College of Baltimore County	Applied Exercise Sciences	Associate of Applied Sciences	The curriculum is designed to prepare students to enter the workforce and not transfer
Frederick Community College	Health and Exercise Science Area of Concentration	Associate of Arts	This curriculum focuses on preparing students to transfer to a four-year institution.
Howard Community College	Exercise Science	Associate of Arts	HCC's curriculum will prepare students to transfer to a four-year institution.

Community colleges with degree programs similar to those that CSM proposes are Anne Arundel Community College and Cecil Community College. The exercise and sport science program that CSM is proposing is similar to Anne Arundel Community College and Cecil Community College due to the fact that both programs are associate of science (AS) degree programs and focus more on health and rehabilitation. In contrast, CSM's program focuses on exercise and kinesiology. In addition, CSM has an approved articulation program with West Virginia University to align for a smooth transfer to this institution perfectly.

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

The justification for the proposal is to create a stand-alone Exercise and Sport Science program. The proposed program focuses on math and science-related careers designed as a transfer degree



program for the completion of a bachelor's degree within the field of Exercise and Sport Science/Kinesiology and to meet student and community needs in the area.

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

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

The University of Maryland, Eastern Shore (UMES) is an HBI with a bachelor's degree program in Exercise Science (UMES, 2022). The two institutions could create an articulation agreement to provide CSM's Exercise and Sport Science students with an ideal transfer option to UMES. This potential articulation agreement, in turn, would increase the number of students in UMES's Exercise Science bachelor's degree program.

#### **Reference:**

University of Maryland, Eastern Shore (UMES). (2022). Department of Kinesiology. <https://wwwcp.umes.edu/kinesiology/>

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

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

UMES's kinesiology department provides students with a unique opportunity to complete an academic discipline that involves the study of physical activity and its impact on health, society, and quality of life through a variety of areas such as exercise science, sports management, athletic training and sports medicine (UMES, 2022). UMES's mission is committed to serving first-generation and underserved students with opportunities to enhance educational, research, and community engagement opportunities, which will transform the lives of its students and impact the state, region, and the world (UMES, 2020). If an articulation agreement can be established, this would increase the number of students that would potentially transfer to UMES, which, in turn, would increase learning opportunities in exercise science.

#### **Reference:**

University of Maryland, Eastern Shore (UMES). (2022). Department of Kinesiology. <https://wwwcp.umes.edu/kinesiology/>

University of Maryland, Eastern Shore (UMES). (2022). Vision, Mission and Values. <https://wwwcp.umes.edu/about/vision-mission-and-values/>

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

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

The Exercise and Sport Science proposed (A.S.) degree is a formal designation of a current pathway at the College of Southern Maryland. The program coordinator will oversee it. Through a regularly scheduled 5-year program review, which was completed during the 2021-2022 academic year, internal and external reviewers made the recommendations to formalize the pathway into a recognized program.

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

The student learning objectives for the program will remain the same. However, two learning outcomes will be added to reflect two courses added to the curriculum. The learning outcomes will consist of the following:

**Program Objective:**

The exercise and sport science curriculum will provide a foundation for various careers in exercise and sport science, and experiential learning opportunities through active engagement with local community organizations. It will also create a transfer pathway to a bachelor's degree in exercise and sport science or kinesiology.

**Program Learning Outcomes**

The student learning outcomes are as follows:

- 1) Identify the components of personal health and physical fitness, and the benefits of regular exercise and a nutritionally sound diet.
- 2) Explain and assess the functions of the human body related to exercise, muscular fitness, and physical performance development using different methods.
- 3) Describe contemporary risk management issues and legal requirements related to Exercise Science.
- 4) Demonstrate the ability to analyze the societal impact of wellness, exercise and fitness in society as related to gender, race, age, and special populations.
- 5) Explain the fundamental concepts of Exercise science.
- 6) Demonstrate entry level knowledge and skills necessary for safe and appropriate injury prevention screenings and assessments.

These outcomes are essential to any health and wellness field and the core courses that provide a strong science foundation in preparation for entering a health field.

In addition, assessment of student program learning outcomes will be performed throughout the core exercise science courses. Formative, summative and diagnostic assessments will be used. Outcome and collected, assessed and documented through the utilization of the CSM's learning management system (LMS).

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

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

Assessment of student learning outcomes will be completed using the College of Southern Maryland's required assessment plan. Each academic year, at least one program student learning outcome will be assessed and reported to the Director of Academic Assessment for review by the Academic Learning and Assessment Committee (ALAC). Additional areas where learning outcomes are being assessed include tracking the number of completed personal training letters of recognition, fitness manager certificates, and assessment data highlighted in the previous program review conducted during the 2021-2022 academic year. In WFS 1670, learning outcomes were assessed by the number of students who successfully passed the national personal training certification exam.

Assessment data for WFS 1701 and WFS 1670 will be used to measure **Program Outcome 1**: Identify the components of personal health and physical fitness, and the benefits of regular exercise and a nutritionally sound diet. Demonstrate and apply proficiency in understanding basic components of personal health and physical fitness and personal training.

Assessment data for WFS 2000, WFS 1760, WFS 1770 will be used to measure **Program Outcome 2**: Explain the functions of the human body related to exercise, physical performance and exercise psychology. Demonstrate and apply proficiency in the knowledge of kinesiology, sport psychology, sociology of sport, and fundamental of personal training.

Assessment data for WFS 1701, WFS 1670, WFS 2011 will be used to measure **Program Outcome 3**: Assess muscular fitness, injury prevention and performance development using several different methods. Demonstrate and apply proficiency in the knowledge of personal health, personal training, and injury prevention

Assessment data for WFS 1775, WFS 1750 and WFS 1670 will be used to measure **Program Outcome 4**: Describe contemporary risk management issues and legal requirements related to Exercise Science. Assessed by performance on chapter

assignments, lab assessment activities, case studies, capstone project and demonstrating and applying proficiency in the knowledge of risk management issues, sports management, legal issues related to personal training.

Assessment data for WFS 1790, WFS 1770 will be used to measure **Program Outcome 5: Demonstrate the ability to analyze the societal impact of wellness, exercise and fitness in society as related to gender, race, age, and special populations. Assesses by performance on chapter assignments, and course project. Demonstrate and apply proficiency in the knowledge of how cultural and societal factors can impact health.**

Assessment for WFS 2011 will be used to measure **Program Outcome 6: To provides an overview of the scientific discipline of exercise science and careers options in fitness and sports. Demonstrate and apply proficiency in the knowledge in discipline of exercise science.**

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**
5. **Discuss how general education requirements will be met, if applicable.**

The current and proposed curricula can be found directly below. In summary, the associate of science exercise and sport science has one stackable fitness manager certificate and one stackable letter of recognition in personal training. Students in the proposed Exercise and Sport Science Associate of Science degree program will complete a total of 60 credits.

<b>First Semester</b>		
ENC 1010	Composition and Rhetoric * (E)	(3)
WFS 1745	Introduction to Exercise Science	(3)
WFS 1401	Nutrition & Health Management	(3)
MTH 1120	College Algebra	(3)
COM 1010	Basic Principles of Speech Communication	(3)
		<b>Total Credits (15)</b>
<b>Second Semester</b>		
BIO 1020	Zoology (S)	(3)
BIO 1020L	Zoology Lab * (S)	(3)
BIO 1040	Introduction to Human Anatomy & Physiology* (S)	(3)
BIO 1040L	Introduction to Human Anatomy & Physiology Lab *	<b>(3)</b>

BIO 1060	Principles of Biology I * (S)	(3)
BIO 1060L	Principle of Biology I Lab* (S)	(3)
PSY 1010	General Psychology	(3)
WFS 1775	Introduction to Legal Issues of Sports Recreation & Leisure	(3)
WFS 1670	Fundamentals of Personal Training	(3)
BAD 1210	Principles of Management	(3)
		<b>Total Credits (16)</b>

<b>Third Semester</b>		
WFS 2000	Introduction to Kinesiology	(3)
WFS 2011	Injury prevention & Management	(3)
WFS 1760	Introduction to Sport Psychology	(3)
COM 1250	Introduction to Interpersonal Communication	(3)
General Education		(3)
		<b>Total Credits (15)</b>

<b>Four Semester</b>		
WFS 1701	Personal Health & Fitness	(3)
WFS 1790	Wellness for a Diverse Society	(3)
CHE 1200	General Chemistry I * (S)	(3)
CHE 1200 L	General Chemistry I (Lab)* (S)	(1)
Free Elective	Free Elective	(4)
		<b>Total Credits (14)</b>

