



Wes Moore
Governor


Aruna Miller
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

MEMORANDUM

DATE: April 7, 2023

TO: Dr. Tuajuanda C. Jordan, President, St. Mary's College of Maryland
Dr. Jay A. Perman, Chancellor, USM
Dr. Brad Phillips, Executive Director, MACC
Mr. Matt Power, President, MICUA
Dr. David Wilson, President, Morgan State University
College and University Chief Academic Officers

FROM: Emily A.A. Dow, Ph.D.
Assistant Secretary, Academic Affairs 

SUBJECT: New Academic Program

The Maryland Higher Education Commission has received a new academic program proposal for a Medical Assistant Lower-Division Certificate Program from **Lincoln College of Technology**, in accordance with COMAR 13B.02.01. These regulations differ in form and content from the in-state institution regulations.

Lincoln College of Technology
9325 Snowden River Parkway
Columbia, MD 21046

Program Title	Award	Credits	CIP	Modality
Medical Assistant	Lower Division Certificate	34	51.0801	Both On-Campus and Distance Education

Written objections or comments to this application should be forwarded to the Academic Program Mailbox (acadprop.mhec@maryland.gov), **by May 6, 2023**. Comments or objections must be accompanied by detailed information supporting the reasons for the comments and objections.

CC: Corey Hughes, President, Lincoln College of Technology
Susan Birch, Academic Dean, Lincoln College of Technology
Dr. Candace Caraco, Associate Vice Chancellor, Academic Affairs, USM
Dr. Angela Sherman, Vice President for Academic Affairs, MICUA
Ms. Jody Kallis, Legislative Director, MACC

File: OOS230001

December 15, 2022

Dr. James D. Fielder
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder

~~We are pleased to submit an application for our newest offering, a Medical Assistant Certificate program at the Columbia campus of Lincoln College of Technology.~~

This letter, corresponding cover sheet and new program proposal are being sent electronically with a hard copy of same following including check number 02116192 covering the submission fee.

Please feel free to reach out to me if you have any questions and/or need additional information. Thank you for your time and consideration, we look forward to hearing from you.

Sincerely,



Cory Hughes

President



Office Use Only: PP#

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

Institution Submitting Proposal	Lincoln College of Technology, Columbia, Maryland
---------------------------------	---

Each action below requires a separate proposal and cover sheet.

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> No	STARS # 02116192	Payment Amount: 850.00	Date Submitted: 12/15/22
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 02116192			

Department Proposing Program	Education
Degree Level and Degree Type	Lower Division Certificate
Title of Proposed Program	Medical Assistant
Total Number of Credits	34
Suggested Codes	HEGIS: CIP: 51.0801
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" 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 type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer Year: 2023
Provide Link to Most Recent Academic Catalog	URL: https://www.lincolntech.edu/sites/default/files/download/consumer/Columbia_GII_CSC.pdf
Preferred Contact for this Proposal	Name: Cory Hughes
	Title: Campus President
	Phone: (410) 290-7100
	Email: chughes@lincolntech.edu
President/Chief Executive	Type Name: Cory Hughes
	Signature: Date: 12.15.2022
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

Lincoln College of Technology

Medical Assistant Lower Division Certificate

Lincoln College of Technology is requesting approval of the **Medical Assistant Lower Division Certificate program. (CIP Code: 51.0801)**

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.

Lincoln College of Technology is petitioning to offer a Medical Assistant program at its Columbia, MD location. The program will be 880 hours in length, offered three shifts daily (days, afternoons and evenings) for approximately 37 weeks including holidays and breaks. The program will be 33.50 semester credits in total.

Program Objective:

The Medical Assistant program prepares students to be multi-functional practitioners, thoroughly prepared to perform front office and clinical patient care duties, as well as, basic urgent care procedures. Topics covered include anatomy and physiology, medical terminology, insurance billing and coding, electronic health records, ethics, clinical procedures, aseptic technique, minor surgical procedures, universal precautions, general skills in document formatting, and EKG. This program delivers practical preparation in the healthcare environment.

In addition to the technical training, a critical aspect of a Lincoln education is developing the professional skills that are required by our employers. Students will need to demonstrate skill proficiency through a series of professional development activities and seminars which are integrated into each course. The modules include Student Success, Financial Literacy, Professional Development, and Career Success. Graduates of this program may find entry-level positions as Medical Assistants, Office Medical Assistant, EKG Technicians, or Unit / Ward Clerks (in a hospital setting). It also provides the diversity of other job options in the hospital, outpatient care centers or laboratory environment.

Students will be required to complete out-of-class assignment in each course, except internship.

Course Number	Course Title	Lecture Hours	Lab Hours	Internship Hours	Total Contact Hours	Total Credit Hours
Foundation Courses						
MAP101	Introduction to Allied Health	60	60	0	120	5
Foundation Course Total		60	60	0	120	5
Core Courses						
MAP110*	Cardiopulmonary Medical Procedures	60	60	0	120	5
MAP120*	Musculoskeletal System and Medication Administration	60	60	0	120	5
MAP130*	Clinical Lab Techniques	60	60	0	120	5
MAP140*	Laboratory and Surgical Procedures	60	60	0	120	5
MAP150*	Administrative Medical Office	60	60	0	120	5
MAP300**	Medical Assisting Internship	0	0	160	160	3.5
Core Course Total		300	300	160	760	28.5
TOTAL PROGRAM		360	360	160	880	33.5

Lincoln's mission is to provide superior education and training to our students for in-demand careers in a supportive, accessible learning environment, transforming students' lives and adding value to their communities.

We believe that our decision to offer a Medical Assistant program is in line with the college's mission statement as it is our intention to hire professional medical educators to provide newly enrolled students with the didactic knowledge and clinical skills to successfully navigate the needs of a modern day medical work environment. Graduates of the program will be found in a variety of medical settings as clinical technicians and administrative professionals whose job it will be to provide patients with professional, efficient, empathetic, and ethical administrative support and competent medical care commensurate with their level of training.

All Lincoln students can benefit from the college's student services programs including referral services, housing services, food assistance, counseling referral services, free tutoring and academic support. Learning is geared toward meeting the needs of visual, auditory and kinesthetic learners using a variety of learning modalities including distance learning via computer. Graduates will have the opportunity to interview for and work for positions in a variety of medical settings allowing them to add value to their communities.

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

The college's strategic goals include the following tenants:

- Attract and retain a diverse faculty and staff in terms of their academic and professional experience who will promote our mission;
- Incorporate the ideals of our qualified faculty members into the curriculum delivered to students;
- Attract a diverse population of students from the state of Maryland and surrounding states that will assist with the economic development of the state and assist with their own personal quality of life;
- Provide students with the technology needed to be successful in their chosen field;
- Create an educational environment that embraces the values of life-long learning by incorporating the values of professionalism, integrity, and ethical conduct in all facets of their tenure at Lincoln College of Technology;
- Develop a relationship with our student body that shows the merits of continuing their education and becoming a contributing member of society.

Lincoln College of Technology will be looking to attract and hire medical professionals who have a minimum of 5 years of experience in the medical field in a wide range of environments including urgent care settings, general practitioners offices and hospital settings. The ideal candidate would have a minimum of an Associate's degree, field experience of 5+ years, CPR and FA certification and hold the RMA or CMA credential. Faculty members must be committed to being lifelong learners because the medical field is always evolving. Faculty members must also understand and commit to the credo of "above all do no harm".

The college will continue to market to students within a 40 minute/40 mile radius of the campus but will consider students who seek admission who may be outside of that area. The college typically services students who commute from Prince George's, Anne Arundel, Montgomery, Baltimore, Baltimore City, and Howard counties. We expect that program graduate will likely return to these areas for employment contributing to the economic development of the state and the wellbeing of their own families.

Students attending Lincoln Tech have the option of using their own laptop computer (Student Owned Technology or SOT) or purchasing one from the college. The college

provides high speed network and Internet access as well as access to printers throughout the facility.

As part of their program of study, students will have the opportunity to train on industry standard equipment so that they are prepared for an entry level position in their field of study.

Students enrolled in the Medical Assistant program will learn the meaning of concepts of legal, moral and ethical as it applies to medical case law and past landmark legal decisions. Students will also discuss modern medical dilemmas and those cases currently working their way through the courts.

The cornerstone of the college is service to the community. Even within Lincoln, automotive students fix other students' cars when they are broken. The HVAC students fix the refrigerators and freezers for culinary students under the watchful eyes of instructors. The electrical and electronic students complete minor electrical repairs and create elaborate trainers and esthetic showcases for other programs, and the welders create engine stands and recreational area seating for the student body. The culinary students prepare meals for students who are short on food and prepare meals for student appreciate events.

The Medical Assistant students will take their place alongside the other students by conducting blood pressure and vitals screening, and by bringing awareness to health related causes. As such, each contributes to our community.

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).

Lincoln College of Technology is committed to successfully designing and building the new Medical Assistant training area at the Columbia, MD campus. The training area will consist of a self-contained wing of four (4) classrooms – two of which will have also contain medical laboratories. The wing will also have its own set of bathrooms. Final architectural drawings will be ready by the end of January 2023. By early March, requests for permits will be made and the project will be put out to bid. We expect construction to begin April 1 with a buildout time of 8 weeks. The budget for construction, furniture, and equipment is over 1M.

Given that the Columbia campus has been domiciled at the Snowden River Parkway location since 1997, the MA program will benefit from the existing architecture. The MA program will not require additional space, but rather it will be a better use of existing space.

