



May 1, 2026

Elena Quiroz-Livanis
Interim Secretary of Higher Education
Maryland Higher Education Commission
217 E. Redwood Street, 21st Floor
Baltimore, MD 21202

Dear Ms. Quiroz-Livanis:

Enclosed for the Commission's review is a proposal for a substantial modification to an associate degree offered by Cecil College.

Proposed Program

AS Exercise Science

Proposed
HEGIS Code
4910.09

Proposed
CIP Code
31.0501

We have mailed a check for \$250 to cover the Commission's fee for this review.

Should you have any questions or require additional information, please contact Dr. Colleen Flewelling, Associate Dean for Academic Assessment and Development, at 443-674-1948 or cflewelling@cecil.edu.

Sincerely,

Christy Dryer, DNP
Vice President of Academic Programs

Academic Programs

One Seahawk Drive • North East, MD 21901 • 410-287-1000 • www.cecil.edu

OWN YOUR FUTURE



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

Institution Submitting Proposal	
---------------------------------	--

Each action below requires a separate proposal and cover sheet.

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Mary Way Bolt</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

**CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
AS EXERCISE SCIENCE
HEGIS 4910.09 CIP 31.0501**

A. Centrality to institutional mission statement and planning priorities:

Description of program. The Associate of Science program in Exercise Science will prepare students to work in the exercise and rehabilitation fields. Student will complete introductory courses in the science of human movement such as the physiological and functional adaptations to movement, exercise, fitness and wellness assessment, rehabilitation and nutrition. Successful completion prepares the student for their certification in personal training and to transfer to a bachelor's degree program in exercise science.

How program relates to institution's approved mission. By introducing students to this field, this program directly supports Cecil College's mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce.

How the program supports the institution's strategic goals. Cecil College's 2026-2031 Strategic Plan includes four strategic goals: student access; academic excellence; community impact; and organizational effectiveness. This program supports the goal of enhancing academic excellence by providing a transformative learning experience that provides life-long value, is affordable, and prepares students for their future success. This program is provided within a welcoming and engaging community that provides the assurance of an enjoyable, safe, and caring environment where all students can achieve their goals.

Affirm the program is an institutional priority. The College is committed to administrative, financial, and technical support for this program and to continuing this program to allow enrolled students to complete it.

How the proposed program will be adequately funded for at least the first five years of program implementation. The program will be funded by tuition and fees revenue. More detail is provided in section L below.

B. Critical and compelling regional or Statewide need as identified in the State Plan:

Need for the advancement and evolution of knowledge. The field of exercise science continues to evolve as new research emerges in areas such as human movement, injury prevention, fitness assessment, chronic disease management, and evidence-based exercise programming. Advancing knowledge in this area supports the preparation of students who can apply current scientific principles, adapt to changing professional standards, and pursue further education or credentials in health, fitness, and allied health fields.

Societal needs. There is an ongoing societal need for professionals with foundational knowledge in exercise science to support physical activity, health promotion, injury prevention, and wellness across diverse populations. Community-based fitness facilities, healthcare and rehabilitation settings, schools, and recreational programs increasingly rely on individuals trained in exercise science principles to address issues related to physical inactivity, chronic disease risk, and overall quality of life.

Need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs. A bachelor’s degree programs in Exercise Science is offered at University of Maryland Eastern Shore. Because Cecil’s AS program in Exercise Science may lead to transfer to a bachelor’s degree program, graduates could choose to attend this institution.

Consistency with the Maryland State Plan for Postsecondary Education. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 1 (Student Access) and specifically, priority 1 (affordability of postsecondary education in Maryland) of the 2022 Maryland State Plan for Education. Completing two years of college at a community college is an alternative way to keep postsecondary education affordable without compromising high-quality education. Students’ expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which have Exercise Science programs with the cost of attending Cecil College.

Institution	Rate	Cost per credit 2025-26	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	\$135	\$8,100	-
University of Maryland Eastern Shore	In-state	\$244	\$14,640	\$6,540
Frostburg University	In-state	\$311	\$18,660	\$10,560
Salisbury University	In-state	\$327	\$19,620	\$11,520
Towson University	In-state	\$332	\$19,920	\$11,820
University of Maryland College Park	In-state	\$437	\$26,220	\$18,120

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

Potential industries, employment opportunities, and expected level of entry for graduates. Study in Exercise Science can lead to entry level positions in the following fields: personal trainer, health coach, fitness coach, rehab aide, wellness coach, wellness coordinator.

Market demand and availability of openings, showing quantifiable and reliable data on educational and training needs and the anticipated number of vacancies expected over the next five years.

Maryland’s Department of Labor, Licensing and Regulation projects a moderate increase from 2023-2033 in the number of openings for these types of positions.¹

Field	2023-2033 Percent Change in openings in Maryland
Exercise Trainers and Group Fitness Instructors	+16.5%

These data show that this field is in demand in Maryland. Therefore, it is likely that graduates will be able to obtain employment in their chosen field.

Current and projected supply of prospective graduates. To maintain enrollment in our programs with our current and projected supply of prospective students, Cecil College will leverage its partnership with

¹ <https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml>

Cecil County Public Schools (CCPS). CCPS graduates on average 1,100 students each year from the five local high schools. On average, 25% of these graduates enroll at Cecil College. Furthermore, the Maryland Blueprint is allowing more “college-ready” students to be exempt from placement assessments and enroll at college level courses. By enrolling more well-prepared students, we project improved retention rates and potentially increased enrollment. The Admissions Office recruits students from CCPS and regional high schools (Delaware and Pennsylvania) through college fairs, open houses, high school visits, mailings, regional marketing campaigns, tours, and other activities.

D. Reasonableness of program duplication:

A review of MHEC’s Program Inventory shows that there are several similar Associate degree programs in Maryland.

Institution	Program Name	Degree Offered
Allegany College of Maryland	Arts & Sciences Transfer, AoC Exercise Science	Associate
Anne Arundel Community College	Kinesiology	Associate
Carroll Community College	Arts & Sciences Transfer, AoC Exercise Science	Associate
Chesapeake College	Health, Fitness, and Exercise Science	Associate
College of Southern Maryland	Exercise and Sport Science	Associate
Community College of Baltimore County	Kinesiology	Associate
Frederick Community College	Health Sciences, AoC Exercise Science	Associate
Garrett College	Health and Exercise Science	Associate
Hagerstown Community College	Exercise Science and Health	Associate
Harford Community College	Exercise Science	Associate
Howard Community College	Arts & Sciences Transfer, AoC Exercise Science	Associate
Montgomery College	Arts and Sciences Transfer, AoC Exercise Science	Associate

Similarities and differences between the proposed program and the programs listed above. Cecil College’s Exercise Sciences A.S. program shares core elements with other Maryland community college programs in exercise science, kinesiology, and health fitness. Across these programs, common curricular components include biology, anatomy, and physiology with laboratories, nutrition, psychology, and general education coursework that support transfer pathways.

