Frederick Community College

February 11, 2021

Dr. James D. Fielder
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St.
Baltimore, MD 21201

Dear Dr. Fielder,

Frederick Community College (FCC) is requesting MHEC approval of the substantial modification to the following certificate program:

Medical Assistant

The proposed updated Medical Assistant certificate program is designed to prepare students for an entry level career in Medical Assisting. Today, Medical Assistants are in high demand locally, statewide, and nationally. The Medical Assistant certificate curriculum is being redesigned to meet the growing demands in the field, and is being updated to ensure alignment with current workforce trends.

There is renewed focus on course offering evaluations in order to provide students with the most relevant curriculum and relatable workforce skills. The proposed program revisions respond to the workforce needs of the Medical Assistant community with its skills-based externship education that allows both the faculty and the individual students to identify their strengths and weaknesses. Based on feedback from the Program Advisory Committee, certificate program revisions are being made as outlined in the proposal.

A check for administrative costs in the amount of **$50** is enclosed. The program proposal with a copy of this letter will be transmitted electronically to MHEC.

Thank you for your consideration of this proposal. If you have any questions regarding this request for approval, please do not hesitate to call me at 301-846-2491.

Sincerely,

Dr. Tony D. Hawkins
Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development
thawkins@frederick.edu

pc: Erin Peterson, FCC (epeterson@frederick.edu)
Sandy McCombe Waller, FCC (smccombewaller@frederick.edu)

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

Institution Submitting Proposal	Frederick Community College

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

Date Submitted:

Department Proposing Program	Health Science
Degree Level and Degree Type	Lower Division Certificate
Title of Proposed Program	Medical Assistant
Total Number of Credits	39
Suggested Codes	HEGIS: 521402 CIP: 510801
Program Modality	◉ On-campus ○ Distance Education (*fully online*) ○ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	○ Fall ○ Spring ◉ Summer Year: 2021
Provide Link to Most Recent Academic Catalog	URL: https://www.frederick.edu/class-schedules/catalogs/fcc-catalog.aspx
Preferred Contact for this Proposal	Name: Erin Peterson Title: Assistant Dean, Curriculum Systems and Scheduling Phone: (301) 846-2651 Email: epeterson@frderick.edu
President/Chief Executive	Type Name: Dr. Tony Hawkins Signature: [signature] Date: 2/11/21
	Date of Approval/Endorsement by Governing Board:

Revised 6/13/18

Frederick Community College – Medical Assistant Certificate

MHEC Academic Program Proposal (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 proposed updated Medical Assistant certificate program by Frederick Community College (FCC) is designed to prepare students for an entry level career in Medical Assisting. Today, Medical Assistants are in high demand locally, statewide, and nationally. As a leader in Health Science education and training, FCC has redesigned its Medical Assistant Certificate curriculum to meet the growing demands in the field. The Medical Assistant certificate program is being updated to ensure alignment with current workforce trends. The modifications to this certificate program directly support the mission of Fredrick Community College by preparing an increasingly diverse student body to complete their goals of workforce preparation, in response to the needs of our local, regional, and global communities.

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

This proposed program directly supports the mission of Frederick Community College by helping students to meet their career goals and aligns with the following FCC 2020 Strategic Goals:

1) Enhance student persistence, success, and completion through collaborative and effective support systems thus reducing the likelihood that students register for coursework that is not necessary to graduate.

2) Increase access, affordability, and student goal completion – research shows that students are more likely to graduate when their program of study is focused;

3) Promote excellence in the design, delivery, and support of student learning – targeted advising, co-curricular events around the broad majors, and more will create communities of learners.

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

The current Program Manager reports to the Associate Vice President for Academic Affairs & Dean of Health, Business, Technology, and Science. The Program Manager leads the development of program specific curriculum and courses, procurement of programmatic equipment and supplies, and will actively contribute to the ongoing administrative, financial, and technical support of the proposed certificate program updates.

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

FCC is committed to the success of all students and will anticipate the continuation of this proposed program beyond the time needed for students to complete the program. The College offers a variety of academic support programs to include tutoring, success funding and other retention initiatives. Students have access to program specific advisors, faculty and staff dedicated to student success.

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

Frederick Community College's Medical Assistant Certificate program is aligned with healthcare standards. However, there is renewed focus on course offering evaluations to ensure that students are provided a program that is up-to-date with the current workforce trends with the most relevant curriculum and relatable workforce skills. The proposed program responds to the workforce needs of the Medical Assistant community with its skills-based externship education that allows both the faculty and the individual students to identify their strengths and weaknesses.

The inclusion of focused pathways supports Strategy 6 of the 2017-2021 Maryland State Plan to "improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements". These activities provide evidence of the perceived need for the proposed program and are consistent with the Maryland State Plan for Postsecondary Education.

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

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

Graduates from the Medical Assistant Certificate program can find employment in a wide variety of settings that deliver health care. Medical Assistants work in practically every medical specialty and can work part-time, full-time, evenings, or even weekends, depending on the operational hours of the practice or ambulatory care center. Regardless of job duties and responsibilities, medical assistants work closely with patients and are often called upon to handle several responsibilities at once.

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

The Medical Assistant Certificate program is being revised to be more representative of the industry and workforce trends. The program will provide training and education for students who successfully complete the program to be qualified for work as entry-level medical assistants.