The college has a physical library program commensurate with the size of the organization and it holds memberships with content providers whose holdings support all of our

programs – including medical. A robust IT program with redundancies and an on-site support staff is already in place. The college has a robust student services program complete with staff members who provide referral services or immediate campus resources (housing, food, social, etc.).

The college expects to start at least three classes in 2023. Staffing will be appropriate to class sizes and shift schedule. We expect to hire three (3) faculty members within the year each with an average annual salary of \$45-50K. We expect substantial program growth year over year capping out at 150+ students by the end of the third year.

Consumables are budgeted on a monthly basis – the amount is commensurate with the number of students in the program and the course work being taught that month. Estimated monthly cost is between \$2-4K a month.

Row Labels	Campus	Corporate Education	Information Technology	Real Estate	Original Capex	Adj	Final 2023 CapEx
Columbia							
Must Have							
Medical Assistant Program Construction				265,000	265,000	535,000	800,000
Medical Assistant Program Furniture				40,000	40,000	-	40,000
Medical Assistant Program Equipment		120,000			120,000	90,000	210,000

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

As stated previously, LCT has been in operation and domiciled in Maryland for over 65 years. At present, we have over 700 students enrolled between our day, afternoon and evening programs.

The college maintains an admissions department of 10 Admissions Representatives, a High School Presenter and a Director of Admissions.

The college's financial aid needs are met by a group of financial aid advisors (some resident and some remote).

The college maintains a Business Office staff of a Director of Administrative Services and three (3) clerks. All are resident.

The campus employs a full-time Network administrator. This individual works three (3) day shift and one (1) evening shift.

The college maintains an Education department staff that includes and Academic Dean, three (3) Education Supervisors, two (2) Education Facilitators, and a Registrar. Additional staff (including a program Lead Instructor and an additional Education Supervisor) will be added as program population increases.

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

The college has plans to offer the program days and evenings and is committed to the success of the program at the Columbia, MD campus. Lincoln Educational Services currently offers a Medical Assistant program at 11 campuses nationally and has been successful in its rollout at each campus.

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
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The college will continue to market to students within a 40 minute/40 mile radius of the campus but will consider students who seek admission who may be outside of that area. The college typically services students who commute from Prince George's, Anne Arundel, Montgomery, Baltimore, Baltimore City, and Howard counties. Enrollment over the last 5 years is illustrated in the chart below:

Enrolled Students by County 2017--2022	
Prince George's	735
Anne Arundel	423
Montgomery	412
Baltimore	393
Baltimore City	383
Howard	328

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

The Medical Assistant Lower Division Certificate program addresses several goals in the 2017—2021 Maryland State Plan for Postsecondary Education. Goal 2, Success, strategies 5 and 7 and Goal 3, Innovation, strategy 8.

Goal 2, (Success) Strategy 5 “Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students is addressed in several ways.” Lincoln College of Technology has been addressing traditional as well as non-traditional students for over 60 years. Within the catalog there are several sections/policies including the Americans with Disabilities Act (ADA) Policy to lay out ways to

support the non-traditional student. There is a Transfer Credit Policy as well as a Test-Out Policy to address students with past education or work-related skills in the field of study. We have a Re-entrance Policy to readmit students in returning to school after a separation. There is also the Student Services Policy and Department to support, advise and assist student success to graduation.

Goal 2, (Success) Strategy 7 “Enhance career advising and planning services and integrate them explicitly into academic advising and planning.” All Lincoln Students from day one work with the instructors and the Career Services Department in career planning. Students have access and are required to complete modules in Career Edge, a program dedicated to career preparation. The Career Services Department provides students with access to employers throughout their program with employer visits, lunch and learns—when an employer visits a class engaging students in the particular business. The Student Services Department is focused on not only graduation but placement requirements for the field.

Goal 3, (Innovation) Strategy 8 “Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.” The Medical Assistant program has a required 160 hour internship that is designed to support the student’s readiness for the workforce. Lincoln College of Technology also hold bi-annual Program Advisory Board meetings with businesses to continue to stay abreast of what is needed by the students to enter the career successfully.

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

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

Graduates of Lincoln College of Technology’s Medical Assistant certificate program are likely to enter the medical field as entry level clinical and/or administrative care providers within doctor’s offices, urgent care facilities, hospitals, and clinical laboratories. A select number of graduates may choose to continue their education immediately pursuing a nursing degree.

There are two common career paths for medical assistants: They advance by going back to school for a clinical or administrative degree or they advance by being promoted into supervisory or leadership positions using their medical assistant credentials.

Entry-level job titles for MA program graduates may include:

- Patient Care Coordinator
- Medical Receptionist
- Clinical Assistant
- Medical Technician
- Medical Office Assistant
- Patient Service Representative
- Referral Coordinator
- Medical Support Assistant
- Medical Instructor
- Clinical Coordinator

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

The following Employment Trends Analysis for Medical Assistants was taken from O*NET Online. It includes projected needs for the State of Maryland (between 2020 through 2030 it is projected that there will be a 12% increase in the number of job openings for medical assistants) and the United States as a whole (between 2021 through 2031 it is projected that there will be a 16% increase in the number of job openings for medical assistants).



O*NET OnLine

Occupation keyword search

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Maryland Employment Trends

31-9092.00 - [Medical Assistants](#) 🔥 [Bright Outlook](#)

View trends for state: Maryland

In Maryland:

Employment (2020)	16,480 employees
Projected employment (2030)	18,460 employees
Projected growth (2020-2030)	12%
Projected annual job openings (2020-2030)	2,220

In the United States:


Employment (2021)	743,500 employees
Projected employment (2031)	861,300 employees
Projected growth (2021-2031)	 16% Much faster than average
Projected annual job openings (2021-2031)	123,000

Maryland source: Projections Central [2020-2030 long-term projections](#) ⓘ; United States source: Bureau of Labor Statistics [2021-2031 employment projections](#) ⓘ. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

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- 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.

After careful review of the data presented on the O*NET OnLine website showing an annual demand for 2,220 medical assistants in Maryland and 123,000 medical assistants nationally, coupled with US BLS statistics projecting annual growth of 16% (see below) in the field (due to new opportunities and replacing an aging work force), Lincoln College of Technology feels confident that program graduates will have more than ample opportunity to obtain entry level employment in their field of study. The following was taken from <https://www.bls.gov/ooh/healthcare/medical-assistants.htm>



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OCCUPATIONAL OUTLOOK HANDBOOK


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Medical Assistants

Summary
What They Do
Work Environment
How to Become One
Pay
Job Outlook
State & Area Data
Similar Occupations
More Info

Summary

Quick Facts: Medical Assistants	
2021 Median Pay ?	\$37,190 per year \$17.88 per hour
Typical Entry-Level Education ?	Postsecondary nondegree award
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2021 ?	743,500
Job Outlook, 2021-31 ?	16% (Much faster than average)
Employment Change, 2021-31 ?	117,800



What Medical Assistants Do

Medical assistants complete administrative and clinical tasks in hospitals, offices of physicians, and other healthcare facilities.

Work Environment

Most medical assistants work in physicians' offices, hospitals, outpatient clinics, and other healthcare facilities.

How to Become a Medical Assistant

Most medical assistants have postsecondary education such as a certificate. Others enter the occupation with a high school diploma and learn through on-the-job training.

Pay

The median annual wage for medical assistants was \$37,190 in May 2021.

Job Outlook

Employment of medical assistants is projected to grow 16 percent from 2021 to 2031, much faster than the average for all occupations.

About 123,000 openings for medical assistants 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.

State & Area Data

Explore resources for employment and wages by state and area for medical assistants.

Similar Occupations

Compare the job duties, education, job growth, and pay of medical assistants with similar occupations.

More Information, Including Links to O*NET

Learn more about medical assistants by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

[What They Do ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Medical Assistants, at <https://www.bls.gov/ooh/healthcare/medical-assistants.htm> (visited November 21, 2022).

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

After reviewing the data presented by O*Net Online, it appears that between July 1, 2020 and June 30, 2021 there were approximately 500 graduates from Medical Assistant (and related) programs offered by 10 higher education institutions in Maryland. Assuming that this number has remained substantially unchanged over the course of the last year and no new programs were added by institutions approved by MHEC, it would appear that this number falls well short of the projected 2220 openings that occur annually in Maryland (see answer to #2).

o-net O*NET OnLine Occupation keyword search:

Help Find Occupations Advanced Searches O*NET Data Crosswalks Share Sites

Maryland Training

31-9092.00 - [Medical Assistants](#) Bright Outlook

Programs for state:

Programs near ZIP Code:

10 training programs shown Show programs:

Program	School	Recent Graduates
Medical/Clinical Assistant	Fortis College-Landover Landover, Maryland	169 One but less than two years certificate
Medical/Clinical Assistant	Fortis Institute-Towson Towson, Maryland	120 One but less than two years certificate
Medical/Clinical Assistant	All-State Career-Baltimore Baltimore, Maryland	55 One but less than two years certificate
Medical/Clinical Assistant	Anne Arundel Community College Arnold, Maryland	20 One but less than two years certificate 7 Associate's degree
Medical/Clinical Assistant	Allegany College of Maryland Cumberland, Maryland	5 One but less than two years certificate 18 Associate's degree
Medical/Clinical Assistant	Frederick Community College Frederick, Maryland	13 One but less than two years certificate 9 Associate's degree
Medical/Clinical Assistant	Harford Community College Bel Air, Maryland	18 Associate's degree
Anesthesiologist Assistant	Community College of Baltimore County Baltimore, Maryland	7 Associate's degree
Medical/Clinical Assistant	Prince George's Community College Largo, Maryland	7 Associate's degree
Medical/Health Management and Clinical Assistant/Specialist	Hagerstown Community College Hagerstown, Maryland	1 One but less than two years certificate

Sources: [IPEDS](#) 2021-22 directory; IPEDS 2020-21 completions; [CIP](#) 2020 to 2018 SOC crosswalk. "Recent graduates" represents awards/degrees granted between July 1, 2020 and June 30, 2021.

