



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

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

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 10056115	Amount: \$850.00	Submitted: 03/15/2026

Department Proposing Program	Wellness		
Degree Level and Degree Type	Associate of Arts		
Title of Proposed Program	Physical and Health Education		
Total Number of Credits	60		
Suggested Codes	HEGIS: 4960.35	CIP: 1313.14	
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: 2026		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.ccbcmd.edu/index.php		

Preferred Contact for this Proposal	Name: Elizabeth Shrader, Ph.D,		
	Title: Director, Curriculum Innovation		
	Phone: 443-840-2680		
	Email: eshrader@ccbcmd.edu		

President/Chief Executive	Type Name: Dr. Sandra Kurtinitis		
	Signature:	Date: 2/26/26	
Date of Approval/Endorsement by Governing Board:			



CCBC
The Community College
of Baltimore County

443-840-CCBC (2222)

CCBC Catonsville
800 South Rolling Road
Baltimore, Maryland
21228

CCBC Dundalk
7200 Sollers Point Road
Baltimore, Maryland
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CCBC Essex
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Baltimore, Maryland
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CCBC Hunt Valley
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**CCBC Randallstown
at The Liberty Center**
3637 Offutt Road
Randallstown, Maryland
21133

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March 15, 2026

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

Dear Dr. Rai,

The Community College of Baltimore County (CCBC) is requesting approval of a new Associate of Arts degree in Physical and Health Education (HEGIS:4960.35; CIP 1313.14).

The Physical and Health Education program has been redesigned as a stand-alone associate degree, replacing two former Areas of Concentration: Physical Education and Health Education. Redesigning these two areas of concentration as one stand-alone Associate of Arts degree will enable program faculty to more clearly identify the purpose and identity of the program to students. This degree program with designated curriculum for physical and health educators is necessary for transfer into dedicated bachelor's programs in Physical Education. The curriculum was built in conversation with Salisbury University, which offers a national accredited bachelor's degree program. Graduates of four-year programs are eligible for certification as a PreK-12 physical education teacher in Maryland and other states.

Physical and Health Education, Associate of Arts			
General Education			
Course	Credits	Prefix	Gen Ed Category
English Composition I	3	ENGL 101	English Composition
English Composition II	3	ENGL 102	English Composition
Fundamentals of Communication	3	CMNS 101	Arts and Humanities
Biology I: Molecules & Cells	4	BIOL 110	Biological and Physical Sciences
How Things Work	3	PHYS 105	Biological and Physical Sciences
Applied Algebra and Trigonometry OR Pre-Calculus I (or Higher)	3-4	MATH 135 or MATH 163 or Higher	Mathematics
Technology and Information Systems	3	CSIT 101	Information Technology
Health and Wellness	3	HLTH 101	Health and Wellness



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Introduction to Psychology	3	PSYC 101	Social and Behavioral Sciences
General Education Elective: Social and Behavioral Sciences	3	Gen Ed	Social and Behavioral Sciences
General Education Elective: Arts and Humanities	3	Gen Ed	Arts and Humanities
Gen Ed Total	34-35		
Program Requirements			
Course	Credits	Prefix	
Introduction to Holistic and Complementary Health OR Aging and Health	3	HLTH 126 or 120 (Diversity)	
Human Anatomy and Physiology I	4	BIOL 220	
Human Anatomy and Physiology II	4	BIOL 221	
Foundations of Physical Education and Health Education	3	HLTH 103	
Introduction to Teaching Fitness & Wellness	3	PEMJ 138	
Historical & Contemporary Perspectives in Health Education	3	PEMJ 239	
Educational Psychology	3	PSYC 215	
Program Requirements Total	23		
Program Electives			
Program Electives	3	Select from List	
Program Electives Total	3		
Program Total (minimum)	60-61 credits		

Program Elective List	
Contemporary Challenges in American Education: The American Perspective	EDTR 212
Literacy in the Content Area Part I (recommended for transfer)	EDTR 254
Human Sexuality	HLTH 221
Stress Management	HLTH 212
Contemporary Issues in Nutrition	HLTH 232
Principles of Athletic Coaching	SPMT 100
Management of Fitness and Sports Facilities Programs	SPMT 250
Foundations of Education	EDTR 101
Contemporary Challenges in Public Education	EDTR 212
Ethics	PHIL 240
Nutrition for Sport and Exercise	KNLS 134
Any course with a PEAQ, PELF or PEMJ prefix	PEAQ, PELF, PEMJ



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This proposal has been approved by Senior Staff and CCBC's Board of Trustees, as part of the February 2025 meeting. A payment of \$850 has been forwarded to cover the substantial fee. Please feel free to contact me with any questions.

Sincerely,

Joaquin G. Martínez, Ph.D.
Provost & Vice President of Academic and Student Affairs

cc: Jennifer Kilbourne
Smantha Streamer Veneruso
Elizabeth Shrader
Timothy Davis
Connie Colclough
Glenda Breaux
Lynn MacLaughlin
Ginny Zawodny

Maryland Higher Education Commission (MHEC)
Academic Program Proposal
AY 2025-2026

A. Centrality to Institutional Mission and Planning Priorities:

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

The Community College of Baltimore County (CCBC) transforms lives by providing accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community. [Community College of Baltimore County Strategic Plan, FY2024-2027.](#)

The proposed program in Physical and Health Education prepares students wishing to transfer into teaching programs for physical education and health education in preK-12 schools. It has been built in collaboration with CCBC's teacher education department and complements CCBC's other programs in elementary and secondary education.

A specific degree for physical and health educators is necessary as there is a workforce need for Physical and Health educators in K-12 schools and currently there are no Physical and Health Education Associate of Arts (AA) degree programs in Maryland. According to Lightcast data from Q1, 2025, the demand for Physical and Health Education teachers is anticipated to increase in Maryland by between 4%-5% by the end of 2028. Within Maryland, the only comparable program identified is the Physical Education Area of Concentration within the Associate of Arts & Sciences at Montgomery College.

The curriculum has been built in conversation with Salisbury University which offers a bachelor's degree program in Physical Education and is nationally accredited and recognized by The Society of Health and Physical Educators America (SHAPE). Graduates of this four-year program are eligible for certification as a PreK-12 physical education teacher in Maryland and other states.

The Physical and Health Education program has been redesigned as a stand-alone Associate of Arts degree, replacing two former Areas of Concentration in Physical Education and Health Education respectively, both of which currently operate under the Humanities and Social Sciences Associate of Arts degree program. These have been historically low-enrolled programs and their attachment to the Humanities and Social Sciences Associate of Arts program has obscured the intent and career pathway of these programs for students. By creating a stand-alone degree program, the visibility of this academic path for students will enhance the ability for faculty to market the program and to grow program enrollment.

