



Office Use Only: PP#

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

Institution Submitting Proposal	College of Southern Maryland
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*Each action below requires a separate proposal and cover sheet.*

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> *STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 0610362	Amount: \$50.00	Submitted: 1/14/26

Department Proposing Program	School of STEM and Professional Studies		
Degree Level and Degree Type	Lower Division Certificate		
Title of Proposed Program	Health Sciences		
Total Number of Credits	30		
Suggested Codes	HEGIS: 520100	CIP: 510000	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer	Year: 2026	
Provide Link to Most Recent Academic Catalog	URL: <a href="http://catalog.csmd.edu">http://catalog.csmd.edu</a>		
Preferred Contact for this Proposal	Name: Dr. Nicole Harrell		
	Title: Assistant Director of Assessment and Curriculum		
	Phone: 301-934-7569		
	Email: nbharrell@csmd.edu		
President/Chief Executive	Type Name: Dr. Yolanda Wilson		
	Signature: <i>Yolanda Wilson</i>	Date: 2-3-26	
	Date of Approval/Endorsement by Governing Board:		

Revised 4/2025



*Office of the President*

December 16, 2025

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

Re: Substantive Program Modification -Health Science Certificate

Dear Dr. Rai,

The College of Southern Maryland is proposing a substantive program modification to Health Science Certificate.

The proposed changes align with Strategy 2.4 Implement pathways that reduce time to completion. This currently and will remain a stackable certificate within the Pre-Professional Health Science A. S., General Concentration. The changes will better align with the CSM RN nursing program, eliminating students from taking unnecessary courses for their intended degree while still aligning with the general concentration for other health care pursuits. These changes will do to the following:

- Prevent students (especially pre-nursing students) from taking extra courses to get the certificate that are outside of the degree pathway.
- Allow better tracking of nursing students by having a single pre-degree.
- Will help us determine if we are meeting their needs.
- Allow for a pathway for students who don't get accepted into nursing, fail nursing, or change their desired health field.
- Completion data will better reflect students' goals.

Thank you for considering this substantive program modification.

For any questions regarding our proposal, please contact Dr. Melanie Osterhouse from the School of STEM and Professional Studies at [mdosterhouse@csmd.edu](mailto:mdosterhouse@csmd.edu) or (443)550-6132.

Sincerely,

  
Yolanda Wilson (Dec 19, 2025 14:59:06 EST)

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

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# Health Sciences Certificate MHEC

Final Audit Report

2025-12-19

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## "Health Sciences Certificate MHEC" History

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## ***GUIDELINES for Proposing***

### ***New Academic Degree Programs, New Stand-alone certificate programs, AND Substantial modifications***

#### **Health Sciences Certificate Substantial Modification.**

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

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

The Health Science Certificate is earned by completing the first year of the Pre-Professional Health Science AS degree. The original intent of this stackable credential was to provide an entry point for students pursuing petition only health programs and those seeking to continue with the Pre-Professional Health Science AS degree for 4-year transfer programs.

The College mission states, "The College of Southern Maryland enhances lives and enriches our region through accessible, high-quality instruction and services that support our students along their personal paths to success." [About College of Southern Maryland](#)

This Certificate supports that mission by personalizing students' paths to success. Students complete the Certificate and then can continue the transfer pathway by completing the Pre-Professional Health Science AS or transitioning into the petition only programs (nursing, radiography technician, sonography, etc.). If the student changes trajectory, the student still has the Certificate and can then resume another health pathway without losing credit and momentum.

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

According to the 2024-2029 Strategic Plan, the College supports student momentum by "implementing pathways that reduce time to completion" (strategy 2.3) [2024 - 2029 Strategic Plan](#)

The original Certificate intent followed the guided pathways model by allowing students to explore various health career opportunities without losing credit if the exact health career is not decided upon community college matriculation. This model is intended to improve completion rates, meaning that the student will have a certificate regardless of the end degree. The model also decreases the complexity of course selection by identifying courses that will be applicable to a variety of career paths.

The problem with this original Certificate plan was that by trying to capture a large number of health careers under one certificate, the pathway was not as clear as intended and required students to take classes not needed in their chosen profession. This was of trying to meet the needs of so many unique health careers. The proposed changes will narrow the focus of the Certificate to clarify the pathway specifically for pre-nursing students intended to complete the CSM Nursing degree, while still being a stackable credential for those seeking the Pre-Professional Health AS as a transfer degree. The remaining petition-only health associate's programs will remain separate in either Arts and Sciences or stand-alone prerequisite programs (Radiography, Nuclear Medicine Technology, etc.). The goal will no longer be "to be all things to all health professions," but rather a specific plan for pre-nursing students.