Within this group, some institutions such as Harford, CCBC, Montgomery College, Frederick, Chesapeake, Anne Arundel, Hagerstown, Garrett, and the College of Southern Maryland offer programs that more closely align with Cecil’s applied approach by incorporating fitness instruction, assessment, and career-oriented coursework alongside academic foundations. In contrast, programs at institutions such as Howard Community College, Allegany College, and Carroll Community College, as well as several of the Arts and Sciences concentration programs, are more strongly oriented toward transfer preparation,

emphasizing broad academic coursework in health and human performance with less emphasis on workforce-specific training.

Where Cecil's program differs is in how these elements are combined and sequenced. Cecil integrates personal training coursework with laboratory components, a fundamentals of sports medicine course, and a required four-credit internship within the associate degree, emphasizing applied learning alongside academic preparation. Some peer programs emphasize kinesiology theory or transfer-focused coursework, while others prioritize fitness instruction or health-oriented electives. Cecil's structure reflects a blended approach, offering students exposure to both academic and applied components within a single degree pathway.

Justification for the proposed program. Cecil's program offers students exposure to both academic and applied components of exercise science in a way that others' programs do not. In addition, this program will allow students in Cecil County a more accessible and affordable option to study nearby their residence.

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

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBIs.

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

A bachelor's degree programs in Exercise Science is offered at University of Maryland Eastern Shore. Because Cecil's AS program in Exercise Science may lead to transfer to a bachelor's degree program, graduates could choose to attend this institution.

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

How the proposed program was established. Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee comprised primarily of faculty, for approval. This degree program was designed by Daniel Roman, Associate Professor of Exercise Sciences, and Dr. Meredith Lutz Stehl, Professor of Psychology and Chair of the Human Sciences Department.

Faculty who will oversee the program. Daniel Roman, Associate Professor of Exercise Sciences, will oversee this program.

Student learning outcomes. Upon successful completion of this program, students will be able to:

- Describe human body systems, discuss the impact of physical activity on the body, and identify risk factors associated with physical activity for various populations with diverse medical histories.
- Design, assess, and implement safe and effective exercise prescriptions to improve health and performance, taking into account various populations and conditions.
- Define and explain the professional demeanor and skills necessary for rapport building, effective interpersonal communication, and maintaining professional integrity and responsibility

- Design client educational materials for a variety of client populations using industry leading theory and technique.

Assessment of student achievement. The College’s Academic Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years. Student learning achievement of learning outcomes is documented through department annual reports that are submitted to the Dean and the Associate Dean of Academic Assessment and Development.

Program requirements. This program has been revised to update the program to current standards. The table below highlights the changes proposed for this program.

Current Program Requirements 30 Credits			New Proposed Program Requirements 30 Credits		
Course No.	Course Title	Cr	Course No.	Course Title	Cr
BUS 103	Introduction to Business	3	BUS 103	Introduction to Business	3
BIO 209	Human Anatomy and Physiology II	3	BIO 209	Human Anatomy and Physiology II	3
BIO 219	Human Anatomy and Physiology II Lab	1	BIO 219	Human Anatomy and Physiology II Lab	1
BIO 203	Nutrition	3	BIO 203	Nutrition	3
			FWS 101	Introduction to Exercise Science	3
FWS 110	Fundamentals of Personal Training I	3	FWS 110	Fundamentals of Personal Training	3
FWS 111	Fundamentals of Personal Training I Lab	3	FWS 111	Fundamentals of Personal Training Lab	1
FWS 120	Fundamentals of Personal Training II	3			
FWS 121	Fundamentals of Personal Training II Lab	3			
			FWS 130	Essentials of Fitness Assessment	3
FWS 135	Physiology of Exercise	3			
FWS 180	Special Populations Fitness Prescription	3			
			FWS 205	Exercise Science Internship	4
			PED 282	Fundamentals of Sports medicine	3
ELECT	Electives	3	ELECT (choose 1)	HCD 120 Medical Terminology HEA 136 Stress Management	3

				PSY 201 Human Growth and Development (SS) PSY 207 Educational Psychology SOC 102 Social Problems SOC 105 Perspectives in Human Diversity	
--	--	--	--	---	--

The proposed changes to the Exercise Science degree require the following courses:

Course Code	Courses (30 Credits)	Credits
BUS 103	Introduction to Business	3
BIO 203	Nutrition	3
BIO 209	Human Anatomy and Physiology II	3
BIO 219	Human Anatomy and Physiology II Lab	1
FWS 101	Introduction to Exercise Science	3
FWS 110	Fundamentals of Personal Training	3
FWS 111	Fundamentals of Personal Training Lab	1
FWS 130	Essentials of Fitness Assessment	3
FWS 205	Exercise Science Internship	4
PED 282	Fundamentals of Sports Medicine	3
ELECT	Elective (choose one)	3
	HCD 120 Medical Terminology	3
	HEA 136 Stress Management	3
	PSY 201 Human Growth and Development (SS)	3
	PSY 207 Educational Psychology	3
	SOC 102 Social Problems	3
	SOC 105 Perspectives in Human Diversity	3

COURSE DESCRIPTIONS

BIO 203 Nutrition studies the principles of nutrition and their application in both health and disease and throughout the life cycle. The course is intended primarily for students going into nursing or related fields. Credits: 3 Prerequisite(s): BIO 101 or BIO 130 or BIO 208

BIO 209 Human Anatomy and Physiology II (S) completes the sequence of study of the human body by studying the following organ systems: endocrine, cardiovascular, respiratory, digestive, urinary and reproductive. Relevant topics of metabolism, electrolyte balance and human genetics and development are included. Credits: 3 Prerequisite(s): BIO 208, BIO 218, and MAT 097

BIO 219 Human Anatomy and Physiology II Lab uses models, microscopes, dissections and experimental observations to reinforce topics in the endocrine, cardiovascular, digestive, respiratory, urinary and reproductive systems. Credits: 1 Prerequisite(s): BIO 218 Corequisite(s): BIO 209

