


**MHEC**  
 Creating a state of achievement

## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

|                                 |                      |
|---------------------------------|----------------------|
| Institution Submitting Proposal | Salisbury University |
|---------------------------------|----------------------|

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

- |   |  |
|---|--|
| <input 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 checked="" type="radio"/> Offer Program at Regional Higher Education Center |

|   |   |                         |
|---|---|-------------------------|
| Payment Submitted: <input checked="" type="radio"/> Yes<br><input type="radio"/> No | Payment Type: <input checked="" type="radio"/> R*STARS<br><input type="radio"/> Check | Date Submitted: 10/9/18 |
|---|---|-------------------------|

|  |  |             |
|--|--|-------------|
| Department Proposing Program                 | Applied Health Physiology  |             |
| Degree Level and Degree Type                 | Graduate, Master of Science  |             |
| Title of Proposed Program                    | Applied Health Physiology  |             |
| Total Number of Credits                      | 39   |             |
| Suggested Codes                              | HEGIS: 83501   | CIP: 519999 |
| Program Modality                             | <input type="radio"/> On-campus <input type="radio"/> Distance Education ( <i>fully online</i> ) <input checked="" type="radio"/> Both   |             |
| Program Resources                            | <input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources  |             |
| Projected Implementation Date                | <input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer              Year: 2019  |             |
| Provide Link to Most Recent Academic Catalog | URL: <a href="https://www.salisbury.edu/administration/academic-affairs/catalog/18-20/204_225_Health_Human_Services.pdf">https://www.salisbury.edu/administration/academic-affairs/catalog/18-20/204_225_Health_Human_Services.pdf</a> |             |

|                                     |                                  |
|-------------------------------------|----------------------------------|
| Preferred Contact for this Proposal | Name: Dr. Thomas Pellinger       |
|                                     | Title: Associate Professor       |
|                                     | Phone: (410) 677-0144            |
|                                     | Email: tkpellinger@salisbury.edu |

|  |                                    |
|--|------------------------------------|
| President/Chief Executive                        | Type Name: Charles A. Wight, Ph.D. |
|  | Signature:  Date: 10/9/18          |
| Date of Approval/Endorsement by Governing Board: |                                    |

Revised 6/13/18

**Proposal to the Maryland Higher Education Commission  
Salisbury University's Master of Science in Applied Health Physiology  
Offered at the Universities at Shady Grove**

**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 Mission Statement for Salisbury University begins with "Salisbury University is a premier comprehensive Maryland public university with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education and social work and applied master's and doctoral programs."<sup>1</sup>
  - Being an applied master's program, the Master of Science in Applied Health Physiology (AHPH) has been offering graduate students a multi-focused academic/professional program since 2000. Students may choose from a credentialing focus within Cardiovascular and Pulmonary Rehabilitation (American College of Sports Medicine, Certified Clinical Exercise Physiologist), Fitness/Wellness (American College of Sports Medicine, Exercise Physiologist, Certified), and/or Strength and Conditioning (National Strength and Conditioning Association, Certified Strength and Conditioning Specialist). Given these options, graduates have a wide scope of entry points into the applied exercise physiology community.
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
  - In a quote from its current strategic plan, Salisbury University identifies its highest purpose as the desire "to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world."<sup>1</sup>
  - Salisbury University's strategic plan includes a description of the critical function of satellite sites in bringing high-demand academic programs to areas without local four-year universities. It stands to reason that with the current ubiquitous need for involvement of health and wellness professionals in every community, placing a program like Salisbury University's Applied Health Physiology Program at USG is directly in line with the University's highest purpose and assists in supporting a regional workforce need in that area.
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.)
  - FY '19 and '20 will be a collaboration with support from USG who have committed to funding the new faculty member's salary, equipment and technology needs, and classroom fees totaling \$232,350.
  - The USM has included this proposal in part of their Workforce Development Enhancements to be funded by the state beginning FY '20.

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<sup>1</sup> Salisbury University Strategic Plan (2014-2018) - [https://www.salisbury.edu/administration/president/university-analysis-reporting-and-assessment/\\_secure/Strategic\\_Plan\\_2014\\_18\\_FINAL.pdf](https://www.salisbury.edu/administration/president/university-analysis-reporting-and-assessment/_secure/Strategic_Plan_2014_18_FINAL.pdf)

- Tuition revenues will continue to support the program after Year 3 with anticipated student enrollment growing by 10 students each year.
4. Provide a description of the institution's a commitment to:
- a) *ongoing administrative, financial, and technical support of the proposed program:* SU administration is committed to the USG program in Applied Health Physiology. The program will be supported by Salisbury University and the Workforce Development Initiatives through the State of Maryland. These resources will provide administrative and technical support of the proposed program.
  - b) *continuation of the program for a period of time sufficient to allow enrolled students to complete the program:* If the program's revenue does not exceed expenses after five years, the university would reevaluate the continuation of the program at the site. If a decision was made to discontinue the program all students enrolled would have the opportunity to complete and new enrollment would not be permitted.