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

The course changes proposed in the Certificate are already taught at the Institution and thus the infrastructure is already present with no additional resources being needed. The changes being requested are intended to clarify the pathway, not to create new courses.

The current Certificate was intended to serve all petition-only health programs. Unfortunately, the various programs required different prerequisites. Thus, the "one-size-fits-all" plan did not fit most, leaving the Certificate too vague for clarifying the course selection as originally intended or making suggestions for courses that did not fulfill every program requirement, thus having students complete unnecessary courses. The current structure does not meet the goals intended.

The modifications being suggested are intended not to serve all petition-only health programs, but rather to specifically be the entry point for CSM pre-nursing students and those intending to complete the Pre-Professional Health Sciences AS transfer degree. By narrowing the scope, the Certificate will help CSM track pre-nursing students and help to assure that the College is meeting students' needs.

4. *Provide a description of the institution's a commitment to:*
  - a) *ongoing administrative, financial, and technical support of the proposed program*

The CSM Nursing program offers nursing training to 150 students per academic year (75 students enter the fall semester; 75 students enter in spring semester). Nursing is a petition-only program, and as a result, students who desire to enter the Nursing program must pick a different college major to earn the prerequisites for the Nursing program. Financial aid mandates that students take classes in a

degree; therefore, students must declare a degree program to take prerequisite classes.

Previously, students would declare majors in Arts and Sciences, Exercise Science, or Pre-Professional Health Science- all programs that allowed for prerequisite completion, mainly allowing for Anatomy and Physiology I & II. Because these students were not funneled into a common start point, tracking the students became inefficient. The College could not ascertain whether the students were given the resources for success when the intended goal, being a nurse, was not identified in the degree chosen upon college matriculation. In addition, because of the difficulty of the nursing admissions and retention, students had no identified path if they were unsuccessful at getting into the nursing program, completing the nursing program successfully, or desired to change paths once in the program.

Lastly, the completion numbers for Arts and Sciences, Exercise Science, and Pre-Professional Health Sciences were artificially low because not all students declaring these majors had intended to complete these degrees but rather were using the degree to meet their desired program prerequisite requirement. By having the Certificate as a single-entry point for pre-nursing students, the College can track the students from matriculation to degree completion better; the Certificate provides a credential regardless of career path changes; and the prerequisite degrees will have useful completion data.

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

The College opened a new health sciences building in March of 2021, showing the College's dedication to health professions, with Nursing being the largest of the health programs. Therefore, the College is invested, both in resources and manpower, to the success of the CSM Nursing program. This Certificate change will help with tracking and supporting nursing student success.

**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*

Nursing in Southern Maryland is a critical shortage area. In 2021, Maryland was short approximately 5000 registered nurses and 4000 licensed practical nurses.

The shortage is expected to worsen with a shortage of 13,000 RNs and 9,200 LPNs by 2034. [Maryland Nurse Workforce Report](#) -. This Certificate will help identify students intending to become nurses from the date of CSM matriculation and can follow this cohort of students through the prerequisite process until officially entering the CSM Nursing program. By having all pre-nursing students in one Certificate program, resources, tracking, and outreach will be more focused on helping students meet their degree completion, enter their chosen profession, and ultimately assist in reducing the community nursing shortage.

CSM serves three counties: Calvert, Charles, and St. Mary’s. In Calvert County, healthcare accounts for the second highest employer (2,101 employees) after public schools (2,234 employees) with healthcare jobs being in the hospital, health department, nursing home, medical offices, rehabilitation, and recovery centers. [Major Employers | Calvert County, MD - Official Website](#). In Charles County, healthcare jobs rank 4<sup>th</sup> (1,265 employees) after public education, naval support, and government. [Major Companies in Charles County, Maryland | Charles County Economic Development](#). In St. Mary’s county, health care ranks 2<sup>nd</sup> (1,892 employees) after military. [MajorEmployersInStMarysCounty.pdf](#). Thus, the need for the successful output of nurses is essential to meet the needs of the community.