BUS 103 Introduction to Business provides an overview of the major functional areas of business and our economic systems. Organizational areas include business systems, management, human resources,

marketing, production, and operations and information. Blended throughout the course are business-world trends of the growth of international business, the significance of small business, the continuing growth of the service sector, the need to manage information and communication technology and the role of ethics and social responsibility. This course should be taken early in the student's program. Credits: 3

FWS 101 Introduction to Exercise Science explores the scientific foundations of human movement, including physiology, biomechanics, motor learning, and sports nutrition. Students examine the field's evolution from physical education to modern health and performance science while applying concepts through fitness assessments and exercise programming. The course also introduces career paths and professional opportunities in exercise science. Credits: 3

FWS 110 Fundamentals of Personal Training prepares students for employment in the fitness industry. Students will learn how to conduct an initial client interview; design and implement fitness testing procedures; design and implement an individualized personal training program for various clients, including special populations; demonstrate and teach basic exercise movements; and cue and motivate clients. Course content will cover current guidelines for exercise prescription, basic biomechanics of human movement and exercise physiology, and administration and record keeping. After this course and its corresponding lab, the student will be eligible to take the national certification exam in personal training. Credits: 3 Prerequisite(s): EGL 101 Corequisite(s): FWS 111

FWS 111 Fundamentals of Personal Training Lab prepares students for employment in the fitness industry. Students will learn how to conduct an initial client interview; design and implement fitness testing procedures; design and implement an individualized personal training program for various clients, including special populations; demonstrate and teach basic exercise movements; and cue and motivate clients. Course content will cover current guidelines for exercise prescription, basic biomechanics of human movement and exercise physiology, and administration and record keeping. After this course and its corresponding lecture, the student will be eligible to take the national certification exam in personal training. Credits: 1 Prerequisite(s): none Corequisite(s): FWS 110

FWS 130 Essentials of Fitness Assessments introduces the student to a variety of laboratory and field assessments/tests utilized in the fitness and wellness industry. Emphasis will be placed on conducting/administering exercise tests and prescriptions; administering health screening assessments and interpreting data; and providing results counseling. Associated health benefits and risks will also be addressed. Physical fitness assessments included are tests of cardiorespiratory fitness, muscular strength and endurance, joint flexibility, body composition, and pulmonary capacity. Credits: 3 Prerequisite(s): FWS 110 Corequisite(s): none

FWS 205 Exercise Science Internship offers students the opportunity to gain practical, hands-on experience in the field of exercise science. Under the supervision of qualified professionals, students will apply theoretical knowledge acquired in previous coursework to real-world settings. Students will also have regular supervision meetings, reflective assignments, and opportunities for professional development. This course aims to enhance students' skills, build professional networks, and prepare them for successful careers in the health, wellness, and fitness industry. Credits: 4 Prerequisite(s): FWS 110, FWS 111 Corequisite(s): none

HCD 120 Medical Terminology is designed to improve the students' professional medical vocabulary. Students will build medical vocabulary, while recognizing the prefixes, suffixes, root words, combining forms and abbreviations. Topics include how to spell, define and pronounce medical terms associated with the major body systems as well as label basic anatomy and recognize common pathology terms. Credits: 3. Corequisite(s): EGL 090 or EGL 091

HEA 136 Stress Management is designed to assist the student in understanding the concept of stress. Students will learn to identify and assess their stressors and be able to implement techniques to assuage and eliminate stress. Credits: 3.

PED 282 Fundamentals of Sports Medicine introduces the theory, practice, and career options in sports medicine. Topics covered will include common athletic injuries, evaluations of major joints (ankle, knee, and shoulder), prevention techniques, rehabilitation, taping and other related injuries (heat/cold, illness, concussions, etc). This course will benefit individuals who plan to continue their studies in a sports medicine field, athletic training, and physical therapy. Credits: 3 Prerequisite(s): BIO 208, BIO 218

PSY 201 Human Growth and Development (SS) studies the developing person through the lifespan from conception to death. Current research and applications are used to describe and explain physical, cognitive, social, emotional and personality development. The importance of specific environmental contexts in development is emphasized. Some of the major topics explored in the course include: prenatal development, birth, attachment, language development, abuse and neglect, parenting, moral development, gender role development, problems and challenges of adolescence, theories of aging and the death and dying process. Credits: 3 Prerequisite(s): PSY 101

PSY 207 Educational Psychology involves an examination of psychological principles and practices as they apply to educational settings. Several topics related to teaching and learning are addressed, including developmental theory and processes, student characteristics, learning, instruction, diversity, motivation, exceptionalities, effective learning environments, evaluation, and measurement of learning outcomes. Credits: 3 Prerequisite(s): PSY 101

SOC 102 Social Problems examines the causes and consequences of major social problems affecting contemporary society, including issues such as poverty, inequality, racism, crime, and sexism. Using sociological theories and concepts, students analyze how social institutions, power structures, and cultural values shape these issues. Potential solutions and strategies for social change are also explored, with an emphasis on the roles of policy, social movements, and activism. Credits: 3 Prerequisite(s): EGL 093

SOC 105 Perspectives in Human Diversity introduces the concepts of diversity consciousness, recognizing and overcoming diversity barriers, and identifying and appreciating cultural differences. Ethical and practical considerations are integrated through the use of case studies, projects, and reaction papers. Credits: 3 Prerequisite(s): EGL 093

General education requirements. In addition, Exercise Science students take the following General Education requirements:

General Education Requirements (30 credits)		General Education Code	Credits
ARTS/HUM	Arts and Humanities ²	H	3
BIO 101 or BIO 130	General Biology OR Principles of Biology	S	3
BIO 111 or BIO 131	General Biology Lab OR Principles of Biology Lab		1
BIO 208	Human Anatomy and Physiology I	S	3
BIO 218	Human Anatomy and Physiology I Lab		1

² Recommend SPH 141 Public Speaking; selection may not include EGL designation

EGL 101	College Composition	E	3
EGL 102	Composition and Literature	H	3
HEA 130	Healthful Living	I	3
SOC 101	Introduction to Sociology	SS	3
PSY 101	Introduction to Psychology	SS	3
MAT 127 or MAT 191	Introduction to Statistics OR Precalculus	M	4

COURSE DESCRIPTIONS

BIO 101 General Biology (S) introduces the student to the basic biological principles common to all living things, with emphasis on evolution, molecular biology, diversity, ecology, physiology and genetics. Credits: 3 Prerequisite(s): MAT 092 or MAT 097 Corequisite(s): EGL 101

BIO 111 General Biology Lab is a laboratory course designed to actively involve the student in the process of science. The student will perform experimental activities in the field or lab that study ecology, molecular biology, and genetics using team work and scientific instrumentation. Credits: 1 Prerequisite(s): MAT 092 or MAT 097 Corequisite(s): BIO 101

