



Office Use Only: PP#

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

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

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

Payment ☒ Yes Payment ☐ R*STARS #	Payment	Date
Submitted: ☐ No Type: ☒ Check # 193303	Amount: \$850.00	Submitted: 10/15/25

Department Proposing Program	Medical Administrative Assistant		
Degree Level and Degree Type	Lower Division Certificate		
Title of Proposed Program	Medical Administrative Assistant		
Total Number of Credits	30		
Suggested Codes	HEGIS: 5214.02	CIP: 51.0716	
Program Modality	☒ On-campus ☐ Distance Education (fully online) ☐ Both		
Program Resources	☒ Using Existing Resources ☐ Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	☒ Fall ☐ Spring ☐ Summer	Year: 2026	
Provide Link to Most Recent Academic Catalog	URL: https://catalog.allegany.edu/current/degrees-and-programs/		

Preferred Contact for this Proposal	Name: Dr. Karin Savage
	Title: Dean, Career Education
	Phone: 301-784-5567
	Email: ksavage@allegany.edu

President/Chief Executive	Type Name: David R. Jones, President
	Signature: <i>David Jones</i> Date: 10/15/2025
	Date of Approval/Endorsement by Governing Board:

Revised 4/2025



ALLEGANY COLLEGE
of MARYLAND
OFFICE OF THE PRESIDENT

October 15, 2025

Dr. Sanjay Rai
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, Maryland 21201

Dear Secretary Rai,

On behalf of Allegany College of Maryland (ACM), I am writing to officially request a *new Lower Division Certificate in Medical Administrative Assistant*. This one-year, 30-credit stand-alone lower division certificate (LDC) is designed to prepare students for immediate employment in healthcare administration roles, including medical receptionist, billing clerk, and records specialist.

The LDC is fully embedded within the existing Medical Administrative Assistant A.A.S. degree, providing students with a stackable credential and a seamless pathway to further their education. The program leverages existing faculty, facilities, and resources, ensuring fiscal sustainability while addressing critical workforce needs in Western Maryland.

This program is consistent with ACM's mission to provide accessible, affordable, and career focused education, and it aligns with the goals of the Maryland State Plan for Postsecondary Education by promoting access, success, and innovation in high-demand fields.

This new LDC was endorsed by the Curriculum Committee, respective faculty and administrative committees, and Board of Trustees at Allegany College of Maryland. I also endorse the new LDC in Medical Administrative Assistant. The effective implementation date will be Fall Semester, 2026.

We have mailed a check, #193303, to cover the Commission's fee for this review.

Thank you for your continued assistance. If you have any questions about this request, please do not hesitate to contact me or Dr. Karin Savage, Dean of Career Education, at 301-784-5567, ksavage@allegany.edu.

Sincerely,

David Jones

David Jones (Oct 14, 2025 16:11:48 EDT)

David R. Jones
President

cc: Dr. Kurt Hoffman, Senior Vice President, Instructional and Student Services
Dr. Karin Savage, Dean, Career Education
Lynn Grimm, Administrative Coordinator, Career Education

DAVID R. JONES, PRESIDENT

301-784-5270 djones@allegany.edu

**NEW STAND-ALONE CERTIFICATE PROGRAM
MEDICAL ADMINISTRATIVE ASSISTANT
ALLEGANY COLLEGE OF MARYLAND**

A. Centrality to Institutional Mission and Planning Priorities:

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

The proposed *Medical Administrative Assistant* Certificate at Allegany College of Maryland (ACM) is a one-year, 30-credit program designed to prepare students for immediate entry into front-line administrative roles within the healthcare industry. The curriculum provides foundational training in medical terminology, electronic health records, coding and billing, insurance procedures, and professional communication. It is specifically tailored to meet the workforce needs of outpatient clinics, private practices, and hospital administrative departments.

This certificate is fully embedded in the existing Medical Administrative Assistant A.A.S. degree, allowing students to earn a stackable credential and pursue additional education without credit loss. Graduates will be qualified for employment as medical administrative assistants, medical receptionists, billing clerks, and related roles. They will also be eligible for national certifications such as the Certified Medical Administrative Assistant (CMAA) and Certified Electronic Health Records Specialist (CEHRS).

The program directly supports ACM's mission to provide *"accessible, affordable, and quality educational programs that lead to career readiness, personal development, and community engagement."* It aligns with institutional priorities by:

- Enhancing student access to short-term, workforce-aligned credentials.
- Strengthening career pathways in high-demand health professions.
- Supporting regional workforce development goals and employer needs.
- Leveraging existing resources, faculty, and facilities for efficient implementation.

By offering this certificate, ACM is expanding its capacity to produce job-ready graduates who can contribute meaningfully to the local healthcare system, in keeping with its strategic commitment to student success and community impact.

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

The Medical Administrative Assistant Certificate Program aligns directly with Allegany College of Maryland's mission to provide career-focused, accessible education that meets regional workforce needs. The program reflects institutional goals for student access, success, and innovation, consistent with campus planning priorities to grow stackable credentials and respond to healthcare workforce demands.

The College is committed to sustaining the program with administrative, financial, and technical resources for at least the first five years. Institutional support will ensure that the program continues long enough for all enrolled students to complete their studies. This program builds upon existing

infrastructure and articulates seamlessly with the existing Medical Administrative Assistant A.A.S. degree, further supporting long-term viability.

Stackable Credential Pathway Statistics:

- Students who earn a certificate first are 25% more likely to complete the associate degree (NCES longitudinal data).
 - ACM internal data (2020–2024) shows:
 - Over 70% of Medical Administrative Assistant A.A.S. graduates begin with a certificate or part-time enrollment.
3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed Medical Administrative Assistant Certificate program at Allegany College of Maryland will be adequately funded through a combination of existing institutional resources and anticipated tuition revenue, requiring minimal new expenditures due to strategic integration with current offerings.

Key factors supporting sustainable funding include:

- **Shared Faculty and Resources:** The program will utilize existing faculty from the Medical Assistant and Medical Administrative Assistant A.A.S. programs, reducing the need for additional personnel costs. Instructional support, classroom space, and administrative infrastructure are already in place.
- **Minimal New Investment:** No major capital expenses or facilities renovations are required. The college already has the necessary electronic health record (EHR) software, simulation labs, office technology, and LMS tools to deliver the curriculum.
- **Enrollment Revenue:** Tuition and fee projections, based on conservative enrollment estimates (e.g., 10–15 students annually), will generate sufficient revenue to cover instructional costs and materials. Break-even analysis indicates that the program is self-sustaining by year two and profitable in subsequent years.
- **Institutional and Perkins Support:** The program aligns with ACM’s strategic and workforce development goals and may be eligible for Perkins funding, particularly in support of career and technical education (CTE) initiatives and student support services.
- **Ongoing Evaluation:** Annual program review will include budget analysis to ensure continued alignment between enrollment, expenses, and instructional quality.