Disclaimer: Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

Help Find Occupations Advanced Searches O*NET Data Crosswalks Sites

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.

School	Medical Assistant Certificate	
Anne Arundel County Community College	Yes	
Fredrick Community College	Yes	
Fortis - Landover and Towson	Yes	
All State Career	Yes	
Loyola University	Yes	100% on-line
Prince Georges Community College	Yes	
Montgomery College	Yes	Workforce Development program
Howard Community College	Yes	Workforce Development program

There are several community colleges with similar programs including Anne Arundel County Community College, Frederick Community College and Prince Georges Community College. Frederick Community College is not in the same geographical area. Although Anne Arundel County Community College is in the area AACC has a number of admissions requirements and pre-requisite classes that are not part of the LCT Medical Assistant program. Prince Georges Community College offers a similar program of 36 credits and a 160 hour internship. Prince Georges County is one of the 20th largest school districts in the United States with an enrollment of over 20,000 students. Both programs offer a variety of options including the community college with over 3500 students or a smaller venue with under 1000.

Montgomery College and Howard Community College offer Workforce Development programs that are different in scope and responsibility.

Loyola University's program is 100% on-line which appeals to some but not all.

2. Provide justification for the proposed program.

This is a new Medical Assistant program for the Columbia, MD campus. The program length is 880 hours and 33.5 credits. We are establishing this program after analyzing and recognizing the current skill gap within the medical field especially after the Pandemic. As a confirmation of our findings we proceeded to meet with an industry advisory board who affirmed the need for skilled medical professionals is high.

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.

HBI	Medical Assistant Program
Bowie State University	No - Nursing Program
	No - Nursing Program and Health Information Management
Coppin State University	Management
Morgan State University	Yes
University of Maryland Eastern Shore	No - Physician Assistant Program

Lincoln College of Technology does not believe that a newly approved Medical Assistant program would impact Morgan State University's program for several reasons:

- 1) Morgan State's program is a Continuing Education program offered by **The Center for Continuing and Professional Studies** whereas Lincoln's program is an 880 hour certificate program. This leads us to believe that Morgan State's program is geared toward people who already have a degree and are seeking to change their vocational focus. Whereas Lincoln's students are typically recent high school graduates who are seeking vocational training as they enter the work force for the first time.
- 2) Morgan State's program is 100% online. Lincoln's program will be a hybrid program where students come to the campus four (4) days a week for clinical studies. These hours are required if students are to sit for the Registered Medical Assistant certification exam.
- 3) Lincoln believes that our Medical Assistant program may actually support the mission of select HBIs as it not uncommon for Lincoln's program graduates to continue their education years later in order to pursue a degree or advanced training – in this case, a nursing degree (at Bowie State or Coppin State).

We would be willing to pursue an articulation agreement with Bowie State and Coppin State to facilitate the transfer of program credits.

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.

As stated previously, Lincoln does not believe that a newly approved Medical Assistant program would adversely impact the uniqueness, identity or mission of any of the state's HBIs. We would argue instead that Lincoln MA program graduates would actually be more likely to pursue additional education at one of the state's HBI either upon graduation or several years later having worked in the field and wanting to increase their scope of treatment and care options.

Lincoln believes that there is an opportunity for us to initiate a conversation with Bowie State and Coppin State to discuss transferability of program credits into the nursing programs they offer. We would welcome representatives of these colleges into Lincoln to discuss future opportunities prior to our students embarking on internship.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMA (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.

Lincoln College of Technology protocol to design and develop educational and training programs is done according to existing company policies on curriculum management. Lincoln engages school faculty, program managers, and employers from multiple campuses to work together to develop curriculum based on a four-step model: research, development, implementation, and evaluation.

During course development, didactic and skill content is matched to job requirements. At the campus level PAC members review the curriculum to determine if the program content and skills developed are appropriate to the current industry standards and look forward to immediate advances in technology and methodology. State and National guidelines are also taken into consideration. PAC meetings discuss the amount of time necessary to adequately cover each subject are a so that students develop the required entry level knowledge and skill for their field. Appropriateness of the length of the program to acquiring entry level knowledge and skill is also supported by students' success in the field at Lincoln campuses that have similar programs.

As a technical/occupational school, our program names reflect the real-world position in the field of training. In developing a program, SOC codes, certifying agency standards, SME's, and PAC committee members ensure that program curriculum align with entry level employment expectations. In addition to feedback from employers, internship sites, PAC's, and students, we rely on our faculty; who have field experience, to ensure the course is properly balanced between classroom and lab time. We rely on Corporate Education staff, who are versed in the educational pedagogy of the program and able to draw from a larger pool of practical experience as a result of overseeing similar programs in multiple Lincoln locations.

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

The Medical Assistant program prepares students to be multi-functional practitioners, thoroughly prepared to perform front office and clinical patient care duties, as well as, basic urgent care procedures. Topics covered include anatomy and physiology, medical terminology, insurance billing and coding, electronic health records, ethics, clinical procedures, aseptic technique, minor surgical procedures, universal precautions, general skills in document formatting, and EKG. This program delivers practical preparation in the healthcare environment.

In addition to the technical training, a critical aspect of a Lincoln education is developing the professional skills that are required by our employers. Students will need to demonstrate skill

proficiency through a series of professional development activities and seminars which are integrated into each course. The modules include Student Success, Financial Literacy, Professional Development, and Career Success.

Graduates of this program may find entry-level positions as Medical Assistants, Office Medical Assistant, EKG Technicians, or Unit / Ward Clerks (in a hospital setting). It also provides the diversity of other job options in the hospital, outpatient care centers or laboratory environment.

3. Explain how the institution will:

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

The College continually seeks input from a variety of sources as measures of the efficacy of student learning and achievement outcomes. Probably the most important feedback comes from employers and advisory board members because they hire Lincoln graduates, as well. The benefit of this is that these employers provide feedback on the evolution changes and the improvements in quality of the Lincoln graduates they hire for their business. Our focus is not only improving students' understanding and retention of requisite knowledge but students' ability to succeed in the hands on portion of the job. The College also focuses on soft skills, professionalism, and whether students are motivated and work hard. Long before the point of graduation and hiring, the College examines course attendance and pass rates. It is our belief that when students are interested, they come to school because school represents a way for them to change their lives. In our experience, when students come to school, the majority pass with a good grade. This isn't because the material is easy or spoon fed, but rather because the students taken an aggressive interest in the subject matter and want to learn more and excel. When students feel like they can succeed, student satisfaction soars. Corporate program managers seek input from publishers, industry experts and consultants, faculty members who are subject matter experts and local employers. Each is dialed into the needs of the industry. The best results is that a quality curriculum is written then tweaked or fine-tuned.

- c) document student achievement of learning outcomes in the program

To document student achievement of learning outcomes, the program objectives that are met are graduation rates, placement rates, feedback from employers and industry contacts. PAC members play a key role in determining that the coursework is appropriate and will indeed achieve the program objective. These select student outcomes measures and external input serve as validation of the program objectives. Further, course syllabi are provided to support the program objectives and serve to more specifically define the methods of education and training. Lincoln hires qualified faculty with industry knowledge and trains them to leverage provided curricula materials and equipment, to apply common instructional methods to engage the students and assess skills/knowledge (i.e. presentations/lectures, labs/practical, formative and summative assessment, group work and discussions, and simulations). Instructors and educational staff participate in performance evaluations, training, and development to improve the effectiveness of the teaching strategies and ensure the methods of education and training are appropriate.

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

Course Number	Course Title	Lecture Hours	Lab Hours	Internship Hours	Total Contact Hours	Total Credit Hours
Foundation Courses						
MAP101	Introduction to Allied Health	60	60	0	120	5.0
Foundation Course Total		60	60	0	120	5.0
Core Courses						
MAP110*	Cardiopulmonary Medical Procedures	60	60	0	120	5.0
MAP120*	Musculoskeletal System and Medication Administration	60	60	0	120	5.0
MAP130*	Clinical Lab Techniques	60	60	0	120	5.0
MAP140*	Laboratory and Surgical Procedures	60	60	0	120	5.0
MAP150*	Administrative Medical Office	60	60	0	120	5.0
MAP300**	Medical Assisting Internship	0	0	160	160	3.5
Core Course Total		300	300	160	760	28.5
TOTAL PROGRAM:		360	360	160	880	33.5

Course Descriptions

MAP101 – Introduction to Allied Health 120 Contact Hours 5.0 Semester Credit Hours

This course introduces the student to the world of healthcare. The student will be introduced to basic medical terminology including prefixes, suffixes, word roots, and rules to build, spell and pronounce terms. The course also includes anatomy and physiology basics such as the structural organization of the human body, positional and directional terms. This course introduces the student to law and ethics in the health field. Students will also learn and demonstrate Infection Control, proper techniques to obtain vital signs, HIPAA, and OSHA. Professional development exercises and seminars are also included in this course.