<b>AA, AS, ASE, AAT</b>	
<b>General Education</b>	
3 credits English Composition	ENG-1010 - Composition and Rhetoric* (3)
6 credits Arts/Humanities	COM-1010 – Basic Principles of Speech Communication or COM-1250 – Introduction to Interpersonal Communication (3)
3 credits Biological/Physical Sciences	CHE 1200- General Chemistry I (3)
4 credits Biological/Physical Sciences (with lab)	Biological/Physical Sciences (BIO-1020/L, BIO-1040/L, or BIO-1060/L)
6 credits Social/Behavioral Sciences	PSY-1010 - General Psychology (3) WFS 1701- Personal Health and Fitness (3)
3 credits Mathematics	MTH-1120- College Algebra (3)



Other General Education (from above categories) (3-11 credits)	Gen Ed Elective from Gen Ed Listing (3) BIO 1060L Principles of Biology I Lab OR CHE 1200L General Chemistry I Lab (1)
<b>MHEC requires 28-36 credits</b>	<b>Total General Education= 29</b>
<b>Major requirements: Exercise and Sport Science Core Concentration</b>	WFS 1745- Introduction to Exercise Science (3)
	WFS 1401 -Nutrition and Health Management (3)
	WFS 1775- Introduction to Legal Issues of Sports, Recreation, and Leisure (3)
	WFS 1670- Fundamentals of Personal Training (3)
	BAD 1210- Principles of Management (3)
	WFS 2000- Kinesiology: An Introduction to the field (3) WFS 2011- Injury Prevention and Management (3) WFS 1760- Introduction to Sport Psychology (3) WFS 1790- Wellness for Diverse Society (3)
	Major Requirements = 27
<b>Electives</b>	Free Elective = 4
	<b>Total Program Major Exercise and Sport Science = 60</b>

### Course Descriptions:

#### WFS-1670 - Personal Trainer Fundamentals (3)

This course provides theoretical knowledge and practical skills in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming.

#### List Course Outcomes (consistent for all sections)

CO1 - Identify and adhere to applicable professional standards and codes of conduct including business and professional development practices.

CO2 - Recognize and apply exercise psychology and behavioral coaching techniques for a wide variety of clients.

CO3 - Identify concepts and structures of anatomy and physiology, human movement science, exercise metabolism, nutrition, and supplementation.

CO4 - Select, perform, and interpret results from a client fitness assessment.

CO5 - Provide instruction and demonstrate proper exercise techniques for clients.

CO6 - Design client-specific exercise programs based on assessment results and client abilities.

### **WFS-1401 - Nutrition and Health Management (3)**

Students will explore current foundational principles of nutrition science, behavior change and coaching and apply nutritional principles to weight management with the opportunity of becoming a certified nutrition coach.

#### **List Course Outcomes (consistent for all sections)**

- CO1 - Demonstrate basic scientific literacy
- CO2 - Explain foundational principles of nutrition science.
- CO3 - Outline the scope of practice for a nutrition coach & describe healthy dietary patterns.
- CO4 - Differentiate between best practices, benefits and limitations of dietary and physical activity archetypes.
- CO5 - Develop customized, evidence-based nutrition programs
- CO6 - Customize communication and coaching approach in alignment with a client profile.
- CO7 - Explain the efficacy and appropriate, safe practices for the recommendation and use of supplements.
- CO8 - Conduct comprehensive client assessment and body composition testing.
- CO9 - Instruct clients how to navigate real-world scenarios to maximize healthy eating patterns.
- CO10 - Demonstrate how to communicate to provide a nurturing environment to maximize client adherence to a nutrition coaching program.
- CO11 - Apply credible nutrition information from scholarly and reputable sources.

### **WFS-1775 - Introduction to Legal Issues of Sports, Recreation and Leisure\* (3)**

*Co-requisite:*

*Reading Placement; or RDG-0800; or take one of the following: IRW-0900A; IRW-0900B; IRW-0900C*

This course provides an introductory study of legal issues in recreational sports and leisure that professionals in the field may encounter. This course examines five primary legal areas: legal terminology and research; legal implications and principles of risk management, including insurance; liability concepts; situations giving rise to liability and litigation; and case studies of programs and activity areas.

#### **List Course Outcomes (consistent for all sections)**

- CO1 - Demonstrate a thorough understanding of basic legal principals of negligence and intentional tort law as each applies to the field
- CO2 - Understand the relationship between risk management concepts and basic principles of negligence
- CO3 - Evaluate policies and programs for compliance with the ADA
- CO4 - Explain to supervisors and/or employers, through briefings and written memoranda, legal principals as they apply to routine program management issues

CO5 Analyze between various sports contracts such as: coaching contracts, players contracts, sponsorship agreements, rental agreements, and name, image and likeness (NIL) contracts.

### **WFS-1701 - Personal Health and Fitness\* (B) (3)**

*Co-requisite:*

*Reading Placement; or RDG-0800; or take one of the following: IRW-0900A; IRW-0900B; IRW-0900C*

This course emphasizes areas of personal wellness and fitness in a classroom environment. Topics include personal fitness assessments; components of fitness including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition; personal nutrition; and lifetime wellness. Evolving current topics such as cancer, stress reduction, addictions, supplements, exercise prescription options, and weight management are integrated to enable the student to understand the effects of lifestyle choices on health, disease risk, and premature death. This course satisfies the General Education Social/Behavioral Science requirement.

#### **List Course Outcomes (consistent for all sections)**

CO1 - Describe the principles of health, wellness, and fitness.

CO2 - Assess your personal wellness status

CO3 - Develop a personalized fitness program to address healthy lifestyle behaviors and deficiencies.

CO4 - Discuss key health challenges, causes, and risk factors.

CO5 - Describe essential nutrients for being healthy and meeting energy needs.

CO6 - Explore lifestyle factors which have an impact on longevity (i.e., heredity, coronary heart disease, etc.).

CO7 - Describe and discuss a health or nutrition related topic.

### **WFS-1790 - Wellness for a Diverse Society\* (C) (3)**

*Co-requisite: Reading Placement; or RDG-0800; or take one of the following: IRW-0900A IRW-0900B IRW-0900C*

This course provides for a guided experiential education process focusing on reflective analyses of individual behaviors in relation to the society in which one lives. Through participation in service-learning projects, critical reading, reflective writings and in class discussion, students will have the opportunity to assess their role in contributing to the development of a well society. The program of study addresses wellness of diverse populations including age, gender, race, culture, etc. This course satisfies the Core Competency for Cultural and Global Awareness.

#### **List Course Outcomes (consistent for all sections)**

CO1 - Explain the concept of culture as one framework for human behavior, including health behavior.

CO2 - Describe the various traditions and customs of people from different cultures and non-traditional healthcare options.

CO3 - Analyze how specific health problems and health interventions are impacted by cultural factors.

CO4 - Describe dimensions of culture in a sampling of current public health challenges

CO5 - Design and apply concepts of cultural diversity to health promotion by implementing a health promotion intervention project.

### **COM-1010 - Basic Principles of Speech Communication\* (H) (3)**

*Prerequisite: Reading and Writing Placement; or take one of the following: IRW-0900A; IRW-0900B; IRW-0900C*

Students learn theories of listening, intrapersonal, interpersonal, intercultural, verbal, and nonverbal communication. Major units include informative and persuasive presentations and group discussion. College-level writing skills are recommended. This course satisfies the General Education Humanities requirement.

#### **List Course Outcomes (consistent for all sections)**

CO1 - Define major components of the communication process to better function as a competent communicator.

CO2 - Articulate the characteristics of and theories related to various communication contexts, including intrapersonal, interpersonal, small group, organizations, public and mass communication to better understand many facets of communication.

CO3 - Analyze information to present informative and persuasive messages.

CO4 - Apply critical standards in the analysis of communication.

### **BAD-1210 - Principles of Management\* (3)**

*Prerequisite: Reading and Writing Placement or ENG-0900 and RDG-0800 or take one of the following: IRW-0900A, IRW-0900B, or IRW-0900C*

Students examine the functions of planning, organizing, directing, and controlling business activities as they relate to both the internal and external environment of the organization. Case studies highlight the management process. Students may be required to work in teams.