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

Using the subject “nursing” as a filter, powerBI determined that of the 756 CSM students enrolled in a nursing course in spring 2025, 393 students were classified as non-White, which represents 52% of the nursing students, with the largest minority being Black/African American (25% of students enrolled in a nursing course). Therefore, CSM has a slightly minority majority when it comes to educating nursing students. Thus, the CSM Nursing program makes a substantial contribution to educating minority students.

Enrollment Term Session Race/Ethnicity	Total	
	N	%
Asian	41	0.054233
Black or African American	188	0.248677
Ethnicity/Race Unknown	32	0.042328
Hispanic origin of any race	84	0.111111
Other*	8	0.010582
Two or More Races	40	0.05291
White	363	0.480159

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

1. *Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).*

Identified as the most important context, the 2022 State Plan for Higher Education Plan identified equity as number 1 due to Maryland being “one of the most diverse states in the nation” [2022 Maryland State Plan for Higher Education](#)

While CSM is not a HBCU or PBI, the college does have a diverse student population, with 54.2% being non-White (45.8% White, 28.6% Black/African American, 9.21% Latino/Hispanic, 7.58% 2+ races, 3.77% Asian, 0.622% American Indian/Alaska Native, 0.261% Native Hawaiian/Pacific Islander). [College of Southern Maryland | Data USA](#). The College does meet the state’s plan for serving a diverse student population.

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

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

According to the Occupational Handbook (<https://www.bls.gov/ooh/healthcare/home.htm>), employment in healthcare occupations is projected to grow 13 percent from 2021 to 2031. This represents the addition of about 2 million new jobs over the next decade. Factoring in the additional need to replace workers who leave the field, job projections indicate that there will be a need to fill an average of almost 2 million job openings each year. Job growth in the health field is predicted to be much faster than the average for all occupations.

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

Employment of registered nurses is expected to grow 5 percent from 2024-2034, “faster than the average for all occupations”. “About 189,100 openings for registered nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.” [Registered Nurses : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics](#).

3. *Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.*

According to the Maryland Hospital Association, in 2024, Maryland hospitals experienced a vacancy rate of more than 12 percent for registered nurses and nurse practitioners. In Southern Maryland, this vacancy rate is more than double the state average at 31%. [CSM Nursing Program Receives Accreditation Verification](#)

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

In May 2025, CSM graduated 49 new nurses. [CSM Congratulates 49 New Nursing Graduates](#). CSM's nursing program received its accreditation verification in November 2025 thus showing the sustainability of the program.

#### **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.*

According to MHEC, the following community colleges have a health sciences certificate: Anne Arundel, Carroll, Cecil, Chesapeake, Garrett, and Prince George's. [2022 Maryland State Plan for Higher Education](#). Prince George's community college is the closest college in proximity to the College of Southern Maryland. Their Health Sciences certificate is like the CSM certificate in that it is intended for their Nursing program and for transfer students. [Health Sciences Certificate - Prince George's Community College](#). There are many courses in common including Microbiology, Anatomy & Physiology, English, Math, and Psychology. However, Prince George's requires Chemistry, Terminology, Nutrition, and Philosophy that are not part of the CSM Health Sciences Certificate.

2. *Provide justification for the proposed program.*

Justification for keeping a Health Science Certificate at CSM when other community colleges also have a Health Science Certificate is that Prince George's community college and Anne Arundel community college (the next closest community college to CSM after Prince George's) both have Nursing programs, just like CSM. Therefore, this Certificate is not competing with the other community colleges as each community college has a certificate that funnels into their existing Nursing programs at their own institutions. [Nursing - Anne Arundel Community College](#)

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

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

See answer in F. below.

**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.*

While not an HBI, Prince George's Community College (PGCC) is considered a Predominately Black Institution (PBI). PGCC is the closest community college in distance from the College of Southern Maryland. While both colleges offer a Health Sciences certificate, both colleges also offer a nursing program. The Certificate is utilized to fulfill the prerequisites for their corresponding nursing programs; therefore, the Certificate is not in direct competition with PGCC. Due to the regional and state shortages in nursing, there is a need for both programs to exist.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning**

**Outcomes** (as outlined in [COMAR13B.02.03.10](#)):

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

The Health Science Certificate was established to provide a stackable credential and to serve as an entry point for students seeking petition-only Health programs and transfer Health programs. In its current state, the health program does not meet its original intent of clarifying course sequencing and degree requirements. The goal of revamping this certificate is to better serve as an entry point for students seeking to petition for the CSM Nursing program. This plan has been approved by the Chair of Health Sciences (Candi Hume), the Health Sciences Admission and Progression Coordinator (Jacqueline Koerbel), the Transfer Coordinator (Becky Price), and the Chair of Science (Melanie Osterhouse). This approval team will be responsible for overseeing the needs of the Certificate.