**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:* According to the U.S. Bureau of Labor Statistics, projected growth in employment of exercise physiologists at 13% is expected to exceed the national average from 2016-2026.<sup>2</sup> The aging population, the growth of preventative medicine, the superiority of exercise over pharmacotherapy when possible and the increasing preference of rehabilitation facilities to employ credentialed exercise professionals are all contributing to expanding job opportunities in this sector. Moreover, credentialed exercise physiologists are sought after at universities and private performance-enhancement facilities, as strength and conditioning coaches, as well as in a variety of wellness (e.g., corporate wellness) settings.
  - b) *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education:* Offering this program at USG will greatly expand access to the Applied Health Physiology program in the Rockville area. Currently, students in the Rockville area either would be unable to access the degree at all, or would need to bear the expense of housing at the main campus in Salisbury.
  - c) *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs:* There are three HBIs within a 100 mile radius of USG, all of which provide no comparable degree to Applied Health Physiology. The program does not compete with other HBIs in the area but would rather provide students a gateway to continue their education, particularly Coppin State University that has a Health Sciences undergraduate program.

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<sup>2</sup> Bureau of Labor Statistics: <https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm>

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

- a) The Applied Health Physiology program is accredited by the Committee on Accreditation for the Exercise Sciences (CoAES) assuring Goal 1: Quality and Effectiveness.
- b) There are no master's level Exercise Physiology programs in close proximity to USG, so the Applied Health Physiology program would fill that need in the region, assuring Goal 2: Access, Affordability, and Completion.
- c) The Universities at Shady Grove (USG) values diversity in all of its forms, fostering a climate grounded in respect, civility and inclusion. Along with their nine academic partners, they strive to create an educational and social environment that affirms the dignity, value and uniqueness of each person. They embrace their responsibility to provide a safe and respectful learning and work environment where diversity is celebrated, affirmed, and vigorously pursued, assuring Goal 3: Diversity.
- d) The delivery of hybrid courses, utilizing technology (IVN, online modules), as well as the implementation of cutting-edge laboratory experiences aligns with Goal 4: Innovation.
- e) The program requires two internship experiences, thus supporting collaboration between the university and a variety of internship sites, such as hospitals, corporate wellness centers, and strength and conditioning programs. Traditionally, many of our graduates earn positions at these sites immediately after earning their master's degrees. This aligns with Goal 5: Economic Growth and Vitality.

**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.
  - Graduates of the M.S. in Applied Health Physiology may serve as credentialed exercise physiologists who can work in clinical settings, such as hospital-based cardiac or pulmonary rehabilitation programs. In addition, credentialed physiologists often work in university or private facilities, as strength and conditioning coaches. Other private sector opportunities for our graduates are corporate wellness programs or industry physiologists. Finally, graduates may pursue terminal degrees, such as a doctoral degree in physiology/kinesiology (Ph.D.) or Doctor of Physical Therapy degree (DPT).
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
  - According to the U.S. Bureau of Labor Statistics, the 2016-2026 projected growth in employment of exercise physiologists at 13% is expected to exceed the national average.
  - Within the state of Maryland jobs for Exercise Physiologist and Fitness trainers are expected to grow 4.83% and 8.14%, respectively and projected to have an

additional 560 new FTE in the period 2016 – 2026.<sup>3</sup> This does not account for individual who leave the profession or retire out of the profession, it follows that the workforce need will exceed the projection of newly generated FTE.

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.
  - Please see data presented in #2 above.
4. Provide data showing the current and projected supply of prospective graduates.
  - Please see data presented in #2 above.

**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 master’s level Exercise Physiology programs in close proximity to USG, with the closest such programs accredited by the Committee on Accreditation for the Exercise Sciences (CoAES) in Bloomsburg, Pennsylvania (175 miles from USG) and East Stroudsburg, Pennsylvania (223 miles from USG).
2. Provide justification for the proposed program.
  - There exists a need for a master’s level Exercise Physiology program in USG’s region, to enhance the career opportunities of the pool of graduates from baccalaureate programs in Exercise Science. Salisbury University already has an Exercise Science program in place at USG which would provide these students an opportunity to continue their 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.
  - In offering the Applied Health Physiology graduate program at the Universities at Shady Grove there is no negative foreseeable impact on HBI’s. Because the Rockville area is in need of a graduate level program of this nature, it will help to fill in educational and workforce gaps in the region.

**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.
  - This program would help HBIs such as Coppin State University by providing their Health Science undergraduate students with a graduate program to pathway into. This will then provide graduates with further career opportunities and the ability to work within their community in their chosen field upon completion.