Prerequisite(s): None

MAP110 – Cardiopulmonary Medical Procedures 120 Contact Hours 5.0 Semester Credit Hours

This course introduces the student to the anatomy, physiology and medical terms associated with the cardiovascular, blood and respiratory systems. Students will learn the proper technique in blood collection and analysis of the blood sample. They will also learn to prepare a patient for an ECG and obtain an electrocardiogram. Students will learn to measure the peak flow rate and perform spirometry. Professional development exercises and seminars are also included in this course.

Prerequisite(s): MAP101 – Introduction to Allied Health

**MAP120 – Musculoskeletal System
and Medication Administration**

120 Contact Hours

5.0 Semester Credit Hours

This course introduces the student to the anatomy, physiology and medical terms associated with the Musculoskeletal, Integumentary and Sensory systems. Students will learn to identify the basics of drugs, including sources, uses, pharmacokinetics, and actions. They will also learn to solve medication-related math problems, and administer medications via various routes. Students will discuss medical emergencies such as diabetic emergencies, burns, poisonings, and be trained in BLS (basic life support) for the Health Care Provider. Finally, students will learn to prepare the exam room to assist in a physical exam, including performing vision and hearing screening tests. Professional development exercises and seminars are also included in this course.

Prerequisite(s): MAP101 – Introduction to Allied Health

MAP130 – Clinical Lab Techniques

120 Contact Hours

5.0 Semester Credit Hours

This course introduces the student to the anatomy, physiology and medical terms associated with the Digestive Urinary and Reproduction systems. Students will learn to examine and report on physical and chemical aspects of urine using CLIA-waived methods. They will also learn to assist providers in specialty examinations including but not limited to obstetrics, gynecology and pediatrics. Professional development exercises and seminars are also included in this course.

Prerequisite(s): MAP101 – Introduction to Allied Health

**MAP140 – Laboratory and Surgical
Procedures**

120 Contact Hours

5.0 Semester Credit Hours

This course introduces the student to the anatomy, physiology and medical terms associated with the Lymphatic, Immune, Nervous, and Endocrine systems. Students will learn the role of a medical assistant in caring for aging patients along with proper communication with the older adult. They will also learn proper specimen collection and transport in the physician's office laboratory, while performing a variety of CLIA-waived tests. The student will learn the Medical Assistants role in minor surgeries, patient coaching, and nutrition. Students will learn general classifications of surgical instruments, sterilization, and surgical hand scrub. They will also understand the MA's role as a coach in promoting health maintenance and wellness. Professional development exercises and seminars are also included in this course.

Prerequisite(s): MAP101 – Introduction to Allied Health

**MAP150 – Administrative Medical
Office**

120 Contact Hours

5.0 Semester Credit Hours

Students will learn about the patient's health record, Telephone techniques, and scheduling appointments. A variety of electronic technologies used in the medical office will be discussed. In addition, students will work on their written communication and learn reception and daily operations of the office. This course introduces the student to life cycle of insurance billing and coding. They will learn the basics of health insurance; discuss traditional health insurance and different types of managed care models. Students will then continue the life cycle learning diagnostic and procedural coding basics. Then, continuing onto billing and reimbursement and finally accounting, collections and banking. Professional development exercises and seminars are also included in this course.

Prerequisite(s): MAP101 – Introduction to Allied Health

MAP300 – Medical Assisting Internship	160 Contact Hours	3.5 Semester Credit Hours
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During the internship the student applies practical application and experiential learning opportunities using all skills learned in a real-life clinical setting prior to taking the certification/registry examination.

Prerequisite(s): Successful completion of all courses (MAP101, MAP110, MAP120, MAP130, MAP140, and MAP150) must be completed prior to internship.

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

This is a Lower Division Certificate not a degree program. There are no general education requirements.

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

There is no required accreditation or graduate certifications for the Medical Assistant program.

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

AFFILIATION AGREEMENT

Lincoln College of Technology

ALLIED HEALTH DIVISION

Medical Assistant Program

THE AFFILIATION AGREEMENT is made and entered into this _____ day of _____, 202_ by and between **Lincoln College of Technology** (the "School") located at _____ and _____ ("Facility") located at _____.

RECITALS

WHEREAS, the School is a nationally accredited post-secondary school that offers a training program to educate students in the field of Medical Assistant;

WHEREAS, the objective of its Medical Assistant program is to prepare its students to perform those Medical Assistant tasks that will enable them to work as an entry-level Medical Assistant upon successful completion of the Medical Assistant program;

WHEREAS, the School has designed its Medical Assistant program to provide the academic preparation of its students through classroom instruction and laboratory practice and to provide clinical and practical experience through a Medical Assistant Internship Program (the "Program") by assigning to the Facility a student(s) who has satisfactorily completed the prerequisite didactic portion of the curriculum;

WHEREAS, the Facility recognizes the need for an internship training program for qualified students to prepare for the practice of Medical Assistant and it desires to participate in providing such a Program to the School for the required segment of its Medical Assistant program; and

WHEREAS, the School and the Facility desire to cooperate for the purpose of implementing the Program for students enrolled in the Medical Assistant Program at the School and, in consideration of the aforementioned and mutual promises contained herein, the parties hereby agree as follows:

A. The School agrees:

1. To assume the responsibility for planning a Medical Assistant educational program including, but not limited to, the student selection, programming, administration, general supervision, curriculum content, faculty appointments, faculty administration and the requirements for matriculation, promotion and graduation.
2. To coordinate all aspects of the Program in the facility with an individual designated by the Facility for such coordination.
3. To be responsible for preparing, in conjunction with Facility, the schedule for the Program, including student assignments, dates, times, number of students and instructors, and the clinical experiences to be included in the Program.
4. To give the Facility reasonable prior notice of any proposed changes to any assigned student's Internship schedule.
5. To maintain a policy of professional liability insurance for itself, its faculty and student(s) throughout the term of this Agreement. Maintain a policy of commercial general liability insurance for itself, its faculty and student(s) throughout the term of this Agreement and provide certificates of insurance confirming the professional liability and commercial general liability coverage to the Facility upon request.
6. To require each participating student to sign a Statement of Confidentiality attached hereto as Exhibit 1.

7. To keep evaluation reports and timesheets on each assigned student's internship and to assure the Facility that the School has the overall responsibility for student evaluations.
8. To maintain a policy of accident insurance for Lincoln students. Subject to the terms of the policy.

B. The Facility agrees:

1. To use its best efforts to confirm each student's acceptance in the Program on verification form, to be supplied by the School at least 30 days in advance of the start of each student's participation in the Program. (Exhibit 2.)
2. To retain complete responsibility for patient care which is totally under its control and supervision.
3. To supervise assigned students in a manner that will provide for a meaningful clinical education and safe practice.
4. To cooperate with the School faculty in planning and evaluating the Program and to maintain such records (attached as exhibits) as are necessary to that end of the student's participation in the Program.
5. To provide and make available if possible, an Internship supervisor and facilities needed for training the participating student(s) during the Program.
6. To make appropriate areas of the facility available for each assigned student's use and Internship experience, including, but not limited to, the necessary equipment and supplies, cafeteria, library and parking facilities, classroom and conference room.
7. To furnish the School with all appropriate rules and regulations of the Facility in order that it can be disseminated to each assigned student.
8. To refer disciplinary problems to the School's Internship Coordinator.
9. Any request for the withdrawal of any student(s) from the Facility must be in writing and delineate the student's unacceptable behavior. However, the School and the Facility have the right to immediately remove any student(s) from the facility in case of rule violations leading to unsafe practice or detrimental effects to the facility, its patients, or other students(s).
10. That, in case of an accident or injury to any assigned Internship student(s) or faculty member(s) of the School, the Facility will provide emergency medical treatment to the participating student(s) or faculty member(s) while at the facility. The cost of the emergency treatment is to be paid for by the injured student(s).
11. In the event this agreement is terminated by either party, the student(s) assigned to the facility at the time of the termination will be given the opportunity to complete their Internship education at the facility.

12. Facility represents and warrants that it is in compliance with all federal, state and local laws, regulations, executive orders, protocols and guidance, including OSHA and CDC guidance, for operations during the COVID-19 pandemic and that, prior to commencement of the educational programs, Facility will (a) provide to students Facility's specific rules and regulations for operations during the COVID-19 pandemic, (b) Facility, in cooperation with the School, will instruct students on the specific COVID-19 operating practices and the proper use of Personal Protective Equipment (PPE) associated with the risk level of the work to be performed by the students as recommended by the CDC, and (c) provide students with all required PPE associated with the risk level of the work to be performed by the students as recommended by CDC.

C. Both parties agree:

1. At no time is the assigned student(s) to be considered an employee of the Facility.
2. Each party shall indemnify, defend, and hold the other party, its affiliates and their directors, officers, employees, students, and agents (collectively, the "Indemnified Parties") harmless from and against liabilities, suits, actions, claims, demands, damages, losses, expenses, and costs and reasonable attorney fees suffered or incurred by, or asserted or imposed against the party seeking indemnification (or its Indemnified Parties) to the extent resulting from, connected with, or arising out of any negligent or wrongful act or omission by the indemnifying party (or its Indemnified Parties).
3. Neither party shall, in the operation of this Agreement discriminate against any individual on the basis of race, religion, sex, creed, national origin, sexual orientation or physical or mental handicap unrelated to ability.
4. School will disclose information from a student's educational record, as appropriate, to personnel at Facility who have a legitimate need to know in accordance with the Family Educational Rights and Privacy Act ("FERPA"). Facility agrees to protect the privacy of student data and educational records in a commercially reasonable manner and shall not transmit, share, or disclose any data about a student without the student's written consent. Facility agrees that its personnel will use such information only in furtherance of the Program.
5. The parties acknowledge that the Facility is a covered entity as defined in the privacy regulations promulgated pursuant to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), to the extent that the students and faculty have access to protected health information by virtue of their participation in the Program at Facility, the parties agree that said students and faculty are deemed to be part of the workforce for HIPAA compliance purposes and subject to policies and procedures governing the use and disclosure of protected health information, as defined in HIPAA, by Facility and School. The parties agree the sponsorship of the Program as contemplated by this affiliation agreement does not constitute a business associate agreement under HIPAA.