#### **List Course Outcomes (consistent for all sections)**

CO1 - Explain the functions of management.

CO2 - Define managerial planning and explain several different types of plans.

CO3 - Define the difference between decision-making and problem-solving.

CO4 - Identify and describe the difference between an organization's strategy and its structure.

CO5 - Define the methods of managerial development.

CO6 - Discuss the difference between effective leadership and effective management.

### **WFS-2000 - Kinesiology: An Introduction to the Field (3)**

This course introduces students to the discipline of kinesiology and its application in the field of exercise science. Students learn how physical movement and activity can be incorporated in sport, exercise, work and rehabilitation. Professional requirements, job descriptions, and career options are examined. Opportunities for field observation may be included.

#### **List Course Outcomes (consistent for all sections)**

CO1 - Describe and define mechanical terminology pertinent to the study of biomechanics.

CO2 - Discuss and identify major anatomy and functions of the body systems

CO3 - Differentiate between osteokinematic and arthrokinematic motion as it relates to joint motion

CO4 - Describe and explain the anatomy of the upper, trunk, and lower extremities of the body Describe origins, insertions and actions of major muscles of the body

CO5 - Discuss common pathologies of the body

### **WFS-1760 - Introduction to Sport Psychology\* (3)**

*Co-requisite:*

*Reading Placement; or RDG-0800; or take one of the following: IRW-0900A; IRW-0900B; IRW-0900C*

This course provides an overview of the psychological factors that affect the performance of individuals and teams with respect to sport and exercise. Included in this course is an emphasis on the development of adolescents as it applies to sports.

#### **List Course Outcomes (consistent for all sections)**

CO1 - Describe what sport and exercise psychology is and the history of the profession.

CO2 - Understand how psychological factors influence involvement and performance in sport, exercise, and physical education settings.

CO3 - Explain how participation in sport, exercise, and physical education influences the psychological makeup of individuals.

CO4 - Describe personal/team influences on performance.

CO5 - Develop a psychological skills training program and discuss its three phases

CO6 - Compare and contrast various employment opportunities in the sport management field.

### **BIO-2180 - Human Anatomy & Physiology II (4)**

*Prerequisite: BIO 2170 (or BIO-2070 and BIO-2070L)*

This is the second of a two course sequence dealing with anatomy and physiology of the human body. Students study the anatomy and physiology of the human digestive, circulatory, lymphatic, urinary, reproductive, and respiratory systems with an emphasis on homeostasis. Students use models, the Virtual Human (VH) dissection software, physiological exercises, and preserved specimens to identify anatomical structures from these systems.



**List Course Outcomes (consistent for all sections)**

CO1 - Explain how the components of the human respiratory system contribute to the respiratory physiology.

CO2 - Describe the components of the human digestive system and digestive physiology.

CO3 - Relate the parts of the cardiovascular system with the cardiovascular physiology.

CO4 - Identify the components of the urinary and reproductive systems and describe renal and reproductive systems physiology.

**ENG-1010 - Composition and Rhetoric\* (E) (3)**

*Prerequisite: College-level reading and writing placement*

*Or take one of the following: IRW-0900A, IRW-0900B, or IRW-0900C*

Students complete their college-level composition course. Students focus on planning, organizing, and developing a variety of argumentative compositions. Students practice the conventions of written Standard Academic English, gain information literacy skills, and learn research and documentation techniques, including conducting online and print research and documenting sources. By the end of the semester, students demonstrate their ability to write a unified and coherent argument-based essay of about 1000 words that incorporates research and is nearly free of grammatical, mechanical, and structural errors. Students may earn credit for this course through CLEP or Advanced Placement Examination. A minimum grade of "C" is required to pass the course. This course satisfies the General Education English Composition requirement.

**List Course Outcomes (consistent for all sections)**

CO1 - Compose academic essays that address context, audience, and purpose for an argument in order to fulfill the requirements of the assigned task.

CO2 - Compose academic essays that assert and develop arguments by synthesizing the student's own ideas and supporting evidence from credible sources.

CO3 - Apply the conventions of attribution and citation correctly to credit other authors and direct readers to additional information.

CO4 - Employ rhetorical and stylistic options (formal, academic tone, word choice, sentence patterns) in order to convince an academic audience of an argument.

CO5 - Use linguistic structures according to the conventions of Standard Academic English including grammar, mechanics, usage, punctuation, and spelling, through practice in composition and revising.

CO6 - Critically read and analyze academic texts to identify each argument's major assertions, assumptions, and supporting evidence.

**BIO-2170 - Human Anatomy & Physiology I with Lab\* (S) (4)**

*Prerequisite: Take Reading Placement or RDG-0800 or take one of the following: IRW-0900A IRW-0900B IRW-0900C*

Students study the anatomy and physiology of human body cells, tissues, and the integumentary, skeletal,

muscular, nervous (including special senses), and endocrine systems with an emphasis on homeostasis. Students are required to participate in a recitation. Students dissect preserved specimens, which includes a brain and eye, and perform a VH (virtual human) dissection on software for the muscles. Human models and physiological experiments are also used. This course satisfies the General Education Biological/Physical Science with Lab requirement.

**List Course Outcomes (consistent for all sections)**

CO1 - Describe the cell structure, location, and function including membrane transport mechanisms.

CO2 - Distinguish between the various anatomical terms as it relates to cavities, planes, direction and evaluate the components that make up the organization of the body from atoms, cells, tissues, organs, systems, and organismal levels.

CO3 - Contrast the various types of epithelial, connective, muscular and nervous tissue.

CO4 - Differentiate the structures and physiology of the integumentary, skeletal, nervous, muscular, and endocrine systems and how pathology results in disease with an effect on homeostasis.

**ENG-1010 - Composition and Rhetoric\* (E) (3)**

*Prerequisite: College-level reading and writing placement*

*Or take one of the following: IRW-0900A, IRW-0900B, or IRW-0900C*

Students complete their college-level composition course. Students focus on planning, organizing, and developing a variety of argumentative compositions. Students practice the conventions of written Standard Academic English, gain information literacy skills, and learn research and documentation techniques, including conducting online and print research and documenting sources. By the end of the semester, students demonstrate their ability to write a unified and coherent argument-based essay of about 1000 words that incorporates research and is nearly free of grammatical, mechanical, and structural errors. Students may earn credit for this course through CLEP or Advanced Placement Examination. A minimum grade of "C" is required to pass the course. This course satisfies the General Education English Composition requirement.

**List Course Outcomes (consistent for all sections)**

CO1 - Compose academic essays that address context, audience, and purpose for an argument in order to fulfill the requirements of the assigned task.

CO2 - Compose academic essays that assert and develop arguments by synthesizing the student's own ideas and supporting evidence from credible sources.

CO3 - Apply the conventions of attribution and citation correctly to credit other authors and direct readers to additional information.

CO4 - Employ rhetorical and stylistic options (formal, academic tone, word choice, sentence patterns) in order to convince an academic audience of an argument.

CO5 - Use linguistic structures according to the conventions of Standard Academic English including grammar, mechanics, usage, punctuation, and spelling, through practice in composition and revising.

CO6 - Critically read and analyze academic texts to identify each argument's major assertions, assumptions, and supporting evidence.

### **PSY-1010 - General Psychology\* (B) (3)**

*Prerequisite: Reading Placement; or RDG-0800; or take one of the following: IRW-0900A IRW-0900B IRW-0900C*

This course provides an overview of the scientific study of human behavior and mental processes. Topics include the history of psychology, research methods, neuroscience, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics.

#### **List Course Outcomes (consistent for all sections)**

CO1 - Identify the major psychological theories and concepts

CO2 - Explain the primary research methods employed in the study of psychology

CO3 - Describe how psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society

CO4 - Describe ethical principles that guide psychologists in research and therapy

CO5 - Evaluate sources of information in the field of psychology in order to apply psychological principles and research findings to everyday life

### **PHL-1430 - Business Ethics (H) (3)**

Students undertake a comprehensive study of the theories, concepts, and principles of ethics, as they apply to the everyday situations that affect employees, employers, and consumers. Students explore these issues with readings from philosophers, economists, political scientists, and court cases. They become familiar with the range of questions that form the basic foundation of ethics as applied to corporate responsibility, workforce discrimination, distributive justice, environmental impact, risk, and safety. This course satisfies the General Education Humanities requirement.

