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

Institution Submitting Proposal	College of Southern Maryland

Each action below requires a separate proposal and cover sheet.

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

Payment Submitted: (●) Yes ( ) No Payment Type: ( ) R*STARS # ( ) Check # 610504 Payment Amount: $850.00 Date Submitted: 2/4/26

Department Proposing Program	School of Health Sciences
Degree Level and Degree Type	Associate of Applied Science
Title of Proposed Program	Medical Assistant
Total Number of Credits	60
Suggested Codes	HEGIS: 521401 CIP: 510716
Program Modality	(●) On-campus ( ) Distance Education (fully online) ( ) Both
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B 02 03 03)	(●) Fall ( ) Spring ( ) Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: http://catalog.csmd.edu
Preferred Contact for this Proposal	Name: Nicole Harrell Title: Assistant Director, Assessment and Curriculum Phone: 301-934-7569 Email: nbharrell@csmd.edu
President/Chief Executive	Type Name: Dr. Yolanda Wilson Signature: Yolanda Wilson (Jan 20, 2026 16:53:26 EST) Date: 1/20/2026
	Date of Approval/Endorsement by Governing Board:

Revised 4/2025

Office of the President

January 20th, 2026

Dr. Sanjay Rai
Maryland Higher Education Commission
217 E. Redwood Street, 21st Floor
Baltimore, MD 21201

Re: New Academic Degree Program – Medical Assistant A.A.S.

Dear Dr. Rai,

The College of Southern Maryland (CSM) is submitting a proposal for Medical Assistant, A.A.S. The Medical Assistant Associate of Applied Science (A.A.S.) degree program directly aligns with CSM's strategic plan, "Built for Success" as it supports access, mobility, and momentum. By converting the certificate to a degree program, CSM increases access for students by offering an affordable and attainable entry point into a high-demand healthcare career. The program promotes mobility through a stackable credential that allows students to seamlessly progress from Medical Assistant into advanced degrees in nursing or other allied health fields. It also builds momentum by providing a clear academic and career pathway that helps students achieve their goals efficiently while strengthening the regional healthcare workforce.

The development of the Medical Assistant program also reflects CSM's institutional values of innovation and excellence, ensuring that students are prepared to meet workforce needs while receiving a high-quality education. Additionally, the Medical Assistant A.A.S. program supports the Maryland State Plan for Postsecondary Education, Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland. Healthcare has been identified as a high-demand and essential sector for Southern Maryland and the broader state economy, and this program directly addresses the needs of local employers and communities.

The program is approved by CSM's Curriculum and Instruction Committee, President's Cabinet, and the Board of Trustees. We are seeking the Commission's approval to offer this program beginning Fall, 2026.

Sincerely,

Yolanda Wilson (Jan 20, 2026 16:52:55 EST)

Yolanda Wilson, Ed.D
President,
College of Southern Maryland

Office of the President
Center for Business and Industry, Room 204
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Letter of Justification for Nursing Assistant AAS

Final Audit Report 2026-01-20

Created:	2026-01-20 (Eastern Standard Time)
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College of Southern Maryland
School of Health Sciences
Proposal for New Academic Degree
Medical Assistant, A.A.S. Program

A. Centrality to Institutional Mission and Planning Priorities.

The Medical Assistant A.A.S. program prepares students for careers supporting patient care and healthcare coordination. Medical Assistants play a vital role on the healthcare team, working with physicians, nurses, and other professionals to deliver quality, compassionate care.

Students gain knowledge and skills through classroom learning, hands-on labs, and supervised clinical experiences. Coursework includes medical terminology, anatomy and physiology, clinical procedures, pharmacology, electronic health records, billing and coding, and patient communication.

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 Medical Assistant Associate of Applied Science (A.A.S.) program prepares students with the knowledge, skills, and professional competencies needed to excel in today's dynamic healthcare environment. Through a combination of classroom instruction, laboratory practice, and hands-on clinical experiences, students learn to support both the administrative and clinical functions essential to healthcare delivery.

   This program directly reflects the institution's mission of enhancing lives and enriching our region through accessible, high-quality instruction and services. The curriculum is designed to be affordable and accessible, offering flexible learning options and financial aid opportunities to remove barriers to education. High-quality instruction ensures students develop the technical expertise and interpersonal skills needed to succeed in the workforce, while experiential learning opportunities build momentum toward career readiness. By preparing graduates for immediate employment or continued education in healthcare, the program promotes student success, supports local workforce needs, and strengthens the overall health and well-being of our community.

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

   The Medical Assistant A.A.S. program is intentionally designed to advance the College of Southern Maryland's strategic goals of Access, Momentum, and Mobility while meeting regional workforce needs in healthcare.

   Access

   The program provides affordable, high-quality education that is accessible to diverse learners across the region. Flexible scheduling, financial aid and scholarship opportunities, and support services reduce barriers for students balancing work, family, and school. By offering an applied science pathway, the program ensures that students can directly enter the workforce in a high-demand field, thereby broadening access to career opportunities and economic stability.

Momentum

Through a structured curriculum that combines classroom instruction, laboratory practice, and clinical experiences, students' progress with clear milestones that maintain academic momentum. Early engagement with hands-on learning builds confidence, reinforces classroom concepts, and keeps students focused on achieving their degree. Faculty mentoring, academic advising, and career services provide additional guidance to help students persist and complete on time.

Mobility

The A.A.S. program equips graduates with industry-recognized competencies that enable immediate employment in healthcare settings such as physician offices, clinics, hospitals, and long-term care facilities. Additionally, the program includes transfer pathways that allow students to continue their education in Nursing, health sciences or related fields, supporting both career and educational mobility. This dual emphasis on employability and transferability ensures that students can advance along their personal and professional paths to success.

The Medical Assistant A.A.S. program aligns with CSM's commitment to access, momentum, and mobility by offering affordable tuition with financial aid and scholarships, strong clinical partnerships that open doors to employment, and small class sizes with personalized faculty support. With built-in career preparation, graduates will be ready to advance their careers and make a meaningful impact on patient care. Additionally, it builds momentum by providing a clear and efficient pathway that enables students to achieve their academic and career goals while strengthening the regional healthcare workforce.

- The Certified Clinical Medical Assistant (CCMA) program seamlessly transitions into the Medical Assistant AAS program, granting students 7 credits from MED1410, MED1415, and HEA1100 toward the degree.
- The CCMA certification, validated through NHA, recognizes both the certificate program and the CCMA credential.
- As MED1410 transitions to MED1500, website updates will be required. Additionally, the increased credit value of HEA1755 enhances the program's overall appeal and alignment with workforce needs.

Evidence of Institutional Priority

- *Labor Market Demand:* Regional workforce data consistently identify Medical Assistant as a high-demand, high-growth occupation, affirming the program's role in meeting community and employer needs.
- *Institutional Investment:* The College has invested in dedicated faculty, modern laboratory facilities, and community partnerships with healthcare providers to support student learning and job placement.
- *Student Success Outcomes:* Graduation, employment, and certification exam pass rates demonstrate the program's effectiveness in preparing students for healthcare careers.
- *Alignment with Mission:* By providing accessible, high-quality instruction in a field that directly enhances community health and wellness, the program fulfills the College's mission of enhancing lives and enriching the region.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

   All expenses for the proposed Medical Assistant A.A.S. program will be supported through the Division of Learning's annual operating budget. The program will not generate costs beyond those that are offset by tuition revenue from anticipated enrollment (see Part L – Table 1). No new expenditures are required for equipment, instructional supplies, facilities, or staffing once the program is launched. The program can be fully delivered with existing full-time faculty, part-time adjunct faculty, and current staff support. While no additional costs are expected initially, faculty hiring will be considered in years three through five as enrollment grows (see Part L – Table 2).

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

   a) Ongoing administrative, financial, and technical support of the proposed program.

      The proposed Medical Assistant A.A.S. program is well positioned for success, with strong support at the departmental, divisional, and institutional levels. Housed within the School of Health Sciences, the program will be taught by highly qualified full-time tenured and tenured-track faculty, along with experienced part-time adjunct faculty who bring long standing commitment and expertise to the classroom (see Part I for the full faculty listing). All program courses can be delivered by existing faculty, ensuring both academic quality and instructional consistency.

      As detailed in Parts K and L, CSM affirms that the current administrative, technical, and physical resources are sufficient to sustain the program. No new capital investments, specialized facilities, administrative positions, or additional technological support are required for implementation. Adequate classroom and laboratory space across campus buildings is already available, and the institution's Information Technology Help Desk provides comprehensive support to meet faculty and student needs.

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

      The program implementation is long term, with tenured/tenure-track faculty dedicated to the ongoing course offering to ensure students can complete the degree within a reasonable time frame. The college is committed to student success and will provide all enrolled students with the necessary courses and resources (e.g., advisors to guide students through the program) so they can graduate on schedule.