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

The educational objectives are to provide the prerequisite courses necessary to fulfill a pre-nursing and pre-professional health course plan. CSM nursing students are required to take ENG 1010, BIO 2170, MTH 1120, and PSY 1010 as pre-clinical requirements. By moving, PSY 1010 to the first semester of the certificate, students will have met the pre-nursing requirement. During the nursing program, students are expected to complete BIO 2180, PSY 2050, BIO 2010, BIO 2010L and COM 1350 as their non-nursing specific required coursework. The requested changes to the certificate coursework will directly align with the nursing students' course

requirements. Thus, the students will no longer need the unnecessary courses (HEA 1105 and ENG 1020) to obtain the health science certificate.

The nursing program consists of the following and the classes in Red font are the ones in the health science certificate.

### **Pre-Clinical**

ENG-1010 - Composition and Rhetoric  
BIO-2170 - Human Anatomy & Physiology I with Lab  
MTH-1120 - College Algebra  
NUR-1050 - Introduction to Professional Nursing  
PSY-1010 - General Psychology

### **Clinical Semester 1**

BIO-2180 - Human Anatomy & Physiology II  
NUR-1175 - Foundations of Professional Nursing Practice  
NUR-1175L - Clinical Application: Foundations of Professional Nursing Practice  
PSY-2050 - Human Development Through the Lifespan

### **Clinical Semester 2**

BIO-2010 - Microbiology  
BIO-2010L - Microbiology Lab  
NUR-1250 - Professional Nursing Practice: Care of the Person with Behavioral Health Needs  
NUR-1250L - Clinical Application of Professional Nursing Practice: Care of the Person with Behavioral Health Needs  
NUR-1275 - Professional Nursing Practice: Care of the Adult Person with Basic Health Needs  
NUR-1275L - Clinical Application of Professional Nursing Practice: Care of the Adult Person with Basic Health Needs

### **Clinical Semester 3**

COM-1350 - Intercultural Communication  
NUR-2350 - Professional Nursing Practice: Care of the Person with Childbearing Health Needs  
NUR-2350L - Clinical Application of Professional Nursing Practice: Care of the Person with Childbearing Health Needs  
NUR-2375 - Professional Nursing Practice: Care of the Adult Person with Complex Health Needs  
NUR-2375L - Clinical Application of Professional Nursing Practice: Care of the Adult Person with Complex Health Needs

### **Clinical Semester 4**

MTH-1015 - Introduction to Statistics  
NUR-2450 - Professional Nursing Practice: Care of the Person with Child Rearing Health Needs  
NUR-2450L - Clinical Application of Professional Nursing Practice: Care of the Person with Child Rearing Health Needs  
NUR-2475 - Professional Nursing Leadership, Management and Transition to Practice  
NUR-2475L - Clinical Application: Professional Nursing Leadership, Management and Transition to Practice  
PHL-1410 - Topics in Contemporary Ethics

The objectives and outcomes will not change as the program's intent is still to make a stackable credential for the transfer health students and to provide an entry point for health students. The only difference is that instead of providing an entry point for all health programs, the certificate will be the entry point specifically for the nursing program. The learning outcomes are the following:

- Demonstrate and apply proficiency in the basic sciences including laboratory skills and knowledge of biology.
- Demonstrate use of a variety of different instruments and techniques to collect, organize, evaluate, and present data.

3. *Explain how the institution will:*

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

Assessment of student learning outcomes will be completed using the College of Southern Maryland’s required assessment plan. Each academic year at least one program student learning outcome will be assessed and reported to the Director of Academic Assessment for review by the Academic Learning and Assessment Committee (ALAC).

- b) *document student achievement of learning outcomes in the program*

Assessment data is documented in the program’s End-of-Year Report which is submitted to ALAC for accountability.