#### **List Course Outcomes (consistent for all sections)**

CO1 - Explain and evaluate ethical theories

CO2 - Apply ethical theories to issues in American business

CO3 - Construct rationally defensible arguments on ethical dilemmas arising from business practices.

CO4 - Compare differences in global approaches to business ethics.

CO5 - Identify and examine competing approaches to distributive justice.

### **MTH-1120 - College Algebra\* (M) (3)**

*Prerequisite: MTH-0994 or appropriate score on the Math Placement Test.*

Designed to provide students with a solid foundation in algebra this course is intended primarily for students with scientific or technical majors, and with MTH-1130, prepares students for the study of calculus. Topics include real and complex numbers, intervals, algebraic, exponential and logarithmic

functions, graphing and solving various types of equations involving second and higher order terms, radicals, and absolute value. Graphical interpretations are emphasized throughout the course. Some topics are supported by the use of computer software and the use of graphing calculators. This course satisfies the General Education Mathematics requirement.

**List Course Outcomes (consistent for all sections)**

CO1 - Classify functions and identify characteristics such as the form of the equation, domain, intercepts, zeros and asymptotes in order to graph them and to solve equations.

CO2 - Graph, both manually and with a graphing calculator, a variety of functions in order to analyze the graphs and identify characteristics such as domain and range.

CO3 - Solve algebraic, logarithmic, exponential and systems of equations in order to obtain solutions both algebraically and graphically.

CO4 - Apply transformations in order to graph and analyze various functions.

CO5 - Identify characteristics of a polynomial function including real and complex zeros, local maxima and minima and end behavior to analyze and graph these functions.

**New Courses that will be added:**

**WFS 1745 Introduction to Exercise Science, Fitness Professions and Sports**

**Catalog Description**

Exercise Science is the study of human movement performed to maintain or improve physical fitness. This course will provide an introduction to the multidisciplinary fields of exercise science and sports. This course will also provide an overview of fundamental concepts related to exercise science such as exercise physiology, biomechanics, sports nutrition, and motor behavior.

**Course Learning Outcomes**

CO1- Identify fundamental concepts related to exercise science.

CO2- Describe key historical events that influenced the field of exercise science.

CO3- Discuss the various sub-disciplines of exercise science.

CO4- Examine career opportunities in the field of exercise science.

CO5- Describe sources of professional information, organizations, certifications, and legal issues within exercise science

CO6- Work in a team/group to create a health, wellness, and fitness promotion plan.

**WFS 1350 Injury Prevention and Management**

This course is designed to address the prevention, assessment, and management of injuries in athletic activities. The course content includes discussions of common sports-related injuries, injury recognition, and management of injuries that affect exercise. This course will provide a basic overview of first aid and emergency concepts (CPR) and provide practice in the use of wrapping, taping, and basic corrective exercise assessments.

**Program Outcomes:**

CO1- Understand the rationale and importance of delivering corrective exercise assessments needed to reduce athletic injuries.

CO2- Discuss some of the most common sports injuries.

CO3- Describe and demonstrate basic first aid and emergency concepts (CPR)

CO4- Develop specific injury prevention techniques.

CO5- Design an injury prevention program based on needs analysis and the profile of a sport or exercise activity.

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

There is not specialized accreditation or graduate certification requirements for this program and its students.

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

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

CSM currently has one transfer agreement with our Exercise and Sport Science pathway with West Virginia University. Listed below are the transfer pathways with West Virginia University as of 2023-2024. (Attached at the end of the document.)

Bachelor of Arts in Health and Well-Being

Bachelor of Science in Health and Well-Being

Bachelor of Science in Coaching and Performance

Bachelor of Science in Strength and Conditioning

Bachelor of Science in Sport and Exercise Psychology

Bachelor of Science in Sport Management

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**
2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
  - a) Pedagogy that meets the needs of the students
  - b) The learning management system
  - c) Evidenced-based best practices for distance education, if distance education is offered.

Exercise and Sport Science AS Program Faculty and adjuncts



Faculty Member Name	Terminal Degree	Full time or Part-time	Courses Taught
Petita Rentz	PHD (expected May 2025)	Full-time	WFS 1701,1760,1790,2000, 1670
Andrew Bartman	MS	Adjunct	WFS 1750,1775
Suzanne Costello	MS	Adjunct	WFS 1701
James Farrar	MS	Adjunct	WFS 1701,1670
James Ganley	MS	Adjunct	WFS 1701,1401
Sharisse May	MS	Adjunct	WFS 1775,1760,1701
Gabrielle Smallwood	MS	Adjunct	WFS 1701
Daniel Turner	MS	Adjunct	WFS 1770
Donita Valentine	PHD	Adjunct	WFS 1701, 2000

All faculty in the Wellness, Fitness and Sports department are highly educated and have the expertise and field experience to deliver quality classroom and physical fitness laboratory teaching that enables students to achieve the student learning outcomes. In addition, the College of Southern Maryland provides ongoing pedagogy training for faculty evidenced-based teaching practices including pedagogy that will meet the needs of the students. The college's Distance Learning and Faculty Development area has designed numerous online courses that prepare faculty to use the college's learning management system, Brightspace, D2L. Faculty (full-time and adjunct) are required to complete this training as a condition of employment. In addition, the college uses an ongoing peer review and support process called Online Academic Rigor and Presence (OARP) to provide education and continuous improvement on best practices related to distance learning. The college's Division of Learning Schools also provide monetary support for faculty to attend professional development. Through the Faculty Development Committee, peer colleagues and guest speakers also address the ongoing education for pedagogy that supports the needs of students.

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

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

Students may borrow circulating materials from any CSM library branch. Through the interlibrary loan program (ILL), students can order almost any book, periodical article, or ERIC document needed, generally available within one week of the request. Library resources also include audiovisual collections used in the library and classrooms only. Additionally, substantial material is available through online databases, including ProQuest and EBSC.

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

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
  - a) An institutional electronic mailing system, and
  - b) A learning management system that provides the necessary technological support for distance education

CSM is a leader among Maryland community colleges in offering courses that meet the busy schedules of our students, which include the following formats: traditional face-to-face courses, asynchronous online courses, synchronous online courses, hybrid and hy-flex courses, which allow students the opportunity and flexibility to select in-person, remote learning or Web-hybrid courses to provide a variety of online and traditional classroom instruction.

The college has state-of-the-art facilities on three campuses to accomplish its mission of enhancing lives, strengthening the economic vitality of a diverse and changing region, and meeting the diverse needs of our students. Standard classrooms include a smart podium, dry-erase boards, and projection screens, and some classrooms are outfitted with cameras for a hy-flex option. The rehabilitation, wellness, and fitness lab located on the Regional Hughesville campus is equipped with a rehabilitation treadmill, exercise bike, weight racks, stability balls, wheelchairs, crunches, treatment table, fitness assessment devices, handheld body fat analyzes machines, body weight scales, resistance bands, adjustable height pulley, parallel bars etc. The rehabilitation classroom/labs are adequately outfitted and reflect the typical set-up in physical therapy, rehabilitation centers, or fitness facilities. The health sciences building, classrooms, and simulation labs are wheelchair accessible. No accessibility issues have arisen regarding the physical space of the building, classroom, or lab.

The software used in the exercise and sport science discipline must have a VPAT that is analyzed for accessibility through the CSM accessibility department. The D2L courses utilize Ally, a software that indicates the accessibility of materials used within the course shell.

The President assures that appropriate physical facilities, infrastructure, and instructional equipment are available to support the needs of this program.

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

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

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

The curriculum change is anticipated to lead to an increase in program enrollment over the next five years. The program will provide students with the opportunity to transfer to a 4-year institution or to entry-level employment opportunities in southern Maryland. The Exercise and Sport Science degree program will use its existing physical and personnel resources, which are adequate to support the program's needs.

Currently, there are 225 full-time students enrolled in the Exercise and Sport Sciences pathway, with the remaining 100 enrolled students being part-time students. The program is planning for a 2% increase in enrollment over the next five years based on the increased transferability and articulations of the proposed AS degree program. The in-county tuition rate of \$145/credit is used for budget calculation along with the combined fee rate of 25% /tuition, which equates to \$36.25/credit. <https://www.csmd.edu/costs-aid/tuition-and-fees/index.html>.

Using this tuition and fees as a baseline yields \$285,600 in starting revenue. As the College of Southern Maryland only charges students per credit and does not charge an annual tuition rate, all student revenue information is entered in rows D through F, calculated at an average of 20 credits per year per student.