Nothing herein shall be understood as creating an employer-employee relationship between Facility and the School's students and faculty by virtue of this provision.

6. The Facility agrees that if School is required to provide Student immunization health records these records shall be governed by and maintained in accordance with HIPAA and any other applicable federal or state laws governing the protection of health information.
7. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this Agreement to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
8. The term of this Agreement shall be for one (1) year effective from the date set forth on page 1 of this agreement and shall be automatically renewed for additional year periods unless canceled by ninety (90) days written notice by either party prior to any annual termination date. The Agreement will be reviewed annually by the administrative staffs of both the School and the Facility.
9. This Agreement shall be interpreted and enforced in accordance with the laws of the State of _____.

[Signature Page to Follow]

IN WITNESS WHEREOF, the parties hereto, with the intention to be legally bound hereby, have caused this Agreement to be duly executed by their respective officers thereunto duly authorized and empowered.

SCHOOL: Lincoln College of Technology

Print Name: _____

Signature: _____

Title: _____

THE FACILITY: _____

Person Authorized to Sign this Agreement: _____
Print Name Title

Signature: _____

Facility Address: _____

Telephone Number: _____

Fax Number: _____

Exhibit 1

CONFIDENTIALITY STATEMENT

The undersigned hereby acknowledges his/her responsibility under state and Federal law and the Agreement between Lincoln College of Technology and _____ located at _____ (“FACILITY”) to keep confidential any information regarding FACILITY’S patients as well as all proprietary information and trade secrets of FACILITY (“Information”). The undersigned further agrees not to reveal or disseminate any Information regarding any patient, in any manner or form to any person(s), except to authorized clinical staff and associated personnel, as required by law, or as expressly authorized in writing by FACILITY.

Dated this _____ day of _____ 202_.

Program Participant (Student)

Witness

Exhibit 2

INTERNSHIP SITE VERIFICATION
(to be completed for each student)(please print)

(School name) _____
(Location)

Student Name: _____

Scheduled Internship Site Start Date: _____

Internship Site Name: _____

Internship Site Address:

Internship Site Telephone Number: _____

Internship Site Coordinator (School Representative): _____

Internship Site Supervisor: _____

INTERNSHIP SITE VERIFICATION
(to be signed by the Internship Site Supervisor for each student)

On behalf of _____, I hereby
(Site Name)

acknowledge that we have assigned an internship to the above-named student
of _____ to begin on the date set forth above.

Internship Site Supervisor
Authorized Signature

Date: _____

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.

LCT regards faculty interactions with the student body as paramount to academic success. All full time faculty maintain at least two office hours per day. All Faculty are reachable by email, text and phone which is posted in each classroom.

All students complete a Learner Assessment prior to starting classes to assure technical literacy. Students are provided with a Laptop as part of their course materials.

All LCT courses are required to use the LMS Student Portal and Canvas to provide links to academic support services, financial aid resources, and catalog regarding tuition costs and payment regardless of instructional delivery mode. All students receive a catalog and attend an in-person orientation that reviews the availability and services from the Education Department, Financial Aid and Business Office.

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.

Dear Dr. Fielder,

I affirm that any and all advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available at Lincoln College of Technology in Columbia, MD.

Sincerely,

Cory Hughes
Campus President
Lincoln College of Technology



MEDICAL ASSISTANT

HEALTHCARE PROFESSIONALS ARE IN DEMAND

Today, more than ever, doctors' offices, community clinics, and other facilities count on skilled, trained Medical Assistants to run smoothly. Learn hands-on skills through student-to-student practice and on computerized "patient" simulators. Some of your coursework is conveniently delivered online in a blended learning format. You'll train to work side-by-side with doctors and other healthcare providers in a patient-focused career.

There is great employer demand for trained Medical Assistants, and Lincoln Tech can have you ready to enter the field in about 9 months.

MEDICAL ASSISTANT TRAINING PREPARES YOU TO:

- Operate ECG machines, autoclaves, and pulmonary function testing tools
- Take vital signs and update medical charts
- Work hands-on with patients and medical staff
- Perform phlebotomy tasks on the job
- Work in a real-world clinical internship
- Sit for industry certification exams

CAREER TRAINING BY THE NUMBERS

880 hours of campus and clinical experience

9 months to graduate

2 convenient scheduling options: morning or evening

75 years as a leading career training school



COLUMBIA CAMPUS

PUT YOUR POTENTIAL TO WORK®



A longtime provider of training for automotive and skilled trade careers, we're excited to now offer healthcare career training for an industry that's growing across the state and the nation.

Learn on computerized manikins that respond like real patients. Draw blood and read vital signs with your classmates during student-to-student practice. And build your skills in training facilities including Doctors' Office Classrooms that mirror what you'll see in the real world. You'll also take part in a Clinical Internship before you graduate!

Lincoln Tech's instructors possess industry certifications and bring years of experience into our labs, classrooms and training areas.

MEDICAL ASSISTANTS ARE NEEDED AT HEALTHCARE FACILITIES INCLUDING:

Doctors' Offices, Clinics, Long-term Care Facilities, and Specialty Practices

OUR TEAM IS HERE TO HELP YOU REACH YOUR GOALS:

ACADEMIC SUPPORT

- Curriculum information and tutoring services
- Campus Learning Resource Center

FINANCIAL AID

- Grant, scholarship and Financial Aid application assistance*
- Help with managing program costs and repayment schedules

CAREER SERVICES

- Résumé review, preparation and online job applications
- One-on-one career search guidance and mock interviews
- Exclusive career fairs and hiring events



9325 Snowden River Parkway
Columbia, MD 21046
410-280-7100

Lincoln Tech campuses are following all CDC guidelines and local directives regarding COVID-19 protocols to keep our students and staff safe.
Lincoln College of Technology Columbia is a branch of the Lincoln Technical Institute New Britain, CT campus. *Financial Aid is available for those who qualify. Scholarships may vary by campus and program.
Accredited member: ACCSC: 1519549222-CR2019

H. Adequacy of Articulation

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

As Lincoln College of Technology is not a "state school", we are not subject to this requirement. That said, the college intends to pursue articulation agreements with several of the state's HBIs (Bowie State and Coppin State) to enhance the students experience and expose them to opportunities for advanced knowledge, certifications and degrees leading to advanced level careers in the medical field.

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.**

There have been no faculty hired as of yet. The Instructor Job Description is below:

<p>Position Summary</p> <p>Prepare for and provide quality delivery of assigned courses using curricula materials and commonly accepted instructional methods (i.e. presentations/lectures, facilitated group work or lab projects, engagement in discussions and simulations, practical labs or community based activity, etc.). Evaluate student performance and assist in the resolution of student problems by issuing advisories, engaging in tutoring/mentoring, offering referrals to services, and generally ensuring appropriate actions are taken to support student progress while remaining in compliance with the policies, procedures and legal requirements of the Company and/or regulatory agencies.</p>
<p>Essential Duties & Responsibilities</p> <ul style="list-style-type: none"> • → Facilitate a student centered learning process; Organize and deliver class objectives in a clear, concise manner; maintaining an orderly, controlled, engaging, and safe environment for our students in classrooms, labs and shops, on clinical or externship/internships sites (as assigned), and via the learning management system. • → Secure and utilize approved course materials and teaching methods. • → Understand and follow the compliance related responsibilities for this position. • → Communicate, support and enforce school policies and procedures; advise students accordingly. Advise students on attendance, grades and discipline issues as necessary. • → Complete, in a timely and accurate manner, all required forms such as those related to attendance, grade reports, mid-term reports, student advising forms and all other assigned educational materials. • → Maintain accurate daily attendance and grades records and communicate any concerns to management. • → Provide students with academic support, tutoring, and skills enhancement as necessary. • → Develop learning aids, projects, and formative or summative assessments relevant to the subject matter taught. • → Provide relevant enrichment to class teaching from personal experience. • → Participate actively and cooperatively with other campus functional departments in support of overall campus goals. • → Motivate students by demonstrating professionalism, enthusiasm, sensitivity for their concerns. Actively involve them in classroom discussions and/or activities. Identify different student learning styles and adjust accordingly. • → Complete required training materials for the assigned instructional position and remain abreast of curricula updates. • → Earn and update required credentials related to the position in accordance with the Company's requirements for the assigned instructional position (e.g. certifications, licensing, continuing education units, or similar). • → Contribute to the curriculum review process as necessary and required. • → Where applicable, visit externship/internship/clinical/technical partner sites and complete the required documentation as assigned. • → Participate in campus events and meetings as required.