Medical Assistant *Source: U.S. Bureau of Labor and Statistics*	
2018 Median Pay	$33,610 per year $16.16 per hour
Typical Entry-Level Education	Postsecondary non degree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2018	686,600
Job Outlook, 2018-28	23% (Much faster than average)
Employment Change, 2018-28	154,900

<u>Employment Outlook</u>

Employment projections data for medical assistants, 2018-28						
Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-28		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Medical assistants	31-9092	686,600	841,500	23	154,900	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

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

The state and local market is brimming with available employment that would require Medical Assistant education and training. Evidence of the program's need is indicated by the rising rates of population growth, industry growth, strength of local industry, strength of local economy, geographic proximity to bordering counties, and demographic-alignment with the local population. The outlook for the local job market suggests abundant employment opportunities upon successful program completion which support educational and training needs and anticipated vacancies.

National	Employment		Percent Change	Projected Annual Job Openings*
	2018	2028		
United States	686,600	841,500	23%	99,700
State	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
Maryland	11,120	14,070	+27%	1,620

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Offices of Physicians	389,160	15.02	$16.50	$34,320
General Medical and Surgical Hospitals	97,600	1.76	$17.34	$36,070
Offices of Other Health Practitioners	57,680	6.34	$15.22	$31,650
Outpatient Care Centers	57,240	6.21	$17.95	$37,340

Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	13,050	1.40	$13.81	$28,720

Information retrieved from https://www.onetonline.org/link/summary/31-9092.00.

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

Medical Assisting Unduplicated Enrollment Data Last 5 Years							
Plan	2015	2016	2017	2018	2019	% Change 2018-2019	% Change 2015-2019
MEDADSPEC	29	7	21	0	0	NA	-100%
MDAPRACMGT	40	16	0	14	8	-43%	-80%
MEDASSIST	76	99	41	28	20	-29%	-74%
MEDASSTAAS	0	1	50	54	39	-28%	NA
MEDLABTECH	0	0	1	0	0	NA	NA
Medical Assisting Total	**145**	**123**	**113**	**96**	**67**	**-30%**	**-54%**

Update: In AY 2020, the program grew from 67 to 91 total declared majors across the AAS (52) and two certificate programs: Medical Assistant (29) and Healthcare Practice Management (10). There are 450 enrollments in MEDA courses.

College-Wide Credit Unduplicated Enrollments Last 5 Year							
	2015	2016	2017	2018	2019	% Change 2018-2019	% Change 2015-2019
Unduplicated Enrollment	8495	8775	8994	8996	8636	-4%	2%

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.**

An analysis of other Maryland community colleges shows various similarities and differences between those institutions and the Medical Assistant Certificate program offered at FCC. All certificate programs offered in the state are within a few credits of the program at FCC and include a Science, Math and English prerequisite. Frederick Community College will be adding a Science and Math prerequisite and include a business communication course requirement within the curriculum.

Institution	Number of Credits	Number of Externship Hours	Duration for Completion	Prerequisites
Frederick Community College	Certificate Requirement: 39 credits	Externship requires 200 hours	3 Semesters	BSCI 107-Study of the Human Body 3 MATH 145-College Algebra 3
Anne Arundel Community College	Certificate Requirement: 32 credits	Internship requires 160 hours	3 Semesters	ENG 101 / ENG 101A Take the Arithmetic Placement Test and receive a score of 27

				or higher within 7 years of the date the application is submitted or enroll in MAT 005 a
Hagerstown Community College	Certificate Requirement: 34 credits	Total of 160 hours of clinical	4 Semesters	BIO 116 - Human Anatomy and Physiology for Allied Health
College of Southern Maryland	Certificate Requirement: 35 credits	180 hour practicum required	3 Semesters	BIO-1040 - Introduction to Human Anatomy and Physiology (3) * and BIO-1040L - Introduction to Human Anatomy and Physiology Lab (1) * ENG-1010 - Composition and Rhetoric (3) BIO-1600 - Microbiology Survey for Allied Health Professionals (1) BIO-2800 - Human Pathophysiology (3) *
Harford Community College	Certificate Requirement: 39 credits	Practicum requires 160 hours		Students earning a certificate from HCC must complete or demonstrate exemption from the following courses: ENG 003 and ENG 012, or ENG 018; and MATH 020.

2. Provide justification for the proposed program.

Accountability: The proposed degree program may make it less likely that a student takes a course simply to fulfill the requirements of the community college, and may be more likely that a student takes a course because it will transfer to a baccalaureate institution.

Access: The proposed degree program will help account for the particular needs of first-generation and first-time college students by allowing them the opportunity to earn a Certificate in a Career field that will enable them to start working in the Healthcare field within a year of starting school.

Targeted advising, including expanded opportunities for students to explore new disciplines, will allow students without exposure to career opportunities to more clearly understand their options.

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.**

The proposed program is expected to have no impact on HBIs in Maryland as there is no program duplication.

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.**

The proposed program is expected to have no impact on the uniqueness and institutional identities and mission of HBIs in Maryland.

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 also describe the faculty who will oversee the program.**

The current MEDA program faculty, staff, educational professionals, current and alumni students and industry partners, and community members informed the decision to put forward the revised proposed program. The Program Advisory Committee meets twice per year to review curriculum and advise the faculty on trends that could be used to inform the program. The committee plays an active role in informing the MEDA program by reviewing the curriculum, providing feedback on employment opportunities and providing advice on industry trends.