## Resources

### Tuition and Fee Revenue:

#### Year 1 Revenue:

225 full time students + 100 part time students = 325 students X 140 per credit X 20 credits per year = \$910,000

#### Year 2 Revenue:

227 full time students + 105 part time students = 332 students X \$140 per credit X 20 credits per year = \$929,600

#### Year 3 Revenue:

229 full time students + 110 part time students = 339 students X \$140 per credit X 20 credits per year = \$949,200

#### Year 4 Revenue:

231 full time students + 115 part time students = 346 students X \$140 per credit X 20 credits per year = \$968,800

#### Year 5 Revenue

233 full time students + 119 part time students = 352 students X \$140 per credit X 20 credits per year = \$985,600

Other Resources:

Reallocated Resources: There will not be reallocation of existing resources.

Grants and Contracts:

This program is receiving grant funding as part of the Perkins Grant funding source for a total of \$39,036, in order to assist in purchasing exam certification vouchers for Personal training and certified nutrition coach.

Other Sources: There are no other sources of revenue associated with this program.

<b>TABLE 1: RESOURCES:</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)					
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	N/A	N/A	N/A	N/A	N/A
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	100	105	110	115	119
e. Credit Hour Rate	140	140	140	140	140
f. Annual Credit Hour Rate	20	20	20	20	20
g. Total P/T Revenue (d x e x f)	\$280,000	\$294,000	\$308,000	\$322,000	\$333,200
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$285,605</b>	<b>\$294,000</b>	<b>\$308,000</b>	<b>\$322,000</b>	<b>\$333,200</b>

**Expenditures for Exercise and Sport Science A.S. Degree Program**

**Faculty, FTE, Salary, and Benefits**

A total of 1 faculty will provide sufficient coverage for teaching the FTE associated with the exercise and sport science degree program. The mid-point salary for Associate Professor rank faculty at the College of Southern Maryland is \$85,064.

1 faculty X \$85,064 = \$85,064

Benefits are calculated at .35 X the salary. \$85,064 X .35 = \$29,772.40

**Administrative Staff, Salary and Benefits**

The Chair for the School of Science and Health has administrative oversight for the Exercise and Sport Science degree program. The person in this position is responsible for all health programs at the College of Southern Maryland. An estimated 10% of her time will be allocated directly to this one program.

10% of the entry level salary (\$80,101) for this position = \$8,010.

Benefits are calculated at .35 X the salary. \$8,010 X .35 = \$2,803

**Support Staff, Salary and Benefits**

The Health Lab Coordinator I will provide support for management of lab courses for the health department. An estimated 10% of her time will be allocated directly to this program.

10% of the entry level salary (\$39,164) for this position = \$3,916.

Benefits are calculated at .35 X the salary. \$3,916 X .35 = \$1,371

**Equipment:** Consumable supplies and equipment will be used for lab course management (fitness assessment/injury prevention supplies) is estimated that \$5000 in supplies and equipment will be adequate for lab course support.

**Library:** Library materials are purchased through the library's operating budget. There is no cost specifically associated with this program, but \$500 per year is estimated to make library staff requests for updated materials.

New or Renovated Space: There will not be any costs associated with new or renovated space

Other Expenses: There will not be costs associated with other expenses.

**Maryland Higher Education Commission**

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

**TABLE 2: Program Expenditures for  
Exercise and Sport Science**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$	\$85,064	\$85,064	\$85,064	\$85,064
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$85,064	\$85,064	\$85,064	\$85,064	\$85,064
c. Total Benefits	\$29,772.40	\$29,772.40	\$29,772.40	\$29,772.40	\$29,772.40
2. Admin. Staff (b + c below)	\$10,813	\$10,813	\$10,813	\$10,813	\$10,813
a. Number of FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	\$8010	\$8010	\$8010	\$8010	\$8010
c. Total Benefits	\$2803	\$2803	\$2803	\$2803	\$2803
3. Support Staff (b + c below)	\$5,287	\$5,287	\$5,287	\$5,287	\$5,287
a. Number of FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	\$3,916	\$3,916	\$3,916	\$3,916	\$3,916
c. Total Benefits	\$1,371	\$1,371	\$1,371	\$1,371	\$1,371
4. Technical Support and Equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
5. Library	\$500	\$500	\$500	\$500	\$500
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
<b>TOTAL (Add 1 – 7)</b>	<b>\$152,536.40</b>	<b>\$152,536.40</b>	<b>\$152,536.40</b>	<b>\$152,536.40</b>	<b>\$152,536.40</b>

Maryland Higher Education Commission  
Academic Program Proposal Resources Guidelines

**PROGRAM RESOURCES AND NARRATIVE RATIONALE**

Finance data for the first five years of program implementation are to be entered in each cell in Table 1 – Program Resources and Narrative Rationale. Figures should be presented for five years and then totaled for each year. As an attachment, narrative explanation must accompany each category. Below is the format for Table 1 as well as directions for entering the data and writing the accompanying narrative.

**TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE**

**1. Reallocated Funds**

Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

**2. Tuition and Fee Revenue**

Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

**3. Grants and Contracts**

Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

Narrative: Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

**Conditional approval may be granted to a proposal that is dependent on grant funds that have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate a favorable review and an impending grant award is imminent.** Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to conditional approval may be granted to an institution that provides compelling information to warrant an extension.

**4. Other Sources**

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

**5. Total Year**

Data: Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.

*Program Resources and Narrative Rationale table on following page*

Maryland Higher Education Commission  
Academic Program Proposal Expenditures Guidelines

**PROGRAM EXPENDITURES**

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

**TABLE 2: PROGRAM EXPENDITURES**

1. **Faculty (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)
2. **Administrative Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures.
3. **Support Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.
4. **Equipment:** Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.
5. **Library:** Enter the anticipated expenditures for library materials directly attributable to the new program each year.
6. **New and/or Renovated Space:** Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.
7. **Other Expenses:** Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.
8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

Program Expenditures table on following page



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

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

The College of Southern Maryland uses a systematic process of assessment for program and course evaluation. This process supports the institutional value of Excellence which is defined as committing to high standards and clear expectations. The systematic process of assessment collects information to determine whether CSM's academic offerings are having the appropriate educational impact on students. The process is outlined below.

The process is outlined below:

Program Assessment at CSM is a cyclical process that includes:

1. Program reviews conducted every five-six years, or more often as needed
2. Academic certificate programs are included within the review of degree programs.
3. Program monitoring conducted every year as part of the End of Year (EOY) report
4. Program Assessment of student learning conducted on a cycle established by faculty.

In addition, CSM conducts course evaluations every semester or 7-week term or more often when deemed necessary.

The program reviews include collecting and analyzing information regarding student retention, student and faculty satisfaction, and cost-effectiveness of the program. The program review consists of a self-study, an external review, and an executive summary which includes an action plan for improving any areas of deficit mentioned above.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR13B.02.03.05).

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

The College of Southern Maryland is focusing intently on Diversity, Equity, Inclusion, and Belonging (DEIB) goals. By joining Achieving the Dream in 2019, the College of Southern Maryland is actively seeking to improve student learning with a sharp focus on closing equity gaps according to [Institutional Equity \(csmd.edu\)](https://www.csmd.edu/institutional-equity). In 2021, the college's Board of Trustees

developed four strategic goals with the second goal being to ensure equity in all programs and services.

Meeting this goal has four strategies:

- Improve hiring practices to ensure equity for all
- Use disaggregated data to close equity gaps
- Expand digital access and technology to ensure equity for all learners
- Strengthen cultural competency among all employees

The Equity and Inclusive Diversity Office at the college works to nurture an environment at CSM that is welcoming, inclusive, and restful for all students, staff, faculty, and visitors according to [Equity and Inclusive Diversity \(csmd.edu\)](http://csmd.edu).

The College of Southern Maryland defines civility as demonstrating respect for others through basic courtesy and practicing behaviors that contribute to a positive environment for learning and working.

While on any college campus or facility, attending any college event, or using any college electronic devices or cyber space access (online course, email, telephone, etc.), faculty, staff, students, and visitors can all expect civility from one another.

The college views the following ideals as fundamental to civil behavior:

- Courteous and honest communication in both face-to-face and electronic environments
- Fair and just treatment of individuals
- Freedom from harassment
- Collegiality
- Support for a diverse campus community
- Adherence to the values of the professions when interacting with students, colleagues, and associates
- Respect for diverse cultures and points of view
- Restraint from vulgar and offensive language

Members of the college community can expect these ideas are modeled consistently by trustees, administrators, faculty, and staff.