BIO 130 Principles of Biology I (S) is the first semester of a two-semester general biology sequence designed for students majoring in areas of science or health science. Basic principles of biology will be studied with emphasis on cellular and molecular biology. Credits: 3 Corequisite(s): EGL 101, MAT 191 or MAT 127

BIO 131 Principles of Biology I Lab is the first semester of a two-semester general biology laboratory sequence designed for students majoring in areas of science or health science. Students will develop and perform experiments involving molecular biology, biochemistry, genetics, and cell biology. Credits: 1 Corequisite(s): BIO 130

BIO 208 Human Anatomy and Physiology I (S) studies the structural and functional organization of the human organism with initial emphasis on the concepts of homeostasis and levels of organization. This is followed by a brief survey of histology and then the study of four organ systems: integumentary, skeletal, muscular, and nervous. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course. Credits: 3 Prerequisite(s): MAT 097 Corequisite(s): BIO 218, EGL 101

BIO 218 Human Anatomy and Physiology I Lab reinforces the topics covered in the lecture course BIO 208 with hands-on activities. Students will use models, wall charts, microscopes, dissections and experimental observations. Students will study basic histology as well as the structure and function of the skin, skeletal, muscular, and nervous systems. It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course. Credits: 1 Corequisite(s): BIO 208

EGL 101 College Composition (E) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-

evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

EGL 102 Composition and Literature introduces students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and an analytical research paper are assigned. Credits: 3 Prerequisite(s): EGL 101

HEA 130 Healthful Living (I) investigates the concept of total wellness and the consequences of behavior. By defining wellness techniques and identifying risk factors, students will be able to gain knowledge to help move toward an optimal level of health behaviors. The course will explore pertinent aspects of the composition of health, stress management, human sexuality, disease prevention, addictive substances, nutrition, weight control, contraception and the life cycle. Credits: 3

MAT 127 Introduction to Statistics introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. Credits: 4 Prerequisite(s): EGL 093, MAT 093 or MAT 095 or MAT 097, a Grade of C or better in MAT 093 or MAT 095

MAT 191 Precalculus prepares the student for the study of calculus, discrete mathematics, and other mathematics intensive disciplines through the study of algebraic, exponential, logarithmic, and trigonometric functions. Topics include functions, laws of logarithms, trigonometric and inverse trigonometric functions, trigonometric identities, solutions of trigonometric equations, and the Laws of Sines and Cosines. A problem-solving approach utilizes applications and a graphing calculator throughout the course. Credits: 4 Prerequisite(s): Grade of C or better in MAT 093 or MAT 098, EGL 093

SOC 101 Introduction to Sociology is the study of human society and social interaction. The course objectives are to understand the basic concepts, origins and theories of sociology; to evaluate the impact of gender and sexual orientation in family life, the workplace and education; to analyze the cultural and social forces which govern human behavior in a diverse society; to describe the positive and negative functions of group conformity; and to apply sociological concepts to everyday life. Credits: 3 Corequisite(s): EGL 093

PSY 101 Introduction to Psychology (SS) is both the scientific and philosophical study of behavior and thought. Topics covered include: research methodology, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. Credits: 3 Prerequisite(s): EGL 093

Specialized accreditation of graduate certification requirements for this program and its students. Not applicable.

Contracts. Cecil College does not contract with another institution or non-collegiate organization to provide this program.

Providing information to students. The above information on degree requirements, learning outcomes, and course descriptions will be made available to students in the college catalog, which is available on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Accuracy in advertising. Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College’s Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

H. Adequacy of articulation

Cecil College has two articulation agreements with the University of Maryland Eastern Shore for this program. They are attached to this proposal.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Narrative demonstrating quality of program faculty. Cecil College faculty hold a degree commensurate with the level of the proposed program. All full-time faculty hold at least a Master’s degree, including graduate level work in the field in which they provide instruction. Part-time faculty possess the same or equivalent qualifications. Details on credentials for faculty who teach courses in this program are provided in the table below.

Faculty Member	Credentials	Status	Courses Taught
Kelsey Bianca, Professor of Social Science	Ph.D. University of Delaware	Full-time	PSY 101 Introduction to Psychology PSY 201 Human Growth and Development
Melissa Burke, Associate Professor of Biology	M.A.T. University of Maryland Global Campus (Secondary Education of Biology)	Full-time	BIO 203 Nutrition BIO 208 Human Anatomy & Physiology I BIO 218 Human Anatomy & Physiology I Lab
Heather Cadogan, Associate Professor of Biology	M.S. Clemson University (Biological Sciences)	Full-time	BIO 101 General Biology BIO 111 General Biology Lab
Anne Edlin, Professor of Mathematics	Ph.D. Temple University (Mathematics)	Full-time	MAT 191 Precalculus
Christopher Gaspere, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 College Composition
Micaela Hankins, Assistant Professor of Sociology and Social Work	M.S. Salisbury University (FIELD)	Full-time	SOC 101 Introduction to Sociology SOC 105 Perspectives in Human Diversity
Melissa Lewis, Assistant Professor of Nursing	M.S. Capella University (Nursing)	Full-time	MCD 120 Medical Terminology

Faculty Member	Credentials	Status	Courses Taught
Susan Marengo, Associate Professor of Biology	Ph.D. Colorado State University (Physiology)	Full-time	BIO 209 Human Anatomy & Physiology II BIO 219 Human Anatomy & Physiology II Lab
Daniel Roman, Associate Professor of Exercise Science	M.S. California University of Pennsylvania (Exercise Science)	Full-time	FWS 101 Introduction to Exercise Science FWS 110 Fundamentals of Personal Training FWS 111 Fundamentals of Personal Training Lab FWS 130 Essentials of Fitness Assessment FWS 205 Exercise Science Internship HEA 130 Healthful Living HEA 136 Stress Management PED 282 Fundamentals of Sports Medicine
Jennifer Scott- Greenfield, Professor of Education	Ph.D. Temple University (Psychological Studies in Education)	Full-time	PSY 207 Educational Psychology
Kim Sheppard, Professor of Mathematics	M.S. Clemson University (Mathematics)	Full-time	MAT 127 Introduction to Statistics
Nathanael Tagg, Professor of English	M.F.A. Rutgers University (English)	Full-time	EGL 102 Composition and Literature
Candace Vogelsong, Associate Professor of Business	M.B.A. Wilmington College (Business)	Full-time	BUS 103 Introduction to Business
Christine Warwick, Assistant Professor of Biology	M.S. University of Saint Joseph (Biology)	Full-time	BIO 130 Principles of Biology I BIO 131 Principles of Biology I Lab
Taylor J. Hans	M.S.W. University of Maryland – Baltimore (Social Work)	Part-time	SOC 102 Social Problems

Ongoing pedagogy training for faculty. Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's Catalyst - The Center for Teaching and Learning offers regular monthly workshops on refining pedagogical techniques, course design, and identifying technologies to improve face-to-face, hybrid, HyFlex, and online teaching. These trainings include sessions on how to effectively use the College's learning management system, Canvas. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics.