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

During the recent curriculum updates for the MEDA program, each program-learning outcome was reviewed for accuracy, measurability and validity. The Medical Assistant program learning outcomes are mapped to the core learning outcomes of each course and assessment of student learning is conducted through discussion questions, in class activities, assignments/projects, competencies, portfolio creation and written & practical exams. Rubrics are used where appropriate to determine student success results in alignment with the core learning outcomes.

2. **Explain how the institution will:**
    a) **provide for assessment of student achievement of learning outcomes in the program**

The College assesses the effectiveness of its academic programs using a well-structured, five-year program review process. The process consists of an analysis of program mission, goals, and objectives, an assessment of the program according to internal and external data, an assessment of the curriculum, an assessment of student learning outcomes, an assessment of program resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and the submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years. In addition to program review, the College also assesses its general education competencies at the course-level. Academic departments designate a high-enrollment general education course or courses that requires general education competencies to undergo a three-year cycle of assessment. These projects are identified during the first semester of the three-year cycle and faculty are required to select three of the general education

competencies and one of the following competencies (critical thinking, quantitative/scientific reasoning, oral/written communication, and technological competence). These competencies are required to be assessed by MHEC and MSCHE. The process begins with the development of an assessment plan, then proceeds to a pilot assessment collection, followed by three consecutive semesters of assessment collection, and the completion of a final course level assessment report.

b) document student achievement of learning outcomes in the program.

Programs collect documents from individual courses in an effort to record student achievement of learning outcomes based on the established assessment cycle. The documents collected are evaluated to determine the level of student achievement that has occurred based on the learning outcomes. Data will be analyzed, and updates will be made as deemed appropriate.

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

The courses listed below are required for completion of the Medical Assistant Certificate. Course descriptions and semester credit hours along are included as well. Students will be required to earn 39 total credits for completion of the certificate.

Departmental Requirements: 39 credits

BMGT 120 – Business Communications (3)
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100
(formerly BU 273)
Emphasizes the theory and practice of oral, written, and interpersonal communication used in the workplace. Focus is placed on writing business correspondence and reports, planning and delivering effective presentations, and developing teamwork and collaboration skills.

BSCI 107 – Study of the Human Body (3)
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]
*MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites
(formerly BI 117)
Examines the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution, and/or other related topics. For the non-science major. Students cannot receive credit for both BSCI 117 and BSCI 107.
OR
BSCI 117 – Human Biology (4)
Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)]
*MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites
(formerly BI 107)
Presents a study of the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution, and/or related topics. For the non-science major. Meets the requirement for a general education science lab course. Students cannot receive credit for both BSCI 107 and BSCI 117.
OR
BSCI 201 – Anatomy and Physiology I (4)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S)* OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI101 or BSCI 223 or BI 120 or CHEM 101)
*MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites
(formerly BI 103)
Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. BSCI 201 is the first course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied Health majors. Meets the requirement for a general education science lab course.
OR
BSCI 202 – Anatomy and Physiology II (4)
Prerequisites: BSCI 201 or BI 103
(formerly BI 104)
Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and metabolism, urinary system, fluid/electrolyte balance, acid/base balance, and reproductive system. BSCI 202 is the second course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

MATH 101 – Foundations of Mathematics (3)
Prerequisite: MATH 67 or appropriate score on mathematics placement test
(formerly MA 103)
Presents topics including problem solving strategies, logic, numeration systems, set theory, classification of numbers, algebra, financial management, geometry, measurement and right triangle trigonometry, probability, statistics, graphs, systems of equations, and linear programming. Student cannot receive credit for both MATH 101 and MATH 101A. Intended for students who need a survey of math principles for their non-STEM major/program. Not intended for students planning to pursue a STEM program.

MEDA 109 – Medical Terminology (3)
Prerequisite: ENGL 70 or ENGL 75 or ESOL 72 or ESOL 100 or Co-requisite: ENGL 75 or ESOL 100
(formerly MDA 109)
Provides a framework for building and defining medical vocabulary. Students use techniques to gain an understanding of prefixes, suffixes, word roots, and combining forms related to every organ system. No previous knowledge of anatomy, physiology, or pathology is necessary.

MEDA 110 – Computer Medical Office Management (3)
Prerequisite or Co-requisite: MEDA 109
(formerly MDA 220)
Introduces students to Electronic Health Records (EHR) through an examination of existing transitions and structures between medical facilities. Emphasizes how Practice Management (PM) software is utilized, how Electronic Health Records (EHR) systems are utilized, and exposes students to the world of Health Information Management (HIM). Practical applications and guided exercises will enable the student to be prepared for changes in the healthcare field.

MEDA 112 – Medical Office Procedures (3)
Prerequisite or Co-requisite: MEDA 109
(formerly MDA 112)
Provides the necessary skills to work in an administrative capacity within a medical office or clinical setting. Topics covered include introduction to medicine and medical assisting, communication skills, community resources, telephone and reception, managing appointments, written communication, filing

procedures, basic bookkeeping, and medical office management. Emphasis on medical ethics and proper record keeping.