In summary, the program leverages existing assets, aligns with institutional goals, and is structured for fiscal sustainability through careful planning and efficient resource use. Detailed budget and enrollment projections are included in Section L of the proposal.

4. Provide a description of the institution’s a commitment to:
- a) ongoing administrative, financial, and technical support of the proposed program continuation of the program for a period sufficient to allow enrolled students to complete it.

Allegany College of Maryland (ACM) is committed to providing ongoing administrative, financial, and technical support for the Medical Administrative Assistant Certificate program. Within the department, the Program Director, faculty members, and Administrative Associate will lead and manage curriculum delivery, student advising, assessment, and daily operations.

Institution-wide support will be provided through:

- **Finance Office** – for budgeting, procurement, and fiscal management
- **Human Resources** – for staffing, credentialing, and employment services
- **Information Technology (IT) Department** – for all technical services, including classroom and instructional technology, hardware/software support, computer lab maintenance.
- **Institutional Administration (ISA)** – including Deans, the Senior Vice President of Instructional and Student Affairs, and the College President, who provide strategic oversight, policy direction, and planning alignment

This comprehensive, multi-level support ensures the program has the necessary infrastructure, personnel, and technical capacity to sustain high-quality delivery and growth.

b) Continuation of the Program to Support Student Completion

ACM is fully committed to continuing the Medical Administrative Assistant Certificate program for a period sufficient to allow all enrolled students to complete their studies. As a one-year credential embedded within the Medical Administrative Assistant A.A.S. degree, the certificate offers students a clear and flexible path to completion or further education.

Should program discontinuation ever become necessary, ACM will enact a formal teach-out plan in full compliance with Middle States Commission on Higher Education (MSCHE) and Maryland Higher Education Commission (MHEC) guidelines, ensuring students can finish their coursework and graduate without disruption.

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 proposed Medical Administrative Assistant Certificate program at Allegany College of Maryland is a strategic response to critical and compelling regional and statewide workforce needs. The program is designed to meet increasing demand for trained administrative professionals in healthcare, a field that is growing rapidly both nationally and in Maryland. As the healthcare industry continues to expand due to an aging population, advances in electronic health records (EHR), and regulatory complexities, the need for skilled front-office personnel has never been greater.

According to the U.S. Bureau of Labor Statistics (BLS), employment of Medical Secretaries and Administrative Assistants (SOC 43-6013) is projected to grow by 5% between 2023 and 2033, increasing from 768,900 to 810,100 jobs. Additionally, Medical Records Specialists (SOC 29-2072) are expected to grow 9% during the same period, with about 16,700 new positions nationwide. The demand for Medical Assistants, a broader role that includes administrative duties, is projected to increase by 15%, which translates to 120,000 annual job openings. These growth trends underscore the critical need for academic programs that train individuals in areas such as medical terminology, insurance billing, coding, electronic health records, and patient communication—key components of the proposed certificate.

The program also responds directly to wage and employment trends in Maryland. The median annual wage for Medical Records Specialists in Maryland is \$59,990, significantly higher than the national average. Medical Secretaries in the state earn approximately \$45,000 per year, with hourly wages ranging between \$17 and \$28 depending on experience and location. Local job listings in Western Maryland—particularly in Cumberland and surrounding areas—regularly include openings for Medical Receptionists, Health Information Clerks, and Billing Coordinators. Employers such as UPMC Western Maryland, Tri-State Community Health Center, and Mountain Laurel Medical Center are frequently seeking professionals trained in administrative medical functions.

The curriculum of the Medical Administrative Assistant Certificate has been intentionally designed to meet these workforce needs. It offers students a streamlined, one-year credential that provides immediate employability, while also allowing for continued educational advancement. The program is fully stackable with the existing Medical Administrative Assistant Associate of Applied Science (A.A.S.) degree at Allegany College of Maryland. This seamless articulation ensures that students can transition from the certificate to the degree program without losing credits, time, or momentum. It aligns with Maryland's commitment to stackable credentials and pathways that support student mobility and career growth.

Moreover, the certificate program supports broader state and federal workforce initiatives. It aligns with the Maryland State Plan for Postsecondary Education's goals of access, success, and innovation. The program provides an affordable, short-term credential that increases college access, supports student completion through a structured curriculum and student services, and integrates technology through EHR simulation and current office software. It also supports the goals of Perkins V and the Workforce Innovation and Opportunity Act (WIOA) by preparing job-ready candidates in a high-demand healthcare field.

In summary, this certificate program meets both immediate employer demands and long-term workforce development goals. It strengthens the region's healthcare infrastructure, particularly in underserved rural areas, while offering students a high-value credential with strong employment outcomes and a pathway to further academic and professional success.

Employment Outlook and Wage Summary

Occupation	Projected Growth (2023–2033)	Median Wage (Maryland)	Annual Openings (U.S.)
Medical Secretaries (SOC 43-6013)	+5% (~41,300 new jobs)	\$45,000	Not reported
Medical Records Specialists (SOC 29-2072)	+9% (~16,700 new jobs)	\$59,990	~15,000
Medical Assistants	+15%	\$44,200 (U.S. average)	~119,800

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

The proposed Medical Administrative Assistant Certificate at Allegany College of Maryland addresses a clear and urgent workforce need within the state and region and is fully aligned with the goals outlined in the 2022–2026 Maryland State Plan for Higher Education. The program is further supported by strong labor market data from O*NET OnLine and the Maryland Department of Labor indicating continued demand for qualified administrative healthcare professionals.

Alignment with the Maryland State Plan for Postsecondary Education

This program supports the State Plan’s three primary goals:

1. Access:

The certificate program offers an accessible, affordable pathway into healthcare for a wide range of learners, including recent high school graduates, adult learners, career changers, and underrepresented populations. At just 31 credits, the certificate provides an efficient on-ramp into the workforce and serves as a steppingstone to the associate degree in medical administrative assistant, supporting Maryland’s commitment to stackable credentials and lifelong learning.

2. Success:

The program is designed to promote student retention, completion, and credential attainment by offering clearly defined learning outcomes, employer-validated curriculum, and integrated academic and career support services. Graduates are prepared to sit for industry-recognized certifications such as the Certified Medical Administrative Assistant (CMAA) and the Certified Electronic Health Records Specialist (CEHRS)—both of which improve employment outcomes and wage potential.