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.

      The Associate of Applied Science in Medical Assistant prepares students for both immediate employment in healthcare settings and continued educational advancement in health sciences. The program equips students with essential clinical and administrative skills, enabling them

to contribute effectively to patient care and healthcare operations. Graduates are well-positioned for career advancement as medical assistants, clinical or administrative specialists, patient care coordinators, or medical office managers. In addition, the program provides clear transfer pathways for students seeking to pursue bachelor's degrees in health-related fields, such as Nursing and supports their long-term professional growth and fostering momentum along their educational and career journeys.

b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

Expanding educational opportunities for minority and educationally disadvantaged students is essential to addressing broader societal needs and reducing disparities in healthcare access. By offering the Medical Assistant Associate of Applied Science (A.A.S.) degree, institutions of higher education can create a more equitable pathway into the healthcare workforce, providing students with the skills and credentials necessary for stable, in-demand careers. This program increases academic and career choices for students who may not have previously viewed higher education as attainable, while simultaneously strengthening the diversity and cultural competency of the healthcare field. In doing so, it not only empowers underrepresented populations through education but also meets the growing societal demand for a well-prepared and inclusive medical workforce.

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

Strengthening and expanding the capacity of historically Black institutions to provide high-quality and distinctive educational programs for Medical Assistants is critical to advancing equity in both education and healthcare. These institutions have a longstanding legacy of preparing underrepresented students for professional success while addressing workforce shortages in communities that often face the greatest healthcare disparities. By investing in innovative Medical Assistant programs, historically Black colleges and universities (HBCUs) can expand their role as leaders in training culturally competent healthcare professionals, offering students rigorous academic preparation coupled with strong community engagement. Such efforts not only broaden opportunities for students but also ensure that underserved populations gain access to well-trained medical assistants who reflect and understand their communities' unique needs.

Table A: The U.S. Bureau of Labor Statistics reported the following Occupational Employment and Wages, May 2023 for Medical Assistants (See Appendix A).

National estimates for Medical Assistants:

Employment estimate and mean wage estimates for Medical Assistants:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
763,040	0.6 %	$ 20.84	$ 43,350	0.4 %

Percentile wage estimates for Medical Assistants:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	$ 16.10	$ 17.68	$ 20.19	$ 22.70	$ 27.15
Annual Wage (2)	$ 33,500	$ 36,780	$ 42,000	$ 47,220	$ 56,480

https://www.bls.gov/oes/2023/may/oes319092.htm (visited *September 24, 2025*

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

   The three primary goals for the postsecondary community in Maryland remain access, success, and innovation**.**

   Access:

   CSM promotes access to higher education in the Southern Maryland region by offering affordable tuition rates. Students in the Medical Assistant A.A.S. program can complete their healthcare education at a significantly lower cost compared to similar programs at other Maryland institutions. This affordability, combined with financial aid and scholarship opportunities, ensures that students from diverse backgrounds can pursue careers in healthcare without undue financial burden.

   Success:

   Assessment data from related health sciences programs at CSM reflect high levels of student achievement in both clinical and administrative coursework. It is reasonable to infer that students in the Medical Assistant A.A.S. program will similarly benefit from these outcomes. CSM supports student success through access to up-to-date instructional resources, hands-on clinical experiences, and personalized student advising from faculty who can guide students on academic planning, certification readiness, and career advancement in healthcare.

   Innovation:

The Medical Assistant A.A.S. program encourages innovation by engaging students in real-world problem solving, critical thinking, and the application of emerging healthcare technologies. Through experiential learning in clinical labs and professional settings, students develop the ability to adapt and innovate in dynamic healthcare environments. The curriculum emphasizes creative solutions to operational and patient-care challenges, fostering professional growth and preparing students to meet the evolving needs of the healthcare workforce.

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 *for graduates of the proposed program*.

   Employment of medical assistants is projected to grow 12 percent from 2024 to 2034, much faster than the average for all occupations (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Medical Assistants, at https://www.bls.gov/ooh/healthcare/medical-assistants.htm (visited *August 28, 2025*).

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

   Maryland Department of Labor anticipates 16,683 annual job openings for healthcare support occupations between 2013-2033. The anticipated projection in job growth is 13.62% over the next 10 years. Specifically, Maryland.gov projects an increase in growth for medical assistants in Southern Maryland of 13.52%. Currently there are 636 medical assistants employed, and we are expected to need 865 replacements.

   Table B1: Anne Arundel Workforce Region (see Appendix B).

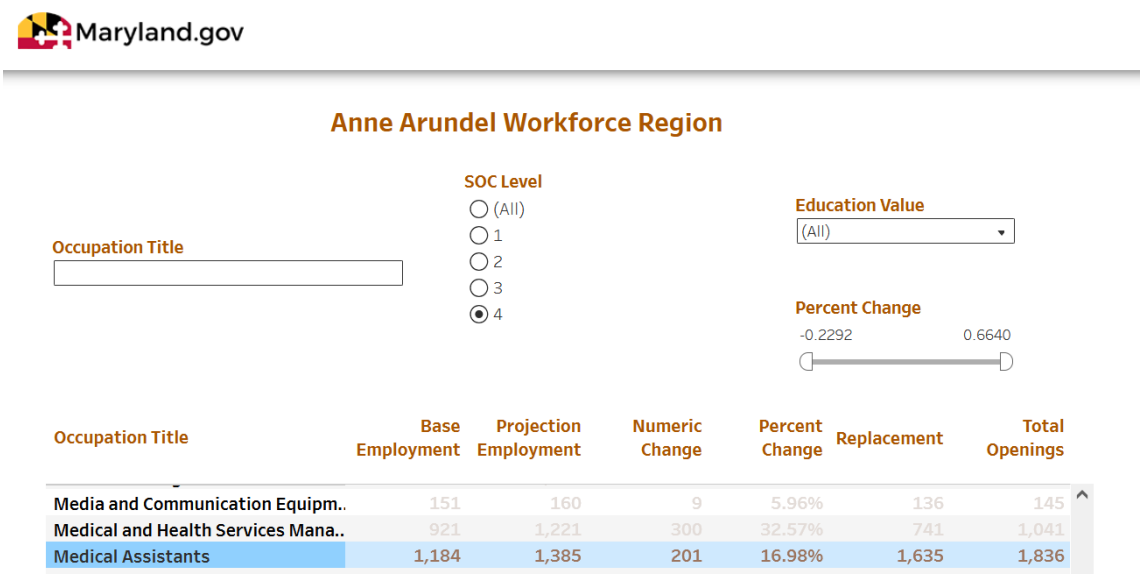

Table B2. Comparison of National and Regional Medical Assistant Employment Trends (see Appendix B)

Metric	National (BLS, May 2023)	Southern Maryland (MD Dept. of Labor, 2013–2033)
Current Employment	764,970 (U.S.)	636
Mean Hourly Wage	$20.19	N/A (state source reports employment, not wages)
Mean Annual Wage	$42,000	N/A
Projected Growth Rate	14% (2012–2032, national)*	13.52% (next 10 years)
Annual Job Openings	114,600 (national, projected)**	16,683 (statewide healthcare support openings)
Regional Replacement Needs	N/A	865

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 five years.

Table C: Employment projections data for Medical Assistants, 2024-2034 (See Appendix C).

Occupational Title	SOC Code	Employment, 2024	Projected Employment, 2034	Change, 2024–34		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						

Medical assistants	31-9092	811,000	912,200	12	101,200	Get data

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Medical Assistants, at https://www.bls.gov/ooh/healthcare/medical-assistants.htm (visited *August 28, 2025*).

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

   The US Dept of Labor Statistics' Occupational Outlook Handbook states, "Overall employment in medical assisting is projected to grow faster than the average for all occupations from 2024 to 2034 at a rate of 12%. About 112,300 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who transfer to different occupations or exit the work force. The median annual wage for this group was $44,200 in May 2024 Medical Assistants : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics

   Upon referencing *MHEC's Office of Research, it was determined that there are no designated feeder programs.*

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. Using the keyword: Medical Assistant: and the degree: Associate degree, in the link provided (MHEC Academic Program Inventory), four community colleges were listed – Allegany College of Maryland, Anne Arundel Community College, Harford Community, Frederick Community College, College and Prince George's Community College.
   When comparing the proposed program with Allegany College of Maryland, there are commonalities and differences. Both programs require medical terminology, medical assisting practicums, and detailed clinical courses to learn the basics. Allegany College of Maryland does not require two semesters of Anatomy & Physiology, and they do not require Microbiology or a Legal Ethics class. Unlike Allegany, CSM provides some specialty classes, like the Cardiovascular and the Computer Technology course.