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

Cecil College's Cecil County Veterans Memorial Library is a member of the Maryland Digital Library (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries in Maryland. CCVM Library also

subscribes to Inter-Library Loan, where students and faculty can request books and scholarly articles from institutions nationwide.

Students can schedule an appointment with the Instructional Librarian, either one-on-one or in groups, for assistance with the following: narrowing a research topic, locating articles in library databases, identifying books and eBooks, evaluating resources, and creating citations. The Instructional Librarian also visits classes upon request to teach library information sessions tailored to class projects and curricula.

The library subscribes to approximately 94 online databases that support programs offered at Cecil College. The following databases may help most with varying aspects of the Associate of Science in Exercise Sciences: ProQuest Arts & Humanities, ProQuest Biological Science, CINAHL, ProQuest Consumer Health, Credo Reference, ProQuest Health & Medical Collection, EBSCO Health Source – Consumer Edition, OVID, OVID - Joanna Briggs Institute, Medline, ProQuest Nursing & Allied Health Database, ProQuest Central, EBSCO Academic Search Complete, ProQuest Psychology, ProQuest Social Science, and ProQuest Sociology.

CCVM Library offers a 22,000-volume physical book collection and a 260,000-volume online eBook collection for student use, with texts directly related to courses required for the Associate of Science in Exercise Science. It also maintains an Open Educational Resources (OER) LibGuide with open resources that both students and faculty can use. The library has several course textbooks on reserve for students to use in the library. CCVM Library staff welcome and encourage faculty to submit requests for books, multimedia resources, and databases to support student projects and teacher instruction throughout the academic year.

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

Physical facilities, infrastructure and instruction equipment. All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building; Physical Education Complex; and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center.

The department has sufficient dedicated office space for program faculty, staff, and students. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources, and a locked file cabinet to secure program materials.

There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs, and telephones.

Multiple conference rooms are available for faculty meetings and or private conferences with students in the Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex.

Available technology includes state-of-the-art smart classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide course management system, Canvas, which can provide on-line learning to supplement courses. All students and faculty are provided with College email addresses.

The North East campus computer lab provides computers and technology resource staff, during regular lab hours, to assist students. The Academic Success Center is a free service to all Cecil College students. Tutors are available during a variety of day and evening hours to assist students with math as well as

reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

Access to email and a learning management system. The College-wide course management system, Canvas, provides on-line learning to supplement courses. All students and faculty are provided with College email addresses.

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

1. Complete [Table 1: Resources \(pdf\)](#) and [Table 2: Expenditure\(pdf\)](#). [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES

	Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Reallocated funds	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$69,525	\$76,450	\$86,515	\$94,080	\$100,575
a.	Number of F/T students	13	14	15	16	17
b.	Annualized Tuition/Fee Rate ³	\$4,725	\$4,865	\$5,005	\$5,145	\$5,215
c.	Total F/T Revenue (a x b)	\$61,425	\$68,110	\$75,075	\$82,320	\$88,655
d.	Number of P/T students	3	3	4	4	4
e.	Credit Hour Rate	\$135	\$139	\$143	\$147	\$149
f.	Annualized Credit Hour Rate ⁴	\$2,700	\$2,780	\$2,860	\$2,940	\$2,980
g.	Total P/T Revenue (d x e x f)	\$8,100	\$8,340	\$11,440	\$11,760	\$11,920
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources (fees)	\$14,935	\$15,950	\$17,545	\$18,560	\$19,575
	Total (add 1-4)	\$84,460	\$92,400	\$104,600	\$11,2640	\$120,150

Cecil College expects that this program will enroll 17 students in the first year, with subsequent modest growth. Based on enrollment trends in this program at the College from the past several years, we expect that approximately 25 percent of these students will enroll part-time.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Consolidated fees (\$21/credit). On average, full-time Cecil students take 28 credits per year; part-time students take 20 credits per year on average.

TABLE 2: EXPENDITURES

³ Assumes Cecil County resident taking 28 credits per year.

⁴ Assumes Cecil County resident taking 20 credits per year.

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$49,098	\$49,832	\$50,577	\$51,333	\$52,100
a.	# FTE	.60	.60	.60	.60	.60
b.	Total Salary	\$45,442	\$46,124	\$46,816	\$47,518	\$48,231
c.	Total Benefits	\$3,656	\$3,708	\$3,761	\$3,815	\$3,869
2.	Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	#FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
3.	Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a.	# FTE	0	0	0	0	0
b.	Total Salary	\$0	\$0	\$0	\$0	\$0
c.	Total Benefits	\$0	\$0	\$0	\$0	\$0
4.	Equipment	\$0	\$0	\$0	\$0	\$0
5.	Library	\$0	\$0	\$0	\$0	\$0
6.	New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7.	Other Expenses	\$0	\$0	\$0	\$0	\$0
	Total (Add 1-7)	\$6,087	\$6,189	\$6,294	\$6,401	\$6,507

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is estimated based on the number of dedicated courses for this program as well as an estimate of the amount of time the faculty lead will spend administering the program for a total of .60 FTE.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 3.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Procedures for evaluating courses, faculty, and student learning outcomes. Faculty members are evaluated every semester by students enrolled in their courses. The College uses an electronic survey process (Watermark Course Evaluations and Surveys) and integrates course evaluations into the learning management system (Canvas). In addition, faculty members are assessed in the classroom by the appropriate dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College's process of monitoring student satisfaction. All faculty members are contractually obligated to complete an annual report that includes assessment results.

Evaluating the program's educational effectiveness: Student learning outcomes. The College's Academic Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years.

Evaluating the program's educational effectiveness: Student retention rates. Student retention rates are regularly monitored by the division dean.

Evaluating the program's educational effectiveness: Student and faculty satisfaction. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years. Student satisfaction is measured through an annual Graduate Exit survey.

Evaluating the program's educational effectiveness: Cost-effectiveness. The cost-effectiveness of this program is regularly monitored by the division dean and the vice president of academic programs.