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

The proposed program in Physical and Health Education meets CCBC's strategic priority of Transformational Academics. This stand-alone program with a transfer and career focus enables students to prepare for employment in preK-12 schools and seeks to increase the number of students who complete a degree, certificate, or workplace certification, and will deploy instructional approaches and curricula that promote student engagement and belonging and reflect our commitment to diversity and inclusion.

This program also responds to the Maryland Educator Shortage Reduction Act (2023) to address educator shortages across the state and help current and future educators succeed. Specifically, within the Maryland State Plan, there is a goal for developing the Maryland Teacher Workforce, in part by improving teacher preparation and development programs and expanding education pathways to develop training and retain educators.

An ambitious plan for recruiting and retaining students who are motivated and interested in sports and health will be deployed to advertise and explain the new stand-alone program in Physical and Health Education. Once in the program, participation in case studies and course assignments will enable students to connect to the content and build from their experiences and strengths within the fields of sports and health, including physical education foundations. This program is also participating in a collaboration with Baltimore County Public Schools (BCPS), whereby BCPS students visit CCBC's campus and participate in a "Wellness Day," including exposure to the various programs and pathways in wellness, department facilities, and the career opportunities connected to Wellness majors.

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 proposed program has been approved by CCBC's College Senate, president and Board of Trustees; thus, adequate funding is in place for at least the first five years of program implementation. It replaces two programs: the areas of concentration in Physical Education and Health Education, and as such will utilize existing resources within the School of Wellness, Education, and Behavioral and Social Sciences (WEBBS).

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

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

The proposed program will have one full-time faculty member who will serve as the coordinator of the program. The Wellness department has several full-time faculty with the capacity to teach in this program as well as two full-time departmental administrators to provide support to students and faculty. It replaces two programs: the areas of concentration in Physical Education and Health Education, and as such will utilize existing resources within the School of Wellness, Education, and Behavioral and Social Sciences (WEBBS).

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

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

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

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

The 2022 Maryland State Plan for Higher Education identifies three primary goals for postsecondary education in Maryland; Access, Success and Innovation. The proposed program supports the goals of Access and Success by 'ensuring equitable access to affordable and high-quality secondary education for all Maryland residents' and in 'promoting and implementing practices and policies that will ensure student success'. Specifically, this proposal supports Priority 5 'to maintain the commitment to high-quality postsecondary education in Maryland', by specializing as opposed to expanding academic programs, and Priority 6 'to improve systems that prevent timely completion of an academic program' by increasing academic coordination among insitutions to address challenges faced by transfer students. This later criteria is reflected in the collaboration between CCBC and Salisbury University in aligning and articulating the coursework for Physical and Health Education.

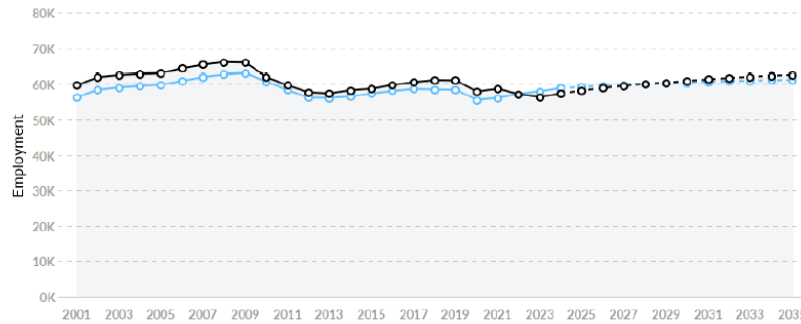
C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.**

This program will prepare students for transfer into bachelor's degree programs that provide the coursework and credentialing necessary to be a physical education and health teacher in Maryland preK-12 institutions. The data for this career is presented below and derives from Lightcast, Q1 (2025) and provides data for Maryland, within three occupational categories: Elementary School Teachers, except Special Education and Career/Technical Education; Middle School Teachers, except Special Education and Career/Technical Education; and Secondary School Teachers, except Special Education and Career/Technical Education.

Regional Employment Is About Equal to the National Average

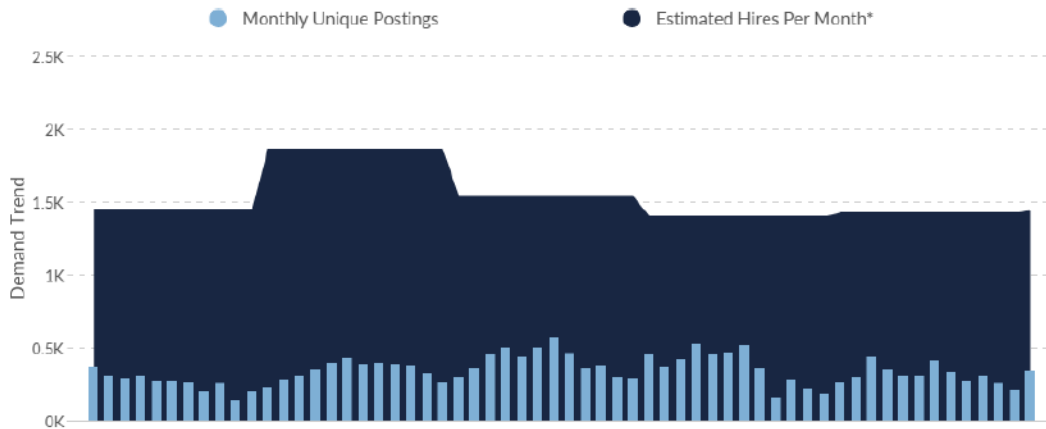
An average area of this size typically has 58,901* jobs, while there are 57,381 here.



Region	2024 Jobs	2028 Jobs	Change	% Change
● Maryland	57,381	60,110	2,730	4.8%
● National Average	58,901	60,096	1,195	2.0%

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

The data below reflects strong demand for teachers in Montgomery County and Baltimore County. Between 2024 and 2028 demand for Physical and Health Education teachers is anticipated to increase in Maryland by between 4%-5%.



Occupation	Avg Monthly Postings (Jan 2024 - Jan 2025)	Avg Monthly Hires (Jan 2024 - Jan 2025)
Secondary School Teachers, Except Special and Career/Technical Education	211	384
Elementary School Teachers, Except Special Education	80	673
Middle School Teachers, Except Special and Career/Technical Education	24	370

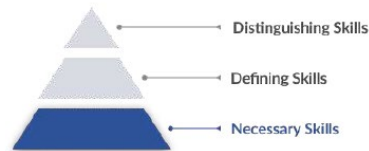
Top Companies	Unique Postings	Top Job Titles	Unique Postings
Montgomery County Public Sch...	639	5th Grade Teachers	126
Baltimore County Public Schools	242	Mathematics Teachers	99
Anne Arundel County Public Sch...	94	Spanish Teachers	96
Baltimore City Public Schools	87	Middle School Teachers	89
Celebree School	75	School Age Teachers	80
Marsh McLennan	75	Elementary School Teachers	79
Swing Education	68	Science Teachers	76
Harford County Public Schools	66	English Teachers	74
Success Academy	43	Elementary Teachers	65
Montgomery County	34	Middle School Science Teachers	57

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.