   Program Name: Associate Degree in Medical Assisting at Allegany College of Maryland ~~Medical~~ Assistant.

   When comparing the proposed program with Anne Arundel Community College, there are also commonalities and differences. Both programs require medical terminology, medical assisting practicums, and detailed clinical courses to learn the basics, they both also have extensive administrative and clinical courses for skill building. Anne Arundel Community College does not require two semesters of Anatomy & Physiology, and they do not require Microbiology class. Unlike Anne Arundel CC, CSM provides some specialty classes, like Cardiovascular Care and Procedures and the Computer Technology course. Associate Degree in Medical Assisting at Anne Arundel Community College

Program Name: Medical Assisting (A.A.S.) - Anne Arundel Community College - Modern Campus Catalog™

When comparing the proposed program with Harford Community College, there are commonalities and differences. Both programs require medical terminology, medical assisting practicums, and detailed clinical courses to learn the basics. Harford CC does not require two semesters of Anatomy & Physiology, and they do not require Microbiology or a Legal Ethics class. Unlike Harford, CSM provides some specialty classes, like the Cardiovascular Care and Procedures and the Computer Technology course.

Program Name: Associate Degree in Medical Assisting at Harford Community College Medical Assisting (AAS) - Harford Community College

When comparing the proposed program with Frederick Community College, there are commonalities and differences. Frederick Community College offers a comparable Associate of Applied Science in Medical Assisting that includes clinical and administrative training components, a practicum or externship requirement, and preparation for national certification. However, key distinctions exist between the two programs. Frederick Community College does not require a two-semester Anatomy and Physiology sequence comparable to CSM's requirement, nor does it require Microbiology at the same level of depth proposed by CSM. In addition, CSM's curriculum includes Legal Ethics and specialty coursework such as Cardiovascular Care and Procedures and a healthcare-specific Computer Technology course. The proposed CSM program intentionally integrates expanded general education and science requirements to enhance academic rigor and support long-term stackability into Nursing and other allied health pathways. Furthermore, CSM's program is designed not only to prepare graduates for immediate workforce entry and certification, but also to promote upward mobility into additional healthcare programs within the School of Health Sciences, aligning institutional goals for stackable credentials and career advancement.

Program Name: Associate Degree in Medical Assisting at Frederick Community College Medical Assisting (AAS) - Frederick Community College

When comparing the proposed program with Prince George's Community College, both programs require 2-semester anatomy and physiology, medical terminology and the legal ethics class. The main difference is that Prince George's Community College offers additional clinical courses with varied credit load and requires four different English classes. CSM requires Cardiovascular Care and Procedures and several other electives.

Program Name: Prince George's Community College (pgcc.edu) Medical Assisting, A.A.S. – Prince George's Community College

2. Provide justification for the proposed program.

While Allegany College of Maryland may have a similar program, the College of Southern Maryland and Allegany College of Maryland are 136 miles apart in distance; therefore, the two colleges are not competing for the same students. In addition, the College of Southern Maryland has greater diversity, meeting the needs of minority students. Allegany College is 75.87% White with only 11.56% Black/African American. Allegany College |ACM at a Glance | Allegany College of Maryland. Therefore, the two institutions service a different population and thus are not direct competitors.

While Harford is also geographically far away from CSM at over 75 miles, Harford CC and CSM have similar demographics.

When comparing Anne Arundel Community College student demographics are Caucasian (45%), Black/African American (20%), Hispanic/Latino (12%), Asian (5%), Other/Multiracial (18%). While CSM is relatively close to Anne Arundel Community College, just 35 miles away, we are not competing for the same students and there are many healthcare facilities and the need for Medical Assistants is growing.

Frederick Community College is approximately 70–80 miles from Southern Maryland and it primarily serves Frederick County and surrounding central Maryland communities. CSM's service region includes diverse rural, suburban, and military-connected populations in Southern Maryland. The proposed A.A.S. builds upon CSM's existing Medical Assistant Certificate program and expands access without negatively impacting enrollment at other institutions.

Prince George's Community College is a direct competitor with CSM with Prince George's Community College being the closest in proximity and being a predominately Black institution (PBI). The justification for both programs is that Prince George's Community College (PGCC) and CSM do not serve the same areas of practice. CSM serves three southern Maryland counties (Charles, Calvert and St Mary's) and Prince Georges has their county and DC. The proximity for students in the three counties isserved by CSM. The broad distances make this program a need for our counties and their residents. CSM has had a medical assistant certificate program that has not affected PGCC.

Although similar Associate degree programs in Medical Assisting exist at Allegany College of Maryland, Anne Arundel Community College, Harford Community College, Frederick Community College, and Prince George's Community College, the proposed CSM program:

- Serves a geographically distinct Southern Maryland region
- Includes enhanced science and specialty coursework
- Strengthens stackable pathways within CSM's School of Health Sciences
- Responds to documented regional workforce demand

Therefore, the proposed Medical Assisting A.A.S. does not represent unreasonable program duplication but rather fulfills a regional educational and workforce need aligned with institutional and state priorities.

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 HBIs.

   The proposed Associate of Applied Science in Medical Assistant degree at the College of Southern Maryland will support the success of Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore by establishing an affordable and high-quality pathway for residents of Southern Maryland who wish to pursue advanced study in healthcare at one of Maryland's historically Black institutions. According to CSM's Planning, Institutional Effectiveness, and Research (PIER) data, CSM graduates regularly transfer to these HBIs, with 19 graduates enrolling at Bowie State University and 2 at Coppin State University in the 2017 fiscal year (College of Southern Maryland, 2018). Additionally, the proposed degree, with its many enhancements to the current program, will allow CSM to develop new articulation agreements with local HBIs such as Bowie State University. None of the HBIs in Maryland currently offer a comparable Associate of Applied Science in Medical Assistant degree. The creation of this program at the College of Southern Maryland is not expected to have a negative impact on enrollment.

   College of Southern Maryland. (2018). *Annual graduate transfer report: Fiscal year 2017 cohort*. Planning, Institutional Effectiveness, and Research (PIER). Retrieved on September 25, 2025, https://www.csmd.edu/_pdfs/pier/annual_graduate_transfer_report_2018.pdf

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.

   Through its courses and experiential learning opportunities, the Medical Assistant program at the College of Southern Maryland seeks to address pressing health disparities, promote access to quality care, and improve the well-being of individuals across Southern Maryland, the state of Maryland, and beyond. The Medical Assistant program, without duplicating the programs and missions of HBIs, is dedicated to meeting the healthcare needs of the local community. According to CSM's Planning, Institutional Effectiveness, and Research (PIER) data, CSM graduates regularly transfer to Maryland's historically Black institutions, with 19 graduates enrolling at Bowie State University and 2 at Coppin State University in the 2017 fiscal year (College of Southern Maryland, 2018). CSM's coursework provides a strong academic and clinical foundation for

students to succeed in advanced healthcare programs offered at Maryland's four historically Black institutions should they choose to continue their education.

College of Southern Maryland. (2018). *Annual graduate transfer report: Fiscal year 2017 cohort*. Planning, Institutional Effectiveness, and Research (PIER). Retrieved on September 25, 2025, https://www.csmd.edu/_pdfs/pier/annual_graduate_transfer_report_2018.pdf

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

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

   The medical assisting program had been presented as a certificate program. Now with building stackable credentials, the Medical Assistant AAS will allow students to enter into the medical assistant program directly. In addition, students who are not eligible for a competitive health care field will have other opportunities to earn a degree to enter the workforce. The faculty will hold the qualification of RMA and/or RN. The program will be governed by the Chair of the Nursing Department.

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

   Upon successful completion of this program, students will be able to:

   - Exhibit professional behavior, including reliability, accountability, and respect for patient confidentiality and privacy
   - Perform clinical functions/procedures and administrative functions in the healthcare setting
   - Use critical thinking skills to assess patient needs, prioritize tasks, and respond appropriately in clinical and administrative situations.
   - Apply the standards of care for the medical assisting profession
   - Describe structural organization of the human body and disease processes across the life span

3. Explain how the institution will:

   a. Provide for assessment of student achievement of learning outcomes in the program.

      The Medical Assistant A.A.S. program follows the assessment cycle established by the Office of Academic Planning and Assessment, which determines when courses are evaluated. Assessment tools are aligned with specific course outcomes and are integrated into program-level assessment to measure how effectively students are achieving the program's learning outcomes. Each academic year, at least one student learning outcome is assessed and reported to the Director of Academic Assessment for review by the Academic Learning and Assessment Committee (ALAC).

Additionally, assessment results are documented in the Medical Assistant program's End-of-Year Report, which is submitted to ALAC to ensure accountability and continuous program improvement.

b. Document student achievement of learning outcomes in the program.