<ul style="list-style-type: none"> • → Assist in the promotion and maintenance of safe learning environments online and on-campus. • → Aid in class equipment and inventory controls (<i>not applicable to online instruction</i>). • → Perform other duties and responsibilities as assigned. <p>The duties and responsibilities listed above are representative of the nature and levels of work assigned and are not necessarily all-inclusive.</p>
<p>Education & Experience</p> <p>Required:</p> <ul style="list-style-type: none"> • → The necessary academic credentials and work-related experience mandated by the company, state, accreditation, and any other regulatory agencies that monitors compliance. • → Faculty must be certified or licensed where required by law. • → Minimum of three years of related practical work experience in the subject area(s) taught (excluding teaching experience). <p>Preferred:</p> <ul style="list-style-type: none"> • → Credential in discipline, ex: Registered Medical Assistant (RMA)
<p>Skills & Competencies</p> <p>Required:</p> <ul style="list-style-type: none"> • → Strong communication skills (verbal and written) • → Computer skills • → Ability to multi-task in a fast-paced environment • → An ongoing student focus • → The highest levels of integrity at all times
<p>Supervisory Responsibilities</p> <p>None</p>
<p>Working Conditions & Physical Demands</p> <p>Work is normally performed in a typical interior/office work environment that requires normal safety precautions. May be required work several schedules and shifts.</p> <p>The work requires some physical exertion such as long periods of standing, stooping, stretching, reaching, or similar activities; or recurring lifting of moderately heavy items up to 50 pounds, depending on the program. The work may require specific, but common, physical characteristics and abilities.</p>

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

It is fair to say that the overwhelming majority of Lincoln Instructors are not classically trained teaching professionals. Each of our skilled trade Instructors arrived at Lincoln either as a part-time employee because they were still working in the field or as a full-time employee because they chose/had to retire from the field. Usual hiring practice is for Lincoln to require a minimum of 5 years in profession. Many Instructors have at least 10 years with some bringing 20+ years of professional work experience.

Lincoln's challenge and responsibility is to provide new instructors with training that will allow them to understand and respond to the needs of our students, the learning styles they employ and the demographic they represent.

Initial Instructor training starts with understanding Lincoln's history, mission statement and educational philosophy as published in our school catalogue. There are several new hire training videos that every new employee must watch before additional training takes place. It is crucial for new employees to understand and embrace our mission and educational philosophy, if s/he are to be successful in a classroom. The Academic Dean and/or Education Supervisor then spends time with the new Instructor assessing understanding of video content and how this translates to a classroom/lab setting.

After new instructors have completed their general onboarding requirements, they are directed to complete a series of Lincoln Learning modules. The first of these online instructional modules is EDU101 a 10-hour course that teaches new faculty members to use the Canvas LMS. It is followed by 16 additional modules that must be completed within the Instructor's first six months of employment with Lincoln. A list of the Lincoln Learning modules (in the recommended order) follows:

- EDU101 – Faculty e-Certification: Teaching Online Courses (Canvas Training)
- EDU400 – Intro to Lincoln and LEAP
- EDU401 – Intro to Education
- EDU402 – Baseline Policy and Procedures for Instructors
- EDU506 – Delivering a Successful First Day
- EDU409 – Classroom Management
- EDU408 – Effective Lesson Planning
- EDU501 – Knowing Your Audience – Part 1
- EDU502 – Knowing Your Audience – Part 2
- EDU201 – Student Centered Learning
- EDU405 – Assessment Methods
- EDU407 – Gradebooks
- EDU406 – Grading
- EDU404 – Introduction to the Library and LRC
- EDU403 – Social and Emotional Learning
- EDU100 – Faculty Leadership
- EDU500 – Faculty Coaching

Several Lincoln Instructors have been designated as Instructor Trainers. Members of this elite group are among the best of instructors employed by Lincoln. They have received additional instruction and have been given materials that supports the mission to Train the Trainer.

Lincoln does its very best to attract and hire new faculty members with enough time to properly onboard them. As new Instructors progress through the Lincoln Learning training modules, they are also scheduled in a classroom to shadow an experienced faculty member. During the shadowing experience, the new faulty member watches lectures and demonstrations and serves as an additional set of hands supporting students during hands-on

exercises. The experienced faculty member models best practices for the new instructor to learn. Follow up discussions occur during breaks and at the end of the instructional day regarding best practices for reaching visual, auditory and kinesthetic learners.

After several days of training, new instructors are asked to prepare a short lecture or do a demonstration/presentation. The experienced instructor provides guidance and serves as a test audience. After some practice, the new instructor presents to the class. This occurs more and more frequently over the following weeks allowing the new instructor to become more and more comfortable with public speaking while developing the skills necessary to engage the visual, auditory and kinesthetic learner.

Train the Trainer topics are presented several times each month. These exercises may be led by the Dean, an Education Supervisor, Lead Instructor or one of the Faculty Trainers. The College also engages third party adult education experts to do on-campus and virtual training exercises to keep faculty members engaged and feeling supported. Most recently, Lincoln engaged Sean Glassberg to present via Zoom to the Columbia faculty. The topic covered was "Valuable and Easy to Use Apps to Engage Online Learners".

Lincoln also takes advantage of trainings offered by its accreditor, the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC holds conferences annually both virtually and locally (Washington D.C and Virginia). These trainings are reasonably priced and relevant to faculty members universally.

The Dean, Education Supervisors, Lead Instructors or Instructor Trainers conduct a minimum of two observation per Instructor, annually. Observations may be announced or unannounced and generally take 30 to 60 minutes to complete. The observer has been trained to complete the Lincoln Observation form and take notes on things done well and things needing improvement. A remediation plan (additional training) is developed and the results of the Observation are shared with the Instructor. If warranted, a follow up observation may be scheduled within a week to make sure that necessary changes have been implemented.

Members of the Education Leadership team conduct student course surveys on a regular basis. The results of these surveys are collated and shared with instructors and members of the corporate Education leadership team. The course survey is a way for students to give feedback on their program, the specific course they are taking, the course Instructor, program equipment, consumables, books and virtual learning platforms. The College makes every attempt to tie an observation to students' course evaluations to make sure that the Instructor sees a correlation between the observer's notes and students' perception of course content and value.

b) The learning management system

Lincoln uses Canvas as the learning management system. Use of the LMS starts with New Student Orientation to set expectations and standards for all courses and continues, on a

course-by-course basis, through to graduation. The LMS is also used by the Career Services department to introduce students to the Career Services team and the services they provide including soft skills, resume writing, business etiquette, interviewing skills, and conducting exit interviews. Using Zoom, the CS team engages students by conducting Mock Interviews, Employer Meet and Greets, Employer Lunch and Learns, Employer Interview Days, and quarterly Job Fairs.

The LMS trainers work with Instructors in the Medical Assistant program to create lesson plans and learning exercises that address the needs of visual, auditory and kinesthetic learners. That said, the College fully realizes that hands-on activities on campus are the best learning opportunity for our students and the employers we support.

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

All incoming faculty must complete a ten (10) hour Faculty eCertification course (EDU101) which covers the following topics: Teaching Theories, Roles & Responsibilities, Course Management, Course Communications, Course Instruction,

Assessments, Faculty Expectations. EDU101 is administered online through the Canvas learning management system. Faculty are enrolled in the training course to prepare them to teach in the blended modality. Faculty can access the training 24/7 and maintain access to the training throughout their tenure. There are 29 assessment questions on the quiz and faculty receive a certificate of completion. There are no attempt limits for the quiz. The Academic Dean monitors the trainee's progression and maintains the certificates of completion in the faculty files.

This Faculty eCertification Training course was developed by Dr. Christine Cusano following the ADDIE model and informed by many hours of research on hybrid education. Dr. Cusano holds a Master's degree in Instructional Design and Technology and Doctoral degree in Adult Education with a concentration in distance education.

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.

The Columbia campus of Lincoln College of Technology currently maintains two student library areas both on campus and as an online presence. Both libraries open at 7:30 a.m. and close at 10 p.m.

The Main Library (LRC) supports students enrolled in the Automotive, Welding, HVAC-R, and Electrical and Electronics programs. The Culinary Library (Culinary LRC) supports students enrolled in the Culinary and Baking and Pastry programs.

In 2023, the college will open a Medical Assistant Library (Medical LRC) that meets the specific needs of the Medical Assistant curriculum. The library will contain individual volumes specific to Anatomy and

Physiology, medical terminology, venipuncture, EKGs and Arrhythmia recognition, Vital Signs, first aid, CPR and defibrillator training, medical billing and coding, medical transcription, physical and occupational therapy, urinalysis, use of the microscope, pediatrics, glucose testing, minor office surgical procedures and more.

The College uses Mandarin for cataloging, tracking collection circulation and maintaining inventory. The College subscribes to ProQuest - a collection of many online databases that allows students to explore millions of resources from scholarly journals, books, newspapers, videos and more. Access is available 24 hours a day, 7 days a week. This resource is particularly relevant to degree seeking students.

The College uses Canvas as its Learning Management System. Canvas contains links for student resources and links to access the ProQuest databases.

Several online resources are used universally by Instructors and students (on-ground and online) in our skilled trades programs. They include:

- Occupational Search Engine <https://www.onetonline.org/>
- SDS, (formally MSDS), searchable database at <http://complyplus.grainger.com/granger/>
- Gale Databases on Knox County Public Library at <http://kcpl.lib.in.us/>
- OSHA-10 training is available to students in all programs through one of two vendors that contract with Lincoln. These vendors are <https://www.careersafeonline.com/> and <https://www.clicksafety.com/>
- Stanley Black & Decker University containing a large factory database and certifications: <https://go.bluevolt.com/stanleyblackanddecker/s/>.

Individual programs have specific library resources to support Instructors, students and the curriculum, in general.