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

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<sup>3</sup> Maryland Occupational Projections (2016 – 2026) - <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.
  - The leadership of the Applied Health Physiology program has recognized that program design and marketing must meet the lifestyle needs of the students including convenient timing of offerings and asynchronous/electronic modes of delivery. As part of the accreditation process, the curriculum was analyzed and restructured. Included in this restructuring were deliberate moves to provide hybrid coursework whenever possible and consolidating teaching that requires teacher/student interaction into as few sessions as possible. The following represents the general organization of the hybrid course model being proposed:
    - 1) Recorded lectures/discussions that can be utilized by students at their own schedule and pace.
    - 2) The equivalent of no more than one day per week of teacher/student interaction. Since the curriculum is competency based, a significant portion of face-to-face time may be in the teaching labs.
    - 3) Fully equipped teaching labs at both the SU and USG locations for acquiring and validating competencies.
    - 4) Fully interactive, synchronous lectures at both the SU and USG locations, when warranted, through the IVN technology already in place.
    - 5) Required internship experiences facilitated by SU with contracted sites and supervised by SU using the infrastructure already in place.
      - We believe that the above can be delivered by the faculty currently at SU, with the support of 2.5 positions at USG. Of the current course offerings, approximately 65% have already been configured to hybrid mode, and the remainder can be converted within a year, depending on resources.
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
  - See Appendix A.
3. Explain how the institution will:
  - a) provide for assessment of student achievement of learning outcomes in the program
    - A variety of outcome assessments are utilized within the Applied Health Physiology program. Conventional in-course testing is conducted, which includes competency-based examinations and competency-based skill assessments. Additionally, aggregate program assessments conforming to CAAHEP accreditation threshold requirements include: professional credentialing participation/performance, student satisfaction surveys, graduate surveys, employer surveys, and retention rates.
  - b) document student achievement of learning outcomes in the program
    - As part of the Committee on Accreditation for the Exercise Sciences (CoAES) accreditation requirements, assessment results are compiled by program faculty each semester, and managed by the Program Chair.
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.
  - See Appendices B and C.

5. Discuss how general education requirements will be met, if applicable.
  - Not applicable
6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
  - The Applied Health Physiology curriculum aligns with accreditation requirements through the Committee on Accreditation for the Exercise Sciences (CoAES). Students are prepared for and expected to take at least one certification exam from the American College of Sports Medicine (either Clinical Exercise Physiologist or Exercise Physiologist – Certified) and/or the National Strength and Conditioning Association (Certified Strength and Conditioning Specialist), although this is not an absolute requirement for graduation.
7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
  - Not applicable
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.
  - Salisbury University has mature administrative systems in place for provide support to students at regional higher education centers as well as distance education. The Applied Health Physiology program at SU has been in place since 2000 and more specifically the Exercise Science program has been at USG since 2013 and as such supports needs as they relate to student affairs (e.g., financial aid and payment policies) and academic affairs (e.g., faculty student interaction, learning management systems, descriptive needs for technical competence, etc.).
  - The Applied Health Physiology program at USG will be equivalent to the program at Salisbury University’s main campus, thus both sites will meet the same standards and quality measures and same access to student services.
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.
  - The university has hired an advisor and recruiter specific to satellite programs. The students at USG will follow the same admissions process as the Applied Health Physiology students on the main campus.

#### **H. Adequacy of Articulation**

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.
  - Not applicable

#### **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 this program).

| Faculty member                                 | Academic rank                   | Course(s) taught  | Narrative of Quality of Faculty  |
|--|---------------------------------|---|--|
| Thomas Pellingier, Ph.D. (Human Physiology)    | Associate Professor (Full-time) | Essentials of pharmacology (AHPH 544), Special Populations Interventions (AHPH 546), Research in Physiology (AHPH 559)  | Dr. Pellingier is the current Program Chair of the M.S. in Applied Health Physiology program and has over 10 years of experience in higher education. Previously he has served as a Clinical Coordinator in a hospital setting, as well as a Coordinator at a university performance testing center. |
| Sidney Schneider, Ph.D. (Human Development)    | Professor (Full-time)           | Introduction to Research (AHPH 502), Comprehensive Weight Management (AHPH 542), Cardiopulmonary Physiology (AHPH 545), Applied Cardiopulmonary Physiology (AHPH 557) | Dr. Schneider has over 30 years of experience in higher education and is the co-founder of the M.S. in Applied Health Physiology program. In addition, he has decades of clinical experience as is a Registered Respiratory Therapist.   |
| Susan Muller, Ph.D. (Health Education)         | Professor (Full-time)           | Exercise Metabolism (AHPH 532), Applied Clinical Physiology (AHPH 553)  | Dr. Muller has almost 30 years of experience in higher education and is the co-founder of the M.S. in Applied Health Physiology program. She has served as a Department Chair and Dean, as well as the chair of the Committee on Accreditation for the Exercise Sciences (CoAES)                     |
| Randy Insley, Ph.D. (Educational Leadership)   | Associate Professor (Full-time) | Human Psychophysiology (AHPH 534), Internship I (AHPH 692), Internship II (AHPH 693)  | Dr. Insley has almost 30 years of experience in higher education and is the former Program Director of the M.S. in Applied Health Physiology program. In addition, he has decades of clinical experience as is a Registered Respiratory Therapist.   |
| Matthew Nein, M.S. (Applied Health Physiology) | Instructor (Part-time)          | Performance: Theory and Practice (AHPH 512)   | Mr. Nein serves as Salisbury University's Head Strength and Conditioning Coach and was named the 2017 College Strength and Conditioning Coach of the Year by the National Strength and Conditioning Association (NSCA)   |