MEDA 115 – Medical Laboratory Procedures (3)
Prerequisites: (MEDA 110 or MEDA 220) and MEDA 112 and (BSCI 107 or BSCI 117 or BSCI 201 or BSCI 202) and (MATH 101 or higher)
(formerly MDA 115)
Develops fundamental skills needed to be an effective member of the physician's office laboratory. Emphasizes common medical laboratory diagnostic procedures and following standard protocols established by both the Clinical Laboratory Improvement Act (CLIA) and OSHA guidelines. Students will develop skills in a variety of blood collection methods, specimen collection, pharmacology, drug calculations, and preparing and administering medications. Emphasis will be placed on infection prevention, patient identification, specimen labeling, quality assurance, specimen handling, processing, accessioning, professionalism, ethics, and medical terminology.

MEDA 117 – Foundations of Medical Assisting I (3)
Prerequisites: (MEDA 110 or MEDA 220) and MEDA 112 and (BSCI 107 or BSCI 117 or BSCI 201 or BSCI 202) and (MATH 101 or higher)
(formerly MEDA 101 & MDA 101)
Introduces the basic skills necessary in the medical clinical setting related to the administrative and clinical medical assistant. Emphasizes theory and skills necessary for gathering patient information that will assist the physician in diagnosing, initiating treatment, or prescribing procedures for common disorders. Develops skills related to interpersonal communication, records management, administrative responsibilities, financial administration, patient education, and patient care activities for the physician's office.

MEDA 120 – Pharmacology for Medical Office Practice (3)
Prerequisite: MEDA 115 and (MEDA 117 or MEDA 101)
(formerly MEDA 209 & MDA 110)
Defines and describes therapeutic action and major side effects of common drugs, principles of medication, and dosage calculations. Students will also gain knowledge in basic principles for administering different types of medications and the universal precautions and standards related to the role of a Medical Assistant.

MEDA 122 – Foundations of Medical Assisting II (3)
Prerequisites: MEDA 115 and (MEDA 117 or MEDA 101)
(formerly MEDA 102 & MDA 102)
Builds on the knowledge gained in Foundations of Medical Assisting I. Students will develop and demonstrate skills necessary to use clinical office equipment. Emphasis on clinical examinations and diagnostic testing for common disorders and pathologies throughout the body systems in addition to assisting with therapeutic procedures conducted in a physician's clinical office setting. Topics covered include, but are not limited to: physician practices and specialties, advanced techniques related to diagnostic testing and therapeutic procedures, applying basic theory, and following current standard protocols during clinical procedures and treatments prescribed by the physician.

MEDA 201 – Practical Skills for Medical Assisting (3)
Prerequisites: (MEDA 120 or MEDA 209 or MDA 110) and (MEDA 112 or MEDA 102)
(formerly MDA 201)
Reinforces skills developed in Foundations of Medical Assisting I and II, and emphasizes skills needed to take a patient through an entire office visit encounter. Reinforces proper clinical techniques based on theories of clinical laboratory testing. Reinforces use of clinical/physician office equipment. Students will become proficient and advance their skills in all areas of the medical clinical setting in order to enter their externship.

MEDA 203 – Medical Coding Basics (3)
Prerequisite: MEDA 109

(formerly MEDA 216 & MDA 216)
Introduces the fundamentals of coding. Emphasizes the transformation of the reason for a patient encounter documented by the physician into CPT numeric designations (codes) to facilitate reimbursement for all services rendered. Emphasis on currently tested CPT, HCPCS, and ICD coding processes; reimbursement and compliance; reporting guidelines; national codes; and modifiers.

MEDA 204 – Medical Assisting Practicum (3)
Prerequisite: MEDA 201 and (MEDA 203 or MEDA 216) AND Prerequisite or Co-requisite: BMGT 120
(formerly MDA 204)
Provides supervised placement in a contracted facility for guided experience in the application of technical and practical medical assistant skills. Emphasis is placed on medical office orientation, administrative tasks in medical office situations, and patient interaction in a medical office environment. Students will perform competent entry-level medical assistant skills in the cognitive, psychomotor, and affective learning domains, as appropriate to the externship site. Upon successful completion, students will have completed 200 hours in primary care setting.

In addition, below is a table outlining the substantial changes between the current and proposed MEDA certificate requirements.

Current catalog (2020-2021)		**Next catalog (2021-2022)**		
Course	***Credits***	***Course***	***Credits***	***Δ (+ or -)***
		MATH 101/101A – Foundations of Mathematics or higher	3	+3
		BSCI 107 – Study of the Human Body ***or*** BSCI 117 – Human Biology ***or*** BSCI 201 – Anatomy and Physiology I ***or*** BSCI 202 – Anatomy and Physiology II	3/4	+3
		BMGT 120 – Business Communication	3	+3
CMIS 101 – Information Systems and Technology	3			-3
MEDA 101 – Foundations of Medical Assisting I	3	MEDA 117 – Foundations of Medical Assisting I*	3	0
MEDA 102 – Foundations of Medical Assisting II	3	MEDA 122 – Foundations of Medical Assisting II*	3	0
MEDA 109 – Medical Terminology	3	MEDA 109 – Medical Terminology	3	0
MEDA 112 – Medical Administrative Office Applications ***or*** MEDA 115 – Phlebotomy Skills	3	MEDA 112 – Medical Office Procedures**	3	0
		MEDA 115 – Medical Laboratory Procedures**	3	+3
MEDA 140 – Medical Assisting Practicum I	1	*(MEDA 140 being inactivated)*		-1
MEDA 201 – Medical Assisting Clinical Skills I	3	MEDA 201 – Practical Skills for Medical Assisting**	3	0
MEDA 202 – Medical Assisting Clinical Skills II	3	*(MEDA 202 being inactivated)*		-3