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

The current and proposed courses are found in the table below:

Current Health Science Certificate 29 credits	Proposed Health Science Certificate
<b>Semester 1</b>	<b>Semester 1</b>
ENG 1010 (3)	ENG 1010 (3)
BIO 2170 (4)	BIO 2170 (4)
Soc 1010 (3)	PSY 1010 (3)
MTH 1120(3) or 1015 (3)	MTH 1120 (3) or 1015 (3)
Elective (3)	COM 1350(3)
Total 16 credits	Total 16 credits
<b>Semester 2</b>	<b>Semester 2</b>
BIO 2180 (4)	BIO 2180 (4)
ENG 1020 (3)	PSY 2050 (3)
HEA 1105 (3)	Elective (3)
Elective (3)	BIO 2010/L (4)
Total 13 credits	Total 14 credits
Total 29	Total 30
<b>Change</b>	

PSY 1010 – 3 credits- General Psychology

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.

### ENG 1010-3 credits-Composition and Rhetoric

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. This course satisfies the General Education English Composition requirement. Students must earn a minimum grade of C to meet General Education requirements for graduation, to transfer course to a 4-year institution, or to enroll in any course for which ENG-1010 is a prerequisite.

BIO 2170-4 credits-Human Anatomy & Physiology I with Lab – 3 hour lecture and 4 hour lab  
Prerequisite: College-level reading placement or complete one of the following: IRW-0900A or IRW-0900B

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

MTH 1120-3 credits-College Algebra

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

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

MTH 1015-3 credits-Introduction to Statistics

Prerequisite: MTH-0994

In this introduction to descriptive and inferential statistics, students learn about presentation of data, measures of central tendency and dispersion, the binomial and normal probability distributions, sampling techniques, correlation and regression, and hypothesis testing (z-test, t-test, chi-squared). Examples are selected from education, business, and the social and natural sciences. This course satisfies the General Education Mathematics requirement. MTH-2300 is now MTH-1015.

COM 1350-3 credits- Intercultural Communication

Prerequisite: College-level reading and writing placement or complete one of the following:  
IRW-0900A or IRW-0900B

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.

BIO 2180-4 credits-Human Anatomy & Physiology II- 3 hours lecture and 3 hour lab

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

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

### PSY 2050 – 3 credits- Human Development Through the Lifespan

From conception to death, this course provides an overview of the theoretical and empirical bases of human development across the lifespan. Topics include history, research methodology, theories of development, brain development, attachment, motor and language development, cultural and moral influences on development, death and dying, and other relevant topics.

### BIO 2010L – 1 credit- Microbiology Lab- 4 hour lab

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.

### BIO 2010 – 3 credits - Microbiology- 3 hour lecture

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.

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

This is a certificate and not a degree program; therefore, the complete general education requirements would be fulfilled between the certificate and the degree program. The Certificate does have the following general education courses:

<b>General Education</b>	
English Composition	ENG-1010 - Composition and Rhetoric* (3)
Arts/Humanities	COM-1350 – Intercultural Communication (3)
Biological/Physical Sciences	BIO 2180 – Human Anatomy and Physiology II with Lab (4)
Biological/Physical Sciences (with lab)	BIO 2170 – Human Anatomy and Physiology I with Lab (4)
Social/Behavioral Sciences	PSY-1010 – General Psychology (3) PSY 2050 – Human Development Through the Lifespan (3)
Mathematics	MTH-1015 – Introduction to Statistics (3) or MTH-1120 – College Algebra (3) or higher

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

There are no specialized accreditation or graduate certification requirements for this certificate and its students.

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

The College of Southern Maryland is not contracting with another institution.

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

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 website. In addition, students will 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.

See below evidence of student access to information and support

<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>

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

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.

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

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

The articulation agreements are with the Pre-Professional Health Sciences AS degree, where this Certificate is embedded. The Certificate alone is not intended for articulation agreements.

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

Faculty Member	Terminal Degree and Area	Academic Title/Rank	Full-time or part-time	Courses taught
Tracey Stuller	DVM, Biology	Professor	Full-time	BIO 2170, BIO 2180
Lori Crocker	MS, Biology	Associate Professor	Full-time	BIO 2180
Margaret Bolton	MS, Biology	Professor	Full-time	BIO 2180, BIO 2010/L, BIO 2170
Edith Carron	PhD, Biology	Professor	Full-time	BIO 2010/L,
Melanie Osterhouse	DC, Biology	Professor	Full-time	BIO 2170, BIO 2180, BIO 2010/L,
Sharon Smith-Douglas	MS, Biology	Professor	Full-time	BIO 2170, BIO 2180, BIO 2010/L
Turner Coggins	MS, Biology	Professor	Full-time	BIO 2170,
Ejikeme Anadu	MD, Biology	Adjunct Faculty	Part time	BIO 2170
Jesse Boyce	DPM, Biology	Adjunct Faculty	Part time	BIO 2170
Rachel Clark	MS, Biology	Adjunct Faculty	Part time	BIO 2170, BIO 2180
Catherine Heim	DC, Biology	Adjunct Faculty	Part time	BIO 2170, BIO 2180,