The data below reflects the top necessary and specialized skills necessary, as determined by current job advertisements for teaching positions. Many of these skills are reflected in the curriculum content proposed within the Associate of Arts (AA) in Physical and Health Education. In addition, by aligning to the nationally accredited bachelor’s degree program at Salisbury University, CCBC students will benefit from seamless transfer into degree programs recognized by The Society of Health and Physical Educators America (SHAPE).

Top Necessary Skills by Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Classroom Management	✘	553	+6.4%	Stable
Curriculum Development	✔	535	+14.6%	Growing
Pedagogy	✔	373	+11.6%	Growing
Differentiated Instruction	✔	346	+16.9%	Growing
Instructional Strategies	✔	317	+26.3%	Rapidly Growing
Special Education	✘	248	+16.3%	Growing
Social Studies	✘	201	-1.7%	Lagging
Student Engagement	✘	189	+23.1%	Rapidly Growing
Learning Styles	✘	182	+21.7%	Rapidly Growing
Individualized Education Programs (IEP)	✘	156	+16.4%	Growing

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

Based on estimates from historical data for both the Physical Education and Health Education area of concentrations, as well as data from CCBC's other Education programs, this new program in Physical and Health Education has set a target annual enrollment of 30 students per year, with approximately 12-15 graduates a year. Previous poor completion rates are associated with the lack of clear articulation to equivalent bachelor's degree programming, which this new stand-alone degree rectifies.

Program Name: <i>Humanities and Social Sciences A.A., Physical Education Area of Concentration and Health Education Area of Concentration (combined)</i>					
	FY20	FY21	FY22	FY23	FY24
Enrollment	21	13	19	19	19
Completions	0	1	2	0	0

Proposed Program: A.A. in Physical and Health Education					
	FY26	FY27	FY28	FY29	FY30
Enrollment	22	25	28	30	30

D. Reasonableness of Program Duplication:

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

There are no Physical and Health Education Associate of Arts degree programs in Maryland. The only potentially overlapping program is the Associate of Arts in Arts and Sciences, Area of Concentration in Physical Education at Montgomery College. In addition, the following Salisbury University, Towson University, and the University of Maryland, College Park offer bachelor's degree programs in Physical Education.

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.**

There is no anticipated impact upon the implementation or maintenance of high-demand programs at HBI's.

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.**

There is no anticipated impact on the uniqueness and institutional identity or mission of any HBI's.

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 describe the faculty who will oversee the program.

New Program Proposals at CCBC are reviewed and approved according to the process developed through college governance, including approval by the Curriculum and Instruction Committee (CIC) and the full College Senate. In addition, this new degree proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within the existing institutional resources.

This proposal will combine two existing areas of concentration into one stand-alone Associate of Arts degree. Creating a stand-alone degree program will help students to better identify their program of study and will improve the alignment and transfer of the program to a four-year institution, supporting increased completion rates of the associate degree. Dr. John P. Reed will serve as the Physical and Health Education degree program coordinator.

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

Upon completion of the AA in Physical and Health Education, students will be able to:

1. Apply an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
2. Create appropriate learning experience aligned with local, state, and national grade level outcomes for Physical Education K-12.
3. Demonstrate effective use of resources, learning accommodations, technology, and reflective practitioner skills to develop learning outcomes and lesson plans addressing the diverse needs of all students.
4. Implement pedagogical skills using effective communication, feedback, technology, and instructional classroom management strategies to enhance student learning.
5. Implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
6. Develop professionalism through the practice of cultural competency, ethics, professional development, as well as health and wellness advocacy to support physical literacy for all members of the community.
7. Demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness; and
8. Examine career application of Physical Education.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

CCBC has institutionalized a robust student learning outcomes assessment program that met all Middle States Commission on Higher Education standards and criteria in the college's most recent reaffirmation

of accreditation in 2022. The course level assessment process utilizes externally validated assessments that directly measure student learning at the course objective level. All assessment projects begin with the development of a Request for Proposal and flow through the five stages as follows:

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

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

Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course Revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

b) document student achievement of learning outcomes in the program

Program outcomes assessment is a primary focus for CCBC. Academic programs are evaluated through a committee-driven program review process. All credit degree and certificate programs undergo quinquennial assessment to verify continued high quality and relevance in the workforce and to maximize resource allocation to benefit students. All programs have clearly defined program outcomes that are published in the College Catalog. Program coordinators and department chairs are convened by the Dean of Curriculum, Assessment, and Accreditation and the Office of Planning, Research, and Evaluation for an orientation one year in advance of the program review date to prepare for program review.

The review process consists of a deep dive into the curriculum, enrollment and student performance data, and employment opportunities in the region. Program coordinators are required to work with the Learning Outcomes Assessment Associate to prepare a Program Outcomes Assessment Plan (POAP) proposal. As part of the program review process, three-year administrative goals are presented to determine future needs for the program and to align those needs with resources that can be identified to support the goals.

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

Physical and Health Education, Associate of Arts			
General Education Requirements			
Course	Credits	Prefix	Gen Ed Category
English Composition I	3	ENGL 101	English Composition
English Composition II	3	ENGL 102	English Composition
Fundamentals of Communication	3	CMNS 101	Arts and Humanities
Biology I: Molecules and Cells	4	BIOL 110	Biological and Physical Sciences

How Things Work	3	PHYS 105	Biological and Physical Sciences
Applied Algebra and Trigonometry or Pre-Calculus I (or Higher)	3-4	MATH 135 or MATH 163 or Higher	Mathematics
Technology and Information Systems	3	CSIT 101	Information Technology
Health and Wellness	3	HLTH 101	Health and Wellness
Introduction to Psychology	3	PSYC 101	Social and Behavioral Sciences
General Education Elective: Social and Behavioral Sciences	3	Gen Ed	Social and Behavioral Sciences
General Education Elective: Arts and Humanities	3	Gen Ed	Arts and Humanities
General Education Requirements Total	34-35		
Program Requirements			
Course	Credits	Prefix	
Introduction to Holistic and Complementary Health or Aging and Health	3	HLTH 126 or 120 (Diversity)	
Foundations of Physical Education and Health Education	3	HLTH 103	
Human Anatomy and Physiology I	4	BIOL 220	
Human Anatomy and Physiology II	4	BIOL 221	
Introduction to Teaching Fitness & Wellness	3	PEMJ 138	
Historical & Contemporary Perspectives in Health Education	3	PEMJ 239	
Educational Psychology	3	PSYC 215	
Program Requirements Total	23		
Program Electives			
Program Elective	3	EDTR 254: Literacy in the Content Area I (recommended for transfer) OR any of the following: EDTR 212: Contemporary Challenges in Public Education HLTH 221: Human Sexuality HLTH 212: Stress Management	