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
    - All full-time faculty members receive professional development funds to support ongoing professional development and continuing education. In addition, the institution provides faculty development events throughout the year.
  - b) The learning management system
    - Salisbury University utilizes the learning management system "Canvas" with nearly all courses that are offered on campus and off campus. Faculty are well seasoned in the use of this LMS. Salisbury University also has an office of Instructional Design and Delivery that provides support for technical needs of



faculty and students in a timely basis. This can be support that is provided immediately if the situation requires immediate assistance (e.g., exam delivery). The Instructional Design and Delivery Office also provide continuing education opportunity through face-to-face offering as well as a significant video teaching series available to faculty and students 24 hours a day through web access.

- c) Evidenced-based best practices for distance education, if distance education is offered.
  - In addition to the information provided in b) the Office of Instruction Design and Delivery offers course review both internally and Official for standard set forth by Quality Matters. Quality Matters is an internationally recognized, standards-based program that offers faculty quality assurance in online and hybrid course design with a focus on continuous improvement. The 42 standards reviewed are specific to higher education, backed by research, and are internationally recognized as a means to improve course design and to quality assurance. Salisbury University is committed to the design of online and hybrid courses based on the QM Standards and has developed an implementation plan for faculty professional development and course reviews.<sup>4</sup>

**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. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.
  - USG students will have access to online databases through SU main campus library resources as well as the ability to have items delivered directly to USG from any of the other USM libraries.

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

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.
  - Salisbury University's Applied Health Physiology program has a partnership assurance from USG to provide needed classrooms, offices, and staff. A proposal with the laboratory and equipment needed for AHPH program delivery to USG has been submitted and is awaiting final approval.
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

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<sup>4</sup> <https://www.salisbury.edu/administration/academic-affairs/instructional-design-delivery/online-learning/faculty-resources/quality-matters.aspx>

- All SU faculty, staff, and students have 24/7 access to Microsoft Outlook email. Students also have access to SU's IT Help Desk and the Technical Support line and IT Service Desk at USG.

b) A learning management system that provides the necessary technological support for distance education

- All SU faculty, staff, and students have 24/7 access to Canvas learning management system. Students also have access to SU's IT Help Desk and the Technical Support line and IT Service Desk at USG.

**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.
  - See Appendix D.
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.
  - See Appendix E.

**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.
  - In 2017, the AHPH program was accredited by the Committee on Accreditation for the Exercise Sciences (CoAES), which entailed a detailed assessment of the program's courses to insure that all required competencies are being addressed. Student learning outcomes are also assessed and data is collected on gold-standard certification pass rates. All faculty members complete annual self-evaluations and are subsequently evaluated annually using a pre-approved evaluation instrument.
2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.
  - The AHPH program is accredited by the Committee on Accreditation for the Exercise Sciences (CoAES), which entails detailed assessment of the program's educational effectiveness. This assessment is ongoing, with data collected annually on learning outcomes, credentialing pass rates, student retention, student satisfaction (e.g., exit surveys), and cost-effectiveness. In addition, student retention and cost-effectiveness is tracked through the office of SU's University Analysis, Reporting, and Assessment (UARA). Student satisfaction is also assessed through course evaluations. Faculty satisfaction is assessed through a series of surveys (e.g. administration evaluations).

**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 and success, and the institution's cultural diversity goals and initiatives.
  - The Applied Health Physiology program at USG will be equivalent to the program at Salisbury University's main campus, thus both sites will meet the same standards and quality measures. Moreover, students at USG will have the same access to internship opportunities and faculty guidance, to insure objectives and competencies are being met. Further, Salisbury University believes that, "A diverse and inclusive campus community brings irreplaceable value to our educational experience and work environment, and strengthens us all."<sup>5</sup> In offering the AHPH program in a different region of the state, students will be afforded the opportunity to engage with other students and faculty from different backgrounds, thus enriching their learning experience.

**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.
  - Not applicable

**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.
  - Salisbury University has existing distance education programs operating throughout the state of Maryland, including at the Universities at Shady Grove (Exercise Science BS degree) and USMH Hagerstown (Social Work).
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.
  - See Appendix F.