The office of Academic Planning and Assessment manages the assessment cycle and determines when the courses are assessed. The program review will take place within one academic year. The coordinators and chairs will track the activities through the end-of-the-year report. The culmination of the review includes a six-year action plan, which addresses maintaining the program strengths and solving the program weaknesses.

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

List of Required Courses:

BIO2010 – Microbiology (3)

Students study the major groups of microorganisms, their structure, metabolism, epidemiology and control of microbial growth. Immunology is strongly emphasized. This course satisfies the General Education Biological Science requirement. Requisites**:** BIO1040/BIO1040L or BIO1060/BIO1060L or BIO2170 - Must be completed prior to taking this course. Take MTH0910 or higher. Must be completed prior to taking this course.

BIO2010L - Microbiology Lab (1)

Students study representative groups of microorganisms including protozoa, bacteria, and fungi. They also learn culturing, staining, and various biochemical procedures used to identify microorganisms. These procedures are then used to identify unknown bacteria. Students also learn how microbial growth is physically and chemically controlled. This course satisfies the General Education Biological Science requirement. Requisites: Take BIO2010 - Must be taken either prior to or at the same time as this course.

BIO2170 - Human Anatomy & Physiology I with Lab (4)

Students study the anatomy and physiology of human body cells, tissues, and the integumentary, skeletal, muscular, nervous (including special senses), and endocrine systems with an emphasis on homeostasis. Students are required to participate in a recitation. Students dissect preserved specimens, which include a brain and eye, and perform a VH (virtual human) dissection on software for the muscles. Human models and physiological experiments are also used. This course satisfies the General Education Biological/Physical Science with Lab requirement. Requisites: Take college-level reading

placement or complete one of the following: IRW-0900A or IRW-0900B - Must be completed prior to taking this course.

BIO2180 - Human Anatomy & Physiology II with Lab (3)

This is the second of a two-course sequence dealing with anatomy and physiology of the human body. Students study the anatomy and physiology of the human digestive, circulatory, lymphatic, urinary, reproductive, and respiratory systems with an emphasis on homeostasis. Students use models, the Virtual Human (VH) dissection software, physiological exercises, and preserved specimens to identify anatomical structures from these systems. Requisites: Take BIO2170 or (BIO2070 and BIO2070L) - Must be completed prior to taking this course.

BIO2800 - Human Pathophysiology (3)

This course covers the physiology of various human diseases, such as various cancers and disorders. Topics include inflammation and healing, diseases and disorders of the immune, nervous, endocrine, reproductive, hematologic, cardiovascular, lymphatic, pulmonary, urologic, digestive, musculoskeletal, and integumentary systems. Requisites: Take BIO1040/BIO1040L or BIO2170 and BIO2180 - Must be completed prior to taking this course.

COM1350 - Intercultural Communication (3)

Students learn the theories of intercultural communication and the skills that allow for effective communication with diverse cultures. Units may include understanding diversity, perception, nonverbal communication, and intercultural communication in the workplace. This course satisfies the General Education Humanities requirement and the Core Competency for Cultural and Global Awareness. Requisites: Take college-level reading and writing placement or complete one of the following: IRW-0900A or IRW-0900B - Must be completed prior to taking this course.

ENG1010 - Composition and Rhetoric (3)

Students complete their college-level composition course. Students focus on planning, organizing, and developing a variety of argumentative compositions. Students practice the conventions of written Standard Academic English, gain information literacy skills, and learn research and documentation techniques, including conducting online and print research and documenting sources. By the end of the semester, students demonstrate their ability to write a unified and coherent argument-based essay of about 1000 words that

incorporates research and is nearly free of grammatical, mechanical, and structural errors. Students may earn credit for this course through CLEP or Advanced Placement Examination. A minimum grade of "C" is required to pass the course. This course satisfies the General Education English Composition requirement. Requisites: Take college-level reading and writing placement or complete one of the following: IRW-0900A or IRW-0900B - Must be completed prior to taking this course.

HEA1100 - Medical Terminology (1)

HTH1100 is now HEA1100. Students study the vocabulary associated with the allied health professions using contextual clues, prefixes, suffixes, and roots.

Requisites: None

HEA1755 - Legal & Ethical Issues (3)

HTH1755 is now HEA1755. This course presents an overview of the legal and ethical issues facing professionals in the health care industry. It provides students with a basic working knowledge of health law and ethics. It is a comprehensive and inclusive review of a wide variety of legal and ethical health care issues. Students are provided with realistic knowledge of health law and its application to the real world through varied learning opportunities and experiences. Requisites: Take college-level reading and writing placement or complete one of the following: IRW-0900A or IRW-0900B - Must be completed prior to taking this course.

MED1500 - Fundamentals of Medical Assisting (3)

This course introduces students to the profession of Medical Assisting and prepares them to perform basic clinical procedures such as aseptic hand washing, taking a health history and chief complaint, measuring vital signs, and assisting with routine physical and specialty examinations. Maintenance of examination and treatment areas, proper disposal of waste, handling patient telephone calls, and patient instruction are also addressed. Students must earn a minimum grade of C for all prerequisite(s)/co-requisite(s) to meet registration requirements. Pre-requisite: College-level reading and writing placement or complete one of the following: IRW-0900A or IRW-0900B; MTH-0910 or higher. Co-requisite: MED1500; BIO 2180

MED1550 - Pharmacology for Medical Assistants (3)

Medication administration, basic intravenous techniques, dosage calculations, and documentation are covered for clients across the lifespan. Content on assessment of medication orders/prescriptions, patient safety, and medication distribution is included in this course. Pre-requisite: College-level reading and writing placement or complete

one of the following: IRW-0900A or IRW-0900B; MTH-0910 or higher. Co-requisite: MED1500; BIO 2180

MED2000 - Medical Assistant Administrative Procedures (3)

This course will familiarize students with basic medical assistant administrative skills. Content areas include basic communication, medical law and ethics, and medical office operational functions. Administrative skills include instruction in answering telephones, scheduling appointments, proper documentation and handling of medical records, financial responsibilities, health insurance, basic coding, and billing. Pre-requisite: MED1500; MED1550; Co-requisite: MED2115; MED2075; and MED2015

MED2015 - Phlebotomy for Medical Assisting (3)

Students learn to safely and aseptically perform phlebotomy and capillary puncture, collect and process blood and other specimens for testing or transport. Topics include point of care testing: CLIA-waived hematology, chemistry, urinalysis, immunology, and microbiology testing; quality control and assurance; laboratory safety and recordkeeping. Laboratory and practicum experiences are included in the course. Pre-requisite: HEA1100; MED1500; BIO1040, BIO1040L; Co-requisite: BIO1650; BIO2800

MED - 2075 - Cardiovascular Care and Procedures for Medical Assistants (3)

Students learn to assist with cardiovascular procedures and the care for clients having cardiovascular procedures in this course. Topics include EKG's, echocardiograms, stress tests, preparing patients for cardiovascular procedures, and post treatment patient care. Students also learn to provide pre- and post-procedure care in patient education. Finally, students will perform patient assessment using cardiopulmonary testing and relate common pathophysiology to the associated laboratory tests and values. College-level reading and writing placement or complete one of the following: IRW-0900A or IRW-0900B; MTH-0910; BIO 2170; BIO 2180**;** HEA1100; MED1500; MED1550; ENG-1010 (Minimum grade of C);
Co-requisite: BIO2010; BIO2010L; MED2000; MED2015; MED2115

MED - 2115 - Clinical I for Medical Assisting (3)

Students learn to identify and care for surgical instruments and practice medical and surgical aseptic techniques in this course. Topics include sterilization and disinfection techniques and autoclaving; preparing patients for various minor surgical procedures; preparing the exam room; assisting with surgery; and post treatment patient care. Students also learn to apply dressings, bandages, splints and casts, as well as patient instruction and patient fittings for ambulatory aids. Pre-requisite: MED1500; MED1550; HEA1100; BIO2170; BIO2180
Co-requisite: MED2000; MED2075; MED2015; BIO2010; BIO2010L

MED - 2130 - Medical Assisting Clinical Practicum (4)

Students apply medical assisting skills in this 160-hour practicum in a physician office or outpatient clinic. In addition, students participate in seminars to explore topics of entry into practice, preparation for credentialing, and implementation of the medical assisting role. A major objective of practicum experience is to apply classroom theory to the work environment. Students involved in work activities that support their curriculum may request their work experience to be evaluated to ensure required practicum objectives and competencies are met. Pre-requisite: HEA1100; MED1500; MED2015; MED1550; MED2115; MED2075;(Minimum grade of C); current CPR for Healthcare Providers; criminal background check and drug screen; completed health forms and mandatory orientation
Co-requisite: BIO2800; MED2150; MED2200

MED - 2150 - Advanced Concepts for Medical Assisting (4)