		SPMT 100: Principles of Athletic Coaching SPMT 250: Management of Fitness and Sports Facilities Programs EDTR 101: Foundations of Education PHIL 240: Ethics KNLS 134: Nutrition for Sport and Exercise HLTH 232: Contemporary Issues in Nutrition or any course with a PEAQ, PELF or PEMJ prefix
Program Electives Total	3	
Program Total (minimum)	60-61 credits	

ENGL 101 - College Composition I

Is a course on critical thinking, reading, and composing practices with an emphasis on integrating appropriate research and academic documentation. Students develop rhetorical strategies, employing writing processes to compose for a variety of purposes and audiences.

ENGL 102 - College Composition II

College Composition II advances the critical thinking, reading, researching, and composing practices developed in English 101. Students further develop advanced rhetorical strategies and employ complex writing processes, including analyzing multiple and varied complex texts, developing arguments and ideas, conducting research, and using sophisticated sources.

CMNS 101 - Fundamentals of Communication

Introduces the study of human communication. Students develop an understanding of the theoretical principles of verbal and non-verbal interaction by analyzing and applying these principles in a variety of communication contexts. Areas of study include intrapersonal, interpersonal, cross-cultural, small group, and public speaking.

BIOL 110 - Biology I: Molecules and Cells

Serves as a prerequisite course for science and allied health majors. It stresses the basic biological principles common to all living things. Evolution and homeostasis serve as central themes for the topics which include cell structure and function (both physical and chemical); molecular, cellular, and organismic reproduction; genetics; energy transformation; and biotechnology. Through class experiments, students will gain familiarity with various biological techniques and principles. The emphasis of the course is directed to the process of formulating questions and hypotheses, designing experiments, and collecting, reporting, and interpreting data. The laboratory introduces the student to various biological techniques and emphasizes the process of science.

PHYS 105 - How Things Work

Uses a conceptual approach to present selected physics topics. Topics will include the scientific method, motion, matter, heat, sound, electricity and magnetism, and optics. For students needing a lab, PHYS 111 serves as the accompanying lab.

MATH 135 - Applied Algebra and Trigonometry

Is a course that covers a wide range of real-world applications of college-level algebraic and trigonometric topics, such as linear and quadratic equations, right-triangle trigonometry and vectors, and exponents and logarithms; students develop problem-solving skills relevant to their disciplines. This course is primarily for students in certain technically oriented disciplines.

MATH 163 - Pre-Calculus I

Is a course that explores the nature and scope of college mathematics through the study of functions. Topics include the study of polynomial, rational, radical, piece-wise defined, and absolute value functions and their graphs and applications, as well as modeling with these functions. Additional topics include complex numbers, inverse functions, operations with functions, and exponential and logarithmic functions, as well as their graphs and applications.

CSIT 101 - Technology and Information Systems

Introduces emerging computer hardware, software, and processes. Students explore the ethical and global impact of technological integration in various segments of society.

HLTH 101 - Health and Wellness

Studies the essential wellness practices as they relate to current concepts of preventive medicine; investigates the latest scientific findings relevant to the major diseases and causes of premature death in the U.S. Note: This course is a globally intensive course that promotes intercultural competency and global awareness. Successful completion of this course contributes toward the fifteen credits of globally intensive curriculum needed to earn the certificate of Global Distinction.

PSYC 101 - Introduction to Psychology

Surveys the science of psychology and the application of critical thinking skills. Topics include research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, memory, motivation and emotion, language, lifespan development, intelligence, stress and health, social behavior, personality, and abnormal behavior and its treatment. Applications of psychology in a culturally diverse world are also discussed.

HLTH 120 - Aging and Health

Provides an overview of healthy aging and wellness promotion throughout the life continuum. This course explores physiological, psychological, environmental, and financial changes associated with the aging process. Topics include physical wellness, mental health, housing options, medical care, retirement, assisted living/long-term care options, ethical treatment of the elderly, and the stereotypes and myths held in society toward an aging population. Students examine how choices made today affect a long healthy lifespan as opposed to just a long lifespan.

HLTH 126 - Introduction to Holistic and Complementary Health

Introduction to Holistic and Complementary Health explores health and healing through the integrated and interdependent components of the body, mind, and spirit. The course exposes students to a variety of ancient and modern healing traditions from diverse cultures and around the globe; methods of prevention and self-care; and the paradigm of “whole person” medicine. Students investigate the similarities and differences among conventional, holistic, and complementary health care practices. Students also consider the factors that limit access to holistic and complementary health care in the United States.

HLTH 103- Foundations of Physical Education and Health Education

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

BIOL 220 - Human Anatomy and Physiology I

Emphasizes the structure and function of the human body, integrates principles and concepts of the cell, chemistry, biochemistry, and homeostasis. This course includes the study of cells and tissues and the integumentary, skeletal, nervous, endocrine, and muscular systems.

BIOL 221 - Human Anatomy and Physiology II

Provides further study of the structure and function of the human body. This course emphasizes circulatory, respiratory, reproductive, urinary, and digestive systems.

PEMJ 138 - Introduction to Teaching Fitness and Wellness

Examines the principles, concepts, and strategies of fitness programming in K-12 physical education classrooms. Students will develop strategies, obtain resources, and apply appropriate classroom activities for the implementation and assessment of developmentally appropriate lesson plans and standardized fitness testing for elementary and secondary classrooms.

PEMJ 239- PEMJ 239 Historical and Contemporary Perspectives in Physical Education

Provides a critical overview of the historical, social, and political foundations of Physical Education and general education in the United States. Emphasis is placed on analyzing differing views about the relationship between schools and American society, and exploring current issues impacting schools, teachers, and students. In addition to academic coursework, students will complete 30 hours of field experience in a local partnership school or educational site.

PSYC 215 - Educational Psychology

Is a course in which students explore applications of modern psychological research and principles to educational theory and practice. Course topics include aspects of human development, theories of learning and instruction, creating positive learning environments, teaching learning, assessment and grading, learner differences, motivation, and the impact of culture and community. This course is designed primarily for pre-service teachers or others interested in the educational process.