Suzette Wright	Ph.D.	Professor	Full-time	PSY 1010; PSY 2050
Christine Schuette	Ph.D.	Assoc. Professor	Full-time	PSY 1010; PSY 2050
Timothy Gagliano	MA	Asst. Professor	Full-time	PSY 1010; PSY 2050
Judith Horn	MS Applied Mathematics	Asst. Professor	Full-time	MTH 1120; MTH 1015
Elizabeth Rourke	Med Education Administration and Supervision	Professor	Full-time	MTH 1120; MTH 1015
Sarah Hand	MS Electrical Engineering	Professor	Full-time	MTH 1120; MTH 1015
James Cleary	MS Engineering	Professor	Full-time	MTH 1120; MTH 1015
Heather Collins	MS Curriculum and Instruction	Asst Professor	Full-time	MTH 1120; MTH 1015
Donna Sperry	BS mathematics; 30+ hours of graduate math	Professor	Full-time	MTH 1120; MTH 1015
Queen Sampson	MS Applied Statistics	Professor	Full-time	MTH 1120; MTH 1015
Joshua Grosek	MA Mathematics Education	Professor	Full-time	MTH 1120; MTH 1015

<b>Faculty Member</b>	<b>Terminal Degree and Area</b>	<b>Academic Title/Rank</b>	<b>Full-time or part-time</b>	<b>Courses taught</b>
<b>Communication Faculty</b>				
Alyssa Brumis	PhD, Language, Literacy, and Culture	Assistant Professor	Full-time	COM 1010, COM 1250, COM 1350, COM 1650
Michelle Christian	MA, Journalism/ Public Relations	Professor	Full-time	COM 1010, COM 1020, COM 1250, COM 1350, COM 2300
Tamara Gibbs-Franklin	MA, Public Affairs	Associate Professor	Full-time	COM 1010, COM 1250, COM 1350, COM 1650, COM 2300
Denise Gilmer-Knudson	MA, Journalism and Mass Communication	Professor	Full-time	COM 1010, COM 1020, COM 1250, COM 1350, COM 2950
Erika Stevens	MA, Communication	Professor	Full-time	COM 1010, COM 1020, COM 1250, COM 1350, COM 1650
Clarissa Williams	PhD, Communication and Culture	Associate Professor	Full-time	COM 1010, COM 1250, COM 1350
<b>English Faculty</b>				
Beth Caruso	MA, Teaching, English	Associate Professor	Full-time	ENG 1010, ENG 1010T, ENG 1020, ENG 2070, ENG 2210

Bishnu Ghimire	PhD, English Language and Literature	Professor	Full-time	ENG 1010, ENG 1020, ENG 2020, ENG 2240
Caitlyn Socrates	MFA, Creative Writing, Non-Fiction	Associate Professor	Full-time	ENG 1010, ENG 1020, ENG 2030, ENG 2240
Chris Ankney	MFA, Poetry	Professor	Full-time	ENG 1010, ENG 1020, ENG 2070, ENG 2270
Erich Hintze	MFA, Writing	Professor	Full-time	ENG 1010, ENG 1010T, ENG 1020, LAN 1080
Jesse Gonzalez	MA, English	Associate Professor	Full-time	ENG 1010, ENG 1010T, ENG 1020, LAN 1080, IRW 0900
John Kulikowski	MA, English (Comp/Rhet, Creative Writing)	Professor	Full-time	ENG 1010, ENG 1020, ENG 2050, ENG 2140, ENG 2950
Joy Syring	MA, English Literature	Professor	Full-time	ENG 1010, ENG 1020, ENG 2010
Kim Donnelly	MS, Library and Information Science	Professor	Full-time	ENG 1010, ENG 1020, IRW 0900
Krista Keyes	MA, English	Professor	Full-time	ENG 1010, ENG 1020, ENG 1030, ENG 2145, ENG 2245
Michael Suwak	MA, English	Professor	Full-time	ENG 1010, ENG 1020
Rachel Smith	MFA, Poetry	Professor	Full-time	ENG 1010, ENG 1010T, ENG 1020, ENG 2250

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

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

All faculty teaching in the Health Science certificate are highly educated and have the expertise to deliver quality classroom and laboratory teaching that enables students to achieve the student learning outcomes. In addition, the College of Southern Maryland provides ongoing pedagogy training for faculty in evidenced-based best practices including pedagogy that meets the needs of the students, training related to use of the learning management system, and training related to best-practices for distance education.