3. Innovation:

The certificate integrates technology-enhanced instruction, including use of electronic health record (EHR) simulation software, current medical office platforms, and learning management systems. Course delivery can support multiple modalities (in-person, hybrid, online), making the program adaptable to student needs and expanding its reach in rural and underserved areas.

Evidence of Regional and Statewide Need (O*NET and Labor Market Data)

Occupations targeted by this program—such as Medical Secretaries and Administrative Assistants (SOC 43-6013.00) and Medical Records Specialists (SOC 29-9071.00)—are classified by O*NET as having a Bright Outlook, with national and statewide job growth expected through at least 2032.

Key projections and trends include:

O*NET projects faster-than-average growth for medical administrative assistant occupations due to the increasing complexity of healthcare regulations, the shift to electronic records, and the aging population.

The Maryland Department of Labor identifies health-related administrative positions as part of high-demand industry sectors, particularly in Western Maryland, where healthcare providers face staffing shortages due to retirements, geographic isolation, and limited local training options.

According to the U.S. Bureau of Labor Statistics, Medical Secretaries and related positions are projected to grow by 7–10% nationally, with over 50,000 job openings annually over the next decade.

Program Responsiveness to Employer and Regional Needs

The curriculum has been developed with input from a Program Advisory Committee (PAC) composed of regional healthcare employers, ensuring relevance to current workforce needs.

The program emphasizes professionalism, patient interaction, medical billing and coding, insurance processing, and technology use, all of which were identified by PAC members and employers as critical skill gaps.

The program provides a quick-to-completion, job-ready credential that allows students to immediately enter the healthcare workforce in front-office roles such as medical receptionist, billing clerk, insurance coordinator, and health information assistant.

The certificate also supports regional workforce development goals, including those of the Perkins V Act and local Workforce Innovation and Opportunity Act (WIOA) plans that prioritize training for high demand allied health occupations.

Conclusion

The Medical Administrative Assistant Certificate meets a compelling statewide and regional need by:

- Responding to the increasing demand for credentialed administrative healthcare professionals.
- Supporting Maryland's higher education and economic development priorities.
- Offering a career-focused, accessible credential that serves diverse student populations and aligns with industry-recognized standards.

- This program is a critical addition to Allegany College of Maryland’s healthcare offerings and will play a vital role in strengthening the allied health workforce across Maryland and the Appalachian region.

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.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

Graduates of the proposed one-year certificate program will be prepared for entry-level positions in healthcare administration, including:

- Medical Secretary
- Medical Office Assistant
- Medical Records Specialist
- Patient Services Representative
- Health Unit Coordinator

These roles are found in hospitals, outpatient clinics, private practices, long-term care facilities, and insurance companies. Entry-level positions typically involve front-office operations, patient scheduling, billing, and records management, with opportunities for advancement into supervisory or specialist roles.

Market Demand and Job Openings

According to the [Maryland Department of Labor’s 2023–2033 Occupational Projections](#), the following annual job openings are projected for relevant occupations:

Occupation	SOC Code	Projected Annual Openings
Medical Secretaries	43-6013	1,020
Medical Records Specialists	29-2072	870
Billing and Posting Clerks	43-3021	1,150
Medical Transcriptionists	31-9094	210
Health Information Technologists & Registrars	29-9021	320

These figures reflect a combination of new job growth and replacement needs. The [U.S. Bureau of Labor Statistics](#) also classifies these occupations as having a “Bright Outlook,” indicating strong future demand.

Regional Employer Demand

In **Western Maryland**, healthcare employers such as **UPMC Western Maryland, Mountain Laurel Medical Center**, and **Meritus Health** posted over **40 open positions** in Spring 2025 for roles requiring or preferring medical office training. These include:

- Medical Office Assistants
- Patient Access Representatives
- Health Information Clerks
- Front Desk Coordinators

Many of these listings explicitly require or prefer a **CMAA (Certified Medical Administrative Assistant)** credential.

Market Surveys and Employer Input

A regional employer survey conducted by Allegany College of Maryland and the **Western Maryland Consortium** (Spring 2025) found:

- **78%** of healthcare employees reported difficulty filling administrative support roles.
- **85%** preferred candidates with formal training or certification.
- Employers anticipate a **10–15% increase** in administrative staffing needs over the next five years.

Supply of Graduates

Currently, Allegany College of Maryland's associate degree program graduates **12–15 students annually**. The proposed certificate program is expected to increase the graduate pool by **20–25 students per year**, offering a faster, stackable credential aligned with workforce needs.

Data Sources

- [Maryland Department of Labor – Occupational Projections \(2023–2033\)](#)
- [Maryland Department of Labor – Methodology](#)
- [U.S. Bureau of Labor Statistics – Medical Records Specialists](#)

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 to the same degree to be awarded.
 - College of Southern Maryland, Medical Assistant, L. C. D. – CIP 51.0716
 - Frederick Community College: Healthcare Practice Management. L. C. D. & Medical Administrative Specialist, L. C. D. – CIP 51.0716
 - Hartford Community College: Medical Office Assistant. L. C. D. – CIP 51.0716

- Prince George's Community College: Medical Assistant, L. D. C. – CIP 51.0801

2. Provide justification for the proposed program.

Several community colleges and institutions in the state of Maryland offer certificate programs related to medical office administration, medical billing and coding, or health information technology. These include programs such as:

- **Community College of Baltimore County (CCBC)** – *Medical Front Office Certificate*
Source: CCBC
- **Howard Community College** – *Medical Administrative Assistant Certificate*
Source: HCC
- **Anne Arundel Community College (AACC)** – *Medical Coding and Billing Certificate*
Source: AACC
- **Montgomery College** – *Medical Office Assistant Certificate*
Source: Montgomery College

Similarities

The proposed Medical Administrative Assistant Certificate at Allegany College of Maryland (ACM) shares key similarities with these existing programs, including:

- Emphasis on medical terminology, electronic health records (EHR), medical billing and insurance, and ICD/CPT coding.
- Preparation for entry-level administrative positions in healthcare settings is important.
- Eligibility for national certification exams such as CMAA and CEHRS.
- Inclusion of foundational computer and administrative skills for healthcare environments.
- Focus on professionalism and communication skills, essential for patient and team interactions.

Differences

While the program content is aligned with statewide workforce needs, the proposed program is uniquely structured and distinct in the following ways:

1. **Fully Stackable Credential Pathway:**

- a. The Medical Administrative Assistant Certificate is fully embedded within the existing Medical Administrative Assistant A.A.S. degree at ACM. Students can seamlessly transition into the associate program without loss of credit.
- b. This stackable credential model offers a clear and efficient academic and career pathway, which is not consistently offered across all similar programs in the state.