Auto students have access to several technician's databases including AllData, Mitchell and AVI OnDemand. All three are available to on-ground students. AllData and AVI OnDemand can be made available to online students upon campus registration with the vendor. Chilton's database is available through the Gale Databases on Knox County Public Library <http://kcpl.lib.in.us/>. The ASE Foundation website gives a comprehensive list of e-learning training sites for instructors and students at <https://www.aseeducationfoundation.org/elearning>.

Additionally, Lincoln contracts with CDX Learning Systems, a third party content provider, to develop custom training materials that are made available to every automotive student. This auto-specific LMS serves as the "text" for all of the courses in the students' program. Learning materials include XXX – all of which are presented and available to the student through the CDX learning platform.

Welding students have 24/7 access to a variety of learning tools through Millerwelds.com. This website has a very large database located in their "Resources" section containing welding guides, education and training, weld calculators, libraries for both articles and videos, newsletters, and more.

Pearson Learning has distance learning resources available for NCCER accredited programs including Lincoln's EEST and Welding programs at

<https://www.pearson.com/us/higher-education/products-services-teaching/distance-learning-solutions/nccerconnect.html>

HVAC-R students have access to a variety of learning tools through the ESCO Learning Resource Center at <https://elearning.escogroup.org/>. The school also uses instructional websites like www.HeatingHelp.com to supplement formal courseware.

Stanley Black & Decker University containing a large factory database and certifications: <https://go.bluevolt.com/stanleyblackanddecker/s/>.

Electrical and Electronics – Stanley Black & Decker University containing a large factory database and certifications: <https://go.bluevolt.com/stanleyblackanddecker/s/>.

Pearson Learning has distance learning resources available for NCCER accredited programs including Lincoln's EEST and Welding programs at <https://www.pearson.com/us/higher-education/products-services-teaching/distance-learning-solutions/nccerconnect.html>

Culinary and Baking and Pastry students have access to Pearson Learning's MyLab software as part of the tools offered by the publisher when the On Cooking book is used as the course text at <https://www.pearsonmylabandmastering.com/northamerica/myculinarylab/>.

The American Culinary Federation's website is full of training videos, recipes, current trend articles and information about jobs and positions available at <https://www.acfchefs.org/ACF/Resources/ACF/Resources/>.

The National Restaurant Association's website has training videos for both the culinary side and front of house. It also includes articles on current industry trends and information about jobs and positions that are currently available at <https://www.restaurant.org/home>.

The International Association of Women Chefs & Restaurateurs' (WCR) was founded in 1993. The organization's mission is to advance the voice of women across the culinary industry through education, connection, promotion, and inspiration. Scholarship, networking and partnership information is available at <https://womenchefs.org/>.

Les Dames d'Escoffier DC is a non-profit 501 (c) (3) invitational organization of women leaders in the food, beverage, hospitality, and related industries who use their talents and influence for community outreach and through grants, mentoring, scholarship and educational programs, to help support women to succeed in these industries. Membership is by invitation only but the organization serves as a resource for our students at <https://www.lesdamesdc.org/>.

The Chaîne des Rôtisseurs is the world's oldest international gastronomic society, founded in Paris in 1248. It is devoted to preserving the camaraderie and pleasures of the table and to promoting excellence in all areas of the hospitality arts. Each year the society sponsors young chef and sommelier competitions that attract contestants from throughout the world, while the Chaîne Foundation provides scholarships for students in these fields. Scholarship, networking and partnership information is available at <https://www.chaineus.org/>.

Restaurant Business Insider has information on industry trends, challenges during Covid, and things that are happening in industry on daily basis. They also have good webinars that are free at <https://www.restaurantbusinessonline.com/>.

Additional culinary and baking resources are available to students through the following organizations: World Central Kitchen, James Beard Foundation, IACP (International Association of Professional Chefs), Think Food Group, and World Association of Chef Societies.

As the Medical Assistant program is rolled out, additional online databases and medical community resources (free and paid) will be identified to support the program. There are literally hundreds of websites and databases that are available to support the programs. A short list follows:

<https://www.nlm.nih.gov/portals/public.html> - a database that carries out its mission of enabling biomedical research, supporting health care and public health, and promoting healthy behavior by: Acquiring, organizing, preserving, and providing free online access to scholarly biomedical literature from around the world.

<https://www.nlm.nih.gov/guides/resources-hospitalhealth-sciences-libraries> - The goal of the NNLM is to advance the progress of medicine and improve public health by providing U.S. health professionals with equal access to biomedical information and improving individuals' access to information to enable them to make informed decisions about their health.

The Network is comprised of academic health sciences libraries, hospital, pharmaceutical and other special biomedical libraries, public libraries, information centers and community-based organization.

<https://www.cancer.gov/> and <https://www.cancer.org/> - Dedicated to helping people who face *cancer*. Learn about *cancer* research, patient services, early detection, treatment and education.

www.JAMA.org or <https://www.ama-assn.org/about/publications-newsletters/jama-network> - A network of 13 peer-reviewed journals. Gain access to the authoritative source for cutting-edge research, informative review and thought-provoking opinion across medical specialties.

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.

Lincoln Tech has successfully operated as an educational institution for over 65 years in Maryland. We currently lease approximately 110,000 sq. ft. of space in Columbia, MD. We understand that in order for our students to be successful, we need to provide students with modern, well equipped classrooms and laboratories that contain the tools and equipment that are present in the professional work environment.

As a technical college, we provide classrooms that contain equipment and trainers specific to the subject matter being taught in a specific program. In the same way that our three culinary kitchens features equipment found in commercial production restaurants and our automotive classrooms feature car lifts, equipment and tooling specific to the class being taught, our Medical Assistant classrooms are designed to replicate medical laboratories, exam rooms, and surgical procedure stations typically found in a doctor's office, urgent care setting, and emergency rooms.

Each classroom has a networked overhead projector and speaker system. Several classrooms have been outfitted with additional camera technology to better serve students engaged in distance learning.

The Columbia Campus maintains several student areas for eating, studying, and quiet time including a large student cafeteria, culinary café (Open to Culinary and Baking students), Veteran's Lounge, Campus Library and Culinary Library.

Each classroom has a networked overhead projector and speaker system. Several classrooms have been outfitted with additional camera technology to better serve students engaged in distance learning.

The Columbia Campus maintains several student areas for eating, studying, and quiet time including a large student cafeteria, culinary café (Open to Culinary and Baking students), Veteran's Lounge, Campus Library and Culinary Library.

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					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	1368900	2737800	3422250	3422250	3422250
a. Number of F/T Students	60	120	150	150	150
b. Annual Tuition/Fee Rate	22815	22815	22815	22815	22815
c. Total F/T Revenue (a x b)	1368900	2737800	3422250	3422250	3422250
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	1400000	0	0	0	0
Total (Add 1 - 4)	2768900	2737800	3422250	3422250	3422250

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:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	107600	215200	220500	226000	231500
a. Number of FTE	2	4	4	4	4
b. Total Salary	92000	184000	189000	194000	199000
c. Total Benefits	15600	31200	31500	32000	32500
2. Admin. Staff (b + c below)	0	0	72800	74800	76800
a. Number of FTE	0	0	1	1	1
b. Total Salary	0	0	65000	67000	69000
c. Total Benefits	0	0	7800	7800	7800
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	200000	5000	5000	5000	5000
5. Library	5000	1000	1000	1000	1000
6. New or Renovated Space	800000	0	0	0	0
7. Other Expenses	40000	10000	5000	5000	5000
TOTAL (Add 1 – 7)	1152600	231200	304300	311800	319300

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.

At Lincoln, curriculum is developed to meet national skills standards and to prepare students to sit for certification exams, if required for employment. Program objectives and learning outcomes will be mapped to these standards.

Implementation of a new program requires coordination from multiple functional areas. Development and design of educational programs, selection, evaluation and revision of curricula and courses occurs locally through departmental interaction and peer discussion. Faculty offer input to corporate program development managers by participating on National Curriculum Councils—whose purpose is to provide a forum for faculty exchange within the Lincoln organization.

Subject Matter Experts (SMEs) are instrumental in the design phase of curriculum. If the program being developed is new to the company and no experts exist within our schools, a consultant will be hired. Ideally, the subject matter expert will have a combination of instructional design and content expertise. This individual will create the syllabi, lesson plans, student materials and training aids. The product manager on the corporate education team will oversee the development to ensure that it meets the company's standards.

Once senior leaders of the corporate Education Department approve the newly created curriculum, the corporate program development manager coordinates with the education department at the school is prepared to commence instruction. Key components of the implementation plan with the school education department include:

- Review of the entire curriculum package.
- Training for instructors on how to utilize course content, training aids, and equipment.
- Assistance with the purchase of equipment and set-up of labs and shops.
- Assistance with interviewing and hiring qualified Education Supervisors and initial faculty.

The final phase of the curriculum development process is the evaluation of the new program. Instructor tools, achievement of learning outcomes by students and preparation for employment are all assessed. Program Advisory Board feedback, suggestions from the campus' curriculum meetings, student course and satisfaction surveys, and placement success is evaluated.

The product manager from the corporate office will oversee the evaluation of the curriculum and plan for modifications, as needed. During various stages of the program's lifecycle, the Product Development Committee will conduct a comprehensive program review. A determination will be made if the program continues to fulfill the mission of providing a quality education that leads to gainful employment. Results of the review can include program modifications as well as the elimination of programs.