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<sup>5</sup> <https://www.salisbury.edu/administration/institutional-equity/diversity-and-inclusion/index.aspx>

## Appendix A: Program Outcomes

| Outcome Description  |
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| Determine and obtain the necessary physician referral and medical records to assess the potential participant  |
| Perform a pre-participation health screening including review of the participant's medical history and knowledge, their needs and goals, the program's potential benefits and additional required testing and data.          |
| Evaluate the participant's risk to ensure safe participation and determine level of monitoring/supervision in a preventive or rehabilitative exercise program.   |
| Develop a clinically appropriate exercise prescription using all available information (e.g., clinical and physiological status, goals and behavioral assessment).   |
| Review the exercise prescription and exercise program with the participant, including home exercise, compliance and participant's expectations and goals.  |
| Instruct the participant in the safe and effective use of exercise modalities, exercise plan, reporting symptoms and class organization.   |
| Implement the program (e.g., exercise prescription, education, counseling, goals).   |
| Continually assess participant feedback, clinical signs and symptoms and exercise tolerance and provide feedback to the participant about their exercise, general program participation and clinical progress.               |
| Reassess and update the program (e.g., exercise, education and client goals) based upon the participant's progress and feedback.   |
| Maintain participant records to document progress and clinical status.   |
| Educate the participant about performance and progression of aerobic, strength and flexibility exercise programs.  |
| Provide disease management and risk factor reduction education based on the participant's medical history, needs and goals.  |
| Create a positive environment for participant adherence and outcomes by incorporating effective motivational skills, communication techniques and behavioral strategies.   |
| Collaborate and consult with health care professionals to address clinical issues and provide referrals to optimize participant outcomes.  |
| Evaluate the exercise environment to minimize risk and optimize safety by following routine inspection procedures based on established facility and industry standards and guidelines.                                       |
| Perform regular inspections of emergency equipment and practice emergency procedures (e.g., crash cart, advanced cardiac life support procedures, activation of emergency medical system).                                   |
| Promote awareness and accountability and minimize risk by informing participants of safety procedures, self-monitoring of exercise and related symptoms.   |
| Comply with Health Insurance Portability and Accountability Act (HIPAA) laws and industry-accepted professional, ethical and business standards in order to maintain confidentiality, optimize safety, and reduce liability. |
| Promote a positive image of the program by engaging in healthy lifestyle practices.  |
| Select and participate in continuing education programs that enhance knowledge and skills on a continuing basis, maximize effectiveness and increase professionalism in the field.   |

## Appendix B: Program Requirements

APPLIED HEALTH PHYSIOLOGY • Master of Science  
HEALTH SCIENCES SCHOOL • HEALTH & HUMAN SERVICES COLLEGE

2018-2019  
Rev. 4/17

NAME: \_\_\_\_\_ ID#: \_\_\_\_\_ DATE: \_\_\_\_\_

**THIS CHECKLIST IS AN UNOFFICIAL TOOL FOR PLANNING.**  
*Matriculated students and advisors should consult the Academic Requirements Report in GullNet before and after registering for classes each semester to track academic progress.*

- PROGRAM POLICIES**
- Complete 42 credit hours, of which a minimum of 33 credit hours are earned at SU.
  - Earn a cumulative GPA no lower than 3.0, with no more than 6 credit hours below a grade of B and no grade lower than a C.
  - A maximum of two course repetitions for the purpose of grade improvement is allowed.

Advisement for the program is available from the Health Sciences Department.

### PROGRAM REQUIREMENTS

| Course No. & Title   | #Credits | Grade | Term Completed |
|--|----------|-------|----------------|
| <b>REQUIRED COURSES (14 courses – 42 credit hours)</b>       |          |       |                |
| <b>Complete 1 of the following (circle course taken):</b>    |          |       |                |
| AHPH 502 - Introduction to Research (recommended)            | 3        | _____ | _____          |
| OR   |          |       |                |
| NURS 544 - Quantitative Research in Health Care              | 3        | _____ | _____          |
| <b>Complete the following:</b>                               |          |       |                |
| AHPH 512 - Performance: Theory and Practice                  | 3        | _____ | _____          |
| AHPH 532 - Exercise Metabolism                               | 3        | _____ | _____          |
| AHPH 534 - Human Psychophysiology                            | 3        | _____ | _____          |
| AHPH 542 - Comprehensive Weight Management                   | 3        | _____ | _____          |
| AHPH 544 - Essentials of Pharmacology                        | 3        | _____ | _____          |
| AHPH 545 - Cardiopulmonary Physiology                        | 3        | _____ | _____          |
| AHPH 546 - Special Populations Interventions                 | 3        | _____ | _____          |
| AHPH 553 - Applied Clinical Physiology                       | 3        | _____ | _____          |
| AHPH 557 - Applied Cardiopulmonary Physiology                | 3        | _____ | _____          |
| AHPH 559 - Research in Physiology                            | 3        | _____ | _____          |
| AHPH 692 - Internship I                                      | 3        | _____ | _____          |
| AHPH 693 - Internship II                                     | 3        | _____ | _____          |
| MATH 502 - Applied Statistics                                | 3        | _____ | _____          |
| <b>ELECTIVES (Not Required)</b>                              |          |       |                |
| AHPH 513 - Exercise and Strength Training for Rehabilitation | 3        | _____ | _____          |
| AHPH 514 - Muscle Physiology                                 | 3        | _____ | _____          |
| AHPH 515 - Applied Strength Conditioning                     | 3        | _____ | _____          |
| AHPH 562 - Trends and Issues in Physiology                   | 3        | _____ | _____          |
| AHPH 590 - Selected Topics in Applied Health Physiology      | 3        | _____ | _____          |