EDTR 254: Literacy in the Content Area Part 1

Students examine literacy in the present day, with an emphasis on the literacy development of adolescent learners. The course content focuses on the interactive nature of the reading process in the content area; students examine the use of effective instructional strategies for developing content reading literacy, skills, vocabulary, and concepts. Students focus on the design of instruction that incorporates appropriate methods and materials for developing reading proficiency in the content area, with a concentration on meeting the linguistic and cultural needs of all students. Course offered every fall, spring and may be offered during additional sessions.

EDTR 212: Contemporary Challenges in Public Education

Requires students to synthesize the historical context of the American education system with the ever-fluctuating trends and issues affecting today's society to develop a unique and independent perspective. Students are presented with the materials required to analyze the educational history that drive current issues and developments in reform measures, as well as the advantages and flaws inherent in previous attempts to improve our education system. Through an intensive investigation of past and current events using primary and secondary sources as well as reflection on personal and educational values and experiences, students will develop a critical comprehension of the American education system.

HLTH 221: Human Sexuality

Is a course for students interested in exploring the nature of sexuality, love, and relationships through the focus of biological, psychological, social, emotional, spiritual, cultural, economic, legal, and historical viewpoints. Topics such as gender formation, reproductive technology, sexually transmitted infections (STIs), sexual expression, and interpersonal relationship dynamics are presented. Empirical and theoretical research related to personality, developmental, social, clinical, evolutionary, learning, and cognitive perspectives is examined. Reflections on the influences that impact sexuality are explored. Course offered every fall, spring and may be offered during additional sessions.

HLTH 212: Stress Management

Explores the nature of stress, examines the factors which may contribute to its manifestation, and determines which of these factors may be operating in students' lives. Students are exposed to a wide variety of healthy coping strategies and engage in relaxation practices. Personal stress management plans are created to reduce stress levels

SPMT 100: Principles of Athletic Coaching

Provides students with the fundamental philosophies and techniques for planning, organizing, and managing athletic programs. Emphasis is placed on the principles of effective coaching and the application of human psychology as it relates to the coach and athlete in their unique relationship.

SPMT 250: Management of Fitness and Sports Facilities Programs

Provides students with comprehensive information on the organization and administration of programs and facilities in the profession. The course includes concepts of management such as policy development, budgeting, personnel, programming, facilities, legal considerations, and marketing.

EDTR 101: Foundations of Education

Is a course in which students survey the concepts essential to the development of the prospective teacher. Topics to be examined include: the profile of the teaching profession; historical foundations and perspectives impacting contemporary education and education reform; diversity; equity; learning differences; research-based instructional practice; professionalism and ethical responsibility; legal perspectives on education; and becoming a teacher in a challenging world. Through course assignments, students are involved actively in developing the oral, written, and technological skills required in the profession of teaching. Additionally, students develop the necessary attitudes and disposition of successful educators.

PHIL 240: Ethics

Teaches the use and discovery by rational methods, theories and concepts that aid in determining the truth about right and wrong, good, and bad, morality and immorality. Introduction to Ethics explores, through critical analyses and examination, existing ethical systems by examining values and their applications to everyday phenomena. Ethics improves a student's ability to understand ethical reasoning and induces critical reflection and analyses to build a foundation for making ethical decisions and choices.

KNLS 134: Nutrition for Sport and Exercise

Is a course in which students explore the principles, background, and rationale for current nutrition guidelines specifically for athletes. Students discover the physiological science behind sports nutrition, enabling them to assess the nutrient demands of athletes and active adults specific to their sport. Additionally, students examine the influence of nutrition on exercise performance, training, and recovery.

HLTH 232: Contemporary Issues in Nutrition

Explores current concepts of practical and applied nutrition such as food selection, "empty calories", current myths and misconceptions, the relationship of nutrients to optimal health, weight control, food preparation, health foods, "comfort foods", additives, and food safety.

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

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

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

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

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

N/A

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

CCBC provides clear, complete and accurate information regarding curriculum, course and degree requirements on the CCBC website as accessed through our online catalog: [Community College of](#)

[Baltimore County - Acalog ACMS™ \(ccbc.md.edu\)](http://ccbc.md.edu). Faculty hold regularly scheduled office hours (face to face or online, per college policy). These office hours are available to students outside of class meeting times and are posted on the course syllabus. CCBC uses Quality Matters standards in online learning as a measure of online course design quality. These standards specifically require the following to be addressed within each course: minimum technical requirements for the course, minimum technology expectations, learning management system basic requirements and instructions, links, and instructions for all student support services including disability support services, financial aid etc. The same information can be found on the CCBC Online website: [CCBC Online \(ccbc.md.edu\)](http://ccbc.md.edu). Course sections (face to face, blended and online) utilize a learning management system course shell and instructors are required, at a minimum, to post the course syllabus, progress grades, and final grades online. Links to academic support services are available at: [Student Support \(ccbc.md.edu\)](http://ccbc.md.edu).

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Recruitment and admissions materials are revised each year when the CCBC College Catalog is finalized. Accurate admissions information can be found at this site: <https://www.ccbc.md.edu/Admission-and-Registration/Get-Started/index.html>. The College Catalog is updated annually, and all program and course information is current. The College Catalog can be accessed at this link: <https://catalog.ccbc.md.edu/index.php>.

CCBC's Marketing and Communications staff oversees all College media, print, and website messaging and employs a mission-centric, strategic approach to produce communications that enhance the College's reputation and engage prospective students. To promote accuracy, honesty, and truthfulness in public relations announcements, advertisements, and related admission materials, publications move through several levels of approval prior to publication. When appropriate for major college-wide campaigns, senior level approvals are sought to ensure that the full weight of the institution stands behind the work.

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](#).

A specific Transfer Articulation agreement has been negotiated between CCBC and Salisbury University for the Associate of Arts in Physical and Health Education. Students will complete their first thirty credits at CCBC and are guaranteed seamless transfer to complete the bachelor's degree requirements at Salisbury University. **See the articulation agreement attached.**

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field, academic title/rank, status**

(full-time, part-time, adjunct), and the course(s) each faculty member will teach in the proposed program.

