Columbia Campus
2022-2024
Official School Catalog
Volume XXXIII

Revised and Effective, November 2022

At the time of publication, every effort was made to assure that this catalog contains accurate information. Please refer to the catalog addendum for any changes or revisions that have occurred since the catalog was published.

Columbia, MD Campus

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"An Equal Opportunity Facility"

A branch campus of

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This catalog certified as true and correct in content and policy.

Cory Hughes
CAMPUS PRESIDENT

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LINCOLN TECH®

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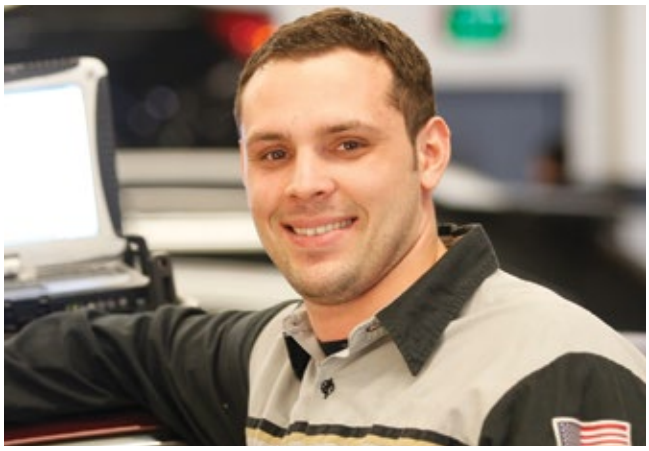

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Introduction

General Objectives

Lincoln College of Technology (LCT) is committed to the advancement of career education, and dedicated to individuals who desire to improve themselves and their opportunity for career success. During recent years, "Career" training has finally achieved proper recognition in the educational spectrum. The importance of acquiring a specific skill in order to be employable has been dramatized by the vast number of unfilled job openings for persons with skills.

Teaching skills to the unskilled, refining the skills of the semi-skilled and helping them find gainful employment in the industry is the overall objective of Lincoln College of Technology.

To this end, every effort is made to provide the high quality training… training that is realistically attuned to the needs of industry and the rapid technological progress of our day. Training programs are designed to provide students with skills that are marketable today and with knowledge that will allow them to grow and realize their maximum career potential in the future.

An effective employment assistance program makes it possible for Lincoln to fulfill its objective to provide a needed and valuable service to the industry, the community, the nation, and most important of all, to the student.

Mission Statement

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.

INSTITUTIONAL GOALS

- 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.

History of the School

The Lincoln Technical Institute, Inc. school system was established in Newark, New Jersey under the corporate laws of that state in November 1946.

Lincoln Technical Institute of Landover was established in September 1960 and relocated to the Columbia facility in February of 1997.

The success of its graduates, coupled with its excellent reputation in technology training has resulted in an ever-increasing enrollment. Consequently, the school's facilities have been expanded and relocated four times since its original inception.

In May 2007, the Columbia campus stretched its facility to include a second automotive shop.

In September 2018, the Columbia campus began offering classes in Culinary Arts and International Baking & Pastry, hence creating Lincoln Culinary Institute, a division of Lincoln College of Technology.

The total student body ranges between 450 and 800 students. Although the majority of students come from the Maryland area, the student body and the alumni includes representatives from adjacent states and foreign countries.

Effective June 1, 2009, Lincoln Technical Institute, Columbia became Lincoln College of Technology. The reason for the change is the result of goals established in the long-range strategic plan for our institute and its parent corporation, Lincoln Educational Services (LESC), and the perception of the institution to prospective students and employers.

Lincoln Educational Services Corporation is a leading provider of diversified career-oriented postsecondary education. Lincoln offers recent high school graduates and working adults degree and diploma programs in five principal areas of study: health sciences, automotive technology, skilled trades, hospitality services and business and information technology. Lincoln has provided the workforce with skilled technicians since its inception in 1946. Lincoln currently operates over 20 campuses in 14 states under 3 brands: Lincoln College of Technology, Lincoln Technical Institute, and Euphoria Institute of Beauty Arts and Sciences.

Introduction

Educational Philosophy

Lincoln College of Technology prepares each student to meet the day-to-day challenges of an ever changing world. At Lincoln, this is achieved through a series of lectures/demonstrations, providing the student with the knowledge to perform each task. A comprehensive hands-on laboratory exercise on technical trainers allows the student to practice newly learned skills. Hands-on practical exercises on "real world" equipment, allows the student to experience tasks performed in the workplace. Although not all classes will have the same amount of hands-on exercises, each class has the appropriate amount for the skills taught. Classroom instruction leads to "hands-on" teaching and learning to apply the knowledge learned in the classroom.

Lincoln College of Technology is proud of its many graduates who have taken their place in the industry for which they were trained, and will continue to exercise its leadership role in training persons for marketable skills by constantly revising and updating programs as technological change occurs in the industry.

A Letter from the CEO and Campus President

We believe education and training increase your self-esteem and enable you to work in a rewarding and satisfying career. In order to achieve our high educational standards, we carefully select qualified instructors that offer competency and experience, as well as a caring commitment to each student's success.

In the development of curricula, we continuously monitor the current industry standards and update our courses regularly to reflect change in the employment trends. Our classrooms offer industry standard equipment that simulates the workplace as closely as possible.

In addition to careful and detailed instruction, faculty, staff and administration provide ongoing support and encouragement. You gain *skills and confidence* at LCT, so you can achieve success here and in other areas of your life.

It is our desire to provide you with the ability and awareness to be of value in a technologically changing world. Your education and training here will be enriching, relevant and empowering. In a very short time, you can become a well-rounded, capable employee in the professional or technical field you choose.

Sincerely,

Cory Hughes
Campus President

Scott M. Shaw
President & Chief Executive Officer

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Electrical and Electronic Systems Technology
Service Management - AAS Degree 10
Electrical and Electronic Systems Technology–
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Air Conditioning, Refrigeration & Heating Technology–
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Welding and Metal Fabrication Technology–
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Culinary Arts & Food Services - Lower Division Certificate 14
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Accredited Automobile Service Technology

What does ASE Accreditation Mean?

ASE is the National Institute for Automotive Service Excellence and was established by the automotive industry to improve the quality of vehicle repair and service through testing and certification. The ASE Education Foundation is a foundation within the ASE organization. The ASE Education Foundation's mission is to improve the quality of automotive technician training programs through voluntary accreditation. The ASE Education Foundation is responsible for the evaluation process, and makes recommendations for ASE program accreditation based on their evaluation. To achieve AST accreditation, a program must pass an evaluation in all eight (8) automobile related areas:

1. Brakes
2. Electrical/Electronic Systems
3. Engine Performance
4. Suspension and Steering
5. Automatic Transmission and Transaxle
6. Engine Repair
7. Heating and Air Conditioning
8. Manual Drive Train and Axles

How did our Automotive Program Become ASE Accredited?

This campus underwent an extensive on-site The ASE Education Foundation review process conducted by an independent evaluation team. The team evaluated the program against standards to include administration, learning resources, finances, student services, instruction, equipment, facilities, instructional staff, and cooperative agreements. Following the completion of this evaluation, the team leader submitted their recommendation to ASE for accreditation. This campus met compliance in all areas and was awarded accreditation for Automobile Service Technology (AST) designation.

Are our Instructors ASE Certified?

Yes, all of our automotive instructors are required to actively hold the ASE G1 and A6 Certifications and be ASE certified in the areas they teach.

How do our Graduates benefit from an ASE Accredited Program?

To become ASE Certified, a person must meet a minimum level of related work experience and pass ASE certification examinations. A graduate from our ASE Automotive Technology Program may be eligible to substitute the training for up to one year of work experience. For additional information, please visit the ASE website.

Automotive Service Management

AUTO212AAS–ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAM

DAY PROGRAM

total semester credit hours* 70
total instructional hours 1755
approximate weeks to complete–day . . 82 (including holidays and scheduled breaks)

***The listing of credit hours is not meant to imply that credits can be transferred into other college or private career school programs. Transfer credits are at the sole discretion of the receiving school.**

program objective

Provide the graduate with the entry-level knowledge and skills required to correctly test, diagnose, replace, repair and adjust as necessary the components of the mechanical, electronic, hydraulic, and accessories systems on current automobiles. Upon completion of this program, the graduates will be qualified for entry into the automotive service career field as a technician capable of analysis, problem solving, performing most common service operations and under supervision, more specialized or involved tasks with a dealer, independent shop or other service outlet. Students will be required to complete out-of-class assignments in each course.

program course list

number	course	total credits	prerequisites
CORE COURSES			
IN102C	**Driving Your Performance**	**4.0**	**precedes all technical courses**
AT101C	**Gasoline Engine Construction and Operation**	**4.0**	**IN102C**
AT102C	**Fuel and Emissions Systems**	**4.0**	**IN102C**
AT103C	**Electrical Systems**	**4.0**	**IN102C**
AT106C	**Transmissions and Drive Lines**	**4.0**	**IN102C**
AT110C	**Automotive Brake Systems**	**4.0**	**IN102C**
AT204C	**Driveability Diagnostics**	**5.0**	**IN102C, AT102C, AT103C**
AT207C	**Automatic Transmissions**	**4.0**	**IN102C**
AT208C	**Air Conditioning and Electrical Accessories**	**4.0**	**IN102C**
AT209C	**Advanced Automotive Electronics**	**5.0**	**IN102C, AT103C**
AT211C	**Automotive Steering and Suspension Systems**	**4.0**	**IN102C**
MA201C	**Service Shop Procedures**	**3.0**	**IN102C**
	TOTAL CORE COURSES	**49 .0**	
GENERAL EDUCATION COURSES			
GEN190	**English Composition I**	**3.0**	**Placement score above minimum level or GEN099**
GEN180	**College Algebra**	**3.0**	**Placement score above minimum level or GEN089**
GEN160	**Psychology**	**3.0**	
GEN130	**Introduction to Critical Thinking**	**3.0**	
GEN292	**Speech Communications**	**3.0**	
GEN162	**American Government**	**3.0**	
GEN150	**Environmental Science**	**3.0**	
	TOTAL GENERAL EDUCATION COURSES	**21.0**	
	TOTAL PROGRAM CREDITS	**70.0**	
DEVELOPMENTAL COURSES			
GEN099	**Foundations of English**	**0.0**	
GEN089	**Basic Mathematics**	**0.0**	

NOTE: Course numbers are for reference only. The sequence of course offerings may vary depending on scheduling needs.

MAXIMUM TIME FRAME (MTF)=105.0 CREDITS | CIP CODE–47.0604 • SOC CODE–49-3023

Developmental courses are for students who need further preparation before enrolling in college-level courses. These courses award credit hours that contribute to a student's academic load, but do not count towards the credits needed towards degree completion.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Automotive Technology

Education Foundation

AUTO105LD–LOWER DIVISION CERTIFICATE PROGRAM

DAY AND EVENING PROGRAMS

total semester credit hours* 49
total instructional hours 1440
approximate weeks to complete–day . . . .52 (includes holidays and scheduled breaks)
approximate weeks to complete–eve . . . .98 (includes holidays and scheduled breaks)

***The listing of credit hours is not meant to imply that credits can be transferred into other college or private career school programs. Transfer credits are at the sole discretion of the receiving school.**

program objective

Provide the graduate with the entry-level knowledge and skills required to correctly test, diagnose, replace, repair and adjust as necessary the components of the mechanical, electronic, hydraulic, and accessories systems on current automobiles. Upon completion of this program, the graduates will be qualified for entry into the automotive service career field as a technician capable of analysis, problem solving, performing most common service operations and under supervision, more specialized or involved tasks with a dealer, independent shop or other service outlet. Students will be required to complete out-of-class assignments in each course.

program course list

number	course	total credits	prerequisites
IN102C	**Driving Your Performance**	**4.0**	**precedes all technical courses**
AT101C	**Gasoline Engine Construction and Operation**	**4.0**	**IN102C**
AT102C	**Fuel and Emissions Systems**	**4.0**	**IN102C**
AT103C	**Electrical Systems**	**4.0**	**IN102C**
AT106C	**Transmissions and Drive Lines**	**4.0**	**IN102C**
AT110C	**Automotive Brake Systems**	**4.0**	**IN102C**
AT204C	**Driveability Diagnostics**	**5.0**	**IN102C, AT102C, AT103C**
AT207C	**Automatic Transmissions**	**4.0**	**IN102C**
AT208C	**Air Conditioning and Electrical Accessories**	**4.0**	**IN102C**
AT209C	**Advanced Automotive Electronics**	**5.0**	**IN102C, AT103C**
AT211C	**Automotive Steering and Suspension Systems**	**4.0**	**IN102C**
MA201C	**Service Shop Procedures**	**3.0**	**IN102C**
	TOTALS	**49.0**	

NOTE: Course numbers are for reference only. The sequence of course offerings may vary depending on scheduling needs.

MAXIMUM TIME FRAME (MTF)=73.5 CREDITS | CIP CODE–47.0604 • SOC CODE–49-3023

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Electrical and Electronic Systems Technology Service Management

EEST410A – ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAM

DAY PROGRAM

total semester credit hours* 63
total instructional hours 1395
approximate weeks to complete-day . . . . . .92 (including holidays and scheduled breaks)

***The listing of credit hours is not meant to imply that credits can be transferred into other college or private career school programs. Transfer credits are at the sole discretion of the receiving school.**

program objective

This program is designed to provide the essential skills and knowledge for the installation, troubleshooting, repair, and maintenance of commercial and residential entertainment, security, monitoring, and telecommunications systems. Students learn to install cable support structures; laying out and preparing pathways for wiring and cables; installing, securing, testing, and termination of wiring and cables both copper and fiber optic; program digital components and access controls to perform their designated tasks; install and set up media management systems; and perform system commissioning and user training of audio, video, and data systems. The program also prepares students on the essential skills and knowledge needed for entry-level residential electrician work. Students will train on the installation, service and maintenance areas of the residential electrical industry.

Upon completion of this program, graduates can meet the minimum requirements needed to be qualified as an entry-level technician in the residential and/or commercial telecommunications, fire alarm, intrusion detection, signaling, entertainment, audio/video/ data, and energy management systems. Student can also qualify as entry-level residential electrician's apprentice.

For Master electrician exam, the applicant shall not show less than seven (7) years of experience preceding the date of the application, under the direction and supervision of a master electrician, three (3) years during which the applicant supervised or was actively in charge of electrical installation work. The Board may credit not more than three (3) years for formal course study or professional training in electrical installation, where applicable.

program course list

number	course	total credits	prerequisites
CORE COURSES			
EEST101	**Introduction to the Trades**	**3.5**	
EEST102	**Material Applications**	**3.5**	
EEST103	**Electronic and Electrical Principles**	**3.5**	
EEST104	**Basic Electricity**	**3.5**	
EEST105	**Electrical Wiring Principles**	**3.5**	**EEST103, EEST104**
EEST206	**Electrical Controls**	**3.5**	**EEST103, EEST104, EEST105**
EEST207	**Computers and Networking**	**3.5**	
EEST208	**Fiber Optics, Telecommunication Systems & PLC**	**3.5**	**EEST101, EEST103**
EEST209	**Security Systems, Access Control & CCTV Systems**	**3.5**	**EEST101, EEST102, EEST103, EEST104, EEST105**
EEST210	**Fire Alarm Systems**	**3.5**	**EEST101, EEST102, EEST103, EEST104, EEST105**
EEST211	**A/V, Home Theater and Satellite/Cable TV**	**3.5**	**EEST101, EEST102, EEST103, EEST104, EEST105**
EEST212	**System Integration**	**3.5**	**EEST101, EEST102, EEST103, EEST104, EEST208, EEST209, EEST211**
	TOTAL CORE COURSES	**42.0**	
GENERAL EDUCATION COURSES			
GEN190	**English Composition I**	**3.0**	**Placement score above minimum level or GEN099**
GEN180	**College Algebra**	**3.0**	**Placement score above minimum level or GEN089**
GEN160	**Psychology**	**3.0**	
GEN130	**Introduction to Critical Thinking**	**3.0**	
GEN292	**Speech Communications**	**3.0**	
GEN162	**American Government**	**3.0**	
GEN150	**Environmental Science**	**3.0**	
	TOTAL GENERAL EDUCATION COURSES	**21.0**	
	TOTAL PROGRAM CREDITS	**63.0**	
DEVELOPMENTAL COURSES			
GEN099	**Foundations of English**	**0.0**	
GEN089	**Basic Mathematics**	**0.0**	

NOTE: Course numbers are for reference only. The sequence of course offerings may vary depending on scheduling needs.

MAXIMUM TIME FRAME (MTF)=94.5 CREDITS | CIP CODE–46.0302 • SOC CODE–47-2111

Developmental courses are for students who need further preparation before enrolling in college-level courses. These courses award credit hours that contribute to a student's academic load, but do not count towards the credits needed towards degree completion.