**\*Note – AHPH is currently going through a curricular change to reduce their number of credits from 42 to 39.**

## **Appendix C: Course Descriptions**

### **AHPH 502 - INTRODUCTION TO RESEARCH**

Methods of investigating physiological mechanisms within the human clinical context; development of skills for producing as well as consuming research by proposing a research plan. Prerequisite: Admission to program. Three hours per week.

### **AHPH 512 - PERFORMANCE: THEORY AND PRACTICE**

Examination of strength training techniques and program design. Emphasis placed on proper form and utilization of various workout designs to complement larger training goals. Students will gain experience in the practical aspects of designing individual workout sessions, periodization and programming to enhance progression. The course is designed to assist the student in meeting requirements to be eligible for and pass the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist examination (additional fee required for examination). Prerequisite: Admission to graduate study. Three hours per week.

### **AHPH 513 - EXERCISE AND STRENGTH TRAINING FOR REHABILITATION**

Review of injury process to bones/muscles that affect strengthening techniques and ability as well as the interaction of complicating medical history on exercise programs. Students will apply concepts of strengthening, cardiovascular and stretching techniques and design integrated programs for individuals with various medical conditions. Prerequisite: Admission to Applied Health Physiology graduate program. Three hours per week.

### **AHPH 514 - MUSCLE PHYSIOLOGY**

Examination of muscle structure and function. Focus on muscle response to aerobic and resistance training and alterations induced via supplement use. Additionally, students will examine the influence of muscle disuse and response to injury. Prerequisite: Admission to graduate study. Three hours per week.

### **AHPH 515 - APPLIED STRENGTH AND CONDITIONING**

Application of concepts and principles presented in AHPH 512 and AHPH 513. Students will be assigned a group of athletes to train. The student will work under the direction of the course instructor to design, implement and modify the strength and conditioning programs for their athletes. Emphasis will be placed on tailoring the strength and conditioning programs to best meet the individual athlete's needs. Prerequisites: AHPH 512, AHPH 513, and American Heart Association Health Care Provider CPR. Three hours per week.

### **AHPH 532 - EXERCISE METABOLISM**

A systematic, in-depth examination of the regulation of metabolic processes during exercise. Emphasis on carbohydrate, lipid, and amino acid pathways in skeletal muscle, adipose tissue, and the liver. Also includes an examination of metabolic factors contributing to fatigue and

metabolic adaptations to strength and endurance exercise training. Prerequisite: Admission to program. Three hours per week.

**AHPH 534 - HUMAN PSYCHOPHYSIOLOGY**

Study of the interrelationships between the mind and body. Examination of current research and historical views on the interaction of physiological processes and psychological function. Prerequisite: BIOL 552. Three hours per week.

**AHPH 542 - COMPREHENSIVE WEIGHT MANAGEMENT**

Study of exercise programming guidelines as established by the American College of Sports Medicine. A strong focus is placed upon nutrition and weight control in conjunction with exercise prescription recommendation for a variety of clinical populations. Students gain practical experience in developing exercise programs for individuals with various conditions. Prerequisites: Admission to program. Three hours per week.

**AHPH 544 - ESSENTIALS OF PHARMACOLOGY**

Examination of the physiological mechanisms involved in the clinical treatment of individuals with medications. Emphasis placed on the pharmacological influence on therapeutic exercise program design, monitoring techniques and patient outcomes. Prerequisite: AHPH 537, 542, BIOL 552. Three hours per week.

**AHPH 545 - CARDIOPULMONARY PHYSIOLOGY**

Study of cardiopulmonary physiology with an emphasis on gas transport, fluid and electrolyte balance, acid-base regulation, response to exercise and training adaptations. Prerequisite: Admission to program. Three hours per week.

**AHPH 546 - SPECIAL POPULATIONS INTERVENTIONS**

Study of the pathophysiology and psychosocial aspects of aging populations with Chronic Obstructive Pulmonary Disease (COPD) and those with Coronary Artery Disease (CAD). Examination of the deleterious effects of COPD and CAD on physical and psychological functioning. Emphasis on cardiac/pulmonary rehabilitation as a mechanism to enhance quality of life in populations with COPD and/or CAD. Prerequisite: AHPH 537, BIOL 552. Three hours per week.

**AHPH 553 - APPLIED CLINICAL PHYSIOLOGY**

Study of common lab techniques used in physiologic health screening, fitness testing and research. Emphasis on cardiorespiratory and musculoskeletal procedures. Three hours per week.