Faculty Member Name	Terminal Degree & Discipline	Full Time or Adjunct	Courses Taught
John Reed	Ed.D. - Educational Leadership M.Ed. School Counseling B.S. Physical Education	Full Time	HLTH 103 PEMJ 136 HLTH 101 PEFT 101
Rick Day	M.S. - Exercise Science and Health Promotion	Full Time	HLTH 101 PEFT 101 HLTH 120 SPMT 100
Claire Colclough	M.S. - Exercise Science and Health Promotion	Full Time	HLTH 101 PEFT 101 HLTH 126 HLTH 221
Dan Krausz	M.S. - Exercise Physiology M.S. - Nutrition and Human Performance	Full Time	HLTH 101 PEFT 101 HLTH 232 KNLS 134
Connie Colclough	D.H.Ed. - Health Education M.S. Exercise Science and Health Promotion	Full Time	HLTH 101 HLTH 103 PEFT 101
Lisa Click	M.A. - Holistic Health Studies	Full Time	HLTH 232 HLTH 126 HLTH 120 HLTH 212

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) **Pedagogy that meets the needs of the students**
- b) **The learning management system**
- c) **Evidenced-based best practices for distance education, if distance education is offered.**

The Institute for Transformative Teaching, Learning, and Leadership (ITLL) at CCBC leverages existing and new evidence-based initiatives by providing innovative professional learning for educators and

access to coordinated programs that build community, support equity, and promote student success at CCBC. Additional professional development is provided at annual events including Fall Focus, the Teaching and Learning Fair, and Professional Development Day. Faculty receive funding on a regular basis to present at regional and national conferences that relate to pedagogy and discipline areas of interest. CCBC recognizes that up-to-date pedagogy is essential in student success initiatives, as the college serves primarily in a teaching role.

CCBC has numerous distance education programs. Faculty slated to teach online must complete a professional development offering, Teaching Online Course. This five-week online course is designed for faculty scheduled to facilitate an existing online or blended course. The course content includes online learning principles and instructor competencies. Topics covered include orienting students to the online learning environment (including the learning management system (LMS) which is Brightspace, the facilitation of online courses, self-assessment of instructor technical skills and current teaching strategies, social processes and presence, legal issues (ADA, FERPA and copyright), and identifying relevant institutional policies, procedures, and support services. Faculty online course developers must complete prerequisite training as determined by Instructional Design and Online Learning. Online and blended course development is led by an instructional designer and follows a programmatic or discipline, team-based approach. Courses are designed to meet Quality Matters and CCBC Online Standards. Completed courses run for one semester before entering CCBC's Internal Review process.

CCBC also has multiple online learning policies designed to foster best practices in online learning. These policies include, but are not limited to, a thirty percent (30%) authenticated assessment requirement, online office hours, and a consistent LMS template.

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

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

The CCBC Library provides access to over 90,500 print volumes on three campus libraries, as well as nearly 88,500 eBooks and over 91,497 journals in databases through the library's website. The library is open to students and faculty for 64 hours a week during the Fall and Spring semesters and all electronic resources are available 24/7 via the library's website, utilizing active CCBC credentials. CCBC's Research Guides, LibraryLearn interactive asynchronous instructional modules, eBooks, print books, web links, videos, etc. are also available to students via our website. The CCBC Library uses Ebsco's discovery layer software for enhanced access to all materials. LibraryChat, our professionally staffed reference chat service, is also available 24/7. CCBC Librarians are available online, on the phone, or in person for student assistance during all the library's open hours.

Beyond the resources provided through CCBC, the CCBC Library has a reciprocal use and borrowing agreement with the University of Maryland Baltimore County, Albin O.Kuhn Library and the University of Baltimore, Robert L. Bogomolny Library that entitles CCBC students to on-site access and use of the facilities and resources of these libraries as well as the opportunity to check out books. The college also provides an Interlibrary Loan service: [What is Interlibrary Loan \(ILL\) - Borrowing from other libraries \(Inter Library Loan\) - Research Guides at Community College of Baltimore County \(ccbc.md.edu\)](#).

In addition, to make library services more accessible to students, the CCBC Library provides a virtual chat reference service through the Library webpage: [CCBC Libraries \(ccbcmd.edu\)](http://ccbcmd.edu).

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 technologies and sciences.**

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

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

- a) **An institutional electronic mailing system, and**
- b) **A learning management system that provides the necessary technological support for distance education**

CCBC provides all students with a Microsoft Office e-mail address and has a single sign on SSO login process for all technologies. CCBC currently uses Brightspace as its Learning Management System. Help Desk support for all technology and distance education questions can be accessed both online and via a technical hotline: <https://www.cbcmd.edu/For/Accepted-Students/pages/Connect-to-Tech.html>

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.

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$72,240	\$84,084	\$99,060	\$102,780	\$102,780
a. Number of F/T Students	10	12	15	15	15
b. Annual Tuition/Fee Rate	\$4,992	\$4,992	\$4,992	\$4,992	\$4,992
c. Total F/T Revenue (a x b)	\$49,920	\$59,904	\$74,880	\$74,880	\$74,880
d. Number of P/T Students	12	13	13	15	15

e. Credit Hour rate	\$124	\$124	\$124	\$124	\$124
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$22,320	\$24,180	\$24,180	\$27,900	\$27,900
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$72,240	\$84,084	\$99,060	\$102,780	\$102,780

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.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$182,000	\$182,000	\$190,900	\$198,900	\$198,900
a. Number of FTE	1.5	1.5	1.5	1.5	1.5
b. Total Salary	\$140,000	\$140,000	\$148,000	\$153,000	\$153,000
c. Total Benefits	\$42,000	\$42,000	\$42,900	\$45,900	\$45,900
2. Admin. Staff (b + c below)	\$26,000	\$26,000	\$30,000	\$30,000	\$32,000
a. Number of FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$20,000	\$20,000	\$23,000	\$23,000	\$25,000
c. Total Benefits	\$6,000	\$6,000	\$7,000	\$7,000	\$7,000
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (add 1-7)	\$208,000	\$208,000	\$220,900	\$228,900	\$230,900

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

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

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

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

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

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

Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

Learning outcomes assessment provides a mechanism for continuous improvement.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

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

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

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

CCBC is committed to ensuring equal opportunity and nondiscrimination in all practices. We are committed to equal treatment for all students and employees and will not discriminate based on race, color, religion, gender, age, national origin, ancestry, veteran status, disability, sexual orientation, or any

other basis protected by law. CCBC is devoted to providing an environment where cultural diversity thrives. CCBC has a dedicated Intercultural Engagement team who offers a host of programs designed to enhance minority student success including guest speakers, study programs, clubs, and academic counseling.

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

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

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

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

This 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.**

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

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

CCBC's mission is to provide students with accessible, affordable, and high-quality education. Its current strategic plan places an increased emphasis on online learning (distance education). Sustaining and growing online learning is interwoven into the academic schools' plans as well as the Department of Online Learning's (DOL) goals and objectives. The Instructional Technology budget supports technologies related to online learning. The DOL also has a budget, which provides resources for faculty training and

technology, as well as the promotion of a quality assurance process. CCBC has a dedicated, public facing webpage for online learning CCBC Online (ccbcmd.edu), which displays programs offered in an online format. It also provides both potential and current students with links to all services they might need.