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

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

This program is not identified as a low productivity program.

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

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

This program will not be offered as a distance education program.

# College of Southern Maryland and West Virginia University



Associate of Science in Exercise and Sport Science A.S. leading to  
 Bachelor of Science in Coaching and Performance Science B.S.  
 – Applied Sports Science  
 Suggested Plan of Study



College of Southern Maryland	Hours	WVU Equivalents	Hours
<b>Year One, 1<sup>st</sup> Semester</b>			
ENG 1010	3	ENGL 101	3
WFS 1401	3	HN&F 171	3
WFS 1745	3	PASS 110	3
MTH 1120	3	MATH 126	3
COM 1010	3	MDS 270	3
<b>TOTAL</b>	15		15
<b>Year One, 2<sup>nd</sup> Semester</b>			
BIO 1060 & BIOL 1060L	4	BIOL 115 & BIOL 115L	4
PSY 1010	3	PSYC 101	3
WFS 1775	3	SM 426	3
WFS 1670	3	HWB 472	3
BAD 1210	3	BUSA 320	3
<b>TOTAL</b>	16		16
<b>Year Two, 1<sup>st</sup> Semester</b>			
WFS 2000	3	PET 124 + PET 2TC	3
WFS 2011	3	HWB 2TC	3
WFS 1760	3	*SEP 272	3
COM 1250	3	COMM 102	3
ENG 1020	3	ENGL 102	3
<b>TOTAL</b>	15		15
<b>Year Two, 2<sup>nd</sup> Semester</b>			
WFS 1790	3	PUBH 353	3
WFS 1701	3	CHPR 170	3
CHE 1200 & CHEM 1200L	4	CHEM 115 & CHEM 115L	4
WFS-1770	3	*SEP 271	3
Elective	1	Elective	1
<b>TOTAL</b>	14		14

West Virginia University			
Year Three, 1 <sup>st</sup> Semester		Year Three, 2 <sup>nd</sup> Semester	
PET 125	2	ACE 215	3
PET 175	2	ACE 305**	3
PET 244	2	ACE 453 (AoE)	3
EXPH 365	3	ACE 457 (AoE)	3
ACE 256**	3	EXPH 364 (AoE)	3
ACE 469	3		
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>
Year Four, 1 <sup>st</sup> Semester		Year Four, 2 <sup>nd</sup> Semester	
ACE 310**	3	ACE 410	3
ACE 468	3	ACE 459 (AoE)	3
ACE 458 (AoE)	3	ACE 488	3
HWB 300	3	COMM 306 or COMM 316	3
STAT 211 (AoE)	3	Elective	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>

\*\*Courses must be completed with a B- or higher. Students must maintain a 2.0 GPA to graduate.

Students transferring to West Virginia University with an Associate of Arts or Associate of Science degree will have satisfied the General Education Foundation requirements at WVU.

Students who have questions about admission into their intended program, GEF requirements, minors, or any other issue relating to academics at West Virginia University should contact the Office of Undergraduate Education at WVU.

The above transfer articulation of credit between West Virginia University and College of Southern Maryland, is approved by the Dean, or the Dean's designee, and effective the date of the signature.

_____	_____	_____
Print Name	Signature	Date
Valerie Wayda, Ed.D., Interim Associate Dean for Academic Affairs of Undergraduate Education – College of Applied Human Sciences		

# College of Southern Maryland and West Virginia University



Associate of Science in Exercise and Sport Science A.S. leading to  
Bachelor of Science in Coaching and Performance Science B.S.

– Strength & Conditioning  
Suggested Plan of Study



College of Southern Maryland	Hours	WVU Equivalents	Hours
<b>Year One, 1<sup>st</sup> Semester</b>			
ENG 1010	3	ENGL 101	3
WFS 1401	3	HN&F 171	3
WFS 1745	3	PASS 110	3
MTH 1120	3	MATH 126	3
COM 1010	3	MDS 270	3
<b>TOTAL</b>	15		15
<b>Year One, 2<sup>nd</sup> Semester</b>			
BIO 1060 & BIOL 1060L	4	BIOL 115 & BIOL 115L	4
PSY 1010	3	PSYC 101	3
WFS 1775	3	SM 426	3
WFS 1670	3	HWB 472	3
BAD 1210	3	BUSA 320	3
<b>TOTAL</b>	16		16
<b>Year Two, 1<sup>st</sup> Semester</b>			
WFS 2000	3	PET 124 + PET 2TC	3
WFS 2011	3	HWB 2TC	3
WFS 1760	3	*SEP 272	3
COM 1250	3	COMM 102	3
ENG 1020	3	ENGL 102	3
<b>TOTAL</b>	15		15
<b>Year Two, 2<sup>nd</sup> Semester</b>			
WFS 1790	3	PUBH 353	3
WFS 1701	3	CHPR 170	3
CHE 1200 & CHEM 1200L	4	CHEM 115 & CHEM 115L	4
WFS-1770	3	*SEP 271	3
Elective	1	Elective	1
<b>TOTAL</b>	14		14

## West Virginia University

Year Three, 1 <sup>st</sup> Semester		Year Three, 2 <sup>nd</sup> Semester	
PET 125	2	ACE 215 (SP Only)	3
PET 175	2	ACE 305**	3
PET 244	2	HN&F 200 (AoE)	3
ACE 256**	3	EXPH 364 (AoE)	3
EXPH 365	3	COMM 316 or STAT 211	3
HWB 300	3		
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>
Year Four, 1 <sup>st</sup> Semester		Year Four, 2 <sup>nd</sup> Semester	
ACE 310**	3	ACE 410	3
ACE 457 (AoE)	3	ACE 488	3
ACE 468 (FA Only)	3	ACE 473 (AoE)	3
ACE 469	3	ACE 487 (AoE)	3
ACE 475	3	COMM 316 or STAT 211	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>
Year Four, Summer			
ACE 475 (Internship/ AoE)			3

\*\*Courses must be completed with a B- or higher. Students must maintain a 2.0 GPA to graduate.

Students transferring to West Virginia University with an Associate of Arts or Associate of Science degree will have satisfied the General Education Foundation requirements at WVU.

Students who have questions about admission into their intended program, GEF requirements, minors, or any other issue relating to academics at West Virginia University should contact the Office of Undergraduate Education at WVU.

The above transfer articulation of credit between West Virginia University and College of Southern Maryland, is approved by the Dean, or the Dean's designee, and effective the date of the signature.

Print Name	Signature	Date
Valerie Wayda, Ed.D., Interim Associate Dean for Academic Affairs of Undergraduate Education – College of Applied Human Sciences		

# College of Southern Maryland & West Virginia University



Associate of Science in Exercise and Sport Science A.S. leading to  
 Bachelor of Science in Coaching and Performance Science B.S. –  
 Coaching & Leadership  
 Suggested Plan of Study



College of Southern Maryland	Hours	WVU Equivalents	Hours
<b>Year One, 1<sup>st</sup> Semester</b>			
ENG 1010	3	ENGL 101	3
WFS 1401	3	HN&F 171	3
WFS 1745	3	PASS 110	3
MTH 1120	3	MATH 126	3
COM 1010	3	MDS 270	3
<b>TOTAL</b>	15		15
<b>Year One, 2<sup>nd</sup> Semester</b>			
BIO 1060 & BIOL 1060L	4	BIOL 115 & BIOL 115L	4
PSY 1010	3	PSYC 101	3
WFS 1775	3	SM 426	3
WFS 1670	3	HWB 472	3
BAD 1210	3	BUSA 320	3
<b>TOTAL</b>	16		16
<b>Year Two, 1<sup>st</sup> Semester</b>			
WFS 2000	3	PET 124 + PET 2TC	3
WFS 2011	3	HWB 2TC	3
WFS 1760	3	*SEP 272	3
COM 1250	3	COMM 102	3
ENG 1020	3	ENGL 102	3
<b>TOTAL</b>	15		15
<b>Year Two, 2<sup>nd</sup> Semester</b>			
WFS 1790	3	PUBH 353	3
WFS 1701	3	CHPR 170	3
CHE 1200 & CHEM 1200L	4	CHEM 115 & CHEM 115L	4
WFS-1770	3	*SEP 271	3
Elective	1	Elective	1
<b>TOTAL</b>	14		14



Coaching and Performance Science B.S.– Coaching & Leadership

West Virginia University			
Year Three, 1 <sup>st</sup> Semester		Year Three, 2 <sup>nd</sup> Semester	
PET 125	2	ACE 215 (Spring Only)	3
PET 175	2	ACE 305**	3
PET 244	2	ACE 430	3
CDFS 110	3	EXPH 365	3
ACE 256**	3	LDR 201 (AoE)	3
HWB 300	3		
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>
Year Four, 1 <sup>st</sup> Semester		Year Four, 2 <sup>nd</sup> Semester	
ACE 310**	3	ACE 410	3
ACE 468 (Fall Only)	3	ACE 488	3
ACE 469	3	COMM 306 or COMM 316	3
ACE 489 (AoE)	3	CDFS 414 (AoE)	3
CDFS 412 (AoE)	3	HWB 489 (AoE)	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>

\*\*Courses must be completed with a B- or higher. Students must maintain a 2.0 GPA to graduate.