**AHPH 557 - APPLIED CARDIOPULMONARY PHYSIOLOGY**

Using a case-based approach to enhance critical thinking, receive an in-depth study of applied cardiovascular/pulmonary physiology to Advanced Cardiovascular Life Support (ACLS). An expected outcome is achieving certification as ACLS providers. Prerequisites: American Heart Association Basic Life Support and consent of program director. Three hours per week.

**AHPH 559 - RESEARCH IN PHYSIOLOGY**

Teams identify a novel research question and develop a research protocol designed to answer that question. This includes conducting a pertinent literature review, determining resource needs and preparing an explanation/defense appropriate for the SU Human Subjects Committee. Concurrently, discuss original research articles and gain practical experience contributing to an existing line of research. Prerequisite: AHPH 502. Six hours per week.

**AHPH 562 - TRENDS AND ISSUES IN PHYSIOLOGY**

In-depth examination of current literature in physiological journals. Emphasis placed upon critical review of research in regards to methodology, data interpretation and conclusions derived from data. Prerequisite: Admission to program. Three hours per week.

**AHPH 590 - SELECTED TOPICS IN APPLIED HEALTH PHYSIOLOGY**

Provides opportunities to investigate special themes or issues of interest for students in the health and fitness professions. Topics will vary by semester. May be repeated once under different course subtitles for a total of 6 credits. Prerequisite: Permission of instructor. Three hours per week.

**AHPH 692 - INTERNSHIP I**

A practical experience that requires the student to synthesize relevant professional knowledge and skills within a client care delivery environment. Prerequisite: Permission of program director, completion of 30 AHPH Program graduate hours. As required by the internship site: purchase of professional liability insurance, immunizations satisfaction, medical clearance to participate, criminal background investigation, drug screening and American Heart Association Basic Life Support. The number of hours for completion is based on the area of focus.

**AHPH 693 - INTERNSHIP II**

An internship of additional practical/observational experience with an approved health care/enhancement program for students pursuing a Master of Science in applied health physiology. Prerequisites: AHPH 692, purchase of professional liability insurance and, where applicable depending on the area of focus, American Heart Association Basic Life Support. The number of hours for completion is based on the area of focus. Prerequisite/Corequisite: AHPH 692.



### Appendix D: Program Enrollment and Resources

| Resource Categories                              | Year 1           | Year 2           | Year 3           | Year 4           | Year 5           |
|--|------------------|------------------|------------------|------------------|------------------|
| 1. Reallocated Funds                             |                  |                  |                  |                  |                  |
| 2. Tuition/Fee Revenue<br>(c + g below)          |                  |                  |                  |                  |                  |
| a. Number of F/T Students                        | 10               | 20               | 20               | 20               | 20               |
| b. Annual Tuition/Fee Rate                       | 9,828            | 10,123           | 10,427           | 10,739           | 11,062           |
| c. Total F/T Revenue (a x b)                     | 98,280           | 202,460          | 208,540          | 214,780          | 221,230          |
| d. Number of P/T Students                        |                  |                  |                  |                  |                  |
| e. Credit Hour Rate                              |                  |                  |                  |                  |                  |
| f. Annual Credit Hour Rate                       |                  |                  |                  |                  |                  |
| g. Total P/T Revenue<br>(d x e x f)              |                  |                  |                  |                  |                  |
| 3. Grants, Contracts & Other<br>External Sources |                  |                  |                  |                  |                  |
| 4. Other Sources                                 | 232,350          |                  |                  |                  |                  |
| <b>TOTAL (Add 1 – 4)</b>                         | <b>\$330,630</b> | <b>\$202,460</b> | <b>\$208,540</b> | <b>\$214,780</b> | <b>\$221,230</b> |

\*based on in-state tuition, average out-of-state tuition is \$208 more per credit for FY '19

\*\*average tuition increase 3% per year

## Appendix E: Program Expenditures

| Expenditure Categories             | Year 1<br>FY '20 | Year 2<br>FY '21 | Year 3<br>FY '22 | Year 4<br>FY '23 | Year 5<br>FY '24 |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| 1. Faculty (b + c below)           | 114,750          | 117,619          | 120,559          | 123,572          | 126,662          |
| a. Number of FTE                   |                  |                  |                  |                  |                  |
| b. Total Salary                    | 85,000           | 87,125           | 89,303           | 91,535           | 93,824           |
| c. Total Benefits                  | 29,750           | 30,494           | 31,256           | 32,037           | 32,838           |
| 2. Admin. Staff (b + c below)      |                  |                  |                  |                  |                  |
| a. Number of FTE                   |                  |                  |                  |                  |                  |
| b. Total Salary                    |                  |                  |                  |                  |                  |
| c. Total Benefits                  |                  |                  |                  |                  |                  |
| 3. Support Staff (b + c below)     |                  |                  |                  |                  |                  |
| a. Number of FTE                   |                  |                  |                  |                  |                  |
| b. Total Salary                    | 23,000           | 23,575           | 24,164           | 24,768           | 25,388           |
| c. Total Benefits                  | 1,823            | 1,869            | 1,916            | 1,964            | 2,013            |
| 4. Technical Support and Equipment | 103,420          | 0                | 0                | 0                | 0                |
| 5. Library                         | 0                | 0                | 0                | 0                | 0                |
| 6. New or Renovated Space          | 0                | 0                | 0                | 0                | 0                |
| 7. Other Expenses                  | 31,750           | 32,703           | 33,684           | 34,694           | 35,735           |
| <b>TOTAL (Add 1 – 7)</b>           | <b>\$274,743</b> | <b>\$175,766</b> | <b>\$180,323</b> | <b>\$184,998</b> | <b>\$189,798</b> |