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

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

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

**ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
THE BOARD OF TRUSTEES OF THE
COMMUNITY COLLEGE OF BALTIMORE COUNTY AND SALISBURY
UNIVERSITY REGARDING TRANSFER FROM ASSOCIATE OF ARTS IN DEGREE
IN PHYSICAL AND HEALTH EDUCATION TO THE BACHELOR OF SCIENCE IN
PHYSICAL EDUCATION**

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between **the Board of Trustees of the Community College of Baltimore County**, an institution of higher education, organized in the State of Maryland with a campus located at 7201 Rossville Boulevard, Baltimore, MD 21237 (“CCBC” or the “Sending Institution”) and **Salisbury University**, an institution of higher education, organized in the State of Maryland with its principal office located at 1101 Camden Avenue, Salisbury, MD 21801 (the “Receiving Institution”) (collectively, the “Institutions”) for the purpose of facilitating the transfer of academic credits from **CCBC’s Associate of Arts in Physical and Health Education** towards the completion of the **Bachelor of Science in Physical Education** through the Receiving Institution (the “Program(s)”).

A. Qualifying Students are defined as students that:

1. Have successfully completed the Program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission into the Receiving Institution.

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer from the Sending Institution into the Receiving Institution for the completion of the Program.
2. Courses that the Receiving Institution will accept credits for towards completion of the Program are noted within the Transfer Plan below.

Transfer Plan
Community College of Baltimore County
Associate of Arts in Physical and Health Education to Salisbury University
Bachelor of Science in Physical Education

This transfer plan is intended for students pursuing an **Associate of Arts in Physical and Health Education** at CCBC who are interested in pursuing a **Bachelor of Science in Physical Education** at Salisbury University. The equivalencies below demonstrate how a student can meet both the requirements of the associate degree and prepare for a seamless transfer to the Receiving Institution. Please note:

1. Only courses that have course equivalencies are displayed. This guide does not show all transferable courses from the Sending Institution, nor does it display all Receiving Institution courses that will fulfill a specific requirement.
2. For financial aid and scholarship information, please see the Receiving Institution's [financial aid webpage](#):
3. Transfer plans are intended to be used as planning tools. If additional assistance is required for selecting courses to take prior to a Qualified Student's transfer to the Receiving Institution, contact Salisbury University Office of Admissions at 410.513.6000 or admissions@salisbury.edu.
4. Courses with the grade of C (2.5) and above will transfer to Salisbury University. The grade of D will transfer provided that grade was earned within a degree completed at CCBC. Program pre-professional courses will require a minimum of 2.5 GPA.
5. Courses that are defined as general education by one institution shall transfer as general education even if the Receiving Institution does not have that specific course or has not designated that course as general education ([MHEC Student Transfer Policy](#))
6. Remaining Courses
Students will take the following courses at the Receiving to meet their graduation requirements. Students who transfer before completing the **Associate of Arts in Physical and Health Education** at CCBC may have additional program and graduation requirements to take and fewer free electives.
7. Major Requirements
All transfer students will be required to take a minimum of **30** credits of coursework at Salisbury University. A minimum of 15 credits must be at the upper-level (300-400). A minimum total of 120 credits are required for the degree.

Course by Course Equivalency (CCBC Catalog, 2025-2026; Salisbury Catalog, 2025-2026)

CCBC Course	CCBC Credits	Salisbury Equivalency	Credits Transferred	Notes
General Education Requirements				
ENGL 101: English Composition	3	ENGL 103: Composition and Research	3	Communicating Through Writing
ENGL 102: English Composition II	3	GENE LIT: General Education English (Lit)	3	Human Expression
CMNS 101: Fundamentals of Communication	3	COMM 100: Fundamentals of Communication	3	Human Expression
General Education Elective: Arts and Humanities	3	Varies	3	
BIOL 110: General Biology I	4	BIOL 201: Introduction to Biology: Molecular and Cellular Biology	4	Hands on Science/ Solutions through Science
PHYS 105: How Things Work	3	PHYS SCL: General Educ Phys W/Lab	3	Hands on Science/ Solutions through Science
MATH 135: Applied Algebra and Trigonometry or MATH 163: Pre- Calculus I or Higher	3-4	MATH 140: College Algebra & Trigon or MATH 135: College Algebra: Modeling Approach	3	GENE Quantitative Analysis
CSIT 101: Technology and Information Systems	3	COSC 116: Introduction to Computer Systems	3	
HLTH 101: Health and Wellness	3	GENE PHE: General Educ Phys Educ	3	
General Education Elective: Social and Behavioral Sciences	3	Varies	3	

A.A. Physical and Health Education

Articulation Agreement

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CCBC Course	CCBC Credits	Salisbury Equivalency	Credits Transferred	Notes
PSYC 101: Introduction to Psychology	3	PSYC 101: General Psychology	3	Social Configurations
HLTH 126: Introduction to Holistic and Complementary Health or HLTH 120: Aging and Health (both meet Diversity requirement)	3	HLTH ELE: Health Elective or Gen Ed: Personal Wellness	3	
BIOL 220: Human Anatomy and Physiology I	4	BIOL 215: Human Anatomy & Physiology I	4	
BIOL 221: Human Anatomy and Physiology II	4	BIOL 216: Human Anatomy & Physiology II	4	
HLTH 103: Foundations of Physical Education and Health Education	3	PHED 135: Foundations of Physical Education	3	
Program Requirements				
PEMJ 138: Introduction to Teaching Fitness and Wellness	3	PHED 175: Introduction to Teaching Fitness and Wellness	4	
PEMJ 239 Historical and Contemporary Perspectives in Physical Education	3	EDFN: 210 School in a Diverse Society	4	
PSYC 215: Educational Psychology	3	SCED 300: Development, Learning and Assessment	3	
Program Electives Take three credits from the following list		Will depend on the course.		
Salisbury strongly recommends EDTR 254:	3	EDTR 254: Literacy in the Content Area Part		

A.A. Physical and Health Education

CCBC Course	CCBC Credits	Salisbury Equivalency	Credits Transferred	Notes
Literacy in the Content Area Part I to fulfill SCED 439. EDTR 212: Contemporary Challenges in American Education: The American Perspective, HLTH 221: Human Sexuality, HLTH 212: Stress Management, SPMT 100: Principles of Athletic Coaching, SPMT 250: Management of Fitness and Sports Facilities Programs, EDTR 101: Foundations of Education, PHIL 240: Ethics, KNLS 134: Nutrition for Sport and Exercise, HLTH 232: Contemporary Issues in Nutrition, or any course with a PEAQ, PELF or PEMJ prefix		I =SCED 438: Teaching Literacy in the Content Areas		
General Electives				
Select elective up to 60 credits				
Total Credits	60-61		60-61	

