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

Institution Submitting Proposal	Allegany College of Maryland

Each action below requires a separate proposal and cover sheet.

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

Payment Submitted: ◉ Yes ○ No | Payment Type: ○ R*STARS ◉ Check | Payment Amount: $250.00 | Date Submitted: 3/12/19

Department Proposing Program	Medical Laboratory Technology	
Degree Level and Degree Type	LDC	
Title of Proposed Program	Phlebotomy/Laboratory Assistant	
Total Number of Credits	31	
Suggested Codes	HEGIS:	CIP: 51.0802
Program Modality	◉ On-campus ○ Distance Education (*fully online*) ○ Both	
Program Resources	◉ Using Existing Resources ○ Requiring New Resources	
Projected Implementation Date	◉ Fall ○ Spring ○ Summer	Year: 2019
Provide Link to Most Recent Academic Catalog	URL: https://allegany.edu/x458.xml	
Preferred Contact for this Proposal	Name: Dr. William R. Rocks	
	Title: Dean, Career Education	
	Phone: (301) 784-5567	
	Email: brocks@allegany.edu	
President/Chief Executive	Type Name: Dr. Cynthia S. Bambara	
	Signature: Cynthia S. Bambara	Date: 03/12/2019
	Date of Approval/Endorsement by Governing Board:	

Revised 12/2018

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MHEC
Creating a state of achievement

Cover Sheet for In-State Institutions
Non-substantial Modification to Existing Program

Institution Submitting Proposal	Allegany College of Maryland

Each action below requires a separate proposal and cover sheet.

- ○ Articulation Agreement
- ○ New Certificate Program within Existing
- ○ Non-substantial Modification to Existing Program
- ○ Non-substantial Modification to Existing Certificate Program
- ○ Change in Program Modality
- ○ Title Change
- ○ CIP Code Change
- ○ Closed Site Approval
- ○ Discontinue Program
- ○ Suspend Program
- ○ Reactivate Program
- ◉ Statewide and Health Manpower Designation

Payment Submitted: ◉ Yes ○ No | Payment Type: ○ R*STARS ◉ Check | Payment Amount: 250.00 | Date Submitted: 03/12/2019

Department Proposing Program	Medical Laboratory Technology
Degree Level and Degree Type	LDC
Current Title of Proposed Program	Phlebotomy/Laboratory Assistant
Total Number of Credits	31
Current Codes	HEGIS: CIP: 51.0802
Program Modality	Current: ○ On-campus ○ Distance Education (*fully online*) ○ Both Proposed: ◉ On-campus ○ Distance Education (*fully online*) ○ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2019
Provide Link to Most Recent Academic Catalog	URL: https://allegany.edu/x458.xml
Preferred Contact for this Proposal	Name: Dr. William R. Rocks Title: Dean, Career Education Phone: (301) 784-5567 Email: brocks@allegany.edu
President/Chief Executive	Type Name: Dr. Cynthia S. Bambara Signature: Cynthia S Bambara Date: 03/12/2019

Revised 12/2018

ALLEGANY COLLEGE
of MARYLAND

March 12, 2019

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

Dear Dr. Fielder,

This is a consolidated action letter requesting approval for the deletion of two programs, suspension of a program, two program name changes, one proposal for an increase in credit hours for a long-standing associate degree program and three new lower division certificates that have been approved by the faculty and staff of Allegany College of Maryland and the Board of Trustees. The effective date will be Fall Semester, 2019.

Deletion of Office Technologies AAS and LDC 52.0401 (Fee - $100.00)

Currently the Office Technologies AAS degree and LDC has been suspended for two years with no vision to reactivate or revise the curriculum. Two new associate degree programs were developed and approved by MHEC in 2017 which replaced the two options for Administrative Legal and Administrative Medical Assistant. The program advisory committee suggested that Office Technologies is not the current career degree and recommended that two separate degrees should be offered to meet the needs in the community. During the time of suspension, all students that were in the pipeline to graduate either graduated or switched their curriculum to our new degrees which are Paralegal and Medical Administrative Assistant.

At this time, the college is notifying you in writing of its decision to discontinue the Office Technologies AAS and LDC degree program.

Deletion of Professional Golf Management AOC 52.0904 and LDC 52.0901 (Fee - $100.00)

Currently the Professional Golf Management LDC has been suspended for two years with no vision to reactivate or revise the curriculum. During the time of suspension, all students that were in the pipeline to graduate either graduated or switched their curriculum to the Hospitality Management AAS degree.

At this time, the college is notifying you in writing of its decision to discontinue the Professional Golf Management LDC and the Professional Golf Management AOC in the Hospitality Management AAS degree program.

Suspension of the Radiologic Technology AAS Program 51.0907 (Fee - $50.00)

We are requesting the suspension of the Radiologic Tech program for up to three years due to the loss of JRCERT Accreditation. Since graduates from a Radiologic Tech program in Maryland need to be accredited by JRCERT to receive a license, the program will be suspended so the College can develop a timeline to determine if there is a need to reaccredit the program.

Program Title Change Paralegal to Legal Studies AAS and LDC 22.0302 (Fee - $100.00)

Currently, MHEC has the name of the degree for the Paralegal AAS and LDC programs as Paralegal. The faculty and staff have approved the name change of the AAS and LDC programs to Legal Studies in order to enhance the transferability of the programs. The program requirements for the AAS degree and the LDC has not changed.

Program Title Change Health Promotion AOC to Exercise Science AOC 24.0101 (Fee - $50.00)

Currently, MHEC has the name of the AS degree (AOC) as Health Promotion and the faculty and staff have approved the name change to Exercise Science (AOC) in order to enhance the transferability of the program. The program requirements for the AS degree has not changed.

Increase in Program Credit Hours for Graduation for Human Service Program 51.1502 (Fee - $250.00)

The State of Maryland has declared the critical opioid crisis a priority for service and intervention at the local and county level. The Human Service program responds to workforce needs in the helping profession. Currently the opioid crisis in Western Maryland requires that all helping professionals have competencies in addiction treatment and service delivery.

There is increased demand by area employers for associate level degree graduates who are eligible for Maryland State licensing as addictions counselors. In 2013 the Maryland State Licensing Board for Addictions counselors revised their licensing requirements for associate degree addictions counselors. Prior to that time, our curriculum was aligned with these requirements. However, as a result of the State changes we are proposing a revision in our curriculum requirements.

In a separate curriculum proposal, we are creating a Certificate in Addictions. This Program Revision Proposal aligns with the Certificate in Addictions we are proposing to MHEC.

Due to changes in financial aid, students can no longer take electives outside of their Program. By changing our curriculum requirements, we can insure students can have financial aid coverage for coursework that is essential to their career success and which meets workforce demands.

The additional six credits to be added to the Human Service program (currently 64 credits to 70 credits) include two three credit courses which are current courses in the Psychology department:

Psychology 289 – Ethics for the Addictions Counselor and the choice of either
Psychology 286 – Drugs and Human Behavior or
Psychology 287 – Addictions Treatment Delivery

New Lower Division Certificates

Medical Scribe Specialist 51.0801 (Fee - $250.00)

Medical scribes are being used in all areas of healthcare – physician offices, emergency rooms, and in the hospital settings. Research has shown that when medical scribes are used there is an increase in productivity, patient satisfaction, and revenue since the practitioner is spending more quality time with the patient and is not focused on the computer.

We have been fielding many calls from physician offices in Allegany and Garrett County needing to fill medical scribe positions. Additionally, there are many job postings for medical scribes in the tristate area. Currently, many of these offices are hiring medical assistants and then training them to perform the scribe skills. If our Medical Assistant graduates want to earn the CMS (certified medical scribe) credential, they will only need to take three medical scribe courses to earn this certificate and sit for the CMS national exam. This will earn the graduate a new stackable credential and make them more employable in the workforce.

The employer surveys from our recent graduates have provided feedback from our physician practices that they would like the college to offer courses in Medical Scribe so our Medical Assistants are able to function in multiple roles in the office. In our PAC (Program Advisory Committee) meetings, they have echoed the request from our employer surveys.

Phlebotomy/Laboratory Assistant 51.0802 (Fee - $250.00)

This program is a drastic revision of a program that has existed at Allegany College for many years. The original program was housed in Continuing Education and was moved to the credit side as a Phlebotomy/EKG Technician program and was offered as a one semester certificate program. The program was never accredited or ever sought accreditation. The program did not include sufficient clinical experience to meet the requirements for clinical laboratory industry recognized accreditation and certification in phlebotomy. This program is currently suspended in order to develop a new version of the program which includes removing the EKG skill training and the addition of skill training in coding and laboratory procedures.

The new proposed program will be under the direction of ACM's Medical Laboratory Technology (MLT) program and will be coordinated in collaboration with the ACM Medical Assistant and Medical Administrative Assistant programs. An innovative and shared program curriculum is being proposed. The proposed program will be a one-year LDC with 31 credit hours.

The MLT program will seek to have this program accredited as an approved Phlebotomy program through NAACLS (National Accreditation Agency for Clinical Laboratory Science). Approval is the analogous term used for accreditation for the NAACLS certificate programs. The key requirement which must be added to

the former ACM phlebotomy program curriculum sequence in order to be accredited through NAACLS is 100 clock hours of clinical training and 100 documented successful collections.

Addictions Certificate 51.1501 (Fee - $250.00)

Maryland State requirements for licensure as addictions counselors changed in 2013 which has made the Addictions LOR invalid and therefore, this Addictions Certificate will provide ACM students planning to work as addiction counselors with financial aid for the required coursework. Regional employment opportunities for addiction counselors have increased due to the opioid crisis. This certificate addresses the workforce needs of our community and the certification/licensure needs of our graduates.

In conclusion, Allegany College of Maryland is requesting:

1. *Deletion* of the Office Technologies Program AAS and LDC, Professional Golf Management LDC and Professional Golf Management AOC from our Academic Program Inventory,
2. *Suspension* of the Radiologic Technology Program,
3. *Approval* of the name change of our Paralegal AAS and LDC to Legal Studies and Health Promotion (AOC) to Exercise Science (AOC),
4. *Approval* of three LDC – Medical Scribe Specialist, Phlebotomy/ Laboratory Assistant and Addictions Certificate, and the
5. *Approval* of the three LDC's as Health Manpower Shortage programs. **(Fee - $750.00)**

Attached to this letter is the appropriate paperwork required by MHEC to approve new LDC programs.

Thank you for your continued assistance, and if you have any questions about any of these proposals, please do not hesitate to contact us.

Sincerely,

Cynthia S. Bambara

Dr. Cynthia S. Bambara
President

cc: Dr. Emily A.A. Dow
Dr. Kurt Hoffman, Senior Vice President, Instructional and Student Services
Dr. William R. Rocks, Dean, Career Education

ALLEGANY COLLEGE
of MARYLAND

April 3, 2019

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

Dear Dr. Fielder,

This is an action letter requesting approval for Health Manpower Shortage designation for the proposed Phlebotomy/Laboratory Assistant Certificate Program (LDC).

The purpose for requesting this designation is that the Phlebotomy/Laboratory Assistant was developed from courses from one-degree program (Medical Laboratory Technology AAS and one suspended LDC program Phlebotomy/EKG) that both have the Health Manpower Shortage designation.

At Allegany College of Maryland, we are developing stackable credentials for our students. Students graduating in either Medical Laboratory Technology, Medical Assisting or Medical Administrative Assisting can add the additional *unique* courses in Phlebotomy/Laboratory Assistant and obtain the certificate to take the national test to receive the Phlebotomy Technician Certification (PBT(ASCP).

Thank you for your continued assistance, and if you have any questions about any of these proposals, please do not hesitate to contact us.

Sincerely,

Cynthia S. Bambara

Dr. Cynthia S. Bambara
President

cc: Dr. Emily A.A. Dow
Dr. Kurt Hoffman, Senior Vice President, Instructional and Student Services
Dr. William R. Rocks, Dean, Career Education

ACADEMIC PROGRAM PROPOSAL
Phlebotomy/Laboratory Assistant
Allegany College of Maryland

A. Centrality to Institutional Mission and Planning Priorities:

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

This proposal, when finalized, will add a Phlebotomy/Laboratory Assistant stand-alone certificate to the Medical Laboratory Technology Department. This proposed curriculum has been designed to allow for workforce entry. Completers/graduates will either directly enter the workforce or choose to continue their education and training by adding additional allied health skill certificates or degrees as stackable credentials.

In reality, this proposed new program is a drastic revision of a program that has existed at Allegany College for many years. The original program was housed within Continuing Education and was moved to the credit side as a Phlebotomy/EKG Technician program. The program was offered as a one semester certificate program and was never accredited or ever sought accreditation. The previous program did not include sufficient clinical experience to meet the requirements for the clinical laboratory industry recognized accreditation nor were the graduates eligible to the most widely recognized industry certification in phlebotomy offer by ASCP, American Society for Clinical Pathology. The ACM Phlebotomy/EKG program is currently suspended in order to develop this new version of the program.

The new proposed program will be under the direction of ACM's Medical Laboratory Technology (MLT) program and will be coordinated in collaboration with the ACM Medical Assistant and Medical Administrative Assistant programs. An innovative and shared program curriculum has been developed. The proposed program will be a one-year certificate program with 31 credit hours.

The revised version of the program removes EKG (electrocardiograph) skill training and adds a variety of different skill trainings to the curriculum such as the performance of basic CLIA waived laboratory tests. As a collaborative program with the Medical Assisting department, the proposed curriculum sequence will include courses aimed at providing skill development in areas such as basic coding, medical terminology, phlebotomy, basic laboratory procedures, health records, and essential healthcare professional skills. The program also concentrates on the essential skills development necessary to prepare a professional and a valued healthcare employee.

In addition to seeking employment as a phlebotomist, the graduate's expanded skill training will provide additional employment opportunities such as:

- Laboratory Assistant
- Client Service Specialist in a Clinical Laboratory
- Specimen Processing Specialist in a Clinical Laboratory
- Medical Office Support Person

Completion of this certificate program can be accomplished as a stand-alone certificate or the graduate can choose to add additional certificates to their portfolio such as Billing and Coding. The certificate completer can also use the credits toward the completion of a healthcare associate degree pathway. Building the program in this collaborative way provides the graduate an opportunity to acquire stackable credentials as a pathway to completing additional healthcare training. This ability to acquire stackable credentials can diversify the employment opportunities.

The program will be managed by the existing ACM Medical Laboratory Technician Program Director. This NAACLS (National Accreditation Agency for Clinical Laboratory Science) accredited MLT department will also seek to have this program accredited as an approved Phlebotomy program through NAACLS. For the NAACLS certificate programs, approval is the analogous term for accreditation. In order to be accredited through NAACLS, the key requirement to move the former ACM phlebotomy program curriculum sequence to a curriculum that can be eligible for approval is to add an internship providing 100 clock hours of clinical training and 100 documented successful venipuncture collections.

The proposed new program has been endorsed by the MLT Program Advisory Committee which includes acute care laboratory staff and ambulatory care members representing medical offices which contain on-site laboratories. Members have given support to this curriculum revision in meeting the needs of both acute care laboratories as well as ambulatory care setting laboratories because of the basic medical office training provided in the program.

The expanded Phlebotomy Program at ACM provides increased accountability for graduate outcomes which will be required as part of maintaining approval status. This accountability is in alignment with the ACM Instructional and Student Affairs office priorities and the program review/viability process. Through the assurance of quality that a formal accreditation process provides, graduates of the program will possess the competency skills necessary to obtain certification and employment in variety of settings. Graduates can expect to develop competency as a phlebotomist and the essential skills necessary to be a valued member of the laboratory and healthcare team. An approval (accreditation) process will ensure that the program meets its intended outcomes.

The program will provide more versatile employment options for completers. It can also offer graduates opportunities to continue their education in order to advance their possible healthcare employment settings as the program fits well into additional certificates or degrees at ACM. Graduates may also use this as a first step in a guided pathway to additional credentials or healthcare degree(s). This focus of accountability and stackable credentialing is central to the college mission.

The College focuses on being responsive to community industry partners. The clinical laboratory profession is experiencing unprecedented shortages and the employment of a laboratory assistant is one way that the industry is trying to meet the workload demands. This curriculum provides an innovative way to address the shortage by preparing graduates to have competency in multiple skill sets useful to laboratories in acute or ambulatory care settings. This combination of training in phlebotomy, CLIA waived testing and some healthcare administrative assistant skills is a way for laboratories to maximum the workload efficiency of their staff laboratory professionals.

There is a need for phlebotomists locally and nationally. The MLT Program Advisory Committee expressed that many of those affiliates had open phlebotomy positions and that they experienced difficulty in recruiting and retaining phlebotomist positions. The increased professional skills training is targeted at increasing the professional attributes needed for retaining employees. According to Indeed.com search on 9/28/2018, there were 208 current job listings for phlebotomists in Maryland including the Western Maryland Regional Medical Center. There are many emerging clinical laboratory assistant positions also indicated with an Indeeed.com search as this is a relatively new job classification for clinical labs. Johns Hopkins has multiple positions and our local Cumberland and Hagerstown laboratories have hired lab assistants in the last few years. This new certificate will qualify a graduate to work as a laboratory assistant. There is no formal training program for clinical laboratory assistants in our region.

Our mission states, "Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch."

This mission statement captures the intent of this proposal – that the College is responsive to the changing needs of the community we serve. This revision of the old Phlebotomy/EKG curriculum to the Phlebotomy/Laboratory Assistant curriculum incorporates the changes in healthcare and specifically changes within clinical laboratories to create relief in personnel shortages of laboratory professionals by creating a pathway to educate and train laboratory support personnel. The addition of providing hands on practicum experience for our students in healthcare settings will provide rich learning opportunities.

The Phlebotomy/Laboratory Assistant curriculum as designed will meet the need within the region and provide accessible and cost-effective career training, provide a venue that encourages life-long learning for members of the community, and enhance the College's profile by expanding quality programs.

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

This new program meets the following strategic goals of the College:

Institutional Priority One - Student Success and Access

Allegany College of Maryland develops and delivers quality academic offerings, services and activities that are accessible, affordable and flexible to help students achieve their goals.

Strategic Goals 2015-2020 (revised September, 2016)

1. Increase Enrollment
2. Foster a learner-centered culture throughout the College
3. Enhance quality instruction, academic support and student services for all delivery methods

The new Phlebotomy/ Laboratory Assistant Program will provide additional College enrollment. The new program will also to meet this priority because the program embodies preparing individuals for a fulfilling career in the medical field working to support medical(clinical) laboratories in either ambulatory care or critical care settings. This program will provide students with rich and challenging learning centered opportunities to prepare them for their career. Once our students have attained their career, they will be involved in a lifelong learning community as they strive to keep up with the ever changing medical world. The addition of an accreditation process will assure a quality educational experience which meets the accreditation agency benchmarks in regards to graduation rates, certification examination scores and job placement rates.

Institutional Priority Three – Community

Allegany College of Maryland leads and collaborates with business, educational, non-profit and governmental agencies to enhance student opportunities and contribute to workforce development for the region and the global economy.

Strategic Goals 2015-2020 (revised September, 2016)

1. Expand educational, governmental and community partnerships that strengthen educational solutions for local economic and social issues.
2. Support service and civic engagement of students, faculty and staff.
3. Collaborate with ACM affiliated foundations to enhance community relations, institutional advancement, and student access.

The new Phlebotomy/ Laboratory Assistant Program will continue to meet this priority by partnering with the medical laboratories as practicum site for the students. Students will complete a 120+ hour practicum rotation in a medical office laboratory and clinical laboratories. Additionally, the laboratory managers/supervisors are part of our Program Advisory Committees and have been engaged in the design and revision of the curriculum to meet the needs of our local acute care and ambulatory care medical laboratory community. They agree that graduates from this innovative program will fulfill personnel needs within clinical laboratories.

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

This program will be developed in an efficient and viable way. The program will be directed by the current Medical Laboratory Technology Program Director and no additional full-time staff will be required for administration of the program or for providing instruction in the program. The current administrative support assistant for the MLT program will also support the new program.

The program's curriculum will consist of only a limited number of unique courses consisting of only eight unique credits while sharing courses with the Medical Assistant, Medical Administrative Assistant as well as the Billing and Coding Program curriculum. This type of collaborative structure maximizes enrollments in these shared courses.

The additional payroll for staff and faculty will be minimal. Instructional salaries will be covered in an adjunct/overload model which compensates instructors for time spent on

course activities and does not include expensive benefits in the compensation calculation. The support staff and administrative program director salaries will be only a proportion of a full-time position. The cost of the program's classroom personnel cost will be financed through tuition and maintaining sufficient enrollment in the courses.

The annual cost of the program's non-personnel expenses will be financed through the collected student fees. The non-personnel supplies would include supplies and materials for class sessions, printing/duplicating, software subscriptions, NACCLS approval (accreditation) fees, etc.

Future requests for funds for faculty professional development and also for large equipment needs would be requested either through a federal Perkin's grant request or through the college's budgeting process. One faculty member's travel to a national conference would be requested annually. Current equipment in the MLT classroom is sufficient to start the program and no additional equipment cost are anticipated to start the program.

4. Provide a description of the institution's a commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

- The Phlebotomy /Laboratory Assistant Curriculum will not require any additional full-staff staff or administration.
- The Dean of Career programs, Instructional Student Affairs Office, Faculty, and Staff are fully in support of the Phlebotomy/Laboratory Assistant Certificate

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

The Phlebotomy /Laboratory Assistant Certificate will follow our program review policy which will determine whether we continue or discontinue the certificate program. However, with the current clinical laboratory personnel shortage, we strongly believe that the need for this certificate exists and will allow laboratories to address workload issues in an innovative and cost effective manner.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge:

The need for the advancement and evolution of knowledge is present in the clinical laboratory. The clinical laboratory workforce is evolving and a more diverse professional skill set is required at all personnel levels. The need exists because of the increasing number of laboratory tests ordered as driven by rapid advances in technology. The increased use of electronic health records as a common practice also creates a need for more medical office skills to be included in programs such as is present in the proposed Phlebotomy/Laboratory Assistant curriculum.

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

Allegany College of Maryland and its location in rural Maryland serves disadvantaged students. The percentage of students at ACM which receive financial aid is a staggering 87%. This certificate program will expand the educational choices for our students and prepare those graduates with workforce ready skills for immediate employment.

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

None of the historically black institutions in the state of Maryland are located in Western Maryland. Therefore, this program will not be competing with similar programs in those institutions.

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

The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt includes these goals:

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success

The plan's strategies can be aligned to the development of this new and novel approach to phlebotomy education are as follows:

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

This program will provide a needed streamlined entry path to a vocation. The program will be an open access program based on timeliness of completion of the application process, the health requirements and background screening. Demonstration of the ability to read at the college level, or complete reading 92 is the only academic requirement for admission.

Success: Promote and implement practices and policies that will ensure student success.

The program will be accountable for student success through the NAACLS benchmark performance monitoring. The benchmarks are established for graduation rate, certification examination pass rates and for employment rates.

Strategy 6:
Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

This program provides a guided pathway for completion and also to a pathway to multiple career options within healthcare industry. The skill training is meaningful, focused and delivers prompt certificate completion and workforce readiness.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success

Strategy 8:
Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

As mentioned previously, this certificate program will address a gap that currently exists in the medical laboratory profession. Medical Laboratory Technicians (AAS degree) and Medical Laboratory Scientists (BS degree) have formal degree training programs. Phlebotomists often complete an accelerated educational training program, but other clinical laboratory support personnel involved in specimen processing, the processing and resulting of send-outs to reference labs or those that perform CLIA waived testing as lab assistants do not have such a training program. With the shortage of MLT and MLS applicants to laboratory vacancies, there is a great need to fill voids in creative ways. This training program will assist in filling that gap.

The development of this type of program is evidence that ACM is responsive to the needs of the communities that we serve. This innovative program addresses the clinical laboratory workforce shortage by providing trained individuals that can fill workload gaps in clinical laboratories and medical offices. The shortage of clinical laboratory professionals is critical. Industry solutions are being sought at the

national level and this program provides an innovative model to respond to this need. In the most recent Program Advisory meeting, Meritus Medical Laboratories staff talked about the perfect alignment of this new curriculum to a new career ladder that they are developing within their institution.

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

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

According the United States Department of Labor - Bureau of Labor and Statistics (BLS) description in the Occupational Outlook Handbook, Phlebotomists draw blood for clinical laboratory tests, transfusions, research settings or for blood donations. Because all blood samples look the same, phlebotomists must carefully identify and label the sample they have drawn and enter it into a database. Some phlebotomists draw blood for other purposes, such as at blood drives where people donate blood. In order to avoid causing infection or other complications, phlebotomists must keep their work area and instruments clean and sanitary. Some of them explain their work to patients and provide assistance if patients have adverse reactions after their blood is drawn. In medical and diagnostic laboratories, patient interaction is sometimes only with the phlebotomist.

The duties include:

- Draw blood from patients and blood donors
- Talk with patients and donors to help them feel less nervous about having their blood drawn
- Verify a patient's or donor's identity to ensure proper labeling of the blood
- Label the drawn blood for testing or processing
- Enter patient information into a database
- Assemble and maintain medical instruments such as needles, test tubes, and blood vials
- Keep work areas clean and sanitary

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

There is a need for phlebotomists locally and nationally.

The MLT Program Advisory Committee members expressed that many of our clinical laboratories had open phlebotomy positions and that they experienced difficulty in recruiting and retaining phlebotomist positions. The increased professional skill training is targeted at increasing the professional attributes needed for retaining employees. According to Indeed.com search on 9/28/2018, there were 208 current job listings for phlebotomists in Maryland including the Western Maryland Regional Medical Center (WMRMC). A follow up search completed on 2/11/2019 revealed 201 phlebotomy

position listings in