## Appendix F: MSCHE Statement on Accreditation Status



### Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
www.msche.org

January 3, 2018

Dr. Janet E. Dudley-Eshbach  
President  
Salisbury University  
1101 Camden Avenue  
Salisbury, MD 21801-6837

Dear Dr. Dudley-Eshbach:

At its session on January 2, 2018, the Executive Committee for Substantive Change of the Middle States Commission on Higher Education acted:

To acknowledge receipt of the substantive change request. To include the first Postsecondary Award/Cert/Diploma (<1 year) program (Certificate in Fraud and Forensic Accounting) within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2024-2025.

This action is a substantive change action. An explanation of this type of action is provided in the Commission's policy *Accreditation Actions*, which is available on the Commission's website.

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with Commission policy, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Please be assured of the continuing interest of the Middle States Commission on Higher Education in the well-being of Salisbury University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Sean A. McKittrick, Vice President.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gary L. Wirt', written in a cursive style.

Gary L. Wirt, Ed.D.  
Chair

c: Chancellor, University System of Maryland Central Office

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.



**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501  
www.msche.org

**STATEMENT OF ACCREDITATION STATUS**

**SALISBURY UNIVERSITY**

1101 Camden Avenue

Salisbury, MD 21801-6837

Phone: (410) 543-6000; Fax: (410) 546-6016

www.salisbury.edu

**Chief Executive Officer:** Dr. Janet E. Dudley-Eshbach, President

**System:** University System of Maryland Central Office  
Dr. Robert L. Caret, Chancellor  
3330 Metzert Road  
Adelphi, MD 20783  
Phone: (301) 445-1901; Fax: (301) 439-6441

**INSTITUTIONAL INFORMATION**

**Enrollment (Headcount):** 7861 Undergraduate ; 887 Graduate

**Control:** Public

**Affiliation:** Government-State Systems - The University System of Maryland

**2015 Carnegie Classification:** Master's Colleges & Universities - Larger Programs

**Approved Degree Levels:** Postsecondary Award/Cert/Diploma (< 1 year) (Fraud and Forensic Accounting), Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice (Doctor of Nursing Practice ), Doctor's - Research/Scholarship (Doctor of Education (EdD.), Doctor's - Other (Doctorate in Education (Ed.D));

**Distance Education Programs:** Fully Approved

**Accreditors Recognized by U.S. Secretary of Education:**

**Instructional Locations**

**Branch Campuses:** None

**Additional Locations:** Cecil College at Elkton Station, Elkton, MD; Eastern Shore Higher Education Center, Wye Mills, MD; Ramstein Education Center, Ramstein, Germany; Southern Maryland Higher Education Center, California, MD; Universities at Shady Grove, Rockville, MD; University System of Maryland in Hagerstown, Hagerstown, MD.

**Other Instructional Sites:** Berlin Intermediate School, Berlin, MD; Buckingham Elementary School, Berlin, MD; Chipman Elementary School, Salisbury, MD; Fruitland Primary School, Fruitland, MD; Pemberton Elementary School, Salisbury, MD; Pinehurst Elementary School, Salisbury, MD; Piney Orchard Elementary, Odenton, MD; Wicomico Middle School, Salisbury, MD.

## **ACCREDITATION INFORMATION**

**Status:** Member since 1956

**Last Reaffirmed:** June 23, 2016

### **Most Recent Commission Action:**

January 2, 2018: To acknowledge receipt of the substantive change request. To include the first Postsecondary Award/Cert/Diploma (<1 year) program (Certificate in Fraud and Forensic Accounting) within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2024-2025.

### **Brief History Since Last Comprehensive Evaluation:**

June 23, 2016: To reaffirm accreditation and to commend the institution on the quality of the self-study process and report. The date for the next accreditation review will be determined by the Commission when it revises the accreditation cycle.

August 28, 2017: To acknowledge receipt of the substantive change request. To include the first and second post-master's certificates (Successful Completion for Educational Leadership and Advanced Studies for Educational Leadership) within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2024-2025.

**Next Self-Study Evaluation:** 2024 - 2025

**Date Printed:** January 3, 2018

## **DEFINITIONS**

**Branch Campus** - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

**Additional Location** - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

**Other Instructional Sites** - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

**Distance Education Programs** - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the

Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.