Investigate disease pathology and appropriate terminology. Discuss disorders that affect the whole body, such as immune disorders and neoplasms; thereafter, diseases that primarily affect a specific body system such as cardiovascular, gastrointestinal, renal and dermatologic disorders. Focus on definition, causes when appropriate, signs and symptoms, clinical findings, treatment and aspects of patient teaching. (3 credits)

Learn the traits and behaviors of the professional medical assistant, and the importance of credentialing. Prepares the student for the externship experience. This course also provides a comprehensive review of the American Association of Medical Assistants (AAMA) administrative, clinical and general competencies required for Certified Medical Assistant (CMA) national examination (1 credit). College-level reading and writing placement or complete one of the following: IRW-0900A or IRW-0900B; BIO2170; BIO2180; MED1500; MED1550; BIO2010; BIO2010L; MED2000; MED2015; MED2075; MED2015

MED - 2200 - Computer Technology for Medical Assistants (3)

Learn the history and inception of the electronic health record and current health technology nomenclature and standards. Gain a broad perspective of current federal legislation and law governing the electronic health record. Learn to develop practical applications of the electronic health record, including types of medical software, administrative applications and functions for long-term planning, patient scheduling, tracking patient activity, e-communication within health systems, building the patient’s electronic face sheet and chart, electronic ordering and scheduling for testing and diagnostics, creating health forms, electronic health imaging, building health system and medical databases, electronic patient encounter forms and electronic billing systems in the health care setting. College-level reading and writing placement or complete one of the following: IRW-0900A or IRW-0900B; BIO2170; BIO2180; MED1500; MED1550;

BIO2010; BIO2010L; MED2000; MED2015; MED2075; MED2015

MTH - 1120 - College Algebra (3)

Designed to provide students with a solid foundation in algebra, this course is intended primarily for students with scientific or technical majors, and with MTH-1130, prepares students for the study of calculus. Topics include real and complex numbers, intervals, algebraic, exponential and logarithmic functions, graphing and solving various types of equations involving second and higher order terms, radicals, and absolute value. Graphical interpretations are emphasized throughout the course. Some topics are supported by the use of computer software and the use of graphing calculators. This course satisfies the General Education Mathematics requirement. Requisites: Take MTH-0994 or appropriate score on the Math Placement Test - Must be completed prior to taking this course.

PSY - 1010 - General Psychology (3)

This course provides an overview of the scientific study of human behavior and mental processes. Topics include the history of psychology, research methods, neuroscience, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Requisites: Take college-level reading placement or complete one of the following: IRW-0900A or IRW-0900B - Must be completed prior to taking this course.

Semester-By- Semester Course Sequence:

FALL 1			FALL 2	
BIO2170 - Human Anatomy & Physiology I with Lab	**4**		**BIO2010 & BIO2010L - Microbiology & Lab**	**4**
MED1500 - Fundamentals of Medical Assisting	**3**		**MED2000 - Medical Assistant Administrative Procedures**	**3**
HEA1100 - Medical Terminology	**1**		**MED2015 - Phlebotomy for Medical Assisting**	**3**
ENG1010 - Composition and Rhetoric	**3**		**MED2075 - Cardiovascular Care and Procedures for Medical**	**3**
PSY1010 - General Psychology	**3**		**MED2115 - Clinical I for Medical Assisting**	**3**
Fall 1 Credits	**14**		**Spring 1 Credits**	**16**

SPRING 1			SPRING 2	
MED1550 - Pharmacology for Medical Assistants	**3**		**BIO2800 - Human Pathophysiology**	**3**
BIO2180 - Human Anatomy & Physiology II with Lab	**4**		**MED2130 - Medical Assisting Clinical Practicum**	**4**
COM1350 - Intercultural Communication	**3**		**MED2150 - Advanced Concepts for Medical Assisting**	**4**
MTH1120 - College Algebra	**3**		**MED2200 - Computer Technology for Medical Assistants**	**3**
HEA1755 - Legal & Ethical Issues	**3**		**Spring 2 Credits**	**14**
Fall 2 Credits	**16**		**Total Credits 60**	

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

   All degree programs at CSM are comprised of discipline specific and general education courses. The general education courses provide the foundation for a higher education curriculum and well-rounded intellectual experience for all students independent of their program of study. Students will complete 20-36 general education credits from the following disciplines: Arts, Humanities, English Composition, Social and Behavioral Sciences, Mathematics, Biological Sciences, and Physical Sciences. These courses ensure students have mastered their core discipline knowledge and are familiar with the foundational knowledge required for all college-level work. The general education courses are transferable to all two- and four-year public institutions in Maryland and many private institutions. (See Semester-by-Semester Course Sequence table above for general education course placement)

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

   Students will be eligible to sit for the Registered Medical Assistant (RMA) exam after completion of the program. The RMA is administered through the American Medical Technologists.

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

   Not Applicable

4. 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.

The College of Southern Maryland will provide clear, complete, and timely information on the curriculum, academic support services, financial aid resources and payment policies through the college's catalog and web site. In addition, students receive information about technical requirements and use of the learning management system through the college's Help Desk and support from the Distance Learning and Faculty Development area of the college. Professional development opportunities are available for faculty to enhance pedagogical skills to better support student success.

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

   Advertising, recruiting, and admissions materials clearly and accurately represent the proposed program and available student services. Prospective and current students have access to the same online materials detailing these resources. In addition, marketing materials are developed through collaboration among academic leaders and the Marketing staff using a shared platform for proofing and editing materials.
   See below evidence of student access to information and support (See Appendix D1-4).
   https://catalog.csmd.edu/
   https://www.csmd.edu/student-services/index.html
   https://www.csmd.edu/student-services/learning-support/tutoring/index.html
   https://www.csmd.edu/programs-courses/credit/online-learning/getting-started.html

   a. Description for CSM catalog - Medical Assistant, Associate of Applied Science (A.A.S.)

      The Medical Assistant Associate of Applied Science (A.A.S.) program prepares students for careers as multi-skilled healthcare professionals who support physicians, nurse practitioners, and other members of the healthcare team in a variety of clinical and administrative settings. Medical Assistants perform essential duties such as patient intake and assessment, vital sign measurement, specimen collection and processing, medication administration, medical office management, and electronic health record documentation.

      CSM's Medical Assistant A.A.S. program combines rigorous classroom instruction with hands-on laboratory practice and supervised clinical experience to ensure graduates are workforce ready. The curriculum emphasizes patient-centered care, ethical and legal responsibilities, communication, and professionalism. Students develop competencies across clinical, administrative, and interpersonal domains, providing them with the flexibility to adapt to diverse healthcare environments.

Upon completion, graduates are eligible to sit for national certification examinations in medical assistance and are prepared for employment in physician offices, ambulatory care centers, outpatient clinics, and other healthcare facilities. The Medical Assistant A.A.S. degree also provides a strong academic foundation for students who wish to continue their education in healthcare-related fields.

H. Adequacy of Articulation.

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

   The College of Southern Maryland maintains articulation agreements with several partner universities for the Nursing program. The proposed Medical Assistant A.A.S. degree will be transferred from Health Sciences to Nursing; therefore, it does not affect these agreements, as the program is distinct from nursing and does not result in the loss of any transferable courses.

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 faculties with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.

   The program will be staffed by one permanent faculty member and two adjunct faculty, each with extensive professional experience and advanced degrees in healthcare. In addition, CSM's proximity to major healthcare systems and medical centers in the Washington, D.C., and Baltimore areas provides opportunities to bring in guest lecturers, practicing clinicians, and healthcare leaders to enrich student learning and complement the work of program faculty. Many of the Medical Assistant faculty are also active in the field, ensuring they remain current with industry standards, certifications, and best practices. Faculty members at CSM are encouraged to continue advancing their professional expertise through participation in national and regional healthcare associations and conferences. The college also supports faculty development through ongoing training in pedagogy, evidence-based teaching strategies, and offers specialized certification opportunities for adjunct faculty.

   The current Medical Assisting Certificate program under Health Sciences is being phased out and replaced by the Medical Assistant Associate of Applied Science (A.A.S.) program, which will be housed within the Nursing Program. Upon approval of the program, designated full-time and part-time faculty will be appointed to ensure students are taught by highly qualified nursing educators with the expertise to deliver a comprehensive and future-focused curriculum. This strategic

realignment positions the college to strengthen the academic foundation of Medical Assistant education, expand program quality through the integration of nursing faculty expertise, and better prepare graduates for evolving demands in the healthcare workforce. By advancing this shift, the college is not only enhancing instructional excellence but also building long-term capacity to meet the growing need for well-trained medical assistants in diverse healthcare settings.*Need to be at least 50% full-time faculty.