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

Cecil College embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "Graduates will illustrate knowledge of ...the Diversity of Human Cultures" as one of the institution's six General Education learning goals.

The College has several programs and clubs for minority students. The Peer-to-Peer Mentorship program for all underrepresented students pairs new students with more seasoned students to assist them in finding academic resources to help them succeed. Underrepresented students are also highly encouraged to attend at least one leadership conference or event each semester. Some of the conferences students have attended in the past include: West Chester University Latinx Communities Conference; Male Students of Color Conference at Montgomery College; Student Leadership Conference; The National Association for the Advancement of Colored People (NAACP) Banquet; Community College Student Advocacy Day in Annapolis; and The Alpha Phi Alpha Fraternity Inc. Scholarship Banquet. The Multicultural Student Union, a student club at the College, sponsors annual celebrations and values diversity in social, cultural, educational, and volunteer activities.

The Cecil College Library's Diversity & Inclusivity Subject Guide collects resources on topics such as: gender equality, LGBTQ+, people with disabilities, various cultural communities, and inequalities in social services. Resources include articles, websites, videos, etc. that are freely available on the web, as well as resources such as e-books and database articles which are only available to the College Community.

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

This program is not related to low productivity programs identified by the Commission.

P. If proposing a distance education program, please provide evidence of the  Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Affirmation and evidence that the institution is eligible to provide Distance Education. On October 26, 2018, the Maryland Higher Education Commission informed Cecil College that our application to provide distance education offerings in the State of Maryland had been approved. The Middle States Commission on Higher Education has approved Cecil College's request to offer programs by distance education in 2012.

Assurance that institution complies with C-RAC guidelines. Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.

New Agreement
 Effective Date:

Revised Agreement
 Next Review Date:

Provisional Agreement

**CECIL COLLEGE
 AND
 UNIVERSITY OF MARYLAND EASTERN SHORE
 REGARDING THE TRANSFER FROM
 ASSOCIATE OF SCIENCE IN EXERCISE SCIENCE
 TO
 BACHELOR OF SCIENCE IN EXERCISE SCIENCE (CLINICAL TRACK)**

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between Cecil College (the “Sending Institution”) and the University of Maryland Eastern Shore (the “Receiving Institution”) (collectively, the “Institutions”) to facilitate the transfer of academic credits from the Exercise Science, Associate of Science degree, for the completion Exercise Science (Clinical Track), Bachelor degree (the “Program(s)”):

Institution	Program ID/Title	Award Type	Statewide CIP
Cecil College	491009– Exercise Science	Associate’s Degree	310501
University of Maryland Eastern Shore	083503 – Exercise Science (Clinical Track)	Bachelor’s Degree	310505

A. Qualifying Students

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have completed the Exercise Science at Cecil College in good standing and with a minimum CGPA of 2.0/4.0;
2. Are accepted for admission to the University of Maryland Eastern Shore; and
3. Are enrolled in Exercise Science (Clinical Track).

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 Cecil College to the University of Maryland Eastern Shore for the completion of the Bachelor of Science in Exercise Science (Clinical Track).
2. Courses that the University of Maryland Eastern Shore will accept credits for towards completion of the Bachelor of Science in Exercise Science (Clinical Track).

PROGRAM ARTICULATION TABLE

	Cecil College	University of Maryland Eastern Shore
Program name	Exercise Science	Exercise Science (<i>Clinical Track</i>)
Award Type (e.g., AAS)	AS	BS
Credit Length	60 credits	120 credits
Program admission requirements (if any)	Not Applicable	Not Applicable

SECTION A - General Education

			University of Maryland Eastern Shore			
Course Prefix & Number	Course Name	Credits	Course Prefix & Number	Course Name	Credits Applied	Credits NOT Applied
BIO 101 or BIO 130 BIO 111 or BIO 131	Arts And Humanities General Biology Principles Of Biology General Biology Lab	3 3 1	BIOL 111 BIOL 113	Arts & Humanities (Gen Ed Area 1.1) Principles Of Biology I Principles Of Biology Lab I	3 3 1	
EGL 101 EGL 102	Principles Of Biology Lab College Composition Composition And Literature	3 3	ENGL 101 ENGL 102	Basic Composition I Basic Composition II	3 3	
HEA 130	Healthful Living	3	EXSC 111	Personal Health & Fitness	3	
SOC 101	Introduction To Sociology	3	SOCI 101	Intro To Sociology	3	
PSY 101 MAT 127 or MAT 191	Introduction To Psychology Introduction To Statistics Precalculus	3 4	PSCY 100 MATH 110 OR MATH 210	Intro To Psychology Trigonometry & Analytic Geometry Or Statistics	3 3	1
General Education Subtotal		26	General Education Subtotal		25	1

SECTION B - Program / Major Requirement

Course Prefix & Number	Course Name	Credits	Course Prefix & Number	Course Name	Credits Applied	Credits NOT Applied
BIO 208	Human Anatomy and Physiology I	3	BIOL 231	Human Anatomy & Phys I	3	
BIO 218	Human Anatomy and Physiology I Lab	1	BIOL 233	Human Anatomy & Phys I Lab	1	
BUS 103	Introduction to Business	3	BUAD 132	Intro To Business	3	
BIO 209	Human Anatomy and Physiology II	3	BIOL 232	Human Anatomy & Phys II	3	
BIO 219	Human Anatomy and Physiology II Lab	1	BIOL 234	Human Anatomy & Phys II Lab	1	
BIO 203	Nutrition	3	EXSC 360	Sport & Exercise Nutrition	3	
FWS 101	Introduction to Exercise Science	3	EXSC 200	Intro To Exercise Science	3	
FWS 110	Fundamentals of Personal Training	3	EXSC 464	Adult Health Fitness Programming	3	
FWS 111	Fundamentals of Personal Training Lab	1	EXSC 222 or EXSC 223 or EXSC 224	Beginners Swimming OR Tai Chi Foundations OR Fundamentals Of Basketball	1	
FWS 130	Essentials of Fitness Assessment	3	EXSC 355	Exercise Testing & Prescription	3	
FWS 205	Exercise Science Internship	4	EXSC 302	Free Elective Sport Medicine & First Aid	4	
PED 282	Fundamentals of Sports Medicine	3			3	
ELECT	<u>Program Electives (Choose one)</u>	3			3	
PSY 201 PSY 207 SOC 102 SOC 105	Human Growth and Development Educational Psychology		PSYC 205 PYSC 207 SOCI 201 JEDI Course	Developmental Psychology Educational Psychology Social Problems Gen. Ed. VI Elective		