2. Balanced and Comprehensive Curriculum:

- a. ACM's program includes simulation labs and a required practicum, providing students with hands-on, experiential learning that enhances job readiness.
- b. By contrast, many comparable certificate programs, such as CCBC's Medical Front Office Certificate, focus primarily on didactic instruction without a practicum component.

3. Geographic Accessibility and Workforce Development:

- a. ACM serves a rural and underserved population in Western Maryland, where few comparable programs exist.
- b. Most other Maryland certificate programs are in central and suburban areas (e.g., Montgomery, Baltimore, Howard counties), leaving a regional training gap in Western Maryland. This program is a targeted solution to local employer and labor market needs, supported by the Western Maryland Workforce Development Board and local healthcare partners.

4. Practical Software and Coding Integration:

- a. The curriculum includes COMP 221 – Office Applications and MDAS 102 – Introduction to Health Records, which train students in real-world administrative software platforms used in modern clinics and hospitals.
- b. Many comparable certificates (e.g., AACC's or HCC's) may offer comparable topics but do not explicitly integrate these tools across multiple dedicated courses.

References

- 1. Community College of Baltimore County (CCBC), *Medical Front Office Certificate*. Retrieved July 2025 from: <https://www.ccbcmd.edu/Programs-and-Courses-Finder/program/medical-front-office>
- 2. Howard Community College, *Medical Administrative Assistant Certificate*. Retrieved July 2025 from: <https://www.howardcc.edu/programs-courses/programs/health-sciences/medical-administrative-assistant/>
- 3. Anne Arundel Community College (AACC), *Medical Coding and Billing*. Retrieved July 2025 from: <https://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/medical-coding/>
- 4. Montgomery College, *Medical Office Assistant Certificate*. Retrieved July 2025 from: <https://www.montgomerycollege.edu/academics/programs/health-sciences/medical-office-assistant-certificate.html>
- 5. Allegany College of Maryland, *Medical Administrative Assistant Certificate Program Proposal Document*, 2025.

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

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

The proposed Medical Administrative Assistant Certificate program at Allegany College of Maryland (ACM) supports statewide efforts to expand access to workforce-relevant training and aligns with the mission of Maryland's Historically Black Institutions (HBIs) to promote equity, opportunity, and economic mobility.

While the program is not directly duplicative of offerings at HBIs, it complements their broader goals by:

- Serving underrepresented and underserved populations in rural Western Maryland, helping to bridge geographic and socioeconomic gaps in healthcare workforce development.
- Creating stackable credentials that increase access to upward mobility in allied health fields, particularly for first-generation college students and adult learners.
- Offering a low-cost, short-term pathway to employment in high-demand healthcare sectors, which mirrors the goals of HBIs to provide accessible and meaningful educational and career opportunities.

ACM is open to future partnerships with Maryland HBIs to support transfer, articulation, and collaborative initiatives that benefit diverse student populations and strengthen Maryland's healthcare workforce.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

The proposed Medical Administrative Assistant Certificate program at Allegany College of Maryland (ACM) does not duplicate existing programs at Maryland's Historically Black Institutions (HBIs) and is therefore unlikely to negatively impact their uniqueness, institutional identity, or mission.

Rather than competing with HBIs, the program complements their goals by expanding educational access and workforce development in rural Western Maryland—an area not typically served by HBIs. The program is designed to support first-generation, low-income, and nontraditional students, many of whom share similar demographics and barriers faced by students attending HBIs.

Moreover, the program's emphasis on career-focused, stackable credentials in a high-demand healthcare field aligns with the broader mission of HBIs to prepare diverse populations for meaningful careers and lifelong success. By increasing the number of trained healthcare professionals statewide, the program indirectly supports HBI missions to advance equity and economic development in Maryland's communities.

ACM remains committed to collaborative, competitive, approaches and welcomes partnerships or articulation opportunities with HBIs to collectively strengthen educational and professional pathways for Maryland residents.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR13B.02.03.10](#)):

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

The Medical Administrative Assistant program was developed with input from regional employers, the Program Advisory Committee, and labor market analysis to ensure alignment with workforce needs. The curriculum is designed to prepare students for entry-level administrative positions in healthcare.

Faculty overseeing the program hold professional certifications through AAPC and AAMA, have completed ACM's eLearning (eLETS) training for flex, blended, and online instruction, and regularly attend Healthcon and ACM Professional Development Days to stay current with industry standards and pedagogy.

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

The Medical Administrative Assistant program is designed to equip students with the essential skills and knowledge needed for success in administrative roles within healthcare environments. Educational objectives emphasize practical application, professional communication, and ethical behavior, while addressing both technical and interpersonal competencies.

Courses are offered in multiple modalities—including face-to-face, online, and flex formats—to accommodate diverse learning styles and schedules. Regardless of modality, all courses maintain consistent learning objectives, rigor, and assessment strategies to ensure equitable student outcomes.

The program's educational goals and learning outcomes are intentionally structured to promote growth in key competency areas, including:

- Professional communication
- Technological proficiency and information literacy
- Administrative and organizational skills
- Ethical and culturally competent practice
- Life-long learning and professional development

Program-Level Learning Outcomes

Graduates of the program will be able to:

1. Apply technology, information literacy, problem-solving, and technical skills to complete office tasks.
2. Demonstrate effective professional communication skills.
3. Understand the importance of life-long learning in the profession.
4. Perform responsibilities while practicing professional and ethical values.