The College's Distance Learning and Faculty Development area has designed numerous online courses that prepare faculty to use the College's learning management system, BrightSpace, D2L. Faculty (full-time and adjunct) are required to complete this training as a condition of employment. In addition, the College uses an ongoing learning management template model for course shells providing consistency across courses and being ADA compliant. The schools in College's Division of Learning also provide monetary support for faculty to attend professional development. Through the Faculty Development Committee, peer colleagues and guest speakers also address the ongoing education for pedagogy that supports the needs of students.

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

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

Students may borrow circulating materials from any of the three CSM library branches. Through the Inter Library 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 use 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 COMAR13B.02.03.13)*

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

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

*a) An institutional electronic mailing system, and*

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

CSM is a leader among Maryland community colleges in offering courses 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 erase 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. 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 software used in each discipline must have a VPAT that is analyzed for accessibility through the CSM Accessibility Department. . The college learning management system is Desire to Learn (D2L), and all faculty are trained in an online course entitled LMS 2000. The college also has a department dedicated to assisting faculty and students on learning management training and trouble shooting. The D2L courses have recently instituted the use of Ally, a software that indicates the accessibility of the materials within the course shell.

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. 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 [COMAR13B.02.03.14](#))

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

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

As of January 29, 2026, 23 students were enrolled in the Health Science Certificate. Assuming a mix of full and part-time student status, in-county residency, consistent tuition rate of \$140/credit, a combined fee rate of 25% tuition equating to \$35/credit, the annual revenue would begin at \$80,500. The credit rate is constant regardless of the student being full or part-time; therefore, all 23 students have been arbitrarily assigned to the P/T row.

Because tuition and fees are likely to go up rather than down, this revenue may be higher than projected. Currently, pre-nursing students are placed in three degree programs: Pre-Professional Health Science, Exercise Science, and Arts & Sciences. Most of the students are currently placed in Arts & Sciences. With the plan to move all pre-nursing students into this Certificate, the expectation is that the enrolled students in the Health Science Certificate will drastically increase. Knowing that 756 students are currently enrolled in a nursing class, a conservative estimate of the number of students that will be in the Health Science Certificate over the next five years is 504 (at least 2/3 of the nursing students) as advisors and student knowledge increases.

<b>TABLE 1: RESOURCES:</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	0	0	0	0	0
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	23	189	378	454	504

e. Credit Hour Rate	175	175	175	175	175
f. Annual Credit Hour Rate	20	20	20	20	20
g. Total P/T Revenue (d x e x f)	80,500	661,500	1,323,000	1,589,000	1,764,000
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	80,500	661,500	1,323,000	1,589,000	1,764,000

**Other Resources:**

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

Grants and Contracts: There are currently no grants and contracts allocated to this program.

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

**EXPENDITURES**

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

This Health Science Certificate’s foundation is biological sciences, fulfilling the prerequisite requirement for nursing and many other health science programs. Anatomy and Physiology I and II are the main required courses which are currently in the Health Science Certificate and will not change. The biological science change that is being added to the Certificate is Microbiology Lecture and Lab. A total of 7 full-time faculty teach Anatomy and Physiology (A&P) and Microbiology Lecture and Lab. The mid-point salary for Professor rank (most of the A&P and microbiology faculty at the College of Southern Maryland have reached the rank of Professor) is \$109,315. An estimated 50% of the faculty time is allocated to courses specific for the Health Science Certificate.

$$7 \text{ faculty} \times \$109,315 = \$765,205 \times 0.5 = \$382,603$$

$$\text{Benefits are calculated at } .35 \times \text{the salary. } \$382,603 \times .35 = \$133,910$$

**Administrative Staff, Salary and Benefits**

The Science Chair for the School of STEM and Professional Studies has administrative oversight for the Health Sciences Certificate. The person in this position is responsible for all science programs at the College of Southern Maryland. An estimated 10% of her time will be allocated directly to this Certificate. The chair is also one of the teaching faculty calculated in the 7 faculty members

above.

$$\$109,315 \times 0.1 = \$10,932$$

Benefits are calculated at .35 X the salary.  $\$10,932 \times .35 = \$3826$

### Support Staff, Salary and Benefits

The Science and Health Lab Operations Director I provides support for management of lab courses for the science department. An estimated 10% of their time will be allocated directly to this program.