	Social Problems Perspectives in Human Diversity				
Program / Major Requirement Total		34	Section A Subtotal		34
					59

SECTION C - Remaining University of Maryland Eastern Shore Requirements

UMES (General Education)		
EXSC 100	Freshman Experience	Waive
BIOL 112	Principles Of Biology II	3
ENGL 203	Fundamentals Of Contemporary Speech	3
	Gen Ed 6.2 (Computer Literacy)	3
ENGL 305	Technical Writing	3
MATH 110 OR MATH 210	Trigonometry & Analytic Geometry Or Statistics (If Not Taken Above)	3
Remaining General Education Subtotal		15
Program Core		
EXSC 202	Personal & Community Health	3
EXSC 252	Sport Psychology	3
EXSC 265	Contemporary Issues In Kinesiology	3
EXSC 332	Exercise Physiology	4
EXSC 411	Applied Kinesiology	4
EXSC 445	Health Aspects Of Aging	3
EXSC 275	Advanced Strength & Conditioning	3
EXSC 490	Internship In Kinesiology	6
Remaining Program Subtotal		29
Major Requirements Courses		
BIOL 114	Principles Of Biology II Lab	1
CHEM 111	Principles Of Chemistry I	3
CHEM 113	Principles Of Chemistry I Lab	1
PHYS 121	General College Physics I	3
PHYS 123	General College Physics I Lab	1
CHEM 112	Principles Of Chemistry II	3
CHEM 114	Principles Of Chemistry II Lab	1
PHYS 122	General College Physics II	3
PHYS 124	General College Physics II Lab	1
Remaining Accounting Major Courses		17
Remaining General Education Subtotal		15
Remaining Program Core Subtotal		29
Remaining Accounting Major Subtotal		17
Remaining UMES Credits Total		61
Total Program Credits		120
Special Notes, if any:		

*Receiving Institution must indicate if the course is applied to General Education, Program/Major requirements, or General Elective.

3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the 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.

	Cecil College	University of Maryland Eastern Shore
Name of staff person responsible for oversight	Dr. Tomeka Swan	Dr. Etahe Johnson
Title of staff person	Registrar	Articulation Development and Initiatives
Email address	tswan@cecil.edu	ejohnson2@umes.edu
Telephone Number	443-674-1892	410-651-6038

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:

Direct Points of Contact for Articulation Agreement	Cecil College	University of Maryland Eastern Shore
Other staff person responsible for oversight	Dr. Gladys Ramirez-Wrease	Dr. Willie L. Brown, Jr.
Title of staff person	Associate Dean for Academic and Community Collaboration	Vice Provost for Faculty Affairs
Email address	gramirezwrease@cecil.edu	wlbrown@umes.edu
Telephone Number	443-674-1991	410-651-6038

4. 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 Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).
5. The transfer of Qualifying Students shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
6. 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.

7. Should either Institution makes 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.

C. Term and Termination

1. This Agreement shall become effective on the date it is signed by the appropriate and authorized representatives of each Institution.
2. The initial term of this Agreement shall be five (5) years from the effective date. Thereafter, the Agreement shall automatically renew for successive five (5)-year terms unless either Institution provides written notice of termination at least thirty (30) days prior to the expiration of the then-current term.
3. Either Institution may, at its sole discretion, terminate this Agreement by delivering thirty (30) days' written notice to the other Institution and the Maryland Higher Education Commission. If this Agreement is terminated prior to the end of the initial five (5)-year term, it shall automatically renew unless both Institutions mutually agree in writing to forego the renewal.
4. Both Institutions agree to meet once every two (2) years to review the terms of this Agreement and assess its effectiveness.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement between the Institutions regarding their rights and obligations under the terms of the Agreement, superseding any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by a written amendment executed by both Institutions.

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. Notice of Agreement

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

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. 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:

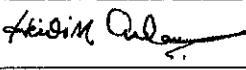
1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.


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

Signatures:

University of Maryland Eastern Shore

Cecil College

By: 
Dr. Heidi M. Anderson, President

By: 
Dr. Mary Way Bolt, President

04 / 13 / 2026
Date

March 18, 2026

New Agreement Revised Agreement Provisional Agreement Effective Date: Next Review Date:

**CECIL COLLEGE
AND
UNIVERSITY OF MARYLAND EASTERN SHORE
REGARDING THE TRANSFER FROM
ASSOCIATE OF SCIENCE IN EXERCISE SCIENCE
TO
BACHELOR OF SCIENCE IN EXERCISE SCIENCE (FITNESS TRACK)**

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between Cecil College (the “Sending Institution”) and the University of Maryland Eastern Shore (the “Receiving Institution”) (collectively, the “Institutions”) to facilitate the transfer of academic credits from the Exercise Science, Associate of Science degree, for the completion Exercise Science (Clinical Track), Bachelor degree (the “Program(s)”):

Institution	Program ID/Title	Award Type	Statewide CIP
Cecil College	491009– Exercise Science	Associate’s Degree	310501
University of Maryland Eastern Shore	083503 – Exercise Science (Fitness Track)	Bachelor’s Degree	310505

A. Qualifying Students

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have completed the Exercise Science at Cecil College in good standing and with a minimum CGPA of 2.0/4.0;
2. Are accepted for admission to the University of Maryland Eastern Shore; and
3. Are enrolled in Exercise Science (Fitness Track).

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 Cecil College to the University of Maryland Eastern Shore for the completion of the Bachelor of Science in Exercise Science (Fitness Track).
2. Courses that the University of Maryland Eastern Shore will accept credits for towards completion of the Bachelor of Science in Exercise Science (Fitness Track).