Completion of the **Bachelor of Science in Physical Education** at the Receiving Institution requires students to successfully complete the following course work:

Salisbury Coursework	Credits	Notes
PHED 260: Team and Individual Sports and Activities	4	
PHED 352: Motor Performance and Development in PE	4	
PHED 333: Foundations of Movement Study in PE	4	
PHED 351: Psychosocial Aspect of PE	4	
PHED 245: Movement Education in PE	4	
PHED 275: Management & Instructional Strategies in PE	4	
PHED 350: Assessments & Technology in PE	4	
PHED 400: Adapted PE	4	
PHED 410: Elementary School PE	5	
PHED 420: Secondary School PE	5	
PHED 430: Methods in Teaching Health Ed.	4	
PHED 481: Seminar in PE	3	
PHED 470: Internship II in Elementary PE	6	
PHED 471: Internship II in Secondary PE	6	
SCED 438: Teaching Literacy in the Content Areas	3	Waived IF EDTR 254: Literacy in the Content Area Part I is completed.
Total Credits	61-64	

8. Additional Provisions

- a) Courses that fulfill program requirements are only eligible for transfer if students have earned a grade of "D" or better; however, the program pre-professional courses will require a minimum of 2.5 GPA. Courses used to fulfill only general education requirements are eligible for transfer if students have earned a grade of "D" or better, except for college composition, which must be passed with a "C-" — 70 or higher.
- b) Students must have a 2.0 cumulative grade point average at time of application.
- c) Salisbury University participates in general education block transfer. Students entering the Receiving Institution with an A.A., A.S., or A.A.T. degree from a Maryland community college will have met all the Receiving Institution's general education requirements. The equivalencies above detail the coursework students would take under the block transfer program. Not all programs are eligible for block transfer.

d) Salisbury University will accept up to 70 credits from 2-year institutions. Up to 90 credits can be applied to degree requirements from a combination of 2-year institutions, 4-year institutions, and non-direct classroom instruction (including CLEP, AP, and other nationally recognized standardized examination scores). For additional information about credit transfer, please see the Receiving Institution's [transfer credit for undergraduates webpage](#).

e) For non-direct classroom instruction, an appropriate score is determined by the Receiving Institution, and students must submit original test scores/results to the Receiving Institution.

f) Students intending to transfer should complete the admission application for Salisbury University once they complete 45 credits of the Associate Degree program. For financial aid and scholarship information, please see the Receiving Institution's [financial aid webpage](#).

9. The Receiving Institution shall designate, and shall provide to the Sending Institution, contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

Oversite of Records	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Sarah Sebly	Elizabeth Kressin
Title of staff person	Associate Registrar	Associate Registrar
Email address	Smelchior@ccbcmd.edu	emkressin@salisbury.edu
Telephone Number	443.840.4647	410-543-6020

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

Articulation Agreement Contact	Sending Institution	Receiving Institution
Name of person	Ann Gamble	Jennifer Ellis
Title of person	Director of Transfer and Degree Acceleration	Academic Portfolio & Curriculum Administrator
Email address	agamble@ccbcmd.edu	jeellis@salisbury.edu
Telephone Number	443.840.1735	410-543-6330

10. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of

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Veterans Affairs' regulations, including the regulations governing the awarding of prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

11. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
12. Each Institution shall advise students regarding transfer opportunities under this Agreement and shall advise students of financial aid opportunities and implications associated with the transfer.
13. Should either Institution make changes to program requirements, the Institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

A. Term and Termination

1. This Agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution and shall remain in effect for a period of five years, unless earlier terminated pursuant to this section.
2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering sixty (60) days written notice to the other Institution and the Maryland Higher Education Commission.
3. Both Institutions agree to review the terms and implementation of this Agreement at least once every two (2) years, or more frequently as needed, to ensure continued alignment with MHEC requirements, academic program standards, and institutional policies. The results of such reviews shall guide any necessary amendments or updates to the Agreement and may be used to support formal notifications to MHEC when applicable.

B. FERPA Compliance and Data Sharing

1. The Institutions acknowledge that the transfer of students under this Agreement may require the sharing of personally identifiable information from education records in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and 34 C.F.R. Part 99.
2. Each Institution agrees to obtain and maintain appropriate written consent from students, or rely on applicable exceptions under FERPA, to disclose education records, including transcripts, academic performance, and enrollment status to the partner Institution for the purposes of transfer evaluation, academic advising, financial aid coordination, and program tracking.
3. The Institutions further agree that the execution and implementation of this Agreement will be accompanied by the executed CCBC Data Sharing Addendum, which governs the scope, safeguarding, and permitted uses of shared data. In the

event of a conflict between the Agreement and the CCBC Data Sharing Addendum with respect to data handling or FERPA compliance, the Addendum shall control.

C. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions. Any curriculum modifications that affect the course equivalencies or program structure shall be communicated in writing and reflected in an updated course matrix as a part of the amendment process.

D. Nondiscrimination

The Parties agree that none shall discriminate against any individual or student based on age, sex, race, color, sexual orientation, gender identity, religious belief, national origin, genetic information, political affiliation, veteran's status, disability, or any other protected category when providing services in this Apprenticeship Program. Furthermore, the Parties agree to comply with all applicable Federal, Maryland, and local laws and regulations concerning discrimination.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Delay

No failure or delay in exercising any right or remedy, or in requiring the satisfaction of any condition, under this Agreement, and no act, omission, or course of dealing between the Parties, operates as a waiver or estoppel of any right, remedy, or condition.

G. Enforceability

If any term or provision of this Agreement is held to be illegal, unenforceable, or in conflict with any law governing the subject matter of this Agreement, the validity of the remaining provisions shall not be affected and shall remain in effect.

H. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.

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2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

I. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

J. Representations and Warranties of the Parties

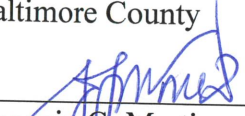
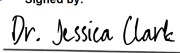
Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.
3. Each of the individuals whose signature appears below represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of the Institution indicated and that this Agreement is binding on such Institution in accordance with its terms.

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IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

<p>Board of Trustees of the Community College of Baltimore County</p> <p>By: <u></u></p> <p>Joaquin G. Martinez, Ph. D. Provost and Vice President of Academic and Student Affairs</p> <p><u>2/26/2026</u></p> <p>Date</p>	<p>Salisbury University</p> <p>Signed by: By: <u></u></p> <p><small>2E0992A49F234EE...</small> Dr. Jessica K. Clark, Ph.D. Interim Provost & Senior VP of Academic Affairs</p> <p><u>3/13/2026</u></p> <p>Date</p>
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Date of next review (2 years or sooner from date of last signature):