Students transferring to West Virginia University with an Associate of Arts or Associate of Science degree will have satisfied the General Education Foundation requirements at WVU.

Students who have questions about admission into their intended program, GEF requirements, minors, or any other issue relating to academics at West Virginia University should contact the Office of Undergraduate Education at WVU.

The above transfer articulation of credit between West Virginia University and College of Southern Maryland, is approved by the Dean, or the Dean’s designee, and effective the date of the signature.

_____	_____	_____
Print Name	Signature	Date
Valerie Wayda, Ed.D., Interim Associate Dean for Academic Affairs of Undergraduate Education – College of Applied Human Sciences		

# College of Southern Maryland & West Virginia University

Associate of Science in Exercise and Sport Science A.S. leading to

Bachelor of Science in Exercise Physiology B.S.

Suggested Plan of Study



College of Southern Maryland	Hours	WVU Equivalents	Hours
<b>Year One, 1<sup>st</sup> Semester</b>			
ENG 1010	3	ENGL 101	3
WFS 1401	3	HN&F 171	3
WFS 1745	3	PASS 110	3
MTH 1120	3	MATH 126	3
COM 1010	3	MDS 270	3
<b>TOTAL</b>	15		15
<b>Year One, 2<sup>nd</sup> Semester</b>			
BIO 1060 & BIOL 1060L	4	BIOL 115 & BIOL 115L	4
PSY 1010	3	PSYC 101	3
WFS 1775	3	SM 426	3
WFS 1670	3	HWB 472	3
BAD 1210	3	BUSA 320	3
<b>TOTAL</b>	16		16
<b>Year Two, 1<sup>st</sup> Semester</b>			
WFS 2000	3	PET 124 + PET 2TC	3
WFS 2011	3	HWB 2TC	3
WFS 1760	3	SEP 272	3
COM 1250	3	COMM 102	3
ENG 1020	3	ENGL 102	3
<b>TOTAL</b>	15		15
<b>Year Two, 2<sup>nd</sup> Semester</b>			
WFS 1790	3	PUBH 353	3
WFS 1701	3	CHPR 170	3
CHE 1200 & CHEM 1200L	4	CHEM 115 & CHEM 115L	4
WFS 1770	3	SEP 271	3
Elective	1	Elective	1
<b>TOTAL</b>	14		14

West Virginia University			
Year Three, 1 <sup>st</sup> Semester		Year Three, 2 <sup>nd</sup> Semester	
CHEM 116 & CHEM 116L	4	BIOL 117 & BIOL 117L	4
PHYS 101 & PHYS 101L	4	CHEM 231 & CHEM 231L or CHEM 233 & CHEM 233L	4
STAT 211 or ECON 225	3	PHYS 102 & PHYS 102L	4
EXPH 364	3	EXPH 367	3
<b>TOTAL</b>	<b>14</b>	<b>TOTAL</b>	<b>15</b>
Year Four, 1 <sup>st</sup> Semester		Year Four, 2 <sup>nd</sup> Semester	
EXPH 386	3	EXPH 369	3
EXPH 388	3	EXPH 387	3
EXPH 370	1	EXPH 389	3
EXPH 440	3	Required AoE or General Elective	3
PSIO 241 or PSIO 441	4	Required AoE or General Elective	3
<b>TOTAL</b>	<b>14</b>	<b>TOTAL</b>	<b>15</b>
Year Five, 1 <sup>st</sup> Semester		Year Five, 2 <sup>nd</sup> Semester	
EXPH 491	2	EXPH 491	2
EXPH 475	3	EXPH 496	3
EXPH 493	3	EXPH 461	3
Required AoE or General Elective	3	PSYC 241	3
Required AoE or General Elective	3	Required AoE or General Elective	3
<b>TOTAL</b>	<b>14</b>	<b>TOTAL</b>	<b>14</b>

BIOL 115/BIOL 115L, BIOL 117/BIOL 117L, CHEM 233/CHEM 233L and CHEM 234/CHEM 234L are required for students selecting the Health Professions Area of Emphasis. Students in the General Track can take CHEM 231/CHEM 231L or CHEM 233/CHEM 233L.

All students must complete 25 hours of community service per year.

Students pursuing a degree in Sport and Exercise Psychology are encouraged to work with their advisors to integrate completion of an academic minor or minors into their programs of study, to the degree allowed within elective hours. WVU offers over 100 minors that complement major fields of study, build on students' unique interests, expand perspectives, and broaden skills. See <http://catalog.wvu.edu/undergraduate/minors/#minorsofferedtext> for a list of available minors. Students may begin completion of a minor by utilizing elective credit to take courses at CSMD equivalent to minor required courses at WVU.

Students transferring to West Virginia University with an Associate of Arts or Associate of Science degree will have satisfied the General Education Foundation requirements at WVU.

Students who have questions about admission into their intended program, GEF requirements, minors, or any other issue relating to academics at West Virginia University should contact the Office of Undergraduate Education at WVU.

The above transfer articulation of credit between West Virginia University and College of Southern Maryland, is approved by the Dean, or the Dean's designee, and effective the date of the signature.

_____	_____	_____
Print Name	Signature	Date
Valerie Lastinger Ph.D. Associate Dean for WVU's Eberly College of Arts & Sciences		

# College of Southern Maryland and West Virginia University

Associate of Science in Exercise and Sport Science A.S. leading to

Bachelor of Arts in Health and Well-being B.A.

Suggested Plan of Study



College of Southern Maryland	Hours	WVU Equivalents	Hours
Year One, 1 <sup>st</sup> Semester			
ENG 1010	3	ENGL 101	3
WFS 1401	3	HN&F 171	3
WFS 1745	3	PASS 110	3
MTH 1120	3	MATH 126	3
COM 1010	3	MDS 270	3
<b>TOTAL</b>	15		15
Year One, 2 <sup>nd</sup> Semester			
BIO 1060 & BIOL 1060L	4	BIOL 115 & BIOL 115L	4
PSY 1010	3	PSYC 101	3
WFS 1775	3	SM 426	3
WFS 1670	3	HWB 472	3
BAD 1210	3	BUSA 320	3
<b>TOTAL</b>	16		16
Year Two, 1 <sup>st</sup> Semester			
WFS 2000	3	PET 124 + PET 2TC	3
WFS 2011	3	HWB 2TC	3
WFS 1760	3	*SEP 272	3
COM 1250	3	COMM 102	3
ENG 1020	3	ENGL 102	3
<b>TOTAL</b>	15		15
Year Two, 2 <sup>nd</sup> Semester			
WFS 1790	3	PUBH 353 (Sub for SEP 415)	3
WFS 1701	3	CHPR 170	3
CHE 1200 & CHEM 1200L	4	CHEM 115 & CHEM 115L	4
WFS-1770	3	*SEP 271	3
Elective	1	Elective	1
<b>TOTAL</b>	14		14

West Virginia University			
Year Three, 1 <sup>st</sup> Semester		Year Three, 2 <sup>nd</sup> Semester	
COMM 316	3	PSIO 241 or PSIO 441 or BIOL 235 & BIOL 236	4
PALM 200	2	PALM 205 & PALM 206	4
SEP 383	3	HWB 224	3
HWB 300	3	HWB 339	3
Elective	3	Elective	3
<b>TOTAL</b>	<b>14</b>	<b>TOTAL</b>	<b>17</b>
Year Four, 1 <sup>st</sup> Semester		Year Four, 2 <sup>nd</sup> Semester	
EXPH 365	3	PASS 489	3
HWB 401	3	COUN 303 or SEP 425	3
HWB 402	3	HWB 403	3
Elective	3	HWB 404	3
Elective	3	Elective	2
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>14</b>

BIOL 1060 & 1060L (BIOL 115 & BIOL 115L) will satisfy the SEP program requirement for BIOL 102 & BIOL 102L.