MEDA 204 – Medical Assisting Practicum II	2	MEDA 204 – Medical Assisting Practicum***	3	+1
MEDA 209 – Pharmacology for Medical Office Practice	3	MEDA 120 – Pharmacology for Medical Office Practice*	3	0
		MEDA 203 – Diagnostic and Procedural Medical Coding	3	+3
MEDA 220 – Electronic Health Records	3	MEDA 110 – Computer Medical Office Management****	3	0
Total Credits	**30**		**39**	**+9**

**Same course (course number change)*

***Same course (course title change)*

****Same course (course title and course credits change)*

*****Same course (course number and course title change)*

In summary, five courses have been added to the program (totaling 15 credits), three courses have been removed from the program (totaling 7 credits), and the credits have increased on one course by 1 credit.

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

Two general education courses have been added to the curriculum, BSCI 107-Study of the Human Body (or BSCI 117 or BSCI 201 or BSCI 202) and MATH 101-Foundations of Mathematics (or higher) in order to better prepare students to enter into a career certificate program. The two general education courses need to be taken before they enter into the second 7.5-week session of their first semester within the program. They are a perquisite to MEDA 115 and MEDA 117. The addition of these courses will add general education depth and background for students entering into practice, and they are also part of the Medical Assistant A.A.S. degree program, which certificate students may funnel into.

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

Upon successful completion of the program, the College offers national certification testing through the National Competency Certification Testing (NCCT).

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

No contracts exist between other institutions or non-collegiate organizations related to the proposed program.

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.**

Communication at the program and institutional level is accomplished through publication on the College website, through brochures, and the College catalogue. The College will provide identical resources to students in the proposed program that other programs offered at the Institution are

provided to ensure that clear, complete, and timely information is available. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, programmatic brochures and handbooks, admission information, financial aid resources, and costs and payment policies are available on the Colleges main website located at www.frederick.edu under the Program, Admission, and Financial Aid tabs and in the Institutions academic catalog. Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the 'Resources' tab located on the College main page. Not only is it essential that the College measure student achievement, it must also provide students with clear information on how they are expected to achieve each CLO. This is accomplished primarily at the course-level through information communicated on the syllabus.

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

The Frederick Community College website is managed by the Marketing department. Updates of essential information is updated consistently in collaboration with all of the Institutions departments to include Academic Affairs, Learning Support, Financial Aid, Registration & Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding and all program offerings and services available. Upon confirmation of approval of the proposed program, the Institutional Effectiveness Department of the College would activate an integrated marketing communications plan.

H. Adequacy of Articulation

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

The proposed program will provide opportunities for students to move directly from secondary to post-secondary education while also providing entry and exit points to meet the needs of all students. FCC and FCPS are leading the state of Maryland with successful and promising practices in Dual Enrollment. FCC is in in continual pursuit of innovative opportunities to serve all students, through innovative and collaborative partnerships with Secondary schools, industry, and community partners.

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 faulty member will teach (in this program).**

   FCC has a highly qualified full-time faculty member who has been the program manager for this program, clinical coordinator, and faculty member since August 2018. Michele Tertel Blough, Associate Professor, holds a MS in Radiologic Imaging Education, a Graduate Certificate in Human Nutrition and Functional Medicine, and a BS in Diagnostic Imaging. FCC also has multiple qualified adjunct, part-time faculty members to teach courses within the program as listed in the chart below.

Faculty Name	Appointment Type	Terminal Degree Title & Field	Academic Title/Rank	Status	Course(s) to be Taught	Certifications
Michele Tertel Blough	Contract	MS, Radiologic Imaging Education; BS, Diagnostic Imaging	Program Manager, Associate Professor	Full-time	MEDA 109, MEDA 204	Graduate Certificate, Human Nutrition and Functional Medicine; Registered Nuclear Medicine Technologist ARRT (NM)
Stephanie Capehart	Adjunct	MS, Health Administration	Adjunct Faculty	Part-time	MEDA 109, MEDA 117, MEDA 122, MEDA 201	Certified Medical Assistant
Virginia Griesemer	Adjunct	AAS, Medical Assisting	Adjunct Faculty	Part-time	MEDA 112, MEDA 203	Certified Medical Assistant
Robin Hovermale	Adjunct	BS, Health Administration	Adjunct Faculty	Part-time	MEDA 115, MEDA 204	Certified Medical Assistant, Certified Phlebotomist
Rebecca Jenkins	Adjunct	AA, General Studies; Certificate, Medical Assisting	Adjunct Faculty	Part-time	MEDA 109	Certified Medical Assistant
Kelly Powell	Adjunct	BS, Nursing	Adjunct Faculty	Part-time	MEDA 109, MEDA 117, MEDA 122, MEDA 201	RN, BSN
Samantha Robertson	Adjunct	BS, Health Administration/ Health Information Systems; Certificate, Medical Assisting	Adjunct Faculty	Part-time	MEDA 110, MEDA 120	Certified Medical Assistant

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.**

Through the Center for Teaching and Learning (CTL) and Diversity, Equity, and Inclusion (DEI), Academic Affairs offers adjunct and full-time faculty a responsive, innovative system of professional development in teaching and learning that reflects the characteristics and needs of FCC students. Blackboard is used as the Colleges learning management system.