Faculty Name	Appointment Type	Terminal Degree & Field	Academic Title/Rank	Full-time or Part-Time	Courses Taught
Melissa King, MSN, RN	Tenured Track	MSN	Assistant Professor	FT (75%)	Nursing Fundamentals (didactic, clinical, and lab); Obstetrics;
Jamie Smith, NRP, CCMA, PCT	Adjunct	AA	Adjunct I	PT (25%)	Intro to Medical Assisting, Administrative Procedures Phlebotomy; and Basic Operations Medical Assisting

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.

      The College of Southern Maryland is committed to ensuring that faculty in the Medical Assistant A.A.S. program is equipped with the skills and resources necessary to deliver high-quality instruction that supports student success. Ongoing pedagogy training is embedded within the institution's faculty development framework and is grounded in evidence-based best practices.

      Faculty are provided with regular opportunities for professional development through the College's Center for Teaching and Learning. Workshops, seminars, and peer learning communities focus on student-centered instructional methods, inclusive pedagogy, and strategies for engaging diverse learners. Training emphasizes active learning, critical thinking, and the integration of real-world healthcare scenarios to ensure that instructional approaches are responsive to the needs of Medical Assistant students preparing for both immediate workforce entry and potential academic advancement.

   b. The learning management system.

      To ensure consistent delivery of course content, all faculty receive training in the College's learning management system (LMS) prior to teaching. Faculty have access to ongoing workshops, online tutorials, and individualized support to enhance their use of the LMS. Training includes the creation of interactive learning modules, integration of assessment tools, and application of accessibility standards. This support enables faculty to maximize the LMS as a platform for communication, feedback, and student engagement.

c. Evidenced-based best practices for distance education, if distance education is offered.

If distance education is offered within the Medical Assistant program, faculty will be required to complete specialized training in evidence-based strategies for online and hybrid instruction. This training focuses on best practices for maintaining student engagement, ensuring academic rigor, and aligning online content with accreditation and industry standards. Faculty are encouraged to attend national and regional conferences on distance learning and healthcare education to remain current with emerging technologies and innovative instructional methods.

Through this multi-faceted approach, the College ensures that Medical Assistant faculty are continually supported in refining their teaching practices, adapting to evolving educational technologies, and delivering instruction that meets the needs of students and the healthcare community.

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

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

   Students may borrow circulating materials from any of the three CSM library branches. Through the interlibrary loan program (ILL), students can order almost any book, periodical article, or document needed. These materials are generally available within one week of the request. Library resources also include audiovisual collections used in the library and classrooms only. Additionally, substantial material is available through online databases, including ProQuest and EBSCO. CSM's President assures that appropriate library resources are available to support the needs of this program.

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

1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in technologies and sciences.

The Center for Health Sciences is located on CSM's Hughesville Regional campus. The location centralizes our health sciences programs in a 50,000 square foot space. It features specialized health sciences labs and simulation centers for our programs in Nursing; Emergency Medical Services; Rehabilitation, Wellness, and Fitness ; Health Information Management and Medical Coding ; Medical Laboratory Technology ; Medical Assistant ; and Pharmacy Technician.

Additionally, The College of Southern Maryland houses a state-of-the-art health sciences simulation lab designed to provide students with realistic, hands-on clinical training in a safe and controlled environment. The lab is equipped with advanced manikins and interactive learning technologies that replicate real-world patient care scenarios across a variety of healthcare settings. A key feature of the simulation environment is the use of Integrated Video Systems (IVS) software, which allows faculty to record, observe, and assess student performance during simulations. This software supports immediate debriefing, giving students the opportunity to reflect on their clinical decision-making, communication, and technical skills. The IVS system also enables secure storage and review of simulation sessions, providing faculty with valuable tools to evaluate competency and reinforce evidence-based best practices. By combining cutting-edge technology with experiential learning, the simulation lab prepares Medical Assistant students to enter the healthcare workforce with confidence and proficiency.

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.

      Students are provided with college email addresses and have access to Help Desk support for use of email, the learning management system, and other technology.

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

      CSM is a leader among Maryland community colleges in offering courses which meet the busy schedules of our students. CSM courses include the following formats: traditional face-to-face courses, asynchronous online courses, real-time technology courses, Hy-flex courses which allow students to choose in-person or remote learning, and Web-hybrid courses which offer a mix of online and traditional classroom face-to-face instruction.

      The college makes available state-of-the-art facilities on four campuses to accomplish its mission in support of our community's academic, professional, and self-enrichment pursuits. Theory content classes can meet in the standard classrooms for all concentrations. Standard classrooms include a smart podium, dry eraser board, projection screen, and projector. Some classrooms are outfitted with cameras for a hy-

flex option. Science labs are equipped with non-flammable lab benches in the form of lines or work groups. Chemistry/microbiology labs have gas hook-ups at the student workstations. The classrooms and laboratories are adequately outfitted and reflect the common set-up seen in other institutions and lab settings. The buildings, classrooms and laboratories are ADA accessible with ramps and elevators where appropriate. No accessibility issues have arisen regarding physical spaces.

The library resources available at CSM emphasize academic, digital, media, and information literacy. Through academic databases, the library catalogue, and access to Interlibrary Loan (ILL), students are well equipped to foster research interests and skills. The available Research and Instructional Librarians have assembled quick-access library guides for each department and subsequent disciplines and majors offered at CSM. Specifically for Visual Arts, CSM's library offers databases of peer-reviewed scholarly journals and eBooks through ProQuest and EBSCO, Reference databases, and scholarly websites. The CSM library is making consistent efforts to strengthen the library catalogue's offerings, supplemented by the extensive offerings of Interlibrary Loan. Additionally, the CSM library is an excellent companion in faculty efforts to continue supporting accessibility and inclusivity to meet the needs of our diverse student body by providing resources and technology appropriate for students with different learning types and needs.

The software used in each discipline must have a VPAT that is analyzed for accessibility through the CSM accessibility department. The D2L courses have recently instituted the use of Ally, a software that indicates the accessibility of the materials within the course shell.

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

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

1. Provide finance data for the first five years of program implementation.

Table L.1: Resources

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$150,000	$150,000	$150,000	$150,000	$150,000
2. Tuition/Fee Revenue (c + g below)	$99,750	$126,000	$156,450	$189,000	$189,000
a. Number of F/T Students	15	20	25	30	30

b. Annual Tuition/Fee Rate	$5250	$5250	$5250	$5250	$5250
c. Total F/T Revenue (a x b)	$78,750	$105,000	$131,250	$157,500	$157,500
d. Number of P/T Students	10	10	12	15	15
e. Credit Hour Rate	$140	$140	$140	$140	$140
f. Annual Credit Hour Rate	$175	$175	$175	$175	$175
g. Total P/T Revenue (d x e x f)	$21,000	$21,000	$25,200	$31,500	$31,500
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	$249,750	$276,000	$306,450	$339,000	$339,000

Reallocated Funds

Funding for the new Medical Assistant A.A.S. program will be reallocated from the discontinuation of the existing Medical Assisting certificate program. This reallocation allows the program to utilize existing resources efficiently without requiring additional institutional funding

Tuition and Fee Revenue

Assuming flat full-time and part-time enrollments, and constant tuition and fees over the next five years, the chart displays the overall financials for the program. The in-county tuition rate of $140 per credit and a fee of $35 per credit for a total of $175 per credit have been used to calculate revenue; with 24 credits per year for full-time students, and an average of 15 credits per year for part-time

Grants and Contracts

The College of Southern Maryland is committed to pursuing external funding opportunities to strengthen and sustain the Medical Assistant A.A.S. program. The institution will actively search for and apply for grants at the federal, state, and local levels, as well as from private foundations and industry partners, to support program needs such as equipment, faculty development, student support services, and clinical training resources. These efforts will ensure the program remains responsive to workforce demands while reducing the financial burden on students and the institution.

Other Sources

There are no other sources used for funding.

Total Year - Additional Comments

Not Applicable

2. Provide finance data for the first five years of program implementation.

Table L.2: Expenditures

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c) below	$229,672.80	$229,672.80	$229,672.80	$229,672.80	$229,672.80
a. Number of FTE	2	2	2	2	2
b. Total Salary	$170,128.00	$170,128.00	$170,128.00	$170,128.00	$170,128.00
c. Total Benefits	$59,544.80	$59,544.80	$59,544.80	$59,544.80	$59,544.80
2. Admin Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 –7)	$229,672.80	$229,672.80	$229,672.80	$229,672.80	$229,672.80

Faculty (#FTE, Salary, and Benefits)

The Medical Assistant A.A.S. program will be fully staffed with both full-time and adjunct faculty and staff from the Center for Health Sciences to support the operations of the new program. As noted, these faculty will be reallocated from existing Health Sciences programs, ensuring continuity of expertise without the need for additional hires. No new expenditures are anticipated, as the program will leverage current faculty resources to deliver high-quality instruction and student support.