Employers are surveyed regularly and PAC meetings are held a minimum of once a year for each program. PAC members are given a tour of the facility and a detailed tour of the learning areas servicing the graduates they hire. Information discussed in the PAC meetings relate to equipment, course work, task sheets and competencies to ensure that every program employs training methods utilizing industry standard equipment so that students are prepared for successful introduction into the workforce. Employer survey results, student feedback and placement rates are also discussed.

Members of the corporate and campus management teams review PAC feedback to implement actions that will improve processes and outcomes.

Internal Validation:

Assessment of student learning outcomes is a key role of faculty. The faculty is responsible for understanding course learning objectives as detailed in the syllabi. Their frequent and varied assessments measure student performance and they grade that performance against those program learning outcomes. Locally, on a departmental level, faculty meet to review programmatic learning outcomes and determine specific measures of learning as well as standards to which students will be held.

Industry needs as expressed by employers and as needed via standardized testing are both considered. In the case where standardized tests exist the "readiness" for test preparation is determined through reviews and pre-test indicators. Students work on these exam preparations through faculty efforts both in and out of the classroom. Progress towards employer satisfaction and meeting these test standards are continually monitored and discussed among faculty.

Campus effectiveness planning is not completed by the faculty, but they have a role in the process by assisting in its development. The overall responsibilities, review and implementation is completed by the Campus President. The faculty, as key members of the institution, is directly involved in the required elements of the campus effectiveness plan, such as retention and student learning outcomes. Further indirectly, the faculty affects the outcomes in areas such as graduate satisfaction and employer satisfaction. Results of outcomes are provided to faculty during regularly scheduled meetings.

Programs are evaluated systematically by reviewing learning outcomes through evaluation of student transcripts after each module is completed. Instructor input through meetings with Education Supervisors.

Student Mid-Course Satisfaction Surveys and graduate surveys, and employment outcomes. The results in each area are discussed at campus management meetings and quarterly all hands meetings school management meeting and reviewed by the product manager from the corporate office who will oversee the evaluation of the curriculum and plan for modifications as necessary.

Course and program learning outcomes analysis is reviewed on this level, advisory board input is discussed, potential enhancement/edits to curricula are proposed and sharing of best practices are shared among schools. Campus personnel work directly with both the local Educational leadership as well as the Corporate Education Team on the review and selection of textbooks, technology and related courseware.

The faculty is a critical component of this process and offers invaluable information pertaining to the student body, curriculum, and the delivery of our programs to meet the needs of the industry.

Students feedback is sought biannually by the corporate office using a survey tool (Survey Monkey) that has questions specific to satisfaction with each functional department (admissions, financial aid, business office, IT, career services) with the greatest focus on education and the program faculty. The campus' management team reviews the satisfaction survey results and comments and develops improvement plans in response to student feedback. The outlined process solicits

necessary feedback, both internally and externally, to determine what is needed for assessment and improvement. Program specific student surveys are also used to garner feedback on specific classes, textbooks, equipment and faculty members.

The campus management team is responsible for developing a long term plan for institutional improvement by "starting with the end in mind". In coming up with a plan, we assess priority, potential impact on the population (negative and positive), budget, time to complete and expectation of outcome. The project is assigned "owners" who engage shareholders and report out on progress.

The IAIP (goals, timelines, responsible parties, and benchmarks) drive leadership dialogue. As things change on campus (start numbers, equipment needs, and health and wellness considerations, educational platform delivery) the IAIP changes to ensure the campus remains on track. At the end of the day, campus and societal needs are dynamic and local events drive change to plans. Our review process allows for us to make changes on the fly to react, as needed.

The college's annual budget is broken down by department – each has a corresponding chart of accounts. We are able to allocate funds, track expenditures and address departmental needs in real time. Reforecasting is done by the Campus President on a monthly basis reviewing the needs of every department – adjusting for the size/scale of the school's operations by program, departmental needs (includes staffing), equipment and consumables needs, and facility and administrative needs to keep the college functioning smoothly

External Validation –

Advisory Boards, Employers, High School Leadership, and Local Politicians

Every school forms advisory committees for their program areas. Feedback from the employers on these boards is utilized to ensure that our learning outcomes are updated based on the needs of the workplace. The board members are asked to comment on the program content, objectives, and outcomes. They are given a tour of the facility to observe and remark on equipment, labs, and the learning resource center" When a new program is being considered, the proposed program outline will be presented to the board members for review and feedback.

Lincoln actively participates in the Chamber of Commerce, meets regularly with local unions, and hosts meetings of the MD High School Guidance Counselor Association, and the Superintendents of neighboring county school boards to discuss articulation to show how a vocational education program can positively serve the student and the community in which the student lives and works. Through articulation and advanced placement, the student pays less for their education and the student joins the workforce in a shorter period of time – all while receiving the full benefits of the Lincoln experience including placement assistance through our Career Services department.

The college has sponsored a number of events highlighting the benefits of a skilled trade education. These events have brought legislators and employers together to discuss the skills gap that exists in Maryland and the United States.

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.

As stated in our answer to M-1, educational effectiveness is evaluated during monthly faculty meetings, by examining standardized exam results, by looking at students' mid-course survey results, by looking at the corporate student survey results (Summer and Winter), by conducting focus groups and lunches with the Campus President to discuss survey results and issues with students, and the use of Shop Foremen meetings where student leaders who are elected by their classroom peers share feedback with campus leadership.

The campus examines retention and graduation rates on a monthly basis and submits weekly reports to the corporate office with a trends analysis and plan of action for addressing poor results, if appropriate. The campus reports graduation and placement rates to the accreditor annually and may be asked to show cause and go on reporting if numbers are not in line with expectation.

The Campus President meets daily with members of the Education leadership team to discuss topics including student attendance, retention, course failures, internship progress, and issues that have been brought to our attention. Issues are reported to the corporate office which allows for a greater discussion of courses of action and potential follow up and problem solving. The campus has posted "Who to go to..." posters throughout the facility. In line with accreditor and US Education Department rules, the school publishes its Student Complaint and Grievance Procedure in its catalogue. In addition, the school maintains a corporate Student Outreach Hotline that students are encouraged to use whenever their issues are not resolved

Cost Effectiveness:

The Institution's financial structure is sound with resources sufficient for the proper operation of the campus and discharge of obligations to students. Financial resources are allocated (budgeted) for the successful operation of each department at the campus. The annual budget provides sufficiently to meet the needs of the campus and permits profitability for the company.

The Columbia campus' budgeted revenue is calculated by multiplying the daily revenue earned on a student by the number of active students in the population. Daily revenue earned may vary by program.

The Columbia campus maintains appropriate faculty and staff to support appropriate student teacher ratios. Graduation and employment rates and student, employer and Program Advisory Committee satisfaction surveys will indicate whether our efforts are effective.

Funding levels are appropriate for all areas of operation. A sizable portion of earned revenue is allocated to expenditures directly related to our students' education and wellbeing, including:

- purchasing, maintaining and certifying industry standard equipment,
- purchasing consumables,
- purchasing tools and small wares,
- maintaining student welfare,
- purchasing learning resource center resources and memberships,
- faculty recruitment, development, retention and welfare.

The budgeting process starts by looking at the existing budget and P/L (budget versus actual) to identify variances. Each of the following areas (and more) is examined to determine appropriate funding levels: school's current population versus budgeted population for the upcoming year, current year's expenditures, people and facility costs, consumable usage and planned program upgrades. Adjustments are made throughout the year to ensure student obligations are met and sensible decisions are made to invest in the school's offerings.

During the budgeting process, funds are allocated for staff and faculty development, curriculum and education, student and classroom supplies, learning resource systems, facility repair and improvement, IT equipment upgrades, administration and any other area deemed necessary or appropriate. Allocations amounts are based upon past performance and projected income and expenses for the coming year.

High cost items are budgeted through a capital expenditure (CapEx) allocation process. This process happens at the same time that campus budgets are being created. If needed, supplementary allocations may be granted on an emergent basis with approval from the Group President and CFO throughout the year to assure the school has the proper resources to fulfill the campus' obligations to its stakeholders.

Once approved, the Campus President must live within the annual budget. From an educational program perspective, the process moves as follows. Instructors create purchase order request forms before ordering goods, services, and consumables. Requests are reviewed by the Lead Instructor, Education Supervisor or Academic Dean before being turned into the Business Office for processing. PO requests are entered into PeopleSoft and sent through the approval process from Director of Administrative Services to Campus President to corporate finance managers. Expenses are coded so that each expense is able to be tracked via the general ledger. Monthly profit and loss statements are stacked against budgeted expenses to determine program profitability.

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.

Eighty one percent (81%) of the student body is from under-represented racial or ethnic populations—one of the highest percentages across colleges/universities in the state of Maryland—which demonstrates Lincoln College of Technology's commitment to a diverse student population.

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 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.

In 2020, Lincoln College of Technology submitted the MHEC DL application. MHEC granted application approval in early 2021. As part of the initial application we provided the following answers and assurances. We reaffirm our commitment and intention with the submission of our new program application for a Medical Assistant program.

Following is taken from the MHEC DL Application (MHEC's question followed by Lincoln's answer).

An affirmation that a program's curriculum and objectives shall be coherent, cohesive, and comparable regardless of program modality. Please provide a signed letter from any appropriate academic leadership that affirms any programs will have coherent, cohesive, and comparable objectives regardless of program modality.

Dear Dr. Fielder,

I affirm that any and all programs offered at Lincoln College of Technology in Columbia, MD shall have curriculum and objectives that are coherent, cohesive, and comparable regardless of program modality.

Sincerely,

Cory Hughes

Campus President

Lincoln College of Technology