Pedagogy and Evidence-based practices programming includes:

- New Full-time Faculty Orientation, a year-long series focused on introducing new full- time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, practices of the College
- New Adjunct Faculty Orientation, Adjunct Faculty Professional Development Evenings, and for Adjuncts Only, monthly theme-based gatherings
- Professional Development Services, provides teaching and learning resources and consultation, facilitates conference funding approval, houses the Alternative Credit Approval Team (ACAT), and supports the organization of Academic Affairs Faculty and Leadership Retreats
- Teaching & Learning Hours, four tracks of professional development sessions designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and Cultural and Global Competence Development; Scholarship of Teaching and Learning; Technology, Teaching, and Innovation; and Faculty Leadership and Academic Management
- CTL Faculty Scholars Program, designed to support the professional development needs of full-time and adjunct faculty by providing faculty subject matter experts the opportunity to create and deliver Teaching and Learning Hours in support of professional development priorities
- Dual Enrollment Instructor Professional Development, sessions designed specifically for high-school based instructors teaching FCC credit courses
- Academic department chairs, program managers, and fellow faculty provide discipline- specific training and professional development for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
- Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion including alternative credit options which are approved by the Alternative Credit Approval Team (ACAT).
- Finally, in collaboration with Human Resources' Employee Development Advisory Team (EDAT) and other College stakeholders, Academic Affairs ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on College policies and procedures, business processes, wellness, hiring.

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

1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

No new library holdings will need to be purchased during the planning phase for this proposed program. An annual review of existing library resources that support the proposed program will be reviewed and updated as needed. A deep set of research resources supporting the curricula and research needs of students, faculty, and staff are available. Most content is digital, which allows for

robust search options and off-campus access. Key services include collections management, research support, and information literacy instruction. Existing library support includes library loan mechanisms and electronic data retrieval methods, currently in place that can be utilized. The library exceeds state and national standards for community, junior, and technical college learning resource programs. There is a librarian on staff who may be contacted for bibliographical searches and to enable access to discipline-specific materials.

The President affirms that the program can be implemented with existing library resources.

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

1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

Frederick Community College continues to evaluate and enhance its 2012-2022 Facilities Master Plan (FMP), which supports the College role and mission of developing a vision and long-range plan for College facilities that support teaching, learning, student success, and affordability. FCC's main campus is situated on approximately 95 acres which is approximately 557,648.26 square feet. The main campus is comprised of 20 buildings that contain an assortment of classroom, office space, and other areas that promote a positive student experience. In addition to the main campus, FCC has extended classroom and office space located at 200 Monroe Avenue, Frederick, Maryland 21701, our secondary campus. The Monroe Center is approximately 55,000 square-feet and is located within a short driving distance of the main campus. The Monroe Center also includes classrooms for additional academic and continuing education programs. Both facilities are ADA complaint.

In an effort to maximize utilization and efficient use of space, the College uses a space management software called 25Live. Through its physical facilities, the institution creates and maintains an environment beneficial to teaching and learning for our students, faculty, and staff. Quality facilities are vital to the institution's educational services and other aspects of the institution's mission. The proposed program will have dedicated classrooms and labs equipped with projectors, white boards, and other smart technology, and faculty office space which will enable us to provide an environment conducive to student success, as well as teaching and learning productivity.

The President affirms that the program can be implemented with existing resources.

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.**

The Center for Distributed Learning at FCC provides leadership, guidance, support, and faculty development for student centered learning through diverse learning technologies. The Center for Distributed Learning oversees and facilitates the administration and quality assurance of all online courses and online degree/certificate programs. The College learning management system used is Blackboard. Blackboard is a virtual learning environment and course management tool used by faculty to manage and deliver online and hybrid courses. Blackboard and faculty assigned College specific email addresses serve as the institutional electronic mailing system to ensure faculty and student access.

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

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

TABLE 1: PROGRAM RESOURCES

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$0.00	$0.00	$0.00	$0.00	$0.00
2. Tuition/Fee Revenue (c + g below)	$124,992.00	$126,312.00	$127,512.00	$128,856.00	$130,056.00
a. Number of F/T Students	24	24	24	24	24
b. Annual Tuition/Fee Rate	$4,458	$4,503	$4,548	$4,594	$4,639
c. Total F/T Revenue (a x b)	$106,992.00	$108,072.00	$109,152.00	$110,256.00	$111,336.00
d. Number of P/T Students	10	10	10	10	10
e. Credit Hour Rate	$150	$152	$153	$155	$156
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$18,000.00	$18,240.00	$18,360.00	$18,600.00	$18,720.00
3. Grants, Contracts & Other External Sources	$0.00	$0.00	$0.00	$0.00	$0.00
4. Other Sources	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL (Add 1 – 4)	$124,992.00	$126,312.00	$127,512.00	$128,856.00	$130,056.00

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

Reallocated Funds

Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

The expenses have already been incurred to maintain the institution's current Medical Assistant Program.

Tuition and Fee Revenue

Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

The institution expects similar enrollments in the proposed program related to those in the current MEDA programs. The MEDA programs currently has 67 declared major, with an average of 24 full-time students and 10 part-time students. Calculations utilize current tuition and fees and project a 1% increase each year. The average number of credits taken per year by part-time students is 12.