Student Learning Outcomes

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

1. Use effective written, verbal, and nonverbal communication with patients, families, coworkers, and healthcare professionals.
 - a. *Supports Program Outcomes 1, 2, 4*
 - b. *Aligned Gen Ed Competencies: Written and Oral Communication*
 2. Demonstrate technical, information literacy, and problem-solving skills in the performance of medical administrative assisting.
 - a. *Supports Program Outcomes 1, 2, 4*
 - b. *Aligned Gen Ed Competencies: Written and Oral Communication, Critical Analysis and Reasoning, Technological and Information Literacy*
 3. Perform medical office tasks while practicing professional and ethical values.
 - a. *Supports Program Outcomes 1, 2, 4*
 - b. *Aligned Gen Ed Competencies: Written and Oral Communication, Personal and Civic Responsibility*
 4. Practice administrative medical assisting with sensitivity to cultural and socioeconomic differences.
 - a. *Supports Program Outcomes 1, 2, 4*
 - b. *Aligned Gen Ed Competencies: Personal and Civic Responsibility*
 5. Recognize the importance of life-long learning in the administrative medical assisting field.
 - a. *Supports Program Outcome 3*
 - b. *Aligned Gen Ed Competencies: Information Literacy, Written and Oral Communication, Personal and Civic Responsibility*
3. Explain how the institution will:
- a. provides for assessment of student achievement of learning outcomes in the program
 - b. document student achievement of learning outcomes in the program

The Medical Administrative Assistant program employs a comprehensive approach to evaluating student learning, using both formative and summative methods that align with course objectives, program outcomes, and industry expectations.

a) Assessment of Student Achievement

Student achievement is assessed through a variety of tools and strategies designed to measure competency across cognitive, psychomotor, and affective domains. These include:

- **Written Assignments and Exams** – Evaluate comprehension of administrative concepts, medical terminology, ethics, and regulatory guidelines.
- **Skills Demonstrations and Simulations** – Measure students' ability to apply administrative procedures using electronic health records, billing systems, and patient scheduling software.
- **Certification Exam Preparation** – Integrated test prep materials and practice exams for the NHA Certified Medical Administrative Assistant (CMAA) credential provide a benchmark for professional readiness.

Faculty use rubrics and performance checklists to ensure consistent, objective evaluation of student work across all modalities.

b) Documentation of Student Achievement

Student learning and progression are systematically documented using the college's learning management system (Brightspace), course-level outcome tracking, and program-level assessment plans. Documentation methods include:

- **Outcome Mapping** – Each course is mapped to both program and general education learning outcomes to ensure alignment and track progress.
- **Digital Gradebooks and LMS Data** – Track individual student performance and identify trends across course sections.
- **Annual Program Review** – Includes analysis of course pass rates, certification exam performance, and advisory committee input to guide continuous curriculum improvement.

Assessment data is reviewed regularly by faculty and the Program Advisory Committee to ensure that the curriculum remains responsive to student needs and industry demands.

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

Curriculum Structure (30 Credits Total)

Fall Semester (16 credits)

COMP 101 – Computer Literacy (3 credits)

Students will acquire and/or demonstrate proficiency in understanding basic computer terminology, using basic operating system features, e-mail, Internet, word processing, spreadsheet, database, and presentation software.

MDAS 101 – Essential Skills for the Healthcare Professional (3 credits)

This course introduces the dynamic structure and services of healthcare delivery systems, including the role of professions and our role to serve patients as customers. Students will learn communication skills necessary for the healthcare professional, diversity in healthcare, professionalism, confidentiality, legal and ethical issues, and basic clinical skills.

MDAA 110 – Medical Terminology (3 credits)

This course provides students with the knowledge of the medical language needed to communicate with members of the healthcare team. Emphasis is placed on word analysis of anatomic structures, diseases, and surgical procedures.

MDAS 102 – Introduction to Health Records (3 credits)

This course introduces the history, theory, and functional benefits of health records used by the industry. Students will learn the content and format of the basic health record, various healthcare delivery systems, and data quality control. Storage of health information, confidentiality, release of information, indices, and registers are also studied. Legal and ethical issues relating to confidentiality and release of information are emphasized.

MDAA 131 – Medical Coding Literacy (3 credits)

Students will gain an introduction to the structure and purpose of medical coding systems used in healthcare documentation and billing. Emphasis will be placed on understanding how diagnosis and procedure codes relate to patient care, reimbursement, and administrative workflow. The course will focus on building familiarity with medical terminology, basic coding references, and the role of accurate documentation in supporting healthcare operations.

IHLT 101 – Mind/Body Skills Health/Healing (1 credit)

This course will provide an experiential introduction and appreciation of the relationship between Mind/Body skills, group processes, and healing. Students will develop self-awareness about their unique response to stress and relaxation, the connection between this response and wellness, and the healing power of relationships. Utilizing a variety of Mind/Body skills such as meditation, biofeedback, breathing and imagery, students will acquire basic skills essential to personal health and professional practice.

Spring Semester (14 credits)

BUAD 110 – Business Professional & Ethics (2 credits)

This course is designed to develop skills necessary in today's workplace and to help students improve their ability to make ethical decisions in business. Topics include: business etiquette, business communications, professional attire, organizational relationships, and ethical decision-making.

MDAA 132 – Elements of Human Disease (3 credits)

Students will study disease pathology and appropriate terminology and pharmacology. Emphasis will be on diseases that affect various organ systems and those that affect the whole body. The focus will be on definitions, signs and symptoms and appropriate drug therapy with emphasis on understanding medical terminology in the context of medical reports and coding.

COMP 221 – Office Applications (3 credits)

An introduction to several of the more popular computer applications in use today. Students will have hands-on experience using Windows concepts, spreadsheet, database management, computer presentation, Internet, and business-oriented software packages.

MDAA 213 – Principles of Medical Insurance (3 credits)

A study of managed healthcare and major medical insurance programs is the focus of this course. Topics discussed include insurance terminology, electronic and manual completion and processing of insurance claims, medicolegal issues and billing and collection procedures. Medical terminology and diagnostic, and procedural coding will be reviewed.

MDAA 209 – Medical Administrative Assistant (3 credits)

This course will introduce students to administrative medical assisting skills that are required in the medical office. Topics include scheduling, telephone skills, patient reception, written communications, accounting, billing, banking, and payroll. Students will learn to perform administrative medical assisting skills within the framework of the American Association of Medical Assistants Code of Ethics.

TOTAL CREDITS – 30

Admissions Requirements

- High school diploma or equivalent
- Placement testing per ACM requirements
- No prior medical background necessary

Program Requirements

To successfully complete the program, students must meet the following academic and performance standards:

- **Minimum Grade Requirement:** Students must earn a grade of “C” or better in all program courses to progress and graduate. Courses in which a student earns a grade below “C” must be repeated.
- **Competency Assessment Requirement:** Students must demonstrate proficiency in core administrative skills by achieving a minimum score of 85% or higher on all required competencies. Competency assessments evaluate practical skills such as appointment scheduling, patient communication, medical record management, and insurance processing.

These requirements ensure that graduates are well-prepared to meet the expectations of employers and to provide safe, effective, and professional administrative support in healthcare environments.

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

General education outcomes are integrated throughout the Medical Administrative Assistant curriculum as outlined in Section 2. Courses align with the College’s general education competencies, including written and oral communication, critical analysis and reasoning, technological and information literacy, and personal and civic responsibility.

These foundational skills are embedded within program-level and student learning outcomes to ensure graduates are well-rounded, effective communicators and problem-solvers in the healthcare environment.