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are osffered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Electrical and Electronic Systems Technology

EEST410C–LOWER DIVISION CERTIFICATE PROGRAM

DAY PROGRAM

total semester credit hours* 42
total instructional hours 1080
approximate weeks to complete-day . . . . . 47 (including holidays and scheduled breaks)
approximate weeks to complete-eve . . . . . 74 (including holidays and scheduled breaks)

***The listing of credit hours is not meant to imply that credits can be transferred into other college or private career school programs. Transfer credits are at the sole discretion of the receiving school.**

program objective

This program is designed to provide the essential skills and knowledge for the installation, troubleshooting, repair, and maintenance of commercial and residential entertainment, security, monitoring, and telecommunications systems. Students learn to install cable support structures; laying out and preparing pathways for wiring and cables; installing, securing, testing, and termination of wiring and cables both copper and fiber optic; program digital components and access controls to perform their designated tasks; install and set up media management systems; and perform system commissioning and user training of audio, video, and data systems. The program also prepares students on the essential skills and knowledge needed for entry-level residential electrician work. Students will train on the installation, service and maintenance areas of the residential electrical industry.

Upon completion of this program, graduates can meet the minimum requirements needed to be qualified as an entry-level technician in the residential and/or commercial telecommunications, fire alarm, intrusion detection, signaling, entertainment, audio/video/data, and energy management systems. Student can also qualify as entry-level residential electrician's apprentice.

For Master electrician exam, the applicant shall not show less than seven (7) years of experience preceding the date of the application, under the direction and supervision of a master electrician, three (3) years during which the applicant supervised or was actively in charge of electrical installation work. The Board may credit not more than three (3) years for formal course study or professional training in electrical installation, where applicable. Students will be required to complete out-of-class assignment in each course.

program course list

number	course	total credits	prerequisites
CORE COURSES			
EEST101	**Introduction to the Trades**	**3.5**	
EEST102	**Material Applications**	**3.5**	
EEST103	**Electronic and Electrical Principles**	**3.5**	
EEST104	**Basic Electricity**	**3.5**	
EEST105	**Electrical Wiring Principles**	**3.5**	**EEST103, EEST104**
EEST206	**Electrical Controls**	**3.5**	**EEST103, EEST104, EEST105**
EEST207	**Computers and Networking**	**3.5**	
EEST208	**Fiber Optics, Telecommunication Systems & PLC**	**3.5**	**EEST101, EEST103**
EEST209	**Security Systems, Access Control & CCTV Systems**	**3.5**	**EEST101, EEST102, EEST103, EEST104, EEST105**
EEST210	**Fire Alarm Systems**	**3.5**	**EEST101, EEST102, EEST103, EEST104, EEST105**
EEST211	**A/V, Home Theater and Satellite/Cable TV**	**3.5**	**EEST101, EEST102, EEST103, EEST104, EEST105**
EEST212	**System Integration**	**3.5**	**EEST101, EEST102, EEST103, EEST104, EEST208, EEST209, EEST211**
	TOTAL CORE COURSES	**42 .0**	

NOTE: Course numbers are for reference only. The sequence of course offerings may vary depending on scheduling needs.

MAXIMUM TIME FRAME (MTF)=63.0 CREDITS | CIP CODE–46-0302 • SOC CODE–47-2111

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Air Conditioning, Refrigeration & Heating Technology

HV207C–LOWER DIVISION CERTIFICATE PROGRAM

DAY AND EVENING PROGRAMS

total program credit hours* 45
total instructional hours 1080
approximate weeks to complete–day . . . . . .40 (includes holidays and scheduled breaks)
approximate weeks to complete–eve . . . . . .74 (includes holidays and scheduled breaks)

***The listing of credit hours is not meant to imply that credits can be transferred into other college or private career school programs. Transfer credits are at the sole discretion of the receiving school.**

program objective

Our collective concerns about the future health of the environment are at the heart of today's dynamic Heating, Ventilation, and Air Conditioning Technology industry, driving progressive changes through planning and implementation. The shift away from some of the more conventional HVAC systems still used in older residences and commercial buildings has been dramatic and continues to evolve. Newer systems focus on renewable energy sources, energy efficiency, and creating comfortable indoor environments.

One of the primary objectives of the HVAC curriculum is to introduce students to Green Technology concepts as they apply to HVAC systems. Students are prepared to confidently enter this vibrant field possessing fundamental skills required to service, troubleshoot, and repair commercial and residential indoor HVAC air management systems. Students also learn proper refrigerant recovery and recycling techniques, and are encouraged to complete Environmental Protection Agency (EPA) certification testing.

Upon completion of this program, graduates can expect to meet the essential entry-level skills and knowledge required of an HVAC technician. With additional experience graduates may pursue opportunities allowing them to work independently, without direct supervision, supervise crews or teams of other technicians, or start their own business. Graduates may also choose to specialize in one or more specific areas of the HVAC market including refrigeration, air conditioning, and heating. Students will be required to complete out-of-class assignments in each course.

program course list

number	course	total credits	prerequisites
HV101A	**Introduction to Climate Control Systems**	**5.0**	
HV102A	**Electricity**	**5.0**	
HV105A	**Basic Refrigeration Systems**	**5.0**	
HV107A	**Air Conditioning Systems**	**5.0**	**HV102, HV105A**
HV108A	**Air Conditioning Design and Layout**	**5.0**	
HV109A	**Commercial Refrigeration Control**	**5.0**	**HV102, HV105A**
HV111A	**Commercial and Industrial Refrigeration and Air Conditioning Lab**	**5.0**	**HV102, HV105A**
HV112A	**Warm Air Heating**	**5.0**	**HV101A, HV102A**
HV120N	**Energy Efficiency and Green Technology Systems**	**5.0**	**HV101A, HV102A, HV107A, HV108A, HV112A**
	TOTALS	**45.0**	

Note: Course numbers are for reference only. The sequence of course offerings may vary depending upon scheduling needs.

MAXIMUM TIME FRAME (MTF)=67.5 CREDITS | CIP CODE–15.0501 • SOC CODE–49-9021

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method.0 Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Welding and Metal Fabrication Technology

WLD100C–LOWER DIVISION CERTIFICATE PROGRAM

DAY, AFTERNOON AND EVENING PROGRAMS

total program credit hours* 27.5
total instructional hours 720
approximate weeks to complete–day/aft/eve . . . . . 40 (includes holidays and scheduled breaks)

***The listing of credit hours is not meant to imply that credits can be transferred into other college or private career school programs. Transfer credits are at the sole discretion of the receiving school.**

program objective

The Welding and Metal Fabrication Technology program prepares students for entry level welder positions as structural welders. Students develop key fundamental skills during the initial courses and learn to apply these skills using different and more complex welding procedures. The welding procedures include Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW/MIG), Flux Core Arc Welding (FCAW), and Gas Tungsten Arc Gas Welding (GTAW/TIG). Using each of these procedures, students learn to weld plate in various positions including horizontal, vertical, and overhead. Students also learn various techniques for cutting and preparing metal for welding procedures.

Upon successful completion of all components of this program, the graduate should possess the working knowledge and skills to qualify as a structural welder using any one of three standard welding processes in construction, fabrication, or plant maintenance work settings. Students should be able to successfully complete pre-qualification tests for any construction structural or pipe related projects.

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

program course list

number	course	total credits	prerequisites
WLD111AN	**Welding and Cutting Fundamentals**	**5.0**	
WLD112AN	**Basic Arc Welding Procedures**	**4.5**	**WLD111AN**
WLD113AN	**SMAW – Plate Welding**	**4.5**	**WLD111AN, WLD112AN**
WLD114AN	**GMAW/FCAW (MIG) – Plate Welding**	**4.5**	**WLD111AN, WLD112AN**
WLD115AN	**GTAW (TIG) – Welding Procedures**	**4.5**	**WLD111AN, WLD112AN**
WLD118AN	**GMAW/GTAW – Fabrication Processes**	**4.5**	**WLD111AN, WLD112AN, WLD114AN, WLD115AN**
	TOTALS	**27.5**	

NOTE: Course numbers are for reference only. The sequence of course offerings may vary depending on scheduling needs.

MAXIMUM TIME FRAME (MTF)=41.0 CREDITS | CIP CODE–48.0508 • SOC CODE–51-4121

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Culinary Arts & Food Services

CUL120C–LOWER DIVISION CERTIFICATE PROGRAM

DAY AND EVENING PROGRAMS

total program credit hours* 39
total instructional hours* 1080
approximate weeks to complete-day . . . . . .50 (including holidays and scheduled breaks)
approximate weeks to complete-eve . . . . . .75 (including holidays and scheduled breaks)

***The listing of credit hours is not meant to imply that credits can be transferred into other college or private career school programs. Transfer credits are at the sole discretion of the receiving school.**

program objective

The Culinary Arts and Food Services program will provide students with a strong foundation on which to build a successful career in the food service industry. Students will be exposed to the core theory and practical application of the culinary arts and food services industry. Students will be exposed to a variety of topics including but not limited to: Classical and Modern food preparation and cooking techniques, food and beverage management, foodservice operations, food science, menu planning and nutrition, international cuisine and culture and baking and pastry techniques.

Upon completion of this program, students will be trained for entry level positions in the culinary and food services industry as Line Cook, Prep Cook, Sous Chef, Chef's Assistant, and Pantry Cook as well as other employment opportunities in the Food Industry.

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

program course list

number	course	total credits	prerequisites
CUL140C	**Introduction to Culinary Arts**	**3.5**	
FBM100C	**Food and Beverage Management**	**3.5**	
IBP140C	**Baking and Pastry Techniques**	**3.5**	
CUL240C	**Foodservice Operations**	**3.5**	
CUL165C	**Advanced Skills I – Meats, Seafood and Poultry**	**3.5**	
CUL175C	**Advanced Skills II – Meats, Seafood and Poultry**	**3.5**	**CUL165C**
CUL155C	**Principles of Food Science**	**3.5**	
NTR101C	**Menu Planning and Nutrition**	**3.5**	
PER101C	**Personal/Private Chef**	**3.5**	**CUL140C, CUL165C, CUL175C**
CUL195C	**International Cuisine and Culture**	**3.5**	
CUL280C	**Externship**	**4.0**	**Students must complete all course work prior to taking externship.**
	TOTALS	**39.0**	

NOTE: Course numbers are for reference only. The sequence of course offerings may vary depending on scheduling needs.

Externship course is six weeks with a minimum of 180 hours of training at an approved externship site, working under the direction of a Chef and/or Manager, following all internal rules and regulations. Most externship assignments are scheduled during daytime hours for both day and evening programs. All weeks exclude holidays, course change days and make-up hours for absences during externship. Actual times are set by the externship sites. Students are responsible for transportation to and from the extern site, as well as meals.

MAXIMUM TIME FRAME (MTF)=58.5 CREDITS | CIP CODE–12.0500 • SOC CODE–35-1012

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

International Baking and Pastry

IBP101C–LOWER DIVISION CERTIFICATE PROGRAM

DAY AND EVENING PROGRAMS

total program credit hours* 37.5
total instructional hours 1080
approximate weeks to complete-day . . . . . 50 (including holidays and scheduled breaks)
approximate weeks to complete-eve . . . . . .74 (including holidays and scheduled breaks)

***The listing of credit hours is not meant to imply that credits can be transferred into other college or private career school programs. Transfer credits are at the sole discretion of the receiving school.**

program objective

The program's objective is to develop graduates who are "Industry Ready"; confident, competent and with a sense of urgency. Graduates are prepared to enter the foodservice industry in a variety of entry level positions. The program's educational approach to this objective includes the following:

- Provide students with the proper balance of theory and practical application of the baking and pastry arts.
- Provide students with a qualified, meaningful, well managed experiential learning opportunity.
- Provide student with an opportunity to participate in community events and services.

This approach to education not only produces technically skilled students, but also well rounded graduates who are prepared to be professional members of the communities in which they live and work.

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

program course list

number	course	total credits	prerequisites
CUL140C	**Introduction to Culinary Arts**	**3.5**	
CUL240C	**Foodservice Operations**	**3.5**	
FBM100C	**Food and Beverage Management**	**3.5**	
IBP150C	**Artisan Breads and Viennoiserie**	**3.5**	
IBP160C	**American and European Pastry and Baked Goods**	**3.5**	
IBP170C	**Contemporary and Classical Cakes**	**3.5**	
IBP140C	**Baking and Pastry Techniques**	**3.5**	
IBP180C	**Techniques and Artistry in Sugar**	**3.5**	
IBP190C	**Techniques and Artistry in Chocolate**	**3.5**	
CUL250C	**Experiential Learning–Externship A**	**2.0**	**Students must complete all course work prior to taking externship.***
CUL260C	**Experiential Learning–Externship B**	**2.0**	**Students must complete all course work prior to taking externship.***
CUL270C	**Experiential Learning–Externship C**	**2.0**	**Students must complete all course work prior to taking externship.***
	TOTALS	**37.5**	

NOTE: Course numbers are for reference only. The sequence of course offerings may vary depending on scheduling needs.

Each externship course is five weeks with a minimum of 90 hours; total Experiential Learning period is 15 weeks with a minimum of 270 hours of training at an approved externship site, working under the direction of a Chef and/or Manager, following all internal rules and regulations. Most externship assignments are scheduled during daytime hours for both day and evening programs. All weeks exclude holidays, course change days and make-up hours for absences during externship. Actual times are set by the externship sites. Students are responsible for transportation to and from the extern site, as well as meals.

MAXIMUM TIME FRAME (MTF)=56.0 CREDITS | CIP CODE–12.0501 • SOC CODE–51-3011

Mode of Delivery: Residential, Blended Learning or Online are the methods we may use to deliver content in each course. The Residential courses are offered on ground at the campus. Blended courses are offered by delivering a fraction of the course in an online format as well as traditional face to face method. Online courses are delivered 100% online. The Blended delivery and online delivery plan will implement distance education activities into each course in the program of study. The use of simulations, case studies, assessments and multimedia will be used to enhance the students understanding of the learning objectives outlined in the course syllabus.

Course Numbering System

100 LEVEL COURSES

These are courses that may or may not have prerequisites defined and normally are offered to the student during the learning process in the first academic year.

200 LEVEL COURSES

These are courses that may or may not have prerequisites defined and normally are offered to the student during the learning process in the second academic year.

Air Conditioning, Refrigeration & Heating Technology Courses

HV101A–INTRODUCTION TO CLIMATE CONTROL SYSTEMS
5.0 Credits

This course is designed to present the learner with an understanding of the principles of energy, heat, and combustion; basic refrigeration and the effects of temperature and pressure on liquids and gasses. Procedures used in the fabrication of tubing assemblies, cutting, bending, flaring, swaging and soldering are also taught. Pressure testing and leak detection procedures are also emphasized.

Students will learn to apply the basic theory of heat transfer, basic principles of energy and matter, and the application of safe work practices. They will learn to use the tools and equipment used by the HVAC-R technician and the proper selection of fasteners for particular tasks. Students will also learn the different types of tubing used in the HVAC-R industry and the types of jointing processes for different types of tubing.

Prerequisite(s): None

HV102A–ELECTRICITY
5.0 Credits

This course is designed to explore the sources and principles of electrical energy and its generation and control. Conductors, insulators, thermal and magnetic switching are discussed. Types and application of electric motors are emphasized. Procedures used in wiring panels and switching devices as well as single and poly-phase electrical systems are also discussed.

Students will learn how to apply safety procedures while working with electricity and electrical devices and equipment. They will learn to distinguish the difference between series and parallel circuits and how to apply principles of electricity to electrical formulas as they relate to basic circuits and equipment. Students will also learn to apply automatic controls used in the Heating, Ventilation, Air Conditioning, and Refrigeration industry. They will learn the application of various types of electric motors and controls used in the industry. In addition students will learn to diagnosis and troubleshoot electric motors and motor controls. In the process they will learn to use various types of test equipment.

Prerequisite(s): None

HV105A–BASIC REFRIGERATION SYSTEMS
5.0 Credits

This course is designed to present the student with the principles governing the operation of refrigeration systems and the refrigeration cycle. They will learn about refrigerants, compressors, evaporators, condensers, metering and control devices as well as service procedures, such as evacuating refrigerants and oil charging, leak detection and mechanical checks.

Students will learn how to plot a refrigeration cycle for refrigerants on a pressure/enthalpy diagram, choose a leak detector for a particular type of leak, perform two different types of evacuation, and perform a high side and triple evacuation. They will learn to charge a system using various methods. Students will also learn to diagnose and troubleshoot various problems within the refrigeration system.

Prerequisite(s): None

HV107A–AIR CONDITIONING SYSTEMS
5.0 Credits

This course is designed to provide the student with the necessary information about the various types of air conditioning systems, their characteristics and applications as well as combination systems. This course also explores the various components e.g.: compressors, motors, controls, and air handlers as well as servicing and troubleshooting of systems and controls.

Students will learn the parameters associated with psychometrics, how refrigeration applies to air conditioning, the process involved in installing an air conditioning system, the various types of controls used on air conditioning equipment, the conditions that affect air conditioning equipment and the proper troubleshooting and servicing techniques for air conditioning units.

Students will also learn to recognize the four factors involved in comfort and plot air conditions using a psychometric chart. They will learn to select the correct instruments for checking an air conditioning unit with a mechanical problem. Students will also learn to calculate the correct operating suction pressures for both standard and high efficiency air conditioning equipment under various conditions.

Prerequisite(s): HV102A, HV105A

HV108A–AIR CONDITIONING DESIGN AND LAYOUT
5.0 Credits

This course is designed to provide the student with the necessary information about theory of heat exchange as applied to heat and cooling loads as well as the calculation of those loads. A duct project is completed and tested during this course.

Students will learn the sources of indoor air pollution, the procedures for eliminating contamination sources, how molds reproduce, reasons for cleaning air ducts reasons for providing humidification in winter months, and factors used when sizing humidifiers.

Students will also learn to determine factors for evaporation requirements, plot airflow conditions on the air-friction chart, determine requirements for filtration systems, perform service inspections on humidifier units, perform load calculations, plot wet-bulb and dry-bulb temperatures, and calculate winter heat loss.

Prerequisite(s): None

HV109A–COMMERCIAL REFRIGERATION CONTROL
5.0 Credits

This course is designed to provide the student with necessary information about the theory and application of control for commercial refrigeration. Electro-mechanical or electronic controls include low pressure; high pressure; ambient head pressure; oil pressure; current and thermal overload; temperature; flow, freeze and short cycle control are emphasized. Circuits for pump down; off cycle, electric and hot gas defrost are wired. Evaporation pressure, head pressure, crankcase pressure and metering valves are studied.

Students will learn how commercial evaporators are controlled, the various types of controls used in a commercial system, the different applications of refrigeration control systems for commercial uses.

Students will also learn to identify and select the various types of expansion devices used in commercial systems; apply refrigeration control systems for commercial uses, and the service and troubleshooting of commercial refrigeration control systems.

Prerequisite(s): HV102A, HV105A

HV111A–COMMERCIAL AND INDUSTRIAL REFRIGERATION & AIR CONDITIONING LAB
5.0 Credits

This course is designed to provide the student with information about the various types of commercial ice making machines, their design, service and maintenance. Students are also presented with information on high-pressure, low-pressure, and absorption chilled water systems, cooling towers, and pumps. Troubleshooting, service, and maintenance are stressed.

Students will learn to read and interpret ice production and performance charts for ice machines. They will also learn the process of cleaning and sanitizing an ice machine as well as water filtration and treatment. Students will learn the relationship of cooling capacity of the water tower and the wet-bulb temperature of the outside air. And students will learn to troubleshoot, service, and maintain various commercial ice making machines.

Prerequisite(s): HV102A, HV105A

HV112A–WARM AIR HEATING
5.0 Credits

This course is designed to provide the student with the necessary information about service and repair of electric and gas warm air heating units. Combustion theory, efficiency testing, combustion air and vent design, heat exchanger types, blower motors, fans and control systems including thermostats are covered.

The student will learn how to identify the various types of automatic control components used and their applications. Students will learn how to perform basic tests in troubleshooting electrical problems in an electric forced-air furnace. Students will learn how to troubleshoot and service various electric and gas heat systems.

Prerequisite(s): HV101A, HV102A

HV120N–ENERGY EFFICIENCY AND GREEN TECHNOLOGY SYSTEMS
5.0 Credits

This course introduces HVAC students to Green Technology and its impact on the HVAC industry. They will be provided with an overview about green alternatives to comfort heating and cooling systems. Specific additional topics include learning methods for evaluating energy efficiency in any building structure and Solar Thermal and Geothermal Green Technologies. Students learn the fundamentals of Energy Auditing and the methods for conducting a mechanical and envelope evaluation, pressure analysis, and performing infrared imaging (Thermography). Students are encouraged to complete certification testing conducted either by GreenMech (Green Mechanical Council), BPI (Building Performance Institute) or RESNET (Residential Energy Services Network).

Students also learn the fundamentals of Solar Thermal and Geothermal energy systems. They learn the basic theory about each system and the functional components of each system. They learn to calculate to proper sizing for these systems and use trainers/simulators to visually reinforce concepts learned in the classroom.

Prerequisite(s): HV101A, HV102A, HV107A, HV108A, HV112A

Automotive Technology Courses

AT101C–GASOLINE ENGINE CONSTRUCTION AND OPERATION
4.0 Credits

This course is designed to provide the student with a detailed study of the modern internal combustion gasoline engine from the basic principles of design and operation to inspection, precision measurement, fitting, and reconditioning, including cooling systems, coolants, lubricating systems, and engine lubricants.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to diagnose various engine concerns through visual and auditory inspection. Students will learn how to disassemble, measure, troubleshoot, service, and reassemble a gasoline powered internal combustion engine.

Prerequisite(s): IN102C

AT102C–FUEL AND EMISSIONS SYSTEMS
4.0 Credits

This course is designed to provide comprehensive coverage of late model gasoline fuel systems from the properties of gasoline to the by-products of combustion, including fuel supply and air induction systems, related emissions controls, and the principles of turbocharging. Emphasis is placed on troubleshooting, replacement, overhaul, and adjustment of fuel injection systems, including computer control models.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to use diagnostic scan tools to retrieve emission control trouble codes and determine necessary repairs. Students will learn how to diagnose no-start/no-fuel problems on hot and cold engines. Students will learn how to operate exhaust gas analysis equipment and determine necessary action.

Prerequisite(s): IN102C

AT103C–ELECTRICAL SYSTEMS
4.0 Credits

This course is designed to provide the student with practical theory in basic and solid state circuitry, including body electrical systems, operation and service of automotive storage batteries, automobile charging systems, starting systems, and lighting systems. Students will evaluate components using both conventional and electronic diagnostic equipment.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to diagnose basic electrical, charging, starting, and lighting circuits through the use of diagnostic equipment to include test lights, multimeters, and continuity testers.

Prerequisite(s): IN102C

AT106C TRANSMISSIONS AND DRIVE LINES
4.0 Credits

This course is designed to provide the student with a comprehensive coverage of drive train components, including theory, operating principles, service, and repair techniques of the clutch, differential and rear axles. Gearing, levers, hydraulics, component design, troubleshooting, replacement, disassembly, repair, service techniques, and assembly are emphasized. Manual and 4x4 transfer gear boxes, drive-shafts, U-joints, front and rear differentials, and manual transaxles are featured.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to diagnose, inspect, remove and replace a clutch. Students will learn how to diagnose, clean, inspect, disassemble, and reassemble a transmission/transaxle. Students will learn how to diagnose, inspect, remove, replace, and service front wheel-drive components and rear-wheel drive components.

Prerequisite(s): IN102C

AT110C–AUTOMOTIVE BRAKE SYSTEMS
4.0 Credits

This course is designed to provide comprehensive coverage of design, operating principles, maintenance and service of the automotive brake systems and traction control. Emphasis is placed on diagnosis and service of rotors and drums with measuring and resurfacing included. Anti-lock braking is covered from operating principles through diagnosis and service.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to diagnose mechanical and hydraulic problems within the vehicle braking systems. Students will learn how to diagnose computer control problems within the anti-lock and traction control systems.

Prerequisite(s): IN102C

AT204C–DRIVEABILITY DIAGNOSTICS
5.0 Credits

This course is designed to provide the student with knowledge of conventional and computerized engine control systems and scientific engine testing and tune-up. Students will receive detailed instruction on operating principles, testing, replacement and repair of the ignition systems.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to diagnose mechanical and electrical engine and control systems and determine needed action. Students will learn how to use diagnostic scan tools to retrieve engine, body, and other computerized control module trouble codes to determine condition, status, and determine needed action.

Prerequisite(s): IN102C, AT102C, AT103C

AT207C–AUTOMATIC TRANSMISSIONS
4.0 Credits

This course has been developed to provide the student with knowledge and skills needed to successfully diagnose and make needed repairs to automatic transmissions and transaxles. Emphasis is placed on power-flow, operation, design, servicing equipment, troubleshooting, disassembly, inspection, replacement, assembly, testing, and adjustment.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to perform necessary diagnostic tests using special equipment including scan tools to retrieve transmission/transaxle related trouble codes. Students will learn how to perform necessary service, repairs, and adjustments to automatic transmissions and transaxles.

Prerequisite(s): IN102C

AT208C–AIR CONDITIONING AND ELECTRICAL ACCESSORIES
4.0 Credits

This course is designed to provide the student with theory and application of automobile air conditioning and heating systems. Students will also be presented with the operation of various automobile accessories to include: power windows, door locks, seats, and air bag operation and service.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to diagnose abnormal operation of air conditioning and heating systems, remove and replace air conditioning and heating system components, and evacuate and recharge automobile air conditioning systems.

Prerequisite(s): IN102C

AT209C–ADVANCED AUTOMOTIVE ELECTRONICS
5.0 Credits

This course is designed to provide the student with a more in-depth knowledge of electrical and electronic principles, and advanced circuit applications. Students will learn about automobile computerized control systems as they apply to engine and body control as well as transmission, suspension, braking systems, and other computerized systems. Computer operation, sensors, and actuators are emphasized.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to diagnose automotive electrical and electronic circuits using a variety of diagnostic equipment to include digital volt-ohm meters, continuity testers, test lights, graphing multimeters, and oscilloscopes. Students will learn how to use diagnostic scan tools to retrieve trouble codes from vehicle computers and determine necessary repairs.

Prerequisite(s): IN102C, AT103C

AT211C–AUTOMOTIVE STEERING AND SUSPENSION SYSTEMS
4.0 Credits

This course is designed to provide the student with detailed instruction of the design and operating principles, maintenance and service of automobile suspension and steering systems including steering geometry and alignment angles. Emphasis is placed on wheel alignment procedures, including computerized four-wheel alignment. Service and diagnostics are stressed including McPherson struts, rack and pinion steering systems, and tire design and applications. New technologies are covered to incorporate electronic steering, and in-depth coverage of computerized suspension systems.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Students will learn how to diagnose, inspect, and service steering system components using industry standard equipment. Students will learn how to diagnose inspect, remove and replace rear-wheel and front-wheel drive suspension component. Students will learn how to perform alignments on front and rear wheel drive vehicles.

Prerequisite(s): IN102C

IN102C–DRIVING YOUR PERFORMANCE

4.0 Credits

The overall goal of this course is to facilitate a smooth transition to school by engaging the student in curriculum focusing on academic, career, and life skills. Students will make connections with key personnel within the school that will assist with their questions and provide guidance throughout their education.

The student will be introduced to automotive systems, industry certifications, and job opportunities. Students will learn essential skills for the vehicle technician including safety, equipment fundamentals, and the proper use of measurement tools such as dial indicators, micrometers, and calipers.

The automotive content will be balanced by an emphasis on skills that will enable students to be successful in school and in life. These skills will include time management, financial management, goal setting, learning strategies, career planning, and critical thinking strategies.

Prerequisite(s): IN102C precedes all technical courses.

MA201C–SERVICE SHOP PROCEDURES

3.0 Credits

This course is designed to provide the students with exposure to an actual shop environment, procedures, and protocol by applying prominent skills obtained in previous courses. Emphasis is placed on the removal and replacement of both engines and transaxles. Methods of securing future employment and the preparation of resumés are highlighted. Knowledge testing and skills application are highlighted among the topics.

Students will learn how to complete repair orders containing customer and vehicle information and corrective action. Students will learn how to research vehicle service information with computer and internet based electronic retrieval systems.

Prerequisite(s): IN102C

Culinary Arts Courses

CUL140C–INTRODUCTION TO CULINARY

90 Contact Hrs (45 Lecture, 45 Lab); 3.5 Credits

This course provides students with an introduction to the fundamentals needed to build a successful culinary career. It starts with an introduction to culinary history, an orientation to the professional kitchen and an overview of the career opportunities available in the foodservice industry. Students participate in culinary product identification and taste exploration, equipment identification, standard measurement, and a thorough examination of knife safety and basic knife skills. The theory and practice of proper foodservice sanitation is studied and leads

to national certification upon successful completion of the examination. Nutrition plays an important role and this course also provides students with the knowledge of the role of nutrition science in various segments of the food service industry. Students learn how to apply healthy and nutritious food selection and preparation to classical and modern cuisine. The path to professional and personal development starts here with the commitment to the highest standards of attitude, attendance, dress, respect and lifelong learning.

Prerequisite(s): None

FBM100C–FOOD AND BEVERAGE MANAGEMENT

3.5 Credits

This course teaches the use of restaurant control systems in menu development, accounting principles, staff training, table service and wine technology. Students learn to create and design menus. Students will explore accounting principles with foodservice industry comparisons. Basic computer literacy and restaurant-related computer applications are introduced. Students study the management process, effective communication skills, the supervisor's role in decision-making and problem solving, effective use of delegation, conflict resolution, motivational techniques, and stress management. Organizational design, line and staff relationships and employee training programs are also presented in this course. Knowledge and techniques of table service are explored, guest check control, federal, state and local control laws and third party liability. Beverage technology studied includes distinguishing wines by grape, variety, growing region, production process and proper service.

Prerequisite(s): None

IBP140C–BAKING AND PASTRY TECHNIQUES

3.5 Credits

This course explores the world of baking and pastry making through the eyes and needs of the culinary student. The baking skill, knowledge, experience and perspective gained through this course leads to the development of better overall chefs, managers and business owners. Each aspect of the baking spectrum is examined through its function of ingredients, mixing methods and finishing techniques. Basic bread baking principles explain how a simple formula of water, yeast, salt and flour is transformed into bread with irresistible taste, texture and fragrance. Danish pastries, pies and cakes are prepared, presented, tasted and critiqued. Restaurant-style desserts are prepared in both classical and modern styles. On-going professional and personal development is continued through the exposure to, and examination of, professional baker and pastry chef organizations, and dessert menu development.

Prerequisite(s): None

CUL240C–FOODSERVICE OPERATIONS

3.5 Credits

This course serves as an introduction to the real world of foodservice operations in which students make use of the skills that they have acquired. Making use of the classic brigade system, individuals will have the opportunity to prep and work all stations both in the kitchen and dining room. Stations will include, but are not limited to Sous Chef, Maître d', Saucier, Garde Manger, Server, Back Waiter, Grillardin. This course will expand upon the creation of menus in regards to seasonality and demographics, all the while, monitoring food & beverage costs and labor cost. The exploration of different types of menus will be a focal point of this course. From the creation of cohesive menus, to proper applications of the products available, to the execution of individual's job description, the future foodservice professional will be a great fit in the modern kitchen. Adherence to proper safety and sanitation requirements will also be strictly monitored. This class will take all knowledge, skills, and techniques that have been taught, and apply it in such a way to link the training to the externship section and finally to the long successful careers ahead.

Prerequisite(s): None

CUL165C–ADVANCED SKILLS I – MEAT, SEAFOOD, AND POULTRY

3.5 Credits

Advanced Skills: Meats, Seafood and Poultry, is a foundation course for the culinary student, emphasizing the classic cooking methods, culinary terminology, identification, fabrication and preparation of seafood, meats, and poultry products. Preparation of sauces and soups will be explored; with the introduction and refinement of the thickening methods and techniques used therein. Consideration will be given to understanding the basics of flavors and flavorings and the factors affecting the perception of flavors, with emphasis on serving correctly seasoned foods. Included will be the proper use and care of culinary tools, practical use of culinary math and purchasing practices and procedures. Modern and classical methods are explored in the preparation of pates, galantines, mousses, canapés and hors d'oeuvre. Artistry and innovation merge in the creation of fruit and vegetable garnishes and melon sculptures. Charcuterie specialties such as sausage making, meat smoking and fish curing are all part of this course.

Prerequisite(s): None

CUL175C–ADVANCED SKILLS II – MEATS, SEAFOOD, AND POULTRY

3.5 Credits

This is a continuation of CUL165C. Advanced Skills: Meats, Seafood and Poultry, is an advanced course for the culinary student, emphasizing the classic cooking methods, culinary terminology, identification, fabrication and preparation of seafood, meats, and poultry products. Preparation of sauces and soups will be explored; with the introduction and refinement of the thickening methods and techniques used therein. Consideration will be given to understanding the basics of flavors and flavorings and the factors affecting the perception of flavors, with emphasis on serving correctly seasoned foods. Included will be the proper use and care of culinary tools, practical use of culinary math and purchasing practices and procedures. Charcuterie specialties such as sausage making, meat smoking and fish curing are all part of this course. Techniques are explored through explanation, demonstrations and comparison tasting. By the end of this course the student should have the necessary skills and knowledge to plan, prepare and present a variety of cold specialties, hot foods and hybrid hot-cold preparation of foods.

Prerequisite(s): CUL165C

CUL155C–PRINCIPLES OF FOOD SCIENCE

3.5 Credits

This course allows students to learn the basics of heat transfer and the affects that heat has on various foods. The techniques for the making of quality stocks will be covered with emphasis on accurate knife cuts to ensure desired results. Students will practice a full range of cooking techniques, including dry-heat, moist-heat and combination methods as applied to vegetables, starches, sandwiches, eggs and breakfast batter products. The making of salads and dressings will be covered as well as a focus on the specifications for purchasing, receiving and storing of common ingredients. Standard weights and measures will be emphasized in all procedures so that once the fundamental techniques have been learned; it is relatively easy to apply those techniques to a full repertoire of other recipes.

Prerequisite(s): None

NTR101C–MENU PLANNING AND NUTRITION

3.5 Credits

This course offers a comprehensive review of foods, nutrients and nutrition. Major nutrient classes: carbohydrates, fats, protein, vitamins, minerals and water will be investigated. The relationship of foods and nutrients to areas of current interest including diet and disease (diabetes, high blood pressure, heart disease and cancer, etc.), weight control, diet and exercise, dietary from pregnancy through older adulthood will be discussed, as well as, gluten free diets. Current dietary recommendations including the Food Guide Pyramid, U.S. Dietary Guidelines and Recommended Dietary Allowances (RDA) will be compared and contrasted.

Prerequisite(s): None

PER101C–PERSONAL/PRIVATE CHEF
3.5 Credits
Personal/Private Chef examines the intrinsic details to being a personal or private chef. The course allows students the opportunity to create a personal business strategy, including marketing, menu design, liability, forms of ownership, financing, and customer service with an emphasis on a step-by-step understanding of how students can begin their own personal chef business.
Prerequisite(s): CUL140C, CUL165C, CUL175C

CUL195C–INTERNATIONAL CUISINE AND CULTURE
3.5 Credits
Students in this course will learn to prepare, taste, serve, and evaluate traditional, regional dishes of important regions and cultures of the world. Emphasis will be placed on ingredients, flavor profiles, preparations, and techniques representative of the cuisines of the Far East, Middle East, Mediterranean, Europe, Africa, North America, and South America.
Prerequisite(s): None

CUL280C–EXTERNSHIP
4.0 Credits
For students, especially those with little previous experience, an experiential learning opportunity offers many benefits. This initial externship intends to broaden the scope of the "new" chef experience not commonly encountered in a student's resident portion of their education or previous workplace environment. The focus is on training the student in culinary skills through greater insight into an actual work environment, developing sensitivity to professional responsibility and promoting student self-learning. Students typically receive an hourly wage. They perform a variety of challenging tasks in and out of the kitchen, under the guidance of a supervising chef/manager at an approved externship location.
Prerequisite(s): Students must complete all course work prior to taking externship.

Electrical and Electronic Courses

EEST101–INTRODUCTION TO THE TRADES
3.5 Credits
The student will be taught how to use basic information for electrical and electronic industries as well as some basic concepts used in performing the electrical and low voltage technician's skill-sets. Material covered includes basic safety, mathematical principles focused on whole numbers, fractions, measurement, decimals, percentages, and the metric system. Additionally, students will be taught how to use hand tools and power tools most commonly used the trades, i.e.: screwdrivers, tape measures, hand saws, drills, etc.
Prerequisites: None

EEST102–MATERIAL APPLICATIONS
3.5 Credits
The student will learn how to use knowledge of basic structural concepts of residential and commercial buildings, including wood and metal frame, brick and block, poured and prefabricated concrete, and structural steel and apply that to residential electrical and electronic system environments. Additionally, this course covers drills and bit types, and techniques used to drill through various construction materials. Discussion of fire and sound-rated walls, and suspended ceilings is also included. The student will learn how to use basic blueprint concepts, and the hardware and systems used by an electrical and electronics technician to mount and support boxes, receptacles, and other low voltage components. The student will learn how to use the various types of anchors and supports, their applications, and how to install them safely. Additionally, an overview of electrical raceways from source to destination provided. The student will learn how to use conduit types and bending techniques which completes the student's training in this course.
Prerequisites: None

EEST103–ELECTRONIC AND ELECTRICAL PRINCIPLES
3.5 Credits
This course provides the student with a general introduction to the concepts used in Ohm's Law applied to DC series, parallel and combined circuits. This course also provides an introduction to concepts used in AC circuits. Topics include electrical theory, electromotive force, resistance, capacitance, inductance, impedance and power equations. Students will study Semiconductors and Integrated circuit theory with hands on lab time to reinforce the learning. Students will study schematic symbols and practice building circuits from schematic diagrams. Students also study appropriate application of proper diagnostic and maintenance procedures using electrical and electronic test equipment to include: meters, oscilloscopes, meg-ohm-meter, watt meters, frequency meters/generators, time domain reflectometers, continuity testers, recording instruments, and RF analyzers.
Prerequisites: None

EEST104–BASIC ELECTRICITY
3.5 Credits
This course introduces the student to the electrical trade and provides them with knowledge in the areas of Electrical safety and residential electrical services. It also introduces them to the National Electrical Code and how to find the applicable codes and requirements in the electrical trade. It further provides the student with knowledge in the areas of grounding and bonding of electrical systems; NEC regulations pertaining to grounding and bonding; equipment and devices used for grounding and bonding. Students will also learn about other types of equipment and devices used in the electrical and electronic trades.
Prerequisite: None

EEST105–ELECTRICAL WIRING PRINCIPLES
3.5 Credits
This course will provide the student with thorough understanding of the functions of the various components of a motor control center and viewed from both a maintenance and troubleshooting standpoint. In addition, the electrical student will learn about different types of lamps, lighting fixtures, and related components, it also focuses on basic guidelines and procedural information for receiving and storing, handling and installing lamps and lighting fixtures. The student will learn about (NEMA) National Electrical Manufacturers Association as they prepare to work with magnetic coils and relays, contacts and holding circuit interlock and other structural features of solenoids, timers, starters and contactors. And finally, the technician will learn about fuses and circuit breakers for they provide protection to electrical conductors and equipment against abnormal conditions.
Prerequisites: EEST103, EEST104

EEST206–ELECTRICAL CONTROLS
3.5 Credits
This course will provide the student with a thorough understanding and functions of the various components used in motor control systems. The student will be introduced to the maintenance and troubleshooting functions of motor controls systems. The student will also learn about the different types of devices and components used within motors controls systems. The course will also focus on basic guidelines and procedural information for receiving and storing, handling and installing lamps and lighting fixtures. The student will learn about (NEMA) National Electrical Manufacturers Association as they prepare to work with magnetic coils and relays, contacts and holding circuit interlock and other structural features of solenoids, timers, starters and contactors. The student will also learn about fuses and circuit breakers. They will understand how they provide protection to electrical conductors and equipment against abnormal conditions.
Prerequisites: EEST103, EEST104, EEST105

EEST207–COMPUTERS AND NETWORKING
3.5 Credits
In this course, emphasis is placed on identifying and troubleshooting hardware and software components of the PC. Through hands-on projects that simulate real-life scenarios, students will apply concepts taught. Students will study computer applications in the low voltage industries. Application software installation and configuration will be presented during the course of study. Installation and configuration of specialized hardware components is part of the studies. In addition, the student will be able to network several computers together back to a main computer .
Prerequisites: None

EEST208–FIBER OPTICS, TELECOMMUNICATION SYSTEMS AND PLC
3.5 Credits
This course provides the student knowledge of the basic operation of telephone systems, types of system cables, cable color coding, cable connectors, and installation techniques in addition to identifying the types of data networks, test equipment, and procedures used in testing cables. The student will be familiar with Programmable Logic Controllers and programming them by uses of logic ladders. The student will use the proper procedure and technique to install fiber-optic cabling and support equipment, while describing or demonstrating the types of fiber-optic splicing and/or terminations to achieve an acceptable and "test verified" loss within a specified and acceptable range.
Prerequisites: EEST101, EEST103

EEST209–SECURITY SYSTEMS, ACCESS CONTROL AND CCTV SYSTEMS
3.5 Credits
This course is designed to provide the student with the knowledge and skills to install and troubleshoot signaling systems, entry/access control systems, intrusion detection, security, and surveillance systems (included is CCTV system and key components of a CCTV system), Lighting, HVAC, Water, and Access systems. Students will learn the function and how to install and troubleshoot systems in the areas of access control, security systems and intrusion detection, video surveillance, as well as lighting, HVAC, and water control systems.
Prerequisites: EEST101, EEST102, EEST103, EEST104, EEST105

EEST210–FIRE ALARM SYSTEMS
3.5 Credits
This course provides the student with the knowledge and skills required to successfully, plan, install and problem-solve, both standard Fire Alarm systems and Programmable Fire Alarm systems. Students will be taught the proper methods and equipment to use in residential and industrial fire-detection applications. Proper wiring/cable selection, fire-detection equipment selection, and system layout/planning will be obtained in this course of study. Programming of Fire Alarm devices and systems will be introduced. Theory of typical Fire Alarm software will be presented in this course of study. Hands-on practices of the software applications are included in the course of study.
Prerequisites: EEST101, EEST102, EEST103, EEST104, EEST105

EEST211–A/V HOME THEATRE AND SATELILITE/CABLE TV
3.5 Credits
This course is designed to provide the student with the knowledge and skills required to install and troubleshoot rack systems, system integration, and residential systems integration. The students will be taught component function and how to install complete systems racks, residential automation systems. The students will be taught system commissioning and how to train client based systems. In addition, they will learn finish phase testing along with maintenance and repair.
Prerequisites: EEST101, EEST102, EEST103, EEST104, EEST105

EEST212–SYSTEM INTEGRATION
3.5 Credits
This course is designed to prepare the student to take the ESPA Exam as well as provide the student with the knowledge and skills required to install and troubleshoot integrated systems. The students will be taught component function and how the skills and technologies learned in previous modules can be integrated together and automated.
Prerequisites: EEST101, EEST102, EEST103, EEST104, EEST208, EEST209, EEST211

International Baking & Pastry Courses

CUL140C–INTRODUCTION TO CULINARY
3.5 Credits
This course provides students with an introduction to the fundamentals needed to build a successful culinary career. It starts with an introduction to culinary history, an orientation to the professional kitchen and an overview of the career opportunities available in the foodservice industry. Students participate in culinary product identification and taste exploration, equipment identification, standard measurement, and a thorough examination of knife safety and basic knife skills. The theory and practice of proper foodservice sanitation is studied and leads to national certification upon successful completion of the examination. Nutrition plays an important role and this course also provides students with the knowledge of the role of nutrition science in various segments of the food service industry. Students learn how to apply healthy and nutritious food selection and preparation to classical and modern cuisine. The path to professional and personal development starts here with the commitment to the highest standards of attitude, attendance, dress, respect and lifelong learning.
Prerequisite(s): None

CUL240C–FOODSERVICE OPERATIONS
3.5 Credits
This course serves as an introduction to the real world of foodservice operations in which students make use of the skills that they have acquired. Making use of the classic brigade system, individuals will have the opportunity to prep and work all stations both in the kitchen and dining room. Stations will include, but are not limited to Sous Chef, Maitre d', Saucier, Garde Manger, Server, Back Waiter, Grillardin. This course will expand upon the creation of menus in regards to seasonality and demographics, all the while, monitoring food & beverage costs and labor cost. The exploration of different types of menus will be a focal point of this course. From the creation of cohesive menus, to proper applications of the products available, to the execution of individual's job description, the future foodservice professional will be a great fit in the modern kitchen. Adherence to proper safety and sanitation requirements will also be strictly monitored. This class will take all knowledge, skills, and techniques that have been taught, and apply it in such a way to link the training to the externship section and finally to the long successful careers ahead.
Prerequisite(s): None

FBM100C–FOOD AND BEVERAGE MANAGEMENT
3.5 Credits
This course teaches the use of restaurant control systems in menu development, accounting principles, staff training, table service and wine technology. Students learn to create and design menus. Students will explore accounting principles with foodservice industry comparisons. Basic computer literacy and restaurant-related computer applications are introduced. Students study the management process, effective communication skills, the supervisor's role in decision-making and problem solving, effective use of delegation, conflict resolution, motivational techniques, and stress management. Organizational design, line and staff relationships and employee training programs are also presented in this course. Knowledge and techniques of table service are explored, guest check control, federal, state and local control laws and third party liability. Beverage technology studied includes distinguishing wines by grape, variety, growing region, production process and proper service.
Prerequisite(s): None

IBP140C–BAKING AND PASTRY TECHNIQUES
3.5 Credits
This course explores the world of baking and pastry making through the eyes and needs of the culinary student. The baking skill, knowledge, experience and perspective gained through this course leads to the development of better overall chefs, managers and business owners. Each aspect of the baking spectrum is examined through its function of ingredients, mixing methods and finishing techniques. Basic bread baking principles explain how a simple formula of water, yeast, salt and flour is transformed into bread with irresistible taste, texture and fragrance. Danish pastries, pies and cakes are prepared, presented, tasted and critiqued. Restaurant-style desserts are prepared in both classical and modern styles. On-going professional and personal development is continued through the exposure to, and examination of, professional baker and pastry chef organizations, and dessert menu development.
Prerequisite(s): None

IBP150C–ARTISAN BREADS AND VIENNOISERIE
3.5 Credits
This course explores the time-honored craft of bread making. The focus is on the world of breads, doughs, and batters from the simplicity of the classical French baguette to the elegance of a flaky croissant. The art and science of baking is explored through extensive ingredient identification and experimentation. Today's educated and quality-minded public has turned its sights to the professional baker to create handcrafted artisan-style breads. Viennoiserie style breakfast pastries such including Danish pastry along with muffins, scones and a variety of croissants are created, critiqued and consumed. Elements of healthy alternatives are discussed and prepared.
Prerequisite(s): None

IBP160C–AMERICAN AND EUROPEAN PASTRY AND BAKED GOODS
3.5 Credits
This course hones student's baking skills and explores the preparation of pate choux, cookies and petit fours sec. Additionally emphasis is placed on the preparation and presentation of a variety of traditional and contemporary tarts, pies, and puff pastry items. Students study the use and function of ingredients, mixing methods and finishing techniques of desserts and baked goods. Elements of healthy alternatives are discussed and prepared.
Prerequisite(s): None

IBP170C–CONTEMPORARY AND CLASSICAL CAKES
3.5 Credits
This course focuses on the study and preparation of contemporary and classical cakes, torts, entremets, and petit gateaux from around the world. As a part of this focus, mousses, creams, and meringues are studied and used as included as fillings and toppings. A variety of classical American and International cake mixing methods is studied to include creaming, sponge and high ratio. A variety of icings and frostings are explored and prepared to fill and ice the baked cakes. Basic cake decoration is practiced in an effort to build skills, speed, and accuracy. Elements of healthy alternatives are discussed and prepared.
Prerequisite(s): None

IBP180C–TECHNIQUES AND ARTISTRY IN SUGAR
3.5 Credits
This course focuses on the many applications of sugar based components as they are used to create stunning decorations and centerpieces. It includes the design and creation of special occasion cakes such as wedding, birthday, and anniversary cakes. These beautiful expressions require a study and practice of advanced decoration, including rolled fondant, gum paste, and marzipan, which is also included in this course. The brilliant and exciting world of sugar art is studied and practiced with the inclusion of pulled sugar, blown sugar, spun sugar, pressed sugar, and pastillage. The various techniques of sugar art are combined to create stunning showpieces.
Prerequisite(s): None

IBP190C–TECHNIQUES AND ARTISTRY IN CHOCOLATE
3.5 Credits
This course enters the wide world of chocolate with an extensive study of this delectable delicacy. Chocolate is used to create everything from flavored truffles and candies to cocoa paintings and elaborate centerpieces Also included this course is a study of the design and execution of contemporary restaurant-style plated desserts and the preparation of a variety of frozen desserts including ice creams, sorbets, and gelatos. Elements of healthy alternatives are discussed and prepared.
Prerequisite(s): None

CUL250C–EXPERIENTIAL LEARNING–EXTERNSHIP A
2.0 Credits
For students, especially those with little previous experience, an experiential learning opportunity offers many benefits. This initial externship intends to broaden the scope of the "new" chef experience not commonly encountered in a student's resident

portion of their education or previous workplace environment. The focus is on training the student in culinary skills through greater insight into an actual work environment, developing sensitivity to professional responsibility and promoting student self-learning. Students typically receive an hourly wage. They perform a variety of challenging tasks in and out of the kitchen, under the guidance of a supervising chef/manager at an approved externship location.

Prerequisite(s): Students must complete all course work prior to taking externship. Note: Externships must be taken in sequence.

CUL260C–EXPERIENTIAL LEARNING–EXTERNSHIP B
2.0 Credits

Once the initial externship has been completed, students are ready to move on to intermediate skills. Students should work on mastery of given tasks to achieve a reasonable level of competence so that they may continue to grow as an extern and fit into the team aspects of the establishment. Externs should be accepting and following school and company policies as well as maintaining the highest standards of professionalism and acceptable behavior in the workplace.

Prerequisite(s): Students must complete all course work prior to taking externship. Note: Externships must be taken in sequence.

CUL270C–EXPERIENTIAL LEARNING–EXTERNSHIP C
2.0 Credits

This third segment of the externship experience allows students further opportunities to improve their skills, techniques, and most importantly, their speed, accuracy, and efficiency. It is also an opportunity for students to consider their next career moves. The Lincoln Culinary Institute's Career Services Department welcomes students to return to the school during this phase to freshen up their resumes and cover letters, review the available job postings, and discuss whether they wish to stay on as regular employees at their current site or consider alternate options.

Prerequisite(s): Students must complete all course work prior to taking externship. Note: Externships must be taken in sequence.

Welding Courses

WLD111AN–WELDING AND CUTTING FUNDAMENTALS
120 Contact Hrs (60 Lecture, 60 Lab/Shop); 5.0 Creditss

In this course students are introduced to the type of tasks generally performed by welders and how their skills and knowledge are applied to both the construction and manufacturing industries. Because of its importance students will also learn how safety procedures apply to welding and cutting operations. They will also complete a ten hour OSHA approved safety orientation that explains job site hazards, accident prevention, and standard safety procedures.

Students will learn to set-up and safely use oxyfuel metal cutting equipment and processes. They will then learn to read and interpret welding symbols from construction drawings. These symbols direct the student to use the correct welding procedure to meet the specifications.

Students will learn the classifications and types of welding electrodes used in arc welding. In addition, they will learn the criteria used to select the proper electrode for a specific application. Students will also properly set up SMAW arc welding equipment prior to beginning welding operations. They will learn about the different types of welding equipment and the types of current used in their operation. As a part of learning about the total scope of welding operations, students will be introduced to various welding codes and the agencies that govern these codes. They will see examples of weld imperfections and learn what causes these defects. Students will also be introduced to various weld testing procedures.

Prerequisite(s): None

WLD112AN–BASIC ARC WELDING PROCEDURES
120 Contact Hrs (50 Lecture, 70 Lab/Shop); 4.5 Credits

This course is a continuation of WLD111AN Welding and Cutting Fundamentals and introduces new technical information as well as continues to develop fundamental arc welding skills.

As a continuation about the characteristics of metal, students will learn to properly prepare metal for cutting and welding operations. This includes cleaning and grinding operations. They will also learn some of the basic joints used in welding metals together. Students will then use plasma arc cutting equipment to cut metal at a faster rate with a cleaner cut.

As metal is heated and cooled, its characteristics and strength can change considerably. Students learn how metal is formed when it transfers from a liquid to a solid form, what are identifying metal designations and structural shapes and the strength characteristics of various types of metal, and the effect heat has on the strength properties of metal.

Students will be given an opportunity to continue to develop their skills in operating electric arc welding equipment and developing SMAW arc welding control and application techniques. Students are expected to successfully weld weave and overlapping beads, horizontal fillet welds (2F position), vertical fillet welds (3F position), and overhead fillet welds (4F position). In the process they will use fit up gauges and measuring devices to be sure the metal is properly aligned before beginning welding operations.

Prerequisite(s): WLD111AN

WLD113AN–SMAW - PLATE WELDING
120 Contact Hrs (30 Lecture, 90 Lab/Shop); 4.5 Credits

In this course, students first learn a new technique for cutting, gouging, and "washing" steel using air carbon arc cutting and gouging equipment.

Students then use the welding techniques they developed in the first two courses and apply them to welding plate metal with open grooves. Students will learn to form grooves in plate metal and setup welding plate using a metal backing.

Students will learn to weld steel plate in a flat V-Groove (1G position), and vertical V-Groove (3G position). Students will also learn to weld V-Groove steel plate in the 1G, and 3G positions

Prerequisite(s): WLD111AN , WLD112AN

WLD114AN–GMAW/FCAW (MIG) – PLATE WELDING
120 Contact Hrs (30 Lecture, 90 Lab/Shop); 4.5 Credits

This course introduces students to Gas Metal Arc Welding and Flux Core Arc Welding processes used for welding carbon steel plate. Students will learn the similarities and differences for these two processes. They will learn to setup the welding machine, gas flow meter, and welding gun. Students will then practice welding plate in the Fillet Weld positions (1F, 2F, 3F, and 4F) and Open Root V-Groove positions (1G, 2G, 3G, and 4G) using both processes.

Prerequisite(s): WLD111AN, WLD112AN

WLD115AN–GTAW (TIG) –WELDING PROCEDURES
120 Contact Hrs (30 Lecture, 90 Lab/Shop); 4.5 Credits

This course introduces students to Gas Tungsten Arc Welding (GTAW) processes. Students will learn the different components of GTAW equipment, the different types of filler metals used, and the types of shielding gases used in the welding process. They will learn to weld sheet steel, aluminum, and stainless steel in several basic joint designs to include butt weld, T-joint weld, and a lap weld.

Prerequisite(s): WLD111AN, WLD112AN

WLD118AN–GMAW/GTAW – FABRICATION PROCESSES
120 Contact Hrs (30 Lecture, 90 Lab/Shop); 4.5 Credits

This course applies both GMAW and GTAW welding procedures to various fabrication processes. Students set up equipment to weld various types of sheet metal. Using an assigned project, students will read and interpret drawings, learn to layout, cut and/or correctly apply bend reductions to specifications, and weld joints using weld designs and procedures learned in WLD 114AN and WLD115AN. Sheet metal application may be steel, stainless steel, and/or aluminum.

Prerequisite(s): WLD111AN, WLD112AN, WLD114AN, WLD115AN

General Education Courses

GEN130–INTRODUCTION TO CRITICAL THINKING
3.0 Credits

This course presents students with techniques to develop their critical thinking skills. Topics include the six sequential steps of critical thinking, the importance of language, ambiguity, structure of arguments and creative problem solving. Upon successful completion of this course students should be able to demonstrate an improvement in their ability to apply critical thinking skills to real world situations.

Prerequisite(s): None

GEN150–ENVIRONMENTAL SCIENCE
45 Contact Hrs (45 Lecture, 0 Lab); 3.0 Credits

This course is designed to provide students with a basic scientific overview of how nature works and how things in nature are interconnected. This course explores the study of the earth's natural resources. Topics include the study of how air, water, soil, natural energy, and the minerals are critical and related parts of the earth's interconnected systems.

Prerequisite(s): None

GEN160–PSYCHOLOGY
45 Contact Hrs (45 Lecture, 0 Lab); 3.0 Credits

This course introduces human behavior. It includes the study of the theories and concepts of psychology including the scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning/memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

Prerequisite(s): None

GEN162–AMERICAN GOVERNMENT
45 Contact Hrs (45 Lecture, 0 Lab); 3.0 Credits

This course is designed to be an exploration of how American government formed in its constitutional roots and how it continues to develop. Topics will include how government is organized, its influencing factors, and the development of public policy.

Prerequisite(s): None

GEN180–COLLEGE ALGEBRA
45 Contact Hrs (45 Lecture, 0 Lab); 3.0 Credits

This course focuses on algebraic concepts essential for success in the workplace and other courses. Using real world examples and applications, students practice fundamental operations with number systems, formulas, algebraic expressions and liner equations. This course also explores problems involving factoring, inequalities, exponents, radicals, linear equations, functions, quadratic equations and graphs. Skills for success in mathematics will be emphasized.

Prerequisite(s): Placement score above minimum level or GEN089

Course Descriptions *Career Programs begin on page 7.*

GEN190–ENGLISH COMPOSITION I
45 Contact Hrs (45 Lecture, 0 Lab); 3.0 Credits
Students develop written communication skills, with emphasis placed on the principles of effective communication which includes understanding the writing process, analysis of readings, as can be applied personally and professionally.
Prerequisite(s): Placement score above minimum level or GEN099

GEN292–SPEECH COMMUNICATION
45 Contact Hrs (45 Lecture, 0 Lab); 3.0 Credits
This course will enhance the student's understanding and appreciation of the uses of oral and written communication and will teach the skills needed to write and speak effectively in a variety of situations.
Prerequisite(s): None

DEVELOPMENTAL COURSES

Students enrolled in the Associates Degree programs will be required to either;

Provide documentation verifying a combined SAT score of 1350 or higher, or ACT score of 17 or higher in both Math and English. OR

Take the placement test measuring both Math and English proficiency and attain a passing score. Testers not receiving a passing score will be required to take a development course in English, Math or both.

Those students required to take Developmental Courses in either Math or English must successfully complete the Developmental course before taking the subsequent math or English college level course. The Developmental course will be graded as either PD (Pass Developmental) or NPD (Not Passed Developmental) and shall not enter into the GPA calculation and will not be applied toward graduation requirements.

GEN089–BASIC MATHEMATICS
45 Contact Hrs (45 Lecture, 0 Lab); 0.0 Credits
This course focuses on concepts and applications of arithmetic, including whole numbers, fractions, ratios, proportions, the decimal system, and percents. Brief introductions to algebra, formulas, algebraic expressions, and linear equations are also included. Special emphasis is placed on the application of basic math skills to common workplace problems and real-life situations.
Prerequisite(s): None

GEN099–FOUNDATIONS OF ENGLISH
45 Contact Hours (45 Lecture; 0 Lab); 0.0 Credits
This course is designed to give students guided practice in the fundamental skills they will need to complete college-level reading and writing assignments. Mastery and review of basic English concepts, essential to successful college and work experience, will be emphasized throughout the course. Students will apply their learning to a variety of writing activities that emphasize the development of paragraphs and essays.
Prerequisite(s): None

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General Information

Accreditation

Lincoln College of Technology is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Accrediting Commission is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

PROGRAM ACCREDITATION

Automotive

- *ASE Education Foundation*

Electrical

- *National Center for Construction Education and Research (NCCER)*

Approvals

- *Maryland Higher Education Commission*
- *Maryland State Division of Vocational Rehabilitation*
- *Approved for the Training of Veterans and Other Eligibles*
- *Authorized under Federal Law to enroll Non-Immigrant Alien Students*

Accreditation and Approval Certificates are located in the School Lobby.

Memberships

- *Career Education Colleges and Universities (CECU)*
- *Mid-Atlantic Associate of Career Schools (MAACS)*
- *Air Conditioning Contractors Association (ACCA)*
- *American Association of College Registrars & Admissions Officers (AACRAO)*
- *Restaurant Association of Maryland*

Statement of Ownership

Lincoln College of Technology is owned and operated by Lincoln Technical Institute, Inc., a wholly owned subsidiary of Lincoln Educational Services Corporation. The major officers and administrators of the corporation are:

Scott M. Shaw, *President & CEO*
Brian K. Meyers, *Executive Vice President & CFO*
Alexandra M. Luster, *Corporate Secretary*

Compliance with City, State and Federal Regulations

Lincoln College of Technology complies with all local, city, county, municipal, state, and federal regulations.

Notice to Students

1. For information regarding the availability of comparable program information related to tuition, fees and program length, you may contact the Accrediting Commission of Career Schools and Colleges. See page 32 of this catalog for ACCSC address and telephone number.
2. Applicants interested in training in our Career Fields should be aware of the job duties they may need to be capable of performing prior to enrollment. These can be found on the O*NET Online website at www.onetonline.org. O*NET Online is sponsored by the U.S. Department of Labor, Employment & Training Administration, and developed by the National Center for O*NET Development.
3. Criminal records and/or certain background issues may present a barrier to employment in certain fields. Applicants may be denied admission as a student if after screening it is determined that employment after graduation is not possible due to background issues.

Nondiscrimination and Harassment Policy

Lincoln College of Technology is committed to maintaining an educational and work environment free from discrimination and harassment based on age, race, color, sex, gender, sexual orientation, religion or creed, national or ethnic origin, or disability. Lincoln Tech, in accordance with applicable federal laws including Title IX of the Education Amendments of 1972 and 34 C.F.R. Part 106, does not discriminate on the basis of any of the listed protected categories, including in admissions and employment, nor will it permit or tolerate discrimination or harassment against a student, employee, or other member of the Lincoln Tech community.

All students and employees are expected to comply with Lincoln's Nondiscrimination Policy and Title IX Policy. Any inquiries regarding these policies and procedures can be directed to the Title IX/Equity Coordinator as provided below, the Office for Civil Rights, at the U.S. Department of Education, at **https://www.ed.gov**, or both.

This Policy does not specifically address any applicable state laws on sexual harassment. Lincoln Tech retains the right to revise its policies and procedures in light of any changes to applicable law.

To view the entire Nondiscrimination policy, please visit:
NonDiscrimination Policy

To view the entire Title IX policy, please visit:
Title-IX-Policy

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Admissions

Admissions Requirements

In order to be considered for acceptance, an applicant must meet the following requirements:

- Be a high school graduate or possess a state-approved high school equivalency assessment including, but not limited to: a GED, HiSET or TASC examination; or possess an associate's degree or higher from an accredited institution.
- Complete the Learner Assessment to determine readiness for academic success.
- Student has reliable internet connectivity and access to a device that meets the minimum systems requirements. See your Admissions contact for current systems requirements.
- Complete and sign an Enrollment Agreement.

First-Time Students

Acceptance for admission into Lincoln College of Technology as a first time student will be based upon a review the student's high school academic record and/or standardized test scores.

Academic Competency Assessment and Placement

Students enrolled in the Associates Degree programs will be required to either;

Provide documentation verifying a combined SAT score of 1350 or higher, or ACT score of 17 or higher in both Math and English.

OR

Take the placement test measuring both Math and English proficiency and attain a passing score. Testers not receiving a passing score will be required to take a development course in English, Math or both.

Developmental courses are for students who need further preparation before enrolling in college-level courses. These courses award credit hours that contribute to a student's academic load, but do not count towards the credits needed towards degree completion.

Those students required to take Developmental Courses in either Math or English must successfully complete the Developmental course before taking the subsequent math or English college level course. The Developmental course will be graded as either PD (Pass Developmental) or NPD (Not Passed Developmental) and shall not enter into the GPA calculation and will not be applied toward graduation requirements.

Transfer of Credits

Students who are enrolling in LCT with prior related education from a degree granting institution that is accredited by an agency recognized by the U.S. Department of Education may have their previous coursework evaluated for credit at LCT. Prior to entrance, transfer applicants must submit an official transcript from their former institution that clearly indicates the courses taken, grades achieved and credits awarded.

See Transfer Credits Policy in the Academic Section for further details.

Previous College-Level Experience

Students with previous experience or post-secondary level training experience may apply for academic credit towards the completion of their degree by requesting their credentials be reviewed using the Assessment of Prior Learning (APL) process. Such requests must be made at the time of enrollment and prior to starting classes.

Specific previous college level experience includes the following;

- College Board Advance Placement (AP) courses taken in secondary school with an exam score of 3 or higher
- International Baccalaureate (IB) courses taken in secondary school with an exam score of 4 or higher
- Completion of College Level Examination Program (CLEP) with an earned score of 50 or higher on computer based CLEP examinations equivalent to Lincoln College of Technology courses
- Completion of training, employment, or other educational experience in the military as measured through DANTES, DSST examinations, or as shown on an American Council on Education (ACE) transcript

In-School Transfers

Lincoln College of Technology students enrolled in lower level certificate programs must meet all admissions and placement requirements prior to transferring to a degree program.

Orientation Program

An orientation program is scheduled for each incoming class. The purpose of this program is to acquaint the student with necessary requirements if applying for financial aid, the rules and regulations of the school, and to issue appropriate class assignment.

Students will be notified, in writing, of the orientation date. Failure to attend the orientation may result in rescheduling of starting date. Students are expected to fulfill their initial financial obligations at this time.

Introductory Period of Enrollment

Lincoln College of Technology is offering new students at this campus an opportunity to enroll under an introductory period of enrollment. During this introductory enrollment period, which is applicable to all programs, students will be able to attend the school for 10 calendar days, including weekends and holidays, without any tuition obligation to Lincoln College of Technology. If a student attends any scheduled class after the 10th calendar day, the introductory period will be concluded. Those students who do not attend after the 10th calendar day will be considered cancelled and will not have any tuition obligation to Lincoln College of Technology.

Students who choose not to continue their enrollment at Lincoln College of Technology during the introductory period, will be charged for all books, uniforms, tools, and equipment not returned in new condition to the school. Further, the school application or registration fee is non-refundable if a student decides to withdraw from Lincoln College of Technology during the introductory period of enrollment.

Lincoln College of Technology reserves the right to withdraw a student prior to the conclusion of the introductory period of enrollment due to violations of the institution's attendance policy or student code of conduct.

Veterans Training

Eligible veterans are accepted for training under Public Law # 85-857. Veterans may file application either at the School or the Veterans Administration. All programs at Lincoln College of Technology are approved for veterans training. Children of veterans who died of a service connected disease or disability, or children of veterans who have a 100% service connected disability, are eligible to attend Lincoln College of Technology. The Veterans Administration will be informed of the status of students receiving benefits including attendance problems, change in student's status based on academic probation, and/or suspension from school. Current VA regulations prohibit the payment of benefits for any period of training designated as "make-up time."

Financial Information

Many students who attend LCT benefit from some type of ***financial aid.***

Financial aid is available to those who qualify.

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Financial Information

Financial Aid

A call or visit to Lincoln College of Technology's Financial Aid Office will help determine eligibility for the various sources of financial assistance. Lincoln College of Technology is an eligible institution under the following student financial aid programs:

* *William D. Ford Direct Loan Program*

** *Federal Pell Grant Program*

** *Federal Supplemental Educational Opportunity Grant Program*

*** *Federal Work-Study*

* LOANS are borrowed money that you must repay with interest.

** GRANTS are awards that you don't have to pay back.

*** WORK-STUDY gives you the chance to work and earn money to help pay for school.

Community service positions are available. Students must check with the Financial Aid Department on campus.

LINCOLN BRIDGING THE GAP GRANT

The Lincoln Bridging the Gap Grant is available to eligible full time students who have remaining financial need for direct costs after exhausting all available student aid.

Eligibility for this program is determined based on the following criteria:

- Confirmed enrollment in an approved program of study
- Completed FAFSA for the applicable award year with an official Estimated Family Contribution (EFC)
- Acceptance of all available student aid from federal, state and other sources.
- Remaining financial need for direct costs (tuition and fees) greater than $500 after all other sources of student aid have been exhausted.

The Lincoln Bridging the Gap Grant awards will vary depending on each applicants' determined institutional need. This grant does not carry any cash value.

The grant is awarded in up to two disbursements per academic year. Due to limited funding, not all students who are eligible will receive this award and the grant program may not be available each academic year.

FRIENDS AND FAMILY EDUCATION GRANT

The Friends and Family Education Grant is designed to provide financial assistance to students who are connected to our graduates or employers/partners.

In order to apply for this grant, an eligible student must:

- Applicants must submit contact information of their connection to a Lincoln Tech employer/partner/graduate;
- Complete the application process to enroll;
- Complete the Free Application for Federal Student Aid (FAFSA);
- Submit your Lincoln Grant request form to the financial aid staff or email: scholarships@lincolntech.edu;
- Must start training program by December 31, 2023

Those students awarded a grant must maintain satisfactory academic progress and also must attend the Lincoln Financial Literacy presentation within six weeks of enrollment.

Each eligible student may apply for one grant with an award of $1,000. The grant will be prorated over the entire length of his/her program. Applications can be submitted any time prior to enrollment periods established by the school of your choice. The grant will not be awarded to any student who defers their enrollment past the requisite time period.

Alternative Financing

Alternative methods of financing are available to students. Installment payment plans and the terms of these plans are specific to each students' needs. Please contact the Financial Aid Department to apply.

VA PENDING PAYMENT COMPLIANCE

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the students enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E benefits must be approved by VR&E counselor and the authorization must be uploaded to Tungsten by the first day of class.

  Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. School Certifying Official will receive a system-generated email indicating an Authorization is available in the Tungsten Network.
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

G.I. Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Tuition, Equipment, Fees/Cancellation & Refund Policy

Tuition is payable in advance. A definite tuition schedule will be established prior to the start of class. Absence from class does not relieve the student of tuition liability.

A one-time student fee is payable to the school to cover the administrative processing fee for student injuries, as well as costs of handling I.D. card and parking permit.

All tools and materials for the programs must be purchased by the student. Depending on the industry, a graduate must be equipped with his own basic set of hand tools. Special tools to be used in the program are supplied by the school on a loan basis. If the student does not already have his own tools, they can be purchased from the school, or purchased from any outside source of the student's choice. The school cannot assume responsibility for the student's property on or off the school premises.

Student obligations relating to payment for tuition or equipment purchased from the school must be met in accordance with the student agreement provisions and the purchase arrangements made at the time of the sale of equipment.

For more details on tuition, see "Schedule of Fees" Addendum, or visit **https://www.lincolntech.edu/consumerinfo**.

Financial Information

CANCELLATION AND REFUND POLICY

1. CANCELLATION PRIOR TO STARTING CLASSES
   All monies will be refunded in full under any one of the following conditions:
   a. Rejection of the Enrollment Agreement by the school.
   b. Receipt by the school, within seven (7) days of the contract signing, of notification that the student wishes to cancel.
2. CANCELLATION AFTER SEVEN (7) DAY PERIOD BUT PRIOR TO STARTING CLASSES:
   a. After the seven (7) day period mentioned in Paragraph 1b, the Registration Fee is non-refundable.
   b. After the school starts school, the school will refund tuition and fees according to the following schedule.

RETURN OF TITLE IV FEDERAL STUDENT AID *

Federal regulations regarding repayment of Federal Financial Aid has changed the formula for calculating the amount of aid a STUDENT may retain when a STUDENT withdraws. STUDENTS who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for Federal Aid recalculated based on the percentage of the term completed, which shall be calculated as follows:

$$\frac{\text{\# of calendar days completed by student}}{\text{total \# of calendar days in term}}$$

The total number of calendar days in a term excludes any scheduled breaks of 5 days or more.

If a student is entitled to a post-withdrawal loan disbursement, the borrower must respond to the school's notice of the intended disbursement within 14 days.

Refunds will be processed and sent to the pupil no later than 30 days after the school determined withdrawal date.

Please note that students are responsible for any balance owed to Lincoln College of Technology as a result of the repayment of Federal Aid funds.

STATE REFUND POLICY *

The minimum refund that a school must pay to a student who withdraws or is terminated after the seven-day cancellation period has expired and after instruction has begun shall be as follows:

PROPORTION OF TOTAL COURSE OR PROGRAM TAUGHT BY DATE OF WITHDRAWAL	TUITION REFUND
Less than 10%	90% refund
10% up to but not including 20%	80%
20% up to but not including 30%	60%
30% up to but not including 40%	40%
40% up to 50%	20% refund
More than 50%	NO REFUND

***Plus charges for bus fee, student fees and (if purchased from the School) tools.**

a. The calculations of refunds will be based on the effective date of termination.

b. Refunds will be processed and sent to the pupil no later than 30 days after the school determined withdrawal date. All other refunds (i.e.; FFELP, FDSLP, etc.) will be issued in accordance with applicable State and Federal mandates.

c. Students who have not visited the school facility prior to enrollment will have the opportunity to withdraw without penalty within three days following either the regularly scheduled orientation date, as appropriate or following a tour of the school facilities and inspection of equipment.

d. Special cases. In case of prolonged illness or accident, death in the family, or other circumstances that make it impractical to complete the program, the school shall make a settlement which is reasonable and fair to both parties.

e. The policy of Lincoln College of Technology is to distribute the proceeds of refunds to the origination source in the following order, up to the net amount disbursed: 1–Unsubsidized Federal Stafford Loan/Direct; 2–Subsidized Federal Stafford Loan/Direct; 3–Federal/Direct Graduate Plus Loan; 4–Federal/Direct Parent Plus Loan; 5–Federal Pell Grant; 6–Federal Supplemental Educational Opportunity Grant (FSEOG). The student's eligibility for a state grant and agency funding will be calculated independently of the refund process upon the student's withdrawal from school. If a credit balance still remains after the above process has been completed, the school will honor the student's authorization to reduce their Federal loan obligation. If the school does not possess a Federal loan reduction authorization, the remaining credit balance will be returned to the student.

To obtain a refund of unearned tuition, STUDENTS are not required to notify the SCHOOL in writing, but are requested to complete a Student Withdrawal Request, available from the SCHOOL office.

Note: A student may be entitled to make a claim against the Maryland Guaranty Student Tuition Fund for For-profit Institutions of Higher Education ("Student Tuition Fund") in the case of certain events, including a school closure. The Student Tuition Fund is administered by the Maryland Higher Education Commission. Information about the Student Tuition Fund and instructions for filing a claim may be found in Regulations 13B.02.06.01 through .13 of the Code of Maryland Regulations or by contacting the Maryland Higher Education Commission.

REGISTRATION FEE, BUS FEE, STUDENT FEE, TECHNOLOGY FEE, BOOKS, UNIFORMS & TOOLS REFUND POLICY

Students who cancel enrollment or withdraw after receiving books and supplies may return these items if they are in good condition within seven (7) days following a cancellation notice or twenty (20) days following date of withdrawal.

The Student Fee covers the cost of handling administrative costs related to student injuries, Student Identification Cards, and Parking Permit. This fee is not collected until orientation/start date and/or after the 7-day cancellation period, and is earned on that date. The Technology fee covers computer & network services and will be prorated based on use. Refunds for bus fees will be prorated through the effective date of termination.

The Refund Process

The refund process is a two step procedure. In step one, Lincoln College of Technology will calculate the percentage of the Federal Title IV aid that has been earned by the student in accordance with 34 CFR 668.22 of the Federal regulations. The second step of the process will establish the total charges incurred by the student for the training received through the last day of attendance. Lincoln College of Technology will calculate this portion of the refund by utilizing the state refund policy or which ever policy is in favor of the student.

In conformance with Federal regulation, the school will distribute the proceeds from step one to the origination source in the following order, up to the net amount disbursed.

1. Unsubsidized Federal Stafford Loan/Direct
2. Subsidized Federal Stafford Loan/Direct
3. Federal/Direct Graduate Plus Loan
4. Federal/Direct Parent Plus Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)

Lincoln College of Technology will distribute any refund proceeds from step two in the following manner. Reduce the outstanding Federal loan obligation first in the order listed above.

The student's eligibility for a state grant and agency funding will be calculated independently of the refund process upon the student's withdrawal from school.

If a credit balance still remains after the above process has been completed, the school will honor the student's authorization to reduce their Federal loan obligation. If the schools does not possess a Federal loan reduction authorization, the remaining credit balance will be returned to the student.

Veterans Affairs Refund Policy

1. Each postsecondary educational institution shall have a policy for refunds which at least provides:
   (a) That if the institution has substantially failed to furnish the training program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.
   (b) That if a student cancels his or her enrollment before the start of the training program, the institution shall refund to the student all the money the student has paid, minus 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less.
   (c) That if a student withdraws or is expelled by the institution after the start of the training program and before the completion of more than 60 percent of the program, the institution shall refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less.
   (d) That if a student withdraws or is expelled by the institution after completion of more than 60 percent of the training program, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.
2. If a refund is owed pursuant to subsection 1, the institution shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:
   (a) Date of cancellation by a student of his or her enrollment;
   (b) Date of termination by the institution of the enrollment of a student;
   (c) Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
   (d) Last day of attendance of a student, whichever is applicable.
3. Books, educational supplies or equipment for individual use are not included in the policy for refund required by subsection 1, and a separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds required by this subsection on a case-by-case basis.
4. For the purposes of this section:
   (a) The period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences.
   (b) The period of time for a training program is the period set forth in the enrollment agreement.
   (c) Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that is listed separately from the tuition and fees.

Scholarships

Lincoln College of Technology may provide a number of scholarships annually. Please refer to the Catalog Addendum for the latest offerings.

SKILLS USA / FUTURE FARMERS OF AMERICA SCHOLARSHIP PROGRAM

There are several skills based competitions held locally and nationally throughout the country which allow high school students to demonstrate their passion and proficiency for career and technical education programs. This includes students who participate in programs such as **Skills USA and Future Farmers of America (FFA)** competitions. Lincoln is proud to encourage this competitive spirit and recognize both top performers as well as participants with various scholarships as noted in the table below:

	DISTRICT/ REGIONAL COMPETITION	STATE COMPETITION	NATIONAL COMPETITION
1ST PLACE	$1,000	$7,500	FULL TUITION
2ND PLACE	$1,000	$5,000	HALF TUITION
3RD PLACE	$1,000	$2,500	HALF TUITION
4TH–10TH PLACE	$1,000	$2,000	HALF TUITION
PARTICIPANT	$ 500	$1,500	$3,000

Please note that students who participate in various stages of a competition or in multiple competitions will be awarded the single scholarship with the highest value.

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General Student Information

School Facilities

The school is conveniently located in a light industrial park area with ample parking on the premises. The school building is a modern two-story masonry structure containing approximately 111,000 square feet, including the culinary division. The school was custom designed as a training facility for the automotive, HVAC, welding, culinary, and electronics programs.

Automotive classrooms feature spacious air-conditioned classrooms and two modern repair shops where students do repair work under actual industry conditions. All HVAC classrooms are self-contained learning centers each equipped with industry-standard equipment and training aids to provide the student with the best possible learning environment. The Electrical and Electronic Systems Technology program includes classrooms and labs and a fully functional "smart house" also used as a student lab.

The Welding Department has several bright and modern classrooms where the theory and safety behind the welding processes is taught by dedicated and experienced instructors. Moreover, while in our welding lab you will witness, up-to-date equipment by major welding manufactures such as Miller.

In September 2018, the LCT, Columbia campus opened it's newest division, Lincoln Culinary Institute, which is outfitted with three large, well-equipped, industry standard kitchens, four spacious classrooms, and a modern working restaurant lab.

Educational Equipment

A portable student owned device (i.e. a laptop) is required in order to access the course companion platform utilized for classroom instruction. There are minimum system requirements that these devices must meet for the learners to have a positive experience. See your Campus Representative to inquire about the programs that require devices and the related minimum systems requirements necessary to access the program course companion platform.

Class Size

The number of students assigned to each class is based on a student/teacher ratio that provides adequate time allocation both in the classroom and shop or lab. A typical classroom at our campus can accommodate up to 40 students and a typical laboratory at our campus can accommodate up to 25 students except for Culinary Arts and International Baking & Pastry, where the ratio is not to exceed 24 to 1.

Library/Learning Resource Center

A learning center is available for the use of students and graduates. Students are encouraged to make use of the center to enhance their learning and understanding. The learning resource center has been designed to supplement each course of study. The resource center features access to modern computers and a rich collection of printed materials.

A computer lab is available during designated times. The computer labs feature Internet access and software programs which enhance the requirements in the culinary, welding, automotive, HVAC and electronic systems career fields.

Holidays

• New Year's Day	• Labor Day
• Martin Luther King Day	• Thanksgiving and the day after
• President's Day	• Christmas Eve or Day after Christmas
• Memorial Day	• Christmas Day
• Juneteenth	• New Year's Eve
• Independence Day	

Note: Training days missed due to inclement weather may be made up at or prior to the end of the program.

Inclement Weather

In the case of inclement weather or hazardous conditions, an announcement will be made via the LincAlert system. Announcements may include plans for distance learning, delayed start time or early dismissal of class, class cancellation, or school closure.

Student Complaint/Grievance Procedure

Conflicts are best resolved when people utilize basic communication skills, common sense, and discretion. A student whose views differ from those of a Faculty member should first try to resolve the difference with the Faculty member involved. If a satisfactory solution cannot be obtained, the student should request an interview with the Education Supervisor or Academic Dean.

Students who have concerns of a non-academic nature are urged to consult with the Campus President. This office will refer the student to the proper department and will assist the student, as necessary.

If a student does not feel that the school has adequately addressed a complaint or concern by following the above measures, the student may consider contacting:

LINCOLN EDUCATIONAL SERVICES
PROBLEM RESOLUTION HOTLINE
1-800-806-1921

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

ACCSC
Accrediting Commission of Career Schools and Colleges

ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES
2101 WILSON BLVD, SUITE 302
ARLINGTON, VA 22201
(703) 247-4212
www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at https://www.accsc.org/Student-Corner/Complaints.aspx

The federal contact for student loan issues is:

POSTAL MAIL	**U.S. DEPARTMENT OF EDUCATION** FSA OMBUDSMAN GROUP P.O. BOX 1843 MONTICELLO, KY 42633
PHONE	1-877-557-2575
FAX	606-396-4821
WEB	https://feedback.studentaid.ed.gov/

General Student Information

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Lincoln College of Technology to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

FAMILY POLICY COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 MARYLAND AVENUE, SW
WASHINGTON, DC 20202

A student may be entitled to make a claim against the Maryland Guaranty Student Tuition Fund for For-profit Institutions of Higher Education ("Student Tuition Fund") in the case of certain events, including a school closure. The Student Tuition Fund is administered by the Maryland Higher Education Commission. Information about the Student Tuition Fund and instructions for filing a claim may be found in Regulations 13B.02.06.01 through .13 of the Code of Maryland Regulations or by contacting the Maryland Higher Education Commission.

Visitors

Parents and other interested persons are welcome to call at any time to confer with school authorities, to inspect the school facilities, or to seek advice on the future career of an enrolled student. Visitors will find a cordial reception at Lincoln College of Technology. A previously made appointment would be appreciated.

In keeping with Lincoln's safety procedures, all visitors must sign in at the front desk upon arrival to the school and are issued a visitors badge.

Employment Assistance

Lincoln College of Technology does not guarantee job placement. However, it does provide employment assistance to its current students and graduates by means of the following services:

- Advises industry leaders of the availability of the school's students and graduates through regular contact, including several scheduled Career Days per year.
- All of the students attending Lincoln College of Technology will participate in our Lincoln Edge Program. Lincoln Edge is a combination of interactive workshops and online services that deliver professional skills training on topics like resumé building, personal development, setting goals, job search and interviewing strategies. Students will have a dedicated portal where they can access an array of professional services even after they have graduated from Lincoln! We are dedicated to ensuring that we not only provide our students with the skills they need to perform on the job, but the skills they need to build a lifetime career.

Official Student Communication

Lincoln College of Technology's official web-based student portal (**MyCampusLinc**) and student email accounts are an official means of communication to all full and part-time students enrolled in credit bearing classes. All such students are required to activate **MyCampusLinc** portal and **@mylincoln.edu** email accounts. Official LCT communications may include, but are not limited to, registration information, reminders of important dates associated with key financial aid and financial obligations as well as academic progress notifications.

Lincoln College of Technology expects that students shall receive and read their electronic communications on a daily basis. Failure to do so shall not absolve the student from knowing of and complying with the contents of all electronic communications, some of which will be time-critical.

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Academic Information

Class Schedules

Students can enroll at any time during the year. Class starting dates are scheduled at frequent intervals to enable students to start moving toward their career goals as soon as possible. Class size is limited so that each student can receive the personal attention so vital to successful mastery of the skills and understanding of the subject at hand.

The school reserves the right to alter hours of attendance and/or starting dates when deemed necessary. Such changes will not alter the program costs or refund policy stated in the enrollment agreement. If conditions beyond the control of the school require postponement of a starting date or temporary suspension of classes, appropriate adjustments will be made to provide students all the instruction to which they are entitled under the terms of the enrollment agreement. Students who have enrolled but have not started attending school will, upon request, be issued a refund of monies paid if postponement of classes extends beyond the next class starting date. For specific start and end dates see the "School Calendar" Addendum.

Lower Division Certificates and Degree Programs

We offer a few different approaches to career training to help students prepare for jobs in the industry:

For the person wanting training in the shortest amount of time possible in a specialized area the school offers a focused selection of lower division certificate programs.

For the person wanting training that enables graduates to seek employment in a wide variety of management, technical, and administrative positions the associate of applied science degree program may be available for the field of study they have chosen.

Rules and Regulations for the conferred certificate or associates degree are in accordance with the state of Maryland.

For a description of the subject matter covered in each course, please refer to the curricula on pages 8 through 22.

Student Conduct

Students are required to comply with all Student and Safety Regulations. Failure to adhere to and observe School Regulations and Policy may result in probation, suspension, or immediate dismissal. Conduct which may be considered unsatisfactory includes but is not limited to the following:

- Excessive absenteeism, tardiness or leaving class early. Students are also expected to put forth a reasonable effort to learn. Acts such as loafing, horseplay, failure to pay attention and carry out instructions, or poor attendance are not tolerated. Students who arrive after the official school starting time will be considered as late. If a student must leave prior to the official end of class time, he/she must notify the instructor and/or Education Department. Class attendance is closely monitored by the school, and unless, they contact the school first, students who are absent from class will be contacted.
- Student conduct which disrupts classes or interferes with the progress of other students.
- Theft of property belonging to the School, other students or employees. (In addition to termination, theft may be reported to civil authorities.)
- Any act resulting in defacing or destruction of School property and/or property of others including other students.
- Fighting in or near the school premises.
- Possession or consumption of alcohol, marijuana or illegal substances on or near school premises. Possessing firearms, fireworks, ammunition, or weapons is a violation of schools rules and state laws. (In addition to termination, illegal substance abuse will be reported to proper authorities.)
- Personal conduct at any time or place which may, in the judgment of the School staff, cast a bad reflection on the School and its well-earned reputation.
- We oppose all forms of unlawful discrimination and harassment in the school environment. Harassment and discrimination can take many forms including but not limited to, racial slurs, ethnic jokes, disparaging or insensitive remarks about an individual's religion, age, gender, physical ability or sexual orientation, physical or verbal threats, or sexual harassment. None of these, or any other form of harassment, including cyber-bullying, or discrimination is acceptable in the school environment. All allegations of harassment or discrimination are fully investigated. Students found to have engaged in this behavior are subject to disciplinary action up to and including expulsion from school.
- Any student creating a hazard; immoral conduct, or disturbance in the surrounding neighborhood. Reckless driving and / or squealing tires near the school or places of residence are prohibited.
- The campus computer systems and networks are provided for student use as a part of the academic program. All students have a responsibility to use Lincoln Educational Services computer systems and networks in an ethical and lawful manner. The intentional misuse and abuse of computer and Internet resources is not permitted. This includes, but is not limited to, purposely visiting inappropriate and non-academic Web sites which promote or advocate illegal or unethical behavior; visiting inappropriate and non-academic Web sites for personal business; downloading graphics or other pictures, images, or information not related to academic curricula; inappropriate and non-academic use of email; inappropriate and non-academic use of chat rooms; and inappropriate and non-academic use of school software.
- In keeping with accepted industry and shop safety hazards, jewelry must be evaluated for safety risks when in the lab or shop. Hanging earrings, necklaces, rings, or bracelets may pose a safety risk. If in the judgment of school staff, a safety hazard exists, a jewelry item in question must be either removed or covered with protective clothing.
- The campus has an established a dress code for students in all programs which is in accordance with industry expectations and in consideration of professional standards.
- We expect honesty from students in presenting all of their academic work. Students are responsible for knowing and observing accepted principles and procedures of research and writing in all academic work, including term paper writing, lab manual and/or workbook completion and test taking.
- Misrepresenting the school's programs, policies, or activities of members of the staff or of other students is prohibited.
- Cell phones and/or other electronic recording or communication devices are not allowed to be operated in any classroom or lab area without the expressed permission of the instructor.

Attendance

The technical nature of the training and graduate employability goals of the programs offered requires that students attend classes on a regular basis. Our expectation is that students will attend all sessions for courses in which they are registered. Class attendance is monitored daily commencing with the student's first official day

of attendance and a student will be considered withdrawn from a course or courses when any of the following criteria are met:

- The sixth consecutive day of absence from classes;
- The fourteenth consecutive calendar day of absence (two weeks)
- Cumulative absences prevent the student's ability to master the course content during the remainder of the scheduled course, term, or semester as determined by the course syllabus.

Approved employment interviews (established per school policy) are not counted as absences for attendance purposes.

The following documented absences may be considered on appeal. If approved the student will be allowed to make up any work missed, however, the make-up time cannot be applied to their course attendance percentage:

- **Court Appearance**–Applicable only when a student is mandated to appear in court for an action in which he/she is a third party or witness. Documentation will be required.
- **Military Duty**–All military personnel requesting a documented absence must submit a copy of their orders to the campus Education Department prior to the missed time.
- **Illness**–In the event a student suffers personal illness, either a written doctor's note excusing participation in school or documentation of the stay in the hospital will be required.
- **Bereavement**–In the event of the death of an immediate or extended family member and not to exceed 4 days or 25% of the scheduled course. Documentation (e.g. newspaper notice, funeral notice, obituary, or church handout) is required.
- **Jury Duty**–Documentation required (stamped jury duty form from court).

Documentation of the above approved absences should be presented to the Education Department upon returning to school or in advance when applicable.

Cases of extenuating circumstances may be considered by the Campus President or designee and in the form of signed documentation or verifiable email from the student and if the student demonstrated comprehension of the course content missed.

Students receiving funds from any state or federal agency may be subject to the additional attendance requirements of that specific agency.

A Pending Course Schedule (PCS) student status is a temporary period of non-attendance not to exceed a maximum of 60 calendar days. The status is intended to support student progression and is applied when a student has a course that is not available due to, but not limited to, interruption in their enrollment because of a course failure, a shift change, a leave of absence, or failure to meet graduation requirement. The PCS status is not included in the 150% maximum timeframe calculation.

Note: Calendar day calculations include all days visible on a calendar without exception.

Attendance for Blended Programs (where applicable):

Blended courses consist of both classroom and online instruction. Students are expected to adhere to the attendance policy through physical attendance in scheduled class sessions AND through online graded assignments submitted weekly. Timeframes for weekly online submissions are designed in the Canvas Course Shell (i.e. Monday - Sunday or Sunday - Saturday). Threaded discussions and reflection exercises are examples of graded assignments used to record weekly attendance for the online portion.

Sending an email to the instructor does not count as an academic activity or a gradable item. Meeting the attendance requirements does not indicate that the student has completed all of the required class work for a particular week. Meeting the attendance requirements indicates only that the student has participated sufficiently to be considered in attendance for that week. Assignments are graded on their merit and according to the established guidelines.

Make-Up

Make-up work is only permitted when a student has a documented absence. The documented absence form must be approved by the campus Education Department before the assigned work can be accepted for a grade. Make-up work may only be used to affect a course grade. Make-up work may not be used to raise attendance percentage in a course. Make-up work must be completed in the timeframes required to process Grade Appeals and /or Incomplete Grades, and must be specifically for assignments missed while out for a documented absence.

In the case of school closure due to inclement weather or other natural disaster, make-up sessions will be scheduled to present and/or review material not incorporated into the remaining scheduled days. The campus will attempt to schedule make-up classes at times that fit within the students' schedule.

Consultation and Tutoring

Students and graduates may consult with the School faculty at any time about program or course problems. Students who require additional assistance with their work may obtain individual tutoring from the faculty outside of class hours. Arrangements for special tutoring must be made with the campus Education Department.

Americans with Disabilities Act (ADA) Policy

Lincoln College of Technology (LCT) is committed to providing opportunities for all qualified students to participate in its programs, including students with disabilities who need reasonable accommodations. A qualified student is one who, with or without reasonable accommodation, meets the essential institutional, academic and technical standards requisite to admission, participation and completion of our programs.

A reasonable accommodation is an accommodation that allows a student with a disability to participate in our programs without changing the essential academic requirements of our programs, creating a threat to others or placing an undue burden on the institution.

An example of a reasonable accommodation is giving students with certain learning disabilities additional time to take an exam. Accommodations are provided to allow a student to participate in our programs but LCT does not provide personal assistants such as aides who help with dressing, feeding and the like.

A disability is a physical or mental impairment that substantially limits one or more major life activities such as seeing, hearing, walking or learning.

All requests for reasonable accommodation must be submitted to the Director of Education. While a student may discuss a possible accommodation with any faculty or staff member, students should be aware that faculty and staff are not authorized to provide accommodations. All inquiries from students about reasonable accommodation should be directed to the Director of Education, who will then evaluate the request and make a decision. The complete policy can be found by visiting: **https://www.lincolntech.edu/consumerinfo**.

Course and Academic Measurement

The instructional hours listed for each of the programs in this catalog are included in compliance with State and Veteran's training requirements and are predicated on regular attendance, successful completion of each course in the program without repetition or make up work and excluding holidays that occur during the period

of attendance. An instructional hour is defined as a minimum of 50 contact minutes within any scheduled 60 minute period.

A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the school comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and/or out-of-class work/preparation.

Grading

Grading is based on the student's class work and lab/shop work, and the results of written and performance tests. An average is taken of all grades in any marking period and must be at a specified CGPA or above to be considered making satisfactory academic progress.

Percentage	Letter Grade	Interpretation	Point Value
95-100	A	Excellent Plus	4.0
90-94	A–	Excellent	3.9
87-89	B+	Good Plus	3.8
84-86	B	Good	3.5
80-83	B–	Good Minus	3.0
77-79	C+	Average Plus	2.8
74-76	C	Average	2.5
70-73	C–	Average Minus	2.0
67-69	D+	Below Average	1.5
64-66	D	Poor	1.2
60-63	D–	Poor	1.0
59 and below	F	Failing Work	0.0

Incomplete	I	Temporary grade; Is not considered in computing Grade Point Average; Requires make-up work.	N/A
Withdrawal	WA	Received by students who officially withdraw from a course before the end of the add/drop period.	N/A
Withdrawal	W	Withdrawal after the add/drop period.	N/A
Pass	P	Received by students in Internship/ Externship or Developmental Courses. "P" is not considered in computing the Grade Point Average.	N/A
Non-Pass	NP	Received by students in Internships/ Externships and Developmental Courses.	N/A
Repeat Course	**	Received by students who repeat a course.	N/A
Repeat Course Required	R	Received by students when their grade does not meet a course requirement or programmatic standard.	N/A
Transfer Credit	TR	Indicates the school accepted credit earned for previous postsecondary education at an institution other than a Lincoln Education Services School. "TR" is not considered in computing the Grade Point Average.	N/A
Test Out Credit	TO	Indicates the school accepted credit earned for testing out of a course. "TO" is not considered in computing the Grade Point Average.	N/A
Pass	PD	Received by students in Developmental Courses. "PD" is not considered in computing the Grade Point Average or Graduation requirements.	N/A
Non-Pass	NPD	Received by students in Developmental Courses. "NPD" is not considered in computing the Grade Point Average or Graduation requirements.	N/A

Satisfactory Academic Progress (SAP)

INTRODUCTION

Federal regulations require the Institution to monitor the academic progress of each student who applies for financial aid and to certify that each student is making satisfactory academic progress toward a degree, diploma, or certificate. In accordance with those regulations, the Institution has established standards of Satisfactory Academic Progress (SAP) that include qualitative, quantitative and incremental measures of progress. Students bear primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty. Academic advisement, tutoring, and mentoring programs are all available.

QUALITATIVE MEASURE OF PROGRESS (GRADE POINT AVERAGE)

All students are required to meet the minimum cumulative grade point average (CGPA) shown on the chart below. Grades ranging from "A" to "F" will be included in the CGPA calculation.

QUALITATIVE MEASURE OF PROGRESS (GPA)	
PROGRAM INTERVALS (Based on Total Published Program Credits)	MINIMUM REQUIRED GRADE POINT AVERAGE
BELOW 25%	1.25
25% TO <50%	1.50
50% TO <75%	1.75
75% AND ABOVE	2.00

QUANTITATIVE MEASURES OF PROGRESS (PACE OF PROGRESSION AND MAXIMUM TIME FRAME)

PACE OF PROGRESSION ("PACE")

The institution has established a minimum pace of progression for all enrolled students as outlined in the table below. Grades of "F", "I", "W", (or blank/missing) are treated as registered credits but NOT earned credits and thus negatively impact the pace of progression.

QUANTITATIVE MEASURES OF PROGRESS (PACE)	
PROGRAM INTERVALS (Based on Total Published Program Credits)	MINIMUM PACE OF PROGRESSION
BELOW 25%	50%
25% TO <50%	66.67%
50% TO <75%	66.67%
75% AND ABOVE	66.67%

The formula used to calculate the Minimum Pace of Progression will vary depending on the program of study as noted below.

MINIMUM PACE OF PROGRESSION	
PROGRAM STANDARD	FORMULA
CREDIT HOURS	$\frac{\text{cumulative earned credits}}{\text{cumulative registered credits}}$

MAXIMUM TIME FRAME

All financial aid recipients are expected to complete their degree/diploma/certificate within an acceptable period of time. The maximum time frame for financial aid recipients is 150% of the published length of the program. For students enrolled in credit hour programs, the MTF is based on 150% of the

minimum required credits for graduation as published in the catalog. For students enrolled in clock hour programs the MTF is calculated as 150% of the clock hours required for successful program completion as published in the catalog.

EVALUATION PERIOD

In order to maintain eligibility for Title IV funding, students must maintain satisfactory academic progress.

FAILURE TO MEET STANDARDS

SAP/FA WARNING

- If at the end of the evaluation period a student has not met either the GPA or pace of progression standard, the student will be placed on warning for one evaluation period. Students on warning are eligible to register and receive financial aid.
- If at the end of the warning period a student who has been on warning has met both the cumulative GPA and cumulative pace standards, the warning status is ended and the student is returned to good standing.

SUSPENSION OF STUDENTS ON SAP/FA WARNING STATUS

If at the end of the warning period a student who has been on SAP/FA Warning status has not met both the cumulative grade point average and minimum pace of progression standards, the student shall be placed on SAP/FA Suspension. Students on SAP/FA Suspension are not eligible to receive financial aid. The period of time spent in SAP/FA Suspension status will not count towards the student's Maximum Time Frame (MTF).

SUSPENSION OF STUDENTS NOT ON SAP/FA WARNING STATUS

- **Suspension for Exceeding the Maximum Time-Frame.** If at the end of the evaluation period a student has failed to meet the institution's standard for measurement of maximum time-frame, the student shall be suspended from financial aid eligibility and may be subject to dismissal.
- **Suspension for Inability to Meet Program Requirements within the Maximum Time Frame.** If at the end of the evaluation period the institution determines it is not possible for a student to raise her or his CGPA or pace of progression percentage to meet the institution's standards before the student completes his/her program of study, the student shall be suspended from financial aid and may be subject to dismissal.
- **Suspension for Extraordinary Circumstances.** The Institution may immediately suspend students in the event of extraordinary circumstances, including but not limited to previously suspended (and reinstated) students whose academic performance falls below acceptable standards during a subsequent term of enrollment; students who register for courses, receive financial aid, and do not attend any classes; and students whose attendance patterns appear to abuse the receipt of financial aid and may be subject to dismissal.

APPEALS AND PROBATION

APPEALS

A student who fails to make satisfactory academic progress and is suspended has the right to appeal based on special, unusual or extenuating circumstances causing undue hardship such as death in the family, student's injury or illness or other special circumstances as determined by the institution.

- Appeals must be submitted in writing.
- The appeal must include an explanation of the special, unusual or extenuating circumstances causing undue hardship that prevented the student from making satisfactory academic progress.
- The appeal must also include what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the end of the next evaluation period.
- Supporting documentation beyond the written explanation is required.
- Initial consideration of appeals will be undertaken by the Appeal Committee which will minimally consist of the Academic Dean and/or the Financial Aid Representative. Campus President may appoint additional members as deemed appropriate.
- Appeals that are approved must contain an academic plan that, if followed, ensures the student would be able to meet satisfactory academic progress standards by a specific point in time.

SAP/FA PROBATIONARY STATUS

A student who has successfully appealed shall be placed on SAP/FA Probation for one evaluation period. If, at the end of the next evaluation period, a student on SAP/FA Probation status:

- Has met both the institution's cumulative grade point average and pace standards, the student shall be returned to good standing.
- Has not met the institution's cumulative grade point average and pace standards but has met the conditions specified in his/her academic plan, the student shall retain his/her financial aid and registration eligibility under a probationary status for a subsequent evaluation period.
- Has not met the institution's cumulative grade point average and pace standards and has also not met the conditions specified in his/her academic plan, the student shall be re-assigned a SAP/FA Suspension status immediately upon completion of the evaluation.

NOTIFICATION OF STATUS AND APPEAL RESULTS

STATUS NOTIFICATION

Students are notified in writing (letter or email) when the evaluation of satisfactory academic progress results in warning, suspension, or probation. The notice includes the conditions of the current status and the conditions necessary to regain eligibility for registration and financial aid. Notice of suspension also includes the right and process necessary to appeal suspension.

APPEAL RESULT NOTIFICATION

Students are notified in writing (letter or email) of the results of all appeals. Approved appeals include the conditions under which the appeal is approved and any conditions necessary to retain eligibility for registration and financial aid. Denied appeals include the reason for denial.

REINSTATEMENT

A student who has been suspended from financial aid eligibility may be reinstated after an appeal has been approved or the minimum cumulative GPA and pace standards have been achieved. Neither paying for their own classes nor sitting out a period of time is sufficient in and of itself to re-establish a student's financial aid eligibility.

Academic Information

TREATMENT OF GRADES AND CREDITS

Credits: The unit by which academic work is measured.

Registered (Attempted) Credits: The total number of credits for which a student is officially enrolled in each term.

Cumulative Registered Credits: Cumulative registered credits are the total number of credits registered for all terms of enrollment at the Institution, including summer terms and terms for which the student did not receive financial aid.

Earned Credits: Earned credits include grades ranging from ranging from "A" to "D-" and "P". They are successfully completed credits that count towards the required percentage of completion (66.67%) as defined by the quantitative measure.

Attempted, NOT earned: Grades of "F", "I", "NP", "W" (or a blank/missing) will be treated as credits attempted but NOT successfully completed (earned).

Audited Courses: Audited courses are not aid eligible courses and are not included in any financial aid satisfactory academic progress measurements.

Repeat Credits: Repeat credits are credits awarded when a student repeats a course in order to improve a grade. A student may repeat a class as allowed by the institution. The institution will use the highest grade achieved to calculate GPA. All repeated credits are included in the percent of completion and maximum time frame calculations.

Transfer Credits: Transfer credits are credits earned at another post-secondary educational institution which are accepted by this Institution. Transfer credits which are accepted by the Institution and are applicable to the student's program of study shall be counted as credits attempted and completed for calculation of pace of progression and maximum time frame. Grades associated with these credits are not included in calculating CGPA. For students who either change programs within the institution or wish to earn an additional credential, all credits earned toward courses that apply to a student's new program of study or credential will be used to determine satisfactory academic progress.

Withdraw: The mark of "W" (withdrawal) is assigned when a student withdraws from a class after the add / drop period or has not satisfied the requirements of an "I" grade within a defined timeframe. It is not included when calculating grade point average or earned credits. Thus, it does not impact CGPA but does negatively impact earned credits and, therefore, negatively impacts the student's percent of completion.

The mark of "WA" is assigned when a student withdraws from a class before the end of the Add/Drop period. It is not included when calculating grade point average or earned credits. Thus, it does not impact CGPA and does not negatively impact earned credits and, therefore it does not impact the student's percent of completion.

Incompletes: The mark of "I" (incomplete) is a temporary grade which is assigned only in exceptional circumstances. It will be given only to students who cannot complete the work of a course on schedule because of illness or other circumstances beyond their control. An "I" grade will automatically become a "W" grade if requirements to complete course work have not been satisfactorily met within 14 days of the original course end date. Instructors have the option of setting an earlier completion date for the student. A grade of "I" is not included when calculating grade point average or earned credits. Thus, it does not impact CGPA but does negatively impact earned credits and, therefore, negatively impacts the student's percent of completion.

Satisfactory Academic Progress for VA Beneficiaries

In accordance with the requirements set forth by the Department of Veterans Affairs, the school will notify the VA within 30 days of any VA beneficiaries who are placed on SAP/FA Warning for a 2nd consecutive term. This notification will include the date at which the student will be placed on SAP/FA Suspension. Students in SAP/FA Suspension are considered ineligible for VA Educational Assistance benefits and as such the School VA Certifying Official will no longer be permitted to certify the student's enrollment for any training towards the remaining requirement of his/her program which he/she completes before being readmitted to the approved program. VA students may avail themselves of the school's appeals process.

Transcripts (Progress Records and Degree Audits)

Following a review by the School, grade reports (unofficial transcripts and/or degree audits) are available for the student to review upon completion of each course or term on the student portal. Individual grade records are permanently maintained for each Student and are open for inspection in accordance with the Family Educational Rights and Privacy Act of 1974.

The student will receive an official transcript upon graduation. Requests for official transcripts while in school or additional copies of official transcripts after graduation can be ordered at **https://www.lincolntech.edu/academics/transcripts**. Current students may obtain unofficial transcripts on their student portal account **https://myportal.lincolnedu.com/**. Requests for replacement diplomas/degrees must be submitted in writing to the school.

Transfer Credits

The school's programs are career oriented in nature with objectives designed to prepare graduates for immediate employment in their chosen field of study upon graduation. Students seeking to continue their education at other post secondary institutions should be aware that the school does not claim or guarantee that credit earned here will transfer to another institution and acceptance of the credit earned here is determined at the sole discretion of the institution in which the student desires to transfer his/her credits. Students are advised to obtain information from all institutions they are considering attending in order to understand each institution's credit acceptance policies. It is the student's responsibility to confirm whether or not credits earned at this campus will be accepted by another school.

Students who transfer credits from a postsecondary institution accredited by an agency recognized by the U.S. Department of Education receive a grade of TR on their transcripts. Those courses which have been accepted as transfer credit are not included in the cumulative grade point average (CGPA) calculation but are calculated towards the maximum time frame to be used to determine a student's satisfactory academic progress. Courses that are the same (Course Code, Course Name, Credits and Description) that are transferred from one Lincoln campus to another, will be calculated within the student's CGPA to the new campus. This is determined by the campus administrator within the campus system.

Applicants requesting transfer credits must apply prior to starting school.

For Veterans Affairs Students: VA regulation (Title 38, Code of Federal Regulations, Section 21.4253 (d)(3) and 21.4254(c)(4)) requires that Lincoln Tech receive and evaluate all post-secondary prior credits for all students receiving educational benefits from the Veterans Affairs education programs (CH30, CH33,

CH35,CH1606, CH31 VR&E, and VRRAP) which includes prior military service through the evaluation of your military transcripts.

Transfer applicants must submit a transcript from their former institution that clearly indicates the courses taken, grades achieved and credits awarded. All credits transferred from applicable courses must have an earned grade of "C" or better.

Regardless of the number of transfer credits awarded, all students must complete a minimum of 50% of the credits required for graduation through actual attendance for all programs taken.

Those students who transfer credits from an accredited postsecondary institution will receive a grade of "TR" as noted in the grading policy. For students who change programs, only those courses that count towards a student's new program of study will be used to determine satisfactory academic progress.

The Education Department manager receives and evaluates the student transcript and any related support materials (such as a school catalog and / or course syllabi) to determine where prior learning is a match to school course offerings. There are a variety of considerations when evaluating submitted records (i.e. institution, course title, course level, course descriptions, grades, and year of study). Where needed, a campus subject matter expert will participate in the evaluation process. The education departments goal is to ensure student academic success; therefore, an approved transfer of credit is a result of verified evidence of student learning which aligns with school offerings. When further assessment of student learning may be needed, the school may consider the option of test out.

Student applicants with evidence of prior work experience directly applicable to the program may choose to submit their documentation for review. Such applicants will have their skills and knowledge validated through a test out procedure.

TEST OUT

Test Out exams provide students the opportunity to be exempt from certain required courses by demonstrating proficiency through assessment in the subject area to verify knowledge and skill. Applicants requesting to take a test out exam must do so prior to starting school. Not all courses are eligible for test out exam credit, and students cannot have attended past the add/drop period in the course for which they want to test out. To receive credit for a course, the applicant must earn a B on the test out exam on the first attempt. A successful Test Out result is recorded as "TO" on the student transcript and is not considered in computing the Grade Point Average. A nominal administrative fee may apply for Testing Out. Applicants interested in Test Out should see the Education Department Manager.

When a student transfers from one Lincoln program to another Lincoln program, an evaluation is performed of all courses passed and skills / knowledge obtained which may be applicable to the new enrollment. Where course equivalencies are established, the earned grade in the original enrollment is applied to the new enrollment. A grade of "TO" for test out is applied to a course in the new Lincoln enrollment when it is evident that the required skills and knowledge sets had been obtained across multiple passed courses in the original enrollment.

Externship Requirements

In order to participate in the non-didactic part of the program

- Students must have achieved the minimum requirement of a cumulative grade point average of 2.0. Students whose GPA is less than a 2.0 after completing the academic portion of the program will be required to repeat classes with less than a 2.0, in order to improve the cumulative grade point average to a 2.0 CGPA and qualify for the externship. Student with less than the required 2.0 CGPA will be placed on probation during this time period.
- An approved resumé.
- For many of the programs, students must submit to a background check and/or a drug screening and/or show proper documentation of required immunization records prior to the start of their last course, module, or class. An unfavorable result may preclude a student from participating in the externship portion of the program, resulting in the student being withdrawn from school.

Withdrawals and Incomplete Grades

A "W"ithdrawal is issued to students who are withdrawn from the institution or course after the introductory period of enrollment and prior to the end of the module or term. Readmitted students must retake all "W"ithdrawal graded courses. A "W" will not be calculated in the cumulative GPA, but counts as an attempt for satisfactory academic progress.

The mark of "WA" is assigned when a student withdraws from a class before the end of the Add/Drop period. It is not included when calculating grade point average or earned credits. Thus, it does not impact CGPA and does not negatively impact earned credits and, therefore it does not impacts the student's percent of completion.

An "I"ncomplete is given to students who do not complete a test or required course work due to a documented absence. The student has a maximum of 14 days to complete the course work, the school may require less time in certain circumstances. If the coursework is not completed in the specified time, the student will receive a zero for the assignment which will be averaged into the GPA.

Course Repeats

Based on scheduling availability, a student will be allowed to repeat one failed course; or a course that falls below a programmatic standard, at no additional tuition charge provided the student graduates and provided the repeat will not prevent the student from completing the program in the maximum time permitted by the School's Satisfactory Academic Progress policy. If the student fails or falls below a programmatic standard in more than one course within the term, the free course repeat will apply to the course with the higher number of hours. Students who fail (or fall below a programmatic standard) the same course twice will be terminated except in the case of verifiable extenuating circumstances. In such cases, a student may be granted permission by the Campus President to enroll in the course for a third time if the circumstances are thoroughly documented.

Official and Unofficial Withdrawals

An official withdrawal is initiated by the student. Any student considering to officially withdraw from a program should speak to his/her Education Department Manager as soon as possible. If the student ultimately decides to officially withdraw, it is requested that the student submits their intent to withdraw with their reasons in writing to the Education office. Prior to the official withdrawal, the student should participate in exit interviews with the Education and Financial Aid Department Managers to review options for returning to school and financial responsibility.

An unofficial withdrawal is initiated by the campus staff. Any student who fails to notify the school of their intent to withdraw and violates the attendance policy or fails to return from a scheduled leave will be withdrawn. Unofficial withdrawals may be initiated by the school due to violations of the student conduct policy, as published in the catalog, that reasonably warrant expulsion (e.g. fighting, having a weapon on site, activities of academic dishonesty). Notification of an unofficial withdrawal will be sent to the student.

Academic Information

Grade Appeal Policy

Any student wishing to have a course grade reviewed must appeal in writing within 10 days after the final grade has been assigned. Grade Appeal Forms are available from the Education Office. Once completed, the forms should be given to the Education Supervisor for consideration. If satisfaction is not obtained, the student should then appeal to the Academic Dean who after reviewing with an Academic Review Panel, will respond in writing with a binding decision.

Leave of Absence

The granting of a Leave of Absence (LOA), which may be issued to students for reasons such as, but not limited to, personal, professional, medical or financial hardship, must be approved in accordance with guidance in accreditation, state and federal regulations. In compliance with these regulations a student may be granted a number of Leaves during any twelve month period provided that the cumulative number of days of LOA's do not exceed 180 calendar days. The length of any one LOA is at the discretion of campus management. The student must state the specific reason for the LOA on the Leave of Absence Request Form, and have an exit interview with the Education Department to determine what is in the best interest of the student.

If the leave of absence from school exceeds the officially approved date of return the student will be withdrawn from school and any refunds, if applicable, will be issued within 30 days after the effective date of withdrawal. Any unearned financial aid credited to the student's account will be refunded. Reinstatement of financial aid will require a new application and routine processing time. In addition, the student will be required to complete a new enrollment agreement (contract) at the tuition rate in effect on the date of re-application.

Re-entrance

Students requesting readmission following an interruption in classes, and students who fail to re-enter on the scheduled time following an authorized leave of absence must re-enroll under the current effective school Enrollment Agreement reflecting revised prices, if applicable. The school reserves the right to limit re-entries. Note: The student's SAP status will be re-calculated and the appropriate status applied to the student's enrollment record.

Students are allowed no more than two interrupts. To re-enter a second time, a student may be readmitted where documented extenuating circumstances exist. An appeal letter must be presented to the Education Department for review. If the Education Department determines that re-admittance is justifiable, the student may be readmitted only after meeting with the Education Department. This signed document must remain in the student's file. A student may not be readmitted a third time unless documented extenuating circumstances exist as determined by the Education Department.

Students, who are terminated by the school for disciplinary reasons or academic deficiencies, may request re-entrance. Such a request must be by letter to the school's Campus President. The letter must set forth valid reasons for granting the request. The request will be reviewed by the Re-entry Committee, and the student will be notified of the Committee's decision.

Graduation Requirements

To be eligible for graduation the following requirements must be met:

- Successfully complete all required courses in the program.
- Achieve an overall grade point average of 2.0.
- Meet satisfactory academic progress requirements.

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Student Services

Counseling Services

If something is bothering you, the college provides confidential counseling through community referral services for a wide range of concerns. Here you can get help with problems related to relationships, loneliness, depression, sexuality, anger, substance abuse, time management, decision-making, anxiety, and more. If you find you are having difficulty and believe you may be in need of assistance, Counseling Services can assist you. If you need to talk with someone, call **888-893-5462**. The organizations listed in the information provided are not associated with Lincoln College of Technology.

Student Advising

The Education Department monitors student success as measured by student attendance, student learning, professionalism, academic progress, and achievement of career goals. As a student service, Department personnel engage active students in advising sessions to mitigate obstacles or challenges, identify additional needed supports or services, and promote student success. Students are encouraged to call upon staff to address academic or non-academic concerns. Matters of a personal nature that distract the learning experience may be addressed through advising practice or through referral to qualified professionals in the local community. Good communication is imperative for effective advising; therefore, active students are asked to inform staff of any changes to their records including phone, home address, e-mail, employment, marital status, and so forth.

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Campus Information

With ***confidence*** and the right skills, there's ***no question*** you're going to be somebody.

Corporate Administration

Scott M. Shaw
President & CEO

Stephen M. Buchenot
Executive Vice President of Campus Operations

Board of Trustees

Francis S. Giglio
Ronald Beall
Debra Neubert
Rose Bayat
Michael Blum