Grants and Contracts

Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

Narrative: Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available. Conditional approval may be granted to a proposal that is dependent on grant funds that have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate a favorable review and an impending grant award is imminent. Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to conditional approval may be granted to an institution that provides compelling information to warrant an extension.

No grants are contracts are expected in the next five years for the proposed program.

Other Sources

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

Not Applicable

Total Year

Data: Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.

Total Year financial resources amount to $124,992.00 in the first year.

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.

TABLE 2: PROGRAM EXPENDITURES

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)	$77,508	$77,508	$79,833	$79,833	79,833
a. Number of FTE	1	1	1	1	1
b. Total Salary	$72,000	$72,000	$74,160	$74,160	$74,160
c. Total Benefits	$5,508	$5,508	$5,673	$5,673	$5,673
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)	$12,242	$12,242	$12,609	$12,609	$12,609
a. Number of FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	$10,200	$10,200	$10,506	$10,506	$10,506
c. Total Benefits	$2,042	$2,042	$2,103	$2,103	$2,103
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)	$89,750	$89,750	$92,442	$92,442	$92,442

TABLE 2: PROGRAM EXPENDITURES AND NARRATIVE RATIONALE

Faculty (# FTE, Salary, and Benefits): Enter (a) the cumulative number of new fulltime equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member

should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)

The expenses have already been incurred to maintain the institution's current Medical Assistant Program Faculty. The cost to the institution (at an average of $2,900/course part-time) is $23,200.00 in salary. A 3% COLA is included in Year 3.

Administrative Staff (# FTE, Salary, and Benefits): Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures.

The expenses have already been incurred to maintain the institution's current Medical Assistant Program Faculty. A 3% COLA is included in Year 3.

Support Staff (# FTE, Salary, and Benefits): Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.

The program is supported by the Assistant Dean, Career Programs and does not have direct support staff dedicated to the program.

Equipment: Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.

This program utilizes equipment already in house from the MEDA program, thus, having no new equipment cost.

Library: Enter the anticipated expenditures for library materials directly attributable to the new program each year.

No new library holdings will need to be purchased for this program. Currently library loan mechanisms and electronic data retrieval methods can be utilized. The library exceeds state and national standards for community, junior, and technical college learning resource programs. There is a librarian who may be contacted for bibliographical searches and for the purchase of discipline-specific materials.

New and/or Renovated Space: Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.

This program requires no new or renovated space.

Other Expenses: Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

There are no other expenses associated with this program.

Total Year: Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

The expenses have already been incurred to maintain the institution's current Medical Assistant Program Faculty.

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.

The Frederick Community College mission includes the phrase, "With teaching and learning as our primary focus", therefore the foundation of student learning and instruction are student learning outcomes. These outcomes identify what the student will know, be able to accomplish, and value at the end of their academic courses and programs. Student Learning Outcomes Assessment formally began at Frederick Community College in 2006 with the advent of the first Outcomes Assessment Council 3-Year Course-Level Assessment Cycle. Since that date, assessment across campus has expanded and evolved to better understand and enhance the learning experience of students. The assessment process at FCC is:

- **Faculty Driven** (Faculty are best suited to determine the intended educational outcomes of their academic programs and activities, how to assess these outcomes, and how to use the results for program development and improvement),
- **Meaningful** (Assessment activities should be integrated learning activities that fit seamlessly into the course or program and provide meaningful results which impact student learning),
- **Sustainable** (Although the collection and reporting of data will take some additional effort, it should not be excessively burdensome to the faculty, staff, or the institution), and
- **Consistent and Reliable** (All courses and programs should have defined outcomes and similar expectations for student learning).

Course-Level Assessment

Course-level assessment is the foundation of all other assessment data collection activities. Course-level assessment is performed by faculty as designated in the syllabi of record for each course. Faculty use exams, projects, or other assignments to better understand how students are learning in each individual course. This data is then mapped to general education or program level outcomes. For general education, each syllabi of record includes the general education goals along with the corresponding individual course-level learning outcomes. Data related to these outcomes is then collected in the observations portion of TK20 following the General Education CORE Assessment Schedule. For programmatic assessment, courses are mapped to programmatic outcomes using the curriculum map. Data for corresponding courses is then collected using the assessment planning platform in TK20 to ensure that students are achieving their outcomes.

The primary ways the institution measures student learning are through the processes previously described for course-level and program level assessment. In addition to these processes, the College also measures the institution through strategic planning. The challenge for the College at the institutional level is to create learning goals that fit a wide variety of educational offerings. OPAIR routinely administers surveys to students and faculty (i.e. Community College Survey of Student Engagement, Personal Assessment of the College Environment, etc.) and uses enrollment, transfer, graduation rate, and other data to inform the College about strengths and weaknesses of its planning and programs.

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 and certificate level assessment is performed as part of the program review process. The College's current APR (Academic Program Review) process examines programs within the context of its mission, goals, and objectives; trends according to internal and external data; assessment of student learning; resources, support, and viability; and key findings and recommendations for the future. Moreover, this process along with quantitative measures can be used as guides for new program developments and budgetary allocations related to programmatic requests. The foundation of the programmatic learning outcomes assessment process is the curriculum map. The curriculum map serves as a diagram which identifies where specific student learning outcomes are introduced, enhanced, and assessed within program core courses. The program manager should submit their data into the assessment planning component of the TK20 platform annually to track achievement of programmatic learning outcomes. FCC requires all full-time and adjunct faculty to engage in student assessment in their classes as stated in the respective job descriptions. The first essential function noted in both the full-time and adjunct faculty job descriptions is to prepare, deliver, and assess learning activities that are consistent with Core Learning Outcomes.