Administrative Staff (# FTE, Salary, and Benefits)

The Medical Assistant A.A.S. program will be housed within the School of Health Sciences, which already has a dean, two department chairs, and multiple program coordinators in place to provide administrative oversight and support for the program.

Support Staff (# FTE, Salary, and Benefits)

The Medical Assistant A.A.S. program will be housed within the Center for Health Sciences. The Student Success Suite Staff provide support for the center rather than for individual programs, so no additional support staff are anticipated to be required for this program

Equipment

There is no additional or new technical support or equipment needed for this program. Current technical support and equipment is sufficient for the needs of the students and faculty

Library

Current library materials are sufficient for the needs of the students and faculty.

New and/or Renovated Spaces

There is no new or renovated space needed for this program. Current classroom space is sufficient for the needs of the students and faculty.

Other Expenses

There are no other expenses required or needed for this program.

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.

   Faculty members in the Medical Assistant A.A.S. program are evaluated for every course by enrolled students. CSM uses IDEA surveys through Campus Labs technology to distribute course evaluations. Faculty members are also evaluated in the classroom by their appropriate Chair during the first semester of their first year at CSM, followed by a peer observation in the second semester of that year. After the first year, faculty are evaluated annually by the faculty evaluation committee. Un-tenured faculty with more than seven years of teaching experience at CSM receive evaluations from the faculty evaluation committee every three years, while benefited tenured faculty with seven or more years at CSM are evaluated every four years.

Courses and student learning outcomes within the Medical Assistant program are assessed by the CSM Academic Learning Assessment Committee (ALAC). The committee establishes guidelines for comprehensive program and discipline reviews and provides guidance for student outcomes assessment to ensure evidence-based decision making and continuous improvement in student learning. ALAC also facilitates ongoing student-learning assessment activities that measure, document, and enhance program quality, effectiveness, and alignment with best practices in healthcare education.

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.

   Program Assessment at CSM is a cyclical process that includes:

   - Program Reviews (degree) are conducted every six years.
   - Academic certificate programs (if applicable) are included within the review of degree programs.
   - Program Monitoring is conducted every year to improve courses and to ensure Core Competencies and program learning outcomes are met. Course assessment takes place by using embedded tests and assignments that address specific course outcomes. Data from these course-embedded assessments are analyzed and published as part of the End of Year (EOY) Report.
   - Program Assessments of student learning are conducted on a cycle established by faculty.

   Data is collected and analyzed regarding student enrollment, retention, graduation, program outcomes, courses offered, student and faculty satisfaction, and cost-effectiveness of the program. The program review consists of self-study, an external review, and an executive summary which includes an action plan for improving any areas of deficit mentioned above

N. Consistency with the State's Minority Student Achievement Goals (as outlined in 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 Medical Assistant A.A.S. program at CSM supports the College's initiatives to advance diversity, equity, and inclusion through a variety of strategies. These include using the Ally software suite to ensure students with disabilities can access course materials, offering regular professional and peer-led workshops to enhance faculty knowledge of diversity, equity, inclusion, and belonging, participating in the Achieving

the Dream initiative to close student equity gaps, encouraging student engagement in clubs and programs that strengthen relationships with peers and faculty, and motivating minority students to apply for scholarships to offset educational costs.

Medical Assistant courses reflect these initiatives by providing a curriculum that is inclusive and sensitive to diverse backgrounds, offering a broad range of content to broaden student perspectives while maintaining cultural competence. Clinical and lab activities are designed to be accessible to students from a variety of backgrounds and abilities, promoting hands-on, collaborative learning. The program fosters student creativity and professional growth while explicitly articulating cultural diversity and equity goals within program learning outcomes.

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.

This program is not offered as a distance learning education program

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

The program is not offered as a distance learning program.

Appendix A

Notes and Source Information for Table A (Medical Assistants, May 2023)

Source

Data for Table A are drawn from the U.S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics (OEWS), "Medical Assistants, May 2023" table. Bureau of Labor Statistics+1

Definitions & Methodology

1. *Occupational Code*
   The occupation is coded as 31-9092 ("Medical Assistants") under the Standard Occupational Classification (SOC) system. Bureau of Labor Statistics+1
2. *Employment Estimate*
   The employment figure is an estimate of the number of wage-and-salary workers

employed in this occupation (does not include self-employed). Bureau of Labor Statistics+1

3. *Wage Metrics*
    - Mean hourly wage: the arithmetic average of reported hourly wages among surveyed workers. Bureau of Labor Statistics+2Bureau of Labor Statistics+2
    - Mean annual wage: derived by multiplying the mean hourly wage by 2,080 hours (the full-time, year-round standard) when hourly data are published. Bureau of Labor Statistics+2Bureau of Labor Statistics+2
    - Percentile wages (10^{th}, 25^{th}, 50^{th} [median], 75^{th}, 90^{th}): wages below which x % of workers fall. Bureau of Labor Statistics+1
4. *Relative Standard Error (RSE)*
   Each wage estimate is accompanied by an RSE (relative standard error) measure, which quantifies the sampling variability of the estimate (a lower RSE indicates greater precision). Bureau of Labor Statistics+1
5. *Rounding and approximation*
   Reported wages and employment figures are rounded to the nearest dollar or nearest thousand, as per BLS formatting norms.

Key Figures (May 2023, National Averages)

Metric	Value
Mean hourly wage	$20.19 Bureau of Labor Statistics+1
Mean annual wage	$42,000 (Approx.) Bureau of Labor Statistics+2Bureau of Labor Statistics+2
10^{th} percentile (hourly)	$16.10 Bureau of Labor Statistics
25^{th} percentile (hourly)	$17.68 Bureau of Labor Statistics
Median (50^{th} percentile, hourly)	$20.19 Bureau of Labor Statistics+1
75^{th} percentile (hourly)	$22.70 Bureau of Labor Statistics
90^{th} percentile (hourly)	(Not explicitly published on that page) — often estimated by BLS's internal tables Bureau of Labor Statistics

Appendix B

Table B1. Anne Arundel Workforce Region (Southern Maryland Medical Assistants)

Metric	Value
Current Employment	636
Projected Growth Rate	13.52%
Projected Replacement Needs	865
Statewide Healthcare Support Annual Openings (2013–2033)	16,683
Statewide Projected Growth Rate (10 years)	13.62%

Appendix. Notes and Source Information for Table B (Anne Arundel Workforce Region, Medical Assistants)

Source

Maryland Department of Labor, *Maryland Occupational Projections 2013–2033*, Healthcare Support Occupations and Medical Assistant projections. (Accessed September 24, 2025, via Maryland.gov

Definitions & Methodology

- *Healthcare Support Occupations:* Broad category including Medical Assistants, projected to grow 13.62% with 16,683 annual openings statewide (2013–2033).
- *Southern Maryland Medical Assistants:* Projected to increase 13.52% over the next 10 years.
- *Employment Baseline:* 636 Medical Assistants currently employed in the region.
- *Replacement Demand:* 865 positions projected, accounting for retirements, turnover, and workforce exits.

Notes for Table B1.

- Figures combine both growth and replacement needs.
- Estimates are subject to change based on healthcare policy, demographic shifts, and regional economic trends.

Table B2. Comparison of National and Regional Medical Assistant Employment Trends

Metric	National (BLS, May 2023)	Southern Maryland (MD Dept. of Labor, 2013–2033)
Current Employment	764,970 (U.S.)	636
Mean Hourly Wage	$20.19	N/A (state source reports employment, not wages)
Mean Annual Wage	$42,000	N/A
Projected Growth Rate	14% (2012–2032, national)*	13.52% (next 10 years)
Annual Job Openings	114,600 (national, projected)**	16,683 (statewide healthcare support openings)
Regional Replacement Needs	N/A	865

Notes for Table B2

- *The national projected growth rate of 14% is based on BLS long-term occupational outlook.
- **National annual job openings reflect new jobs plus replacements.
- Maryland's Department of Labor reports openings and projections by workforce region; wage data are not directly included in projections.
- The Southern Maryland projection highlights regional demand with significant replacement needs (865), which can exceed baseline employment (636).