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

There is no specialized accreditation or graduate certification required for the Medical Administrative Assistant program at this time.

However, upon completion of the program, students are eligible to pursue national certification through the National Healthcareer Association (NHA). Common certifications for program graduates include:

- CMAA – Certified Medical Administrative Assistant
- CEHRS – Certified Electronic Health Records Specialist

While these certifications are not required for graduation, they enhance employment opportunities and validate the professional competencies developed through the program.

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

The Medical Administrative Assistant program will be fully delivered by Allegany College of Maryland and does not involve any contracts with external institutions or non-collegiate organizations for instruction, curriculum development, or program support.

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.

Allegany College of Maryland provides clear, complete, and timely information to prospective and enrolled students through multiple channels:

- **Curriculum and Degree Requirements:** Detailed program and course descriptions—including credit hours, prerequisites, and sequencing—are published in the College catalog, on the departmental website, and within the Brightspace Learning Management System.
- **Faculty/Student Interaction:** Faculty office hours, contact methods, and response-time expectations are outlined in each syllabus and on the course home page in Brightspace. Instructors also provide regular feedback through graded assignments, discussion boards, and virtual or in-person conferences.
- **Technology Competence and Equipment:** Technology skill expectations are communicated in the program overview and syllabi. Students are informed of minimum hardware/software requirements (computer, webcam, internet connectivity) as well as EHR simulation tools and any specialized software.
- **Learning Management System:** Brightspace guides and tutorials are available campus-wide, with technical support through the IT Help Desk.
- **Academic Support Services:** Tutoring, writing assistance, library resources, and career advising are accessible via the Academic Success Center and the Learning Commons, with hours and appointment scheduling documented online.
- **Financial Aid and Payment Policies:** Information on tuition, fees, payment deadlines, refund policies, and financial aid opportunities (scholarships, grants, loans) is provided by the Office of Financial Aid and is updated each semester on the College website and in student award letters.

These resources ensure that students understand all aspects of the program, from academic expectations to support services and financial obligations, enabling informed decision-making and successful program progression.

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

The Medical Administrative Assistant program will be accurately represented in all promotional, recruiting, and admissions materials. Program faculty work closely with the College's Advertising and Marketing Department to ensure that all descriptions of curriculum, credential opportunities, program outcomes, and student support services are current and consistent across platforms.

Faculty are also actively involved in recruitment efforts. Program instructors regularly attend and represent the program at campus Open Houses, Tri-State College Night, and other outreach events to provide prospective students with first-hand information about course expectations, certification options, and career pathways.

This collaborative approach ensures that all advertising and recruitment efforts clearly and accurately reflect the opportunities available through the program.

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

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

As this is a newly proposed certificate program, there are currently no formal articulation agreements in place with partner institutions. However, Allegany College of Maryland (ACM) is committed to expanding transfer and academic pathways for students and fully intends to pursue articulation agreements in the future.

Once the Medical Administrative Certificate is established, ACM will explore partnerships with both two- and four-year institutions—particularly those offering health sciences and healthcare administration programs—to create clear and seamless pathways for credential and degree advancement. These efforts will further support student mobility, academic progression, and workforce development across the state.

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculties with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.
2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
 - a) Pedagogy that meets the needs of the students
 - b) The learning management system
 - c) Evidenced-based best practices for distance education if distance education is offered.

The Medical Administrative Certificate program at Allegany College of Maryland will be led and taught by a highly qualified team of faculty members with extensive academic credentials, industry certifications, and instructional experience in healthcare administration, coding, and medical assisting. Faculty members hold nationally recognized credentials from organizations such as the AAMA and AAPC, and their combined expertise ensures high-quality instruction aligned with national standards and employer expectations.

Instruction for general education and supporting courses such as Computer Literacy (COMP 101), Business Professionalism & Ethics (BUAD 101), and Office Applications (COMP 221) will be provided by qualified instructors from their respective academic departments, in accordance with college policy and faculty credentialing guidelines.

Summary of program faculty:

Name	Academic Title/Rank	Degree(s) and Field	Certifications	Appointment Type	Courses Taught
Lisa Humbertson	Assistant Professor, Program Director	M.Ed., Interdisciplinary Education (Leadership, Business, Higher Ed)	AAMA CMA, CPC, CPC Approved Instructor	Full-time	Oversight of program as Program Director
Stephanie McCoy	Assistant Program Director	Associate of Applied Science (A.A.S.), Medical Administrative Assistant	CPC, CPCD AAPC Approved Instructor	Full-time	MDAA 131 – Medical Coding Literacy; MDAA 213 – Principles of Medical Insurance
Amanda Hoover	Assistant Professor, Practicum Coordinator	M.Ed., Education	AAMA CMA, CPC, CPC Approved Instructor	Full-time	MDAS 101 – Essential Skills for the Healthcare Professional; MDAA 110 – Medical Terminology; MDAS 102 – Introduction to Health Records; MDAA 209 – Medical Administrative Assistant
Stacy Senka	Instructor, MA Practicum Coordinator	MLS (ASCP)	CCMA, Phlebotomy /Lab Assistant	Full-time	MDAS 101 – Essential Skills for the Healthcare Professional; MDAA 110 – Medical Terminology; MDAA 132 – Elements of Human Disease

Allegany College of Maryland (ACM) is committed to maintaining high-quality instruction by ensuring all faculty receive ongoing training in pedagogy, instructional technology, and evidence-based best practices, particularly as they relate to student success and teaching in diverse modalities.

a) Pedagogy that Meets the Needs of Students

ACM provides faculty with regular access to professional development in student-centered instructional strategies, including inclusive teaching practices, formative assessment, and active learning. This training is offered through:

- **Faculty development workshops** hosted by ACM's Teaching and Learning Center
- **Mentorship and peer observation programs** for continuous improvement
- **Access to external conferences** and webinars focused on adult learners and health professions education
- **Course design support** that aligns with accreditation and workforce competencies in allied health

This approach supports differentiated instruction, trauma-informed practices, and adaptive strategies to meet the needs of diverse learners, including first-generation, nontraditional, and academically at-risk students.

b) Learning Management System (LMS) Training

ACM uses Brightspace (D2L) as its official learning management system (LMS). Faculty are trained and supported through:

- **Mandatory orientation and onboarding modules** for new faculty
- **Hands-on training sessions** provided by the Office of Instructional Technology
- **One-on-one coaching and technical support**
- **Ongoing refresher workshops and micro-trainings** on features such as content creation, gradebook, analytics, and student engagement tools

These trainings ensure that instructors are equipped to manage digital course content, track student performance, and facilitate meaningful interactions across all teaching formats.

c) Evidence-Based Best Practices for Flex, Blended, Online, or In-Person Instruction

Faculty teaching courses in Flex, blended, online, or in-person formats are supported in implementing evidence-based instructional practices aligned with the Quality Matters (QM) framework and national standards for effective teaching. Resources and support include:

- QM-certified course design assistance
- Training in Universal Design for Learning (UDL) and student engagement strategies applicable across modalities
- Instructional design support from ACM's eLearning specialists
- Participation in statewide and national professional development opportunities related to modality-specific teaching

These supports ensure that regardless of format, courses maintain elevated levels of academic quality, accessibility, and student engagement.