PROGRAM ARTICULATION TABLE						
Cecil College			University of Maryland Eastern Shore			
Program name	Exercise Science		Exercise Science (<i>Fitness Track</i>)			
Award Type (e.g., AAS)	AS		BS			
Credit Length	60 credits		120 credits			
Program admission requirements (if any)	Not Applicable		Not Applicable			
SECTION A - General Education						
Cecil College			University of Maryland Eastern Shore			
Course Prefix & Number	Course Name	Credits	Course Prefix & Number	Course Name	Credits Applied	Credits NOT Applied
	Arts And Humanities	3		Arts & Humanities (Gen Ed Area 1.1)	3	
BIO 101 or BIO 130	General Biology Principles Of Biology	3	BIOL 111	Principles Of Biology I	3	
BIO 111 or BIO 131	General Biology Lab Principles Of Biology Lab	1	BIOL 113	Principles Of Biology Lab I	1	
EGL 101	College Composition	3	ENGL 101	Basic Composition I	3	
EGL 102	Composition And Literature	3	ENGL 102	Basic Composition II	3	
HEA 130	Healthful Living	3	EXSC 111	Personal Health & Fitness	3	
SOC 101	Introduction To Sociology	3	SOCI 101	Intro To Sociology	3	
PSY 101	Introduction To Psychology	3	PSCY 100	Intro To Psychology	3	
MAT 127 or MAT 191	Introduction To Statistics Precalculus	4	MATH 110 OR MATH 210	Trigonometry & Analytic Geometry Or Statistics	3	1
General Education Subtotal		26	General Education Subtotal		25	1
SECTION B – Program / Major Requirement						
Course Prefix & Number	Course Name	Credits	Course Prefix & Number	Course Name	Credits Applied	Credits NOT Applied
BIO 208	Human Anatomy and Physiology I	3	BIOL 231	Human Anatomy & Phys I	3	
BIO 218	Human Anatomy and Physiology I Lab	1	BIOL 233	Human Anatomy & Phys I Lab	1	
BUS 103	Introduction to Business	3	BUAD 132	Intro To Business	3	
BIO 209	Human Anatomy and Physiology II	3	BIOL 232	Human Anatomy & Phys II	3	
BIO 219	Human Anatomy and Physiology II Lab	1	BIOL 234	Human Anatomy & Phys II Lab	1	
BIO 203	Nutrition	3	EXSC 360	Sport & Exercise Nutrition	3	
FWS 101	Introduction to Exercise Science	3	EXSC 200	Intro To Exercise Science	3	
FWS 110	Fundamentals of Personal Training	3	EXSC 464	Adult Health Fitness Programming	3	
FWS 111	Fundamentals of Personal Training Lab	1	EXSC 222 or EXSC 223 or EXSC 224	Beginners Swimming OR Tai Chi Foundations OR Fundamentals Of Basketball		1
FWS 130	Essentials of Fitness Assessment	3	EXSC 355	Exercise Testing & Prescription	3	
FWS 205	Exercise Science Internship	4		Free Elective	3	
PED 282	Fundamentals of Sports Medicine	3	EXSC 302	Sport Medicine & First Aid	3	
ELECT	<i>Program Electives (Choose one)</i>	3			3	
PSY 201 PSY 207 SOC 102 SOC 105	Human Growth and Development Educational Psychology Social Problems Perspectives in Human Diversity		PSYC 205 PYSC 207 SOCI 201 JEDI	Developmental Psychology Educational Psychology Social Problems Gen. Ed. VI Elective		
Program / Major Requirement Total		34	Section A Subtotal		33	1
					58	

SECTION C - Remaining University of Maryland Eastern Shore Requirements

UMES (General Education)		
EXSC 100	Freshman Experience	1
ENGL 203	Fundamentals Of Contemporary Speech	3
	Gen Ed 6.2 (Computer Literacy)	3
ENGL 305	Technical Writing	3
MATH 109 OR MATH 210	College Algebra Or Statistics (If Not Done Above)	3
Remaining General Education Subtotal		16
Program Core		
EXSC 202	Personal & Community Health	3
EXSC 252	Sport Psychology	3
EXSC 262	Contemporary Issues In Kinesiology	3
EXSC 332	Exercise Physiology	4
EXSC 411	Applied Kinesiology	4
EXSC 202	Personal & Community Health	3
EXSC 445	Health Aspects Of Aging	3
EXSC 275	Advanced Strength & Conditioning	3
EXSC 490	Internship In Kinesiology	6
EXSC 455	Health Fitness Management	3
Remaining Program Subtotal		35
Major Requirements Courses		
CHEM 111	Principles Of Chemistry I	3
CHEM 113	Principles Of Chemistry I Lab	1
ACCT 200	College Accounting	3
BUAD 213	Business Software Applications	3
DMST 210	Writing For Public Communication	3
Remaining Accounting Major Courses		13
Major Electives		
Remaining General Education Subtotal		16
Remaining Program Core Subtotal		35
Remaining Major Subtotal		13
Remaining UMES Credits Total		64
Total Program Credits		122

Special Notes, if any:

*Receiving Institution must indicate if the course is applied to General Education, Program/ Major requirements, or General Elective.

- The Receiving Institution shall designate, and shall provide to the Sending Institution, the 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.

	Cecil College	University of Maryland Eastern Shore
Name of staff person responsible for oversight	Dr. Tomeka Swan	Dr. Etahe Johnson
Title of staff person	Registrar	Articulation Development and Initiatives
Email address	tswan@cecil.edu	ejohnson2@umes.edu
Telephone Number	443-674-1892	410-651-6038

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:

Direct Points of Contact for Articulation Agreement	Cecil College	University of Maryland Eastern Shore
Other staff person responsible for oversight	Dr. Gladys Ramirez-Wrease	Dr. Willie L. Brown, Jr.
Title of staff person	Associate Dean for Academic and Community Collaboration	Vice Provost for Faculty Affairs
Email address	gramirezwrease@cecil.edu	wlbrown@umes.edu
Telephone Number	443-674-1991	410-651-6038

4. 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 Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).
5. The transfer of Qualifying Students shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
6. 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.
7. Should either Institution makes 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.

C. Term and Termination

1. This Agreement shall become effective on the date it is signed by the appropriate and authorized representatives of each Institution.

2. The initial term of this Agreement shall be five (5) years from the effective date. Thereafter, the Agreement shall automatically renew for successive five (5)-year terms unless either Institution provides written notice of termination at least thirty (30) days prior to the expiration of the then-current term.
3. Either Institution may, at its sole discretion, terminate this Agreement by delivering thirty (30) days' written notice to the other Institution and the Maryland Higher Education Commission. If this Agreement is terminated prior to the end of the initial five (5)-year term, it shall automatically renew unless both Institutions mutually agree in writing to forego the renewal.
4. Both Institutions agree to meet once every two (2) years to review the terms of this Agreement and assess its effectiveness.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement between the Institutions regarding their rights and obligations under the terms of the Agreement, superseding any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by a written amendment executed by both Institutions.

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. Notice of Agreement

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

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. 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:

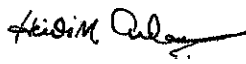
1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.


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

Signatures:

University of Maryland Eastern Shore

Cecil College

By: 
Dr. Heidi M. Anderson, President

By: 
Dr. Mary Way Bolt, President

Date

March 18, 2026
Date

WLB 04 / 10 / 2026

MAT 04 / 13 / 2026