Appendix C

Notes and Source Information for Table C (Medical Assistants, 2024–2034 Employment Projections)

Source

Data for Table C are drawn from the U.S. Bureau of Labor Statistics (BLS), *Employment Projections program, 2024–2034*, Occupational Outlook Handbook, "Medical Assistants." Bureau of Labor Statistics, U.S. Department of Labor. Available at: https://www.bls.gov/ooh/healthcare/medical-assistants.htm

Occupational Classification

- *Occupational Title:* Medical Assistants
- *Standard Occupational Classification (SOC) Code:* 31-9092

Employment Projections (National)

Employment Measure	2024	2034	Change (2024–2034)
Employment Level	811,000	912,200	+101,200
Percent Change	–	–	+12%

Employment by Industry
Medical Assistants are primarily employed in:

- Offices of Physicians
- Hospitals (state, local, and private)
- Outpatient Care Centers
- Other Ambulatory Healthcare Services

Definitions & Methodology

1. *Employment, 2024:* Estimated wage-and-salary employment at the beginning of the projection period.
2. *Projected Employment, 2034:* Anticipated employment at the end of the projection period, based on economic trends, healthcare demand, and labor market factors.
3. *Change (Numeric):* The absolute increase in the number of jobs between 2024 and 2034 (+101,200).
4. *Change (Percent):* The percentage increase in employment over the 10-year period (+12%).
5. *Employment by Industry:* Breaks down which healthcare settings employ the largest share of Medical Assistants.

Caveats & Interpretive Notes

- Projections are national averages; state and regional trends (such as in Maryland) may show different growth patterns.
- Job openings account for both new positions and replacement needs due to retirements and turnover.
- Employment levels exclude self-employed workers.
- Data is subject to revision as new labor market information becomes available.

Appendix D

D1. College of Southern Maryland Catalog Overview

Source

College of Southern Maryland. (2025). *Student Services*. Retrieved September 25, 2025, from https://www.csmd.edu/student-services/index.html

The CSMD catalog provides official information on:

- Institutional overview, mission and accreditation
- Academic programs and degree requirements
- General education requirements and transfer articulation catalog.csmd.edu+1
- Course descriptions and numbering catalog.csmd.edu
- Program curricula and previews (e.g. Teacher Education, General Education) catalog.csmd.edu

Purpose & Usage

- The catalog serves as the authoritative reference for students, faculty, and external stakeholders regarding program offerings, policies, and academic requirements.
- It is a legal document for matters such as course prerequisites, credit equivalencies, and institutional commitments.
- It supports transfer articulation by clearly identifying general education and transferable course requirements.

Key Catalog Features to Note in Your Work

1. *Program previews:* For each degree or program, the catalog previews required courses, credit totals, and pathways. catalog.csmd.edu
2. *General education requirements:* The catalog sets forth courses that satisfy general education—which may serve as a reference in your analysis. catalog.csmd.edu+1
3. *Course descriptions:* Detailed descriptions and prerequisites for each course are published. catalog.csmd.edu
4. *Updates and revisions:* The catalog is periodically updated, so date stamps or version referencing are essential in formal work.

Caveats & Considerations

- The catalog content reflects institutional offerings as published; actual course availability may vary each semester.
- Changes (new programs, curriculum modifications) may occur between catalog versions.
- When citing the catalog, include access date to indicate which version your work refers to.

D2. CSMD Student Services & Support — Overview from Institutional Sources

Sources

- CSMD Student Services (main) page College of Southern Maryland
- CSMD Counseling / Health & Wellness pages College of Southern Maryland+1
- CSMD Career Center / Advising pages College of Southern Maryland+1
- CSMD Registrar / Student Records page College of Southern Maryland
- CSMD Disability Support / Accommodations page College of Southern Maryland
- CSMD campus hours and service hours page College of Southern Maryland

Purpose & Use in Your Work

This appendix documents the student support infrastructure at CSMD that can synergize with academic and workforce program planning (for example, Health Sciences or Medical Assistant programs). It provides context for what services students can access and how institutional support might influence retention, success, or program viability.

Key CSMD Student Services & Support Units

Service	Description / Functions	Contact / Locations / Hours*
Counseling & Mental Health	Confidential personal counseling, crisis intervention, support groups, referrals. Up to 8 sessions per semester for enrolled students. College of Southern Maryland	Available at all campuses. e.g. La Plata Campus, Student Resource Center, SR Room 116B; office hours Mon–Fri 8:30 a.m.–5 p.m. College of Southern Maryland
Health, Wellness & Basic Needs	Assistance with food insecurity (Hawk Pantries), housing/utility support, emergency cash grants, lactation facilities, free fitness center access, wellness items on campus, transportation (CSM Connector Bus) College of Southern Maryland	Lactation pods: La Plata (SR & Campus Center), Prince Frederick, Leonardtown. College of Southern Maryland
Center for Career Development & Success	Supports internships, externships, apprenticeships, resume/interview prep, career exploration, employer connections College of Southern Maryland	La Plata Campus, AD Building Room 101, hours Mon–Fri 8 a.m.–5 p.m.; virtual appointments available College of Southern Maryland
Academic Advising	Helps students select program, understand graduation requirements, degree audit, transfer planning,	Locations: La Plata (SR Building, Room 109), Leonardtown (Building C Room 105), Prince Frederick (Building A, Room 101) College of

Service	Description / Functions	Contact / Locations / Hours*
	transition planning College of Southern Maryland	Southern Maryland; telephone: 301-934-7574 College of Southern Maryland
Registrar & Student Records	Manages academic records, transcripts, enrollment verification, graduation, name changes, and related student record services College of Southern Maryland	Office at La Plata, AD Building Room 216; phone: 301-934-7588; email: webreg@csmd.edu

D3. CSMD Tutoring and Learning Support Services

Source

College of Southern Maryland. (2025). *Learning Support & Tutoring*. Retrieved September 25, 2025, from https://www.csmd.edu/student-services/learning-support/tutoring/index.html

Overview
CSMD's Tutoring and Learning Support services provide students with academic assistance aimed at improving understanding, retention, and performance across a variety of subjects. These services support both foundational coursework and discipline-specific content, including health sciences and allied health programs.

Key Services

1. **Subject Tutoring**
   - One-on-one or small group tutoring in core academic disciplines, including mathematics, science, writing, and reading.
2. **Walk-in / Drop-in Tutoring**
   - Immediate support is available for students during scheduled hours at campus centers.
3. **Online / Virtual Tutoring**
   - Remote support through digital platforms (e.g., Zoom or institutional portals) for students unable to access in-person services.
4. **Writing and Reading Assistance**
   - Help with grammar, composition, reading comprehension, and editing for assignments.
5. **Supplemental Instruction (SI) / Peer-Led Sessions**
   - Group sessions for high-enrollment or challenging courses led by trained peer leaders.
6. **Study Skills Workshops**

    - Sessions on time management, test-taking strategies, note-taking, and exam preparation.
7. **Academic Coaching**
    - Individualized guidance on goal setting, course planning, and academic progress monitoring.

Access & Logistics

- *Locations:* Main campus centers (La Plata, Leonardtown, Prince Frederick).
- *Hours:* Typically, during standard business hours and early evenings; may extend during peak periods (e.g., midterms, finals).
- *Eligibility:* Open to all enrolled students; priority support may be provided for students on high-risk or gateway courses.
- *Appointment:* Online scheduling or walk-in access depending on service availability.

Importance of Program Planning

- Tutoring services enhance student success, retention, and course completion, especially in technical and health sciences coursework.
- Availability of learning support can reduce failure or withdrawal rates and support underprepared students in demanding programs.
- Program developers can align course sequencing and tutoring capacity to maximize student outcomes.

Notes and Caveats

- The live page was inaccessible at the time of access; services listed reflect standard offerings and typical campus structures.
- Exact hours, locations, and modalities should be verified with CSMD's Learning Support office.
- Always include access data when citing online institutional resources.

D4. Getting Started with myLearning at CSM

Source

- College of Southern Maryland. (2025). *Learning Support & Tutoring*. Retrieved September 25, 2025, from https://www.csmd.edu/student-services/learning-support/tutoring/index.html

Accessing myLearning

- **Login Portal:**
  Students access myLearning through myLearning at CSM
- **Credentials:**
  Use your my.CSMD username and password to log in.

- **System Requirements:**
  Ensure your device meets the technical specifications for optimal platform performance.

myLearning Student Orientation

- **Overview:**
  Interactive orientation designed to help students navigate myLearning, communicate with instructors, complete assignments and quizzes, and track grades.
- **Structure:**
  - Five learning modules with voice-annotated videos.
  - Each module includes a five-question quiz.
- **Completion:**
  Students must score 80% or higher on quizzes to progress.
- **Certificate:**
  A personalized completion certificate is available digitally or in print.

Tutorials

- **Video Tutorials:**
  - Step-by-step guidance on using D2L Brightspace tools.
  - Covers course navigation, communication tools, and tips for success.
- **Access:**
  Tutorials are available on the Getting Started with myLearning

Technical Support

- **24/7 Help Desk:**
  - Access via phone, chat, or email through myLearning.
- **Additional Support:**
  - CSM IT Help Desk

Mobile Access

- **Pulse App:**
  - Free app for managing assignments, grades, and course documents.
  - **Download Links:**
    - Google Play