Students' retention rate is tracked to measure the continuity of students at a specific institution. In accordance with IPEDS guidelines, community colleges track first-time, degree seeking, and full-or part-time students who returned to the institutions to continue their studies the following fall.

Additional strategies for student retention activities include the development of the Student Success Alert (SSA) process. The SSA was designed to provide early intervention and support for students. Student Success Funds are made available through FCC's Foundation to provide support to students and can help them through an array of financial emergencies, which empowers persistence and retention. Also, the Parents Lead program provides scholarships to parents in the pursuit of a college degree. The program provides specialized curriculum and advising services, as well as a scholarship to offset the cost of attendance while parents are enrolled in evening classes. It is a cohort-based program with a combination of online and on-campus evening classes, and can be completed in as few as five semesters. The scholarships are also funded by the FCC Foundation and the program began in spring of FY 2018.

Student satisfaction is measured through evaluations that are conducted each semester. We conduct graduate surveys every two years. These tools are used to help the College develop and improve targeted student retention initiatives that impact student quality of life and learning experiences.

Frederick Community College ranks 7th out of 16 community colleges related to cost-effectiveness (tuition and fees) for residents of the Frederick County service area as highlighted in the Maryland Association of Community Colleges 2018 Data Book. This data is based on dividing what a full-time student (taking 30 credits in an academic year) would pay on a "per credit" basis – that is dividing a total year's tuition and fees by 30.

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 has responded to the increased demographic diversity in Frederick County and the State of Maryland. The College offers four academic support programs that provide services to students who may be a part of a special population group (non-traditional college students, students of color, students with disabilities, and veterans). Adult Services, Multicultural Student Services, Services for

Students with Disabilities, and Veteran Services are comprehensive programs offering specialized support services to address the specific needs of the students in their program, many of whom are often enrolled in developmental courses.

Co-curricular programming is developed through the Office of Student Engagement. Once each semester, the College holds a thematic co-curricular day where nationally-recognized speakers, artists, and professionals come to campus for thought provoking talks and presentations open to all students, faculty, staff, and the community. While diversity at FCC has traditionally been defined as "the wide range of cultural, racial, and ethnic backgrounds, human conditions and belief," this outreach has come in the consolidated form of a single office. Respect for a plurality of age and experience is reflected through the Veteran's Affairs Office, the Office of Adult Services, and the Disabilities Office. Students voluntarily sign-up to participate in these programs and receive support and services throughout the entire time they are enrolled. In addition, the College offers a number of College-wide activities and events to foster a climate of tolerance for diversity. The College makes an earnest effort to reach ethnical and racial minorities at FCC.

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.**

The proposed program revision is not directly related to an identified low productivity program.

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

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

The College launched its Online Course Program in 2000, gradually replacing a set of Tele-Courses (College of the Air). The online program has grown from 15 courses with 272 enrollments in 1999-2000 to 367 sections with an annual enrollment of some 6300 in 2014-15. There continues to be growth in online offerings across the College. Quality assurance of the online courses is maintained formally with the Quality Matters (QM) course review protocol. The Colleges Institutional Values, Mission, Vision, and Strategic Goals guide the delivery of all instruction regardless of the delivery format. For more than 15 years, the College has demonstrated a commitment to offering a successful, high-quality online program with an appropriate academic and technical infrastructure.

Online learning has become an integral part of teaching and learning at FCC. Budget allocations support a staff in the Center for Distributed Learning as well as online program initiatives already in place such as curriculum development, Quality Matter course reviews, faculty training, and learning object database subscriptions. As part of the Center for Teaching and Learning, the Center for Distributed Learning (CDL) is fully integrated into the curriculum, governance, and administrative processes of the College. FCC faculty teaching online courses receive individual training and course development and guidelines from the Department of Distributed Learning.

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

In compliance with C-RAC guidelines, all online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students evaluate each course at the end of each semester. Program managers, department chairs, the AVP/Deans in Academic Affairs and

the Provost have access to each student course evaluation in their area. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluation. Program-level evaluation for Distributed Learning is ongoing and is documented in detail in a series of annual or bi-annual reports by the Center for Distributed Learning. The Quality Matters (QM) Peer Review protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 43 key quality standards for an online course. The standards are used to peer-review existing online courses at FCC, to guide the design of new courses, and shape the training of online faculty. Sixty-nine percent of fully online courses have been formally QM reviewed.

A protocol for re-reviewing QM courses with expired review terms are in place. The College has made every effort to comply with relevant federal and state regulations for its Program of Online Courses, for example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour, compliance with current copy right provisions, and USDOE's State Authorization Regulations. As a member of Maryland Online (MOL), FCC is part of two interconnected contractual arrangements with MOL and Quality Matters (QM). The MOL course-sharing initiative (Seatbank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities. Colleges share distance learning courses with the expectation that the shared courses meet the same quality standards as articulated in the rubric updated biannually for QM's peer review process.