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

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

**Equipment:** Consumable supplies and equipment will be used for lab course management. It is estimated that \$12,000 in supplies and equipment will be adequate for lab course support.

The cost per lab section is as follows: \$453 A&P II, \$697 A&P I, \$915 microbiology lab.

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

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

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

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

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$516,513	\$516,513	\$516,513	\$516,513	\$516,513
a. Number of FTE	.5	.5	.5	.5	.5
b. Total Salary	\$382,603	\$382,603	\$382,603	\$382,603	\$382,603
c. Total Benefits	\$133,910	\$133,910	\$133,910	\$133,910	\$133,910

2. Admin. Staff (b + c below)	\$14,758	\$14,758	\$14,758	\$14,758	\$14,758
a. Number of FTE	.1	.1	.1	.1	.1
b. Total Salary	\$10,932	\$10,932	\$10,932	\$10,932	\$10,932
c. Total Benefits	\$3826	\$3826	\$3826	\$3826	\$3826
3. Support Staff (b + c below)	\$5,287	\$5,287	\$5,287	\$5,287	\$5,287
a. Number of FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	\$3,916	\$3,916	\$3,916	\$3,916	\$3,916
c. Total Benefits	\$1,371	\$1,371	\$1,371	\$1,371	\$1,371
4. Technical Support and Equipment	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
5. Library	\$500	\$500	\$500	\$500	\$500
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	\$549,058	\$549,058	\$549,058	\$549,058	\$549,058

**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.*

Course outcomes are evaluated on a four-year cycle with one outcome being data collected per year. If a course has more than four outcomes, two outcomes may be assessed in one year to assure a four-year cycle is maintained. If the benchmark for the outcome is not obtained, course adjustments are made and the outcome is assessed for a second time in the next year, in addition to the outcome slated for that year's cycle. On the fifth year, the entire course is assessed based on questions produced by the Academic Learning Assessment Committee (ALAC). These course assessments are submitted and reviewed by the Dean of the School, as well as ALAC. Each course is evaluated by students using the IDEA survey.

Benefitted faculty in years 1-7 are evaluated each year via classroom observation, course review, faculty development plan, self-evaluation, and chair evaluation. Benefitted faculty in years 8+ are evaluated every four years based on the same criteria.

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

The Systematic Process of Assessment's primary focus is to meet the institutional value of excellence which is defined as committing to high standards and clear expectations. The Systematic Process of Assessment collects information to determine whether CSM's academic offerings are having the appropriate educational impact on students. The process is outlined below.

Program Assessment at CSM is a cyclical process that includes:

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

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

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

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

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

The College of Southern Maryland defines civility, according to [Civility and Belonging Statements](#) (csmd.edu), as the demonstration of respect for others through basic courtesy and the practice of behaviors that contribute toward a positive environment for learning and working. While on any college campus or facility, attending any college event, or on any college electronic/cyber space (online course, email, telephone, etc.), faculty, staff, students, and visitors can all have the expectation of civility from one another.

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

- Courteous and honest communication in both face-to-face and electronic environments
- Fair and just treatment of individuals
- Freedom from harassment
- Collegiality

- Support for a diverse campus community
- Adherence to the values of the professions in dealings with students, colleagues, and associates
- Respect for diverse cultures and points of view
- Restraint from vulgar and offensive language

Members of the College can expect these ideals are modeled consistently by trustees, administrators, faculty, and staff.

By joining Achieving the Dream in 2019, the College of Southern Maryland is actively seeking to improve student learning with a sharp focus on closing equity gaps.

The College has a Department of Organizational Development, Talent, and Equity responsible for holding the college members accountable to these equity-minded goals.

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

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

This program is not identified as a low productivity certificate.

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

1. *Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.*

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

While the institution offers courses in multiple modalities, this certificate is not proposed as a fully distance education program under COMAR definitions.