\*For this agreement, the following substitutions will be granted:

- WFS 1790 = PUBH 353 – substituted for SEP 415

\*\*Courses must be completed with a B- or higher. Students must maintain a 2.0 GPA to graduate.

Students transferring to West Virginia University with an Associate of Arts or Associate of Science degree will have satisfied the General Education Foundation requirements at WVU.

Students who have questions about admission into their intended program, GEF requirements, minors, or any other issue relating to academics at West Virginia University should contact the Office of Undergraduate Education at WVU.

The above transfer articulation of credit between West Virginia University and College of Southern Maryland, is approved by the Dean, or the Dean's designee, and effective the date of the signature.

_____	_____	_____
Print Name	Signature	Date
Valerie Wayda, Ed.D., Interim Associate Dean for Academic Affairs of Undergraduate Education – College of Applied Human Sciences		

# College of Southern Maryland and West Virginia University

Associate of Science in Exercise and Sport Science A.S. leading to

Bachelor of Science in Health and Well-being B.S.

Suggested Plan of Study



College of Southern Maryland	Hours	WVU Equivalents	Hours
Year One, 1 <sup>st</sup> Semester			
ENG 1010	3	ENGL 101	3
WFS 1401	3	HN&F 171	3
WFS 1745	3	PASS 110	3
MTH 1120	3	MATH 126	3
COM 1010	3	MDS 270	3
<b>TOTAL</b>	15		15
Year One, 2 <sup>nd</sup> Semester			
BIO 1060 & BIOL 1060L	4	BIOL 115 & BIOL 115L	4
PSY 1010	3	PSYC 101	3
WFS 1775	3	SM 426	3
WFS 1670	3	HWB 472	3
BAD 1210	3	BUSA 320	3
<b>TOTAL</b>	16		16
Year Two, 1 <sup>st</sup> Semester			
WFS 2000	3	PET 124 + PET 2TC	3
WFS 2011	3	HWB 2TC	3
WFS 1760	3	*SEP 272	3
COM 1250	3	COMM 102	3
ENG 1020	3	ENGL 102	3
<b>TOTAL</b>	15		15
Year Two, 2 <sup>nd</sup> Semester			
WFS 1790	3	PUBH 353	3
WFS 1701	3	CHPR 170	3
CHE 1200 & CHEM 1200L	4	CHEM 115 & CHEM 115L	4
WFS-1770	3	*SEP 271	3
Elective	1	Elective	1
<b>TOTAL</b>	14		14

West Virginia University			
Year Three, 1 <sup>st</sup> Semester		Year Three, 2 <sup>nd</sup> Semester	
PET 125	2	PET 175	2
SEP 383	3	PET 244	2
HWB 300	3	HWB 224	3
COMM Course	3	HWB 375	3
Elective	3	HWB 401	3
		Well-being Elective (1)	3
<b>TOTAL</b>	14	<b>TOTAL</b>	16
Year Four, 1 <sup>st</sup> Semester		Year Four, 2 <sup>nd</sup> Semester	
EXPH 365	3	HWB 489	3
SEP 415	3	COUN 303 or PASS 359	3
HWB 402	3	HWB 404	3
HWB 403	3	Well-being Elective (3)	3
Well-being Elective (2)	3	Elective	3
<b>TOTAL</b>	15	<b>TOTAL</b>	15

\*\*Courses must be completed with a B- or higher. Students must maintain a 2.0 GPA to graduate.

Students need to select one (1) of the following: COMM 304, COMM 306, COMM 308, COMM 317, COMM 342, COMM 404

Students transferring to West Virginia University with an Associate of Arts or Associate of Science degree will have satisfied the General Education Foundation requirements at WVU.

Students who have questions about admission into their intended program, GEF requirements, minors, or any other issue relating to academics at West Virginia University should contact the Office of Undergraduate Education at WVU.

The above transfer articulation of credit between West Virginia University and College of Southern Maryland, is approved by the Dean, or the Dean's designee, and effective the date of the signature.

_____	_____	_____
Print Name	Signature	Date
Valerie Wayda, Ed.D., Interim Associate Dean for Academic Affairs of Undergraduate Education – College of Applied Human Sciences		

# College of Southern Maryland and West Virginia University



Associate of Arts in Arts and Sciences: Exercise and Sports Science A.A. leading to  
 Bachelor of Science in Sport & Exercise Psychology B.S.  
 Suggested Plan of Study



College of Southern Maryland	Hours	WVU Equivalents	Hours
Year One, 1 <sup>st</sup> Semester			
ENG 1010	3	ENGL 101	3
WFS 1401	3	HN&F 171	3
WFS 1745	3	PASS 110	3
MTH 1120	3	MATH 126	3
COM 1010	3	MDS 270	3
<b>TOTAL</b>	15		15
Year One, 2 <sup>nd</sup> Semester			
BIO 1060 & BIOL 1060L	4	BIOL 115 & BIOL 115L	4
PSY 1010	3	PSYC 101	3
WFS 1775	3	SM 426	3
WFS 1670	3	HWB 472	3
BAD 1210	3	BUSA 320	3
<b>TOTAL</b>	16		16
Year Two, 1 <sup>st</sup> Semester			
WFS 2000	3	PET 124 + PET 2TC	3
WFS 2011	3	HWB 2TC	3
WFS 1760	3	*SEP 272	3
COM 1250	3	COMM 102	3
ENG 1020	3	ENGL 102	3
<b>TOTAL</b>	15		15
Year Two, 2 <sup>nd</sup> Semester			
WFS 1790	3	PUBH 353	3
WFS 1701	3	CHPR 170	3
CHE 1200 & CHEM 1200L	4	CHEM 115 & CHEM 115L	4
WFS-1770	3	*SEP 271	3
Elective	1	Elective	1
<b>TOTAL</b>	14		14



West Virginia University			
Year Three, 1 <sup>st</sup> Semester		Year Three, 2 <sup>nd</sup> Semester	
PET 125	2	PET 175	2
PASS 300/HWB 300	3	ACE 256	3
SEP 383	3	SEP 493 or PASS 359 or SEP 415 or SEP 430	3
PSYC 281	3	PSYC 251	3
Sociology Elective (200+ Level)	3	Elective or Minor (1)	3
General Elective	1	Elective or Minor (2)	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>17</b>
Year Four, 1 <sup>st</sup> Semester		Year Four, 2 <sup>nd</sup> Semester	
EXPH 365	3	SEP 474 or PASS 489	3
SEP 420	3	COUN 303	3
SEP 385	3	SEP 425	3
Elective or Minor (3)	3	Elective or Minor (5)	3
Elective or Minor (4)	3	General Elective	3
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>

\*SEP 271 and SEP 272 must be completed prior to enter major courses at WVU.

\*For this agreement, the following substitutions will be granted:

- BIOL 1060 & 1060L (BIOL 115 & BIOL 115L) will satisfy the SEP program requirement for BIOL 102 & BIOL 102L.

Students must maintain a 2.0 GPA to graduate.

Students pursuing a degree in Sport and Exercise Psychology are encouraged to work with their advisors to integrate completion of an academic minor or minors into their programs of study, to the degree allowed within elective hours. WVU offers over 100 minors that complement major fields of study, build on students' unique interests, expand perspectives, and broaden skills. See <http://catalog.wvu.edu/undergraduate/minors/#minorsofferedtext> for a list of available minors. Students may begin completion of their minors by utilizing elective hours at CSMD to take equivalent minor requirements.

Students transferring to West Virginia University with an Associate of Arts or Associate of Science degree will have satisfied the General Education Foundation requirements at WVU.

Students who have questions about admission into their intended program, GEF requirements, minors, or any other issue relating to academics at West Virginia University should contact the Office of Undergraduate Education at WVU.

The above transfer articulation of credit between West Virginia University and College of Southern Maryland, is approved by the Dean, or the Dean's designee, and effective the date of the signature.

\_\_\_\_\_  
Print Name  
Valerie Wayda, Ed.D., Interim Associate Dean for Academic Affairs of Undergraduate Education – College of Applied Human Sciences

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date