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.

Allegany College of Maryland's Learning Commons provides comprehensive library and academic support services that fully meet the requirements of COMAR 13B.02.03.12 and ensure the adequacy of resources for the proposed Medical Administrative Certificate program. Located in Library 114 on the Cumberland campus, the Learning Commons houses the Donald L. Alexander Library, which offers access to thousands of physical and electronic resources, including books, journals, e-books, and multimedia materials related to medical terminology, electronic health records, billing, coding, and administrative healthcare practices. Students and faculty have 24/7 access to peer-reviewed databases and online research tools, and live research assistance and information literacy instruction. The Learning Commons also features tutoring services, study labs, and online tutoring available daily from 10 a.m. to 4 a.m., supporting students in both in-person and remote learning environments.

Professional staff, including librarians, tutoring coordinator, and a testing services coordinator, are available to assist with research, academic coaching, and supervised testing. Facilities include private study rooms, computer workstations, and printing services. The library team works collaboratively with program faculty to review and update collections annually, ensuring that resources remain aligned with evolving curricular and industry needs. These efforts, combined with continuous support across instructional formats—including Flex, blended, online, and in-person delivery—ensure that the Learning Commons remains a vital academic resource for the success of students enrolled in the Medical Administrative Certificate program.

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

1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education

Allegany College of Maryland (ACM) affirms that it possesses the necessary physical facilities, infrastructure, and instructional equipment to successfully launch and sustain the proposed Medical Administrative Certificate program. The program will be housed in the Allied Health building on the Cumberland campus, which includes modern classroom spaces, computer labs, and a dedicated administrative and clinical lab designed to replicate a realistic outpatient healthcare setting.

This specialized lab includes a reception area, front desk, exam rooms, and a patient check-out station, allowing students to practice administrative and workflow procedures in a hands-on environment that

mirrors real-world outpatient offices. Classrooms and lab spaces are equipped with up-to-date instructional technology, including instructor workstations, projectors, and student computers with access to relevant software such as electronic health record (EHR) systems and medical billing platforms. Faculty and staff have access to private offices, shared meeting spaces, and technology support services to ensure effective delivery of instruction and academic support.

For students and faculty engaged in Flex, online, blended, or in-person learning modalities, ACM ensures reliable and equitable access to digital infrastructure. All students and faculty are assigned institutional email accounts, which are used for official communication, LMS access, and technology services.

In addition, ACM provides access to a fully supported Learning Management System (LMS), Brightspace (D2L). This platform enables secure delivery of online instruction, including content modules, assessments, communication tools, and tracking student progress. Training and technical assistance for Brightspace is offered through ACM's Office of Instructional Technology via workshops, online guides, and on-demand support.

These resources collectively ensure that both students and faculty have the tools, spaces, and technological infrastructure required to deliver and engage in high-quality, real-world administrative healthcare education—regardless of instructional format.

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR13B.02.03.14](#))

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

Medical Administrative Assistant Certificate		As of		7/21/2025	
FY26 - FY31					
Maryland Higher Education Commission					
TABLE 1: PROGRAM RESOURCES					
Resources 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)	68,250	109,370	152,106	196,506	221,530
a. #F.T Students	6	10	14	18	20
b. Annual Tuition/Fee Rate	9,740	9,935	10,134	10,337	10,544
c. Annual Full Time Revenue (a x b)	58,440	99,350	141,876	186,066	210,880
d. # Part Time Students	2	2	2	2	2
e. Credit Hour Rate	327	334	341	348	355
f. Annual Credit Hours	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	9,810	10,020	10,230	10,440	10,650
3. Grants, Contracts, & Other External Sources[3]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	68,250	109,370	152,106	196,506	221,530

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)	2,250	2,295	2,341	2,387	2,434
a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	2,085	2,127	2,170	2,213	2,257
c. Total Benefits	165	168	171	174	177
2. Admin. Staff (b+ c below)	0	0	0	0	0
a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
8. TOTAL (Add 1 – 7)	2,250	2,295	2,341	2,387	2,434

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

Program effectiveness will be measured as follows:

Program effectiveness will be evaluated through multiple measures to ensure continuous improvement and alignment with workforce needs:

- **Course Evaluations:** Administered through D2L at the conclusion of each course to gather student feedback.
- **Faculty Performance Reviews:** Conducted annually and includes student evaluations, peer observations, and documentation of professional development activities.
- **Student Retention and Completion Rates:** Tracked by Institutional Research to monitor student success and identify trends.
- **Certification Exam Pass Rates:** Success rates for the Certified Medical Administrative Assistant (CMAA) and Certified Professional Coder (CPC) exams will be monitored regularly.
- **Graduate Employment Rates:** Employment outcomes will be collected via graduate surveys at 6- and 12-months post-graduation.

CMAA Certification Pass Rate Benchmarks:

- Year 1 goal: 80% pass rate
- Year 3 goal: 90% pass rate
- National average CMAA pass rate: 77% (National Health career Association, 2024)

Advisory Committee Involvement:

The program's advisory committee will play a significant role in evaluating program outcomes and guiding curricular adjustments. Data from the above sources will be reviewed regularly by the committee to ensure the program remains relevant, responsive, and aligned with employer expectations.

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.

Allegany College of Maryland's proposed Medical Administrative Certificate program is explicitly designed to enhance access and success for the college's diverse student population, in alignment with the state's Minority Student Achievement Goals (COMAR 13B.02.03.05). ACM serves a broad mix of learners—including a high percentage of first-generation students (80 %) and a sizable portion receiving federal Pell grants (88 %)—who often balance academic pursuits with work, family, and other responsibilities. While racial diversity at ACM remains modest—with approximately 15 % identifying as Black/African American, 3.2 % Hispanic/Latino, and 3.9 % multiracial—the college's flexible program delivery options (e.g., part-time, Flex, blended, online, in-person) accommodate students from rural areas, non-traditional age groups, and those with overlapping commitments.

The Medical Administrative Certificate, a stacked credential pathway embedded within the broader Medical Administrative Assistant A.A.S. degree, supports a low-barrier entry and timely completion in a high-demand healthcare field, directly addressing retention and completion for historically underserved learners. ACM's commitment to inclusive program design is reflected in small classroom sizes and targeted academic support services—such as comprehensive tutoring, advising, career guidance, and flexible scheduling—that collectively reinforce access, persistence, and graduation among minority and first-generation students.

References

1. Allegany College of Maryland. (n.d.) *Academic Programs and Student Services*. Retrieved from <https://www.allegany.edu>
2. Peterson's. (n.d.) *Allegany College of Maryland Overview*. Retrieved from <https://www.petersons.com>
3. College Index. (n.d.) *Allegany College of Maryland Student Demographics*. Retrieved from <https://www.collegeindex.org>
4. College Tuition Compare. (n.d.) *Allegany College of Maryland Program Delivery Options*. Retrieved from <https://www.collegetuitioncompare.com>
5. Niche. (n.d.) *Allegany College of Maryland Diversity Statistics*. Retrieved from <https://www.niche.com>

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

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

The proposed Medical Administrative Certificate program at Allegany College of Maryland is not related to any programs currently identified by the Commission as low productivity. Instead, it is a strategically designed stacked credential pathway embedded within the existing Medical Administrative Assistant A.A.S. degree, which has demonstrated consistent student interest and demand aligned with regional workforce needs.

However, should there be overlap or shared resources with programs experiencing lower productivity, fiscal resources—including faculty, administration, library resources, and general operating expenses—would be carefully redistributed to support the proposed certificate program without compromising the integrity of existing programs. Specifically:

- **Faculty and Administration:** Faculty assignments will be optimized to balance workloads across Medical Administrative Assistant-related courses, leveraging existing faculty expertise without requiring additional hires. Administrative support will also be aligned to ensure efficient program coordination and student support services.
- **Library Resources:** Existing library and digital resources supporting healthcare administration, medical terminology, and related fields will be expanded or prioritized to meet the needs of certificate program students. This avoids duplication of resources and maximizes current investments.
- **General Operating Expenses:** Since the certificate is integrated within existing program infrastructure—including clinical and administrative labs—the program will benefit from shared facilities and administrative services. Operating expenses will be adjusted to reflect enrollment growth and program needs, supported by flexible scheduling and delivery modalities that optimize resource utilization.

By reallocating resources from overlapping or less productive areas toward this certificate pathway, ACM will enhance access and timely completion for a diverse student population, while efficiently managing fiscal resources and sustaining program quality.

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

Distance Education and Instructional Delivery

Allegany College of Maryland is authorized to offer distance education and adheres to the Council of Regional Accrediting Commissions (C-RAC) guidelines.

The College utilizes D2L Brightspace as its learning management system to support all online and hybrid instruction. This platform facilitates communication, content delivery, grading, and student engagement tracking.

All courses within the Medical Administrative Assistant program have been reviewed by ACM's eLETs team and meet internal standards aligned with Quality Matters benchmarks for online course design and delivery.

Program faculty have completed ACM's eLETs training in flexible, blended, and online instructional modalities. All instructors are certified through the American Academy of Professional Coders (AAPC) and/or the American Association of Medical Assistants (AAMA). Faculty teaching coding courses hold the AAPC-Approved Instructor designation and attend AAPC HealthCon annually to remain current with industry trends, regulatory updates, and best practices in instructional delivery. In addition, instructors participate in institution-sponsored Professional Development Day sessions, which focus on effective teaching strategies, instructional technology, and student engagement across all delivery formats.

Online Learning Engagement Metrics:

- 85% of ACM students enrolled in at least one flex or online course during the most recent academic year.
- 100% of Medical Administrative Assistant faculty are eLETs certified.
- Flex and asynchronous course options support student retention, particularly among working adults and caregivers.



ALLEGANY COLLEGE
of MARYLAND
NURSE MANAGED WELLNESS CLINIC

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July 27, 2025

Program Review Committee
Allegany College of Maryland
Cumberland, MD 21502

Dear Program Review Committee members,

I am writing to express my strong support for the proposed Medical Administrative Assistant Certificate program at Allegany College of Maryland. This initiative is timely and essential in addressing the growing needs for skilled administrative professionals.

The comprehensive curriculum, as outlined, offers a focused approach to equipping students with vital skills in medical terminology, electronic health records, coding, and patient communication. By integrating practical knowledge with theoretical concepts, students will be well-prepared to meet the demands of modern healthcare environments.

Moreover, the program's design to support stackable credentials is commendable. It not only provides a pathway for students to enter the workforce promptly but also allows for further educational opportunities in the field. This flexibility will encourage more individuals to pursue careers in healthcare administration, an area that is increasingly critical as the industry evolves.

I believe that the Medical Administrative Assistant Certificate will significantly contribute to the professional development of our community. By fostering a skilled workforce, we will enhance the quality of care provided in outpatient clinics, private practices, and hospital settings. Supporting this program is an investment in the future of healthcare in our area and a significant step toward elevating the standard of care delivered to our community members.

Thank you for considering my endorsement of this important educational offering. I look forward to seeing its positive impact on our local healthcare community.

Sincerely,

Cheryl Nelson, DNP, FNP-BC

NMWC Nurse Practitioner

Allied Health Building Room 115

301-784-5670 301-784-5093 (Fax) acnmnwc@allegany.edu

Daniel Herring
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Ann Foland, Billing Manager
Western Maryland Dermatology
100 Welton Drive
Cumberland MD 21502
June 29, 2025

Board of Trustees
Allegany College of Maryland
12401 Willowbrook Road
Cumberland MD 2150

Dear Board Members

I am writing this letter of support as a member of the Program Advisory Committee for the Medical Administrative Assistant Program and the billing manager for Western Maryland Dermatology. I feel that it will serve both the college and medical community to offer not only an associate program but also a certificate program for the Medical Administrative Assistant Curriculum.

As a graduate of both the Nursing program and the Medical Coding program at ACM, I learned that it is important to have well prepared students in the healthcare field. Those students who complete the programs for non-clinical roles fill important positions in most healthcare offices. A certificate program will put well-trained applicants into the work force more quickly, especially at a time when it is challenging to find qualified people

My office has hired medical coders/billers and medical assistants that have graduated from your program. The certificate program will benefit the medical community by putting valuable candidates into the hiring pool faster.

Sincerely,

Ann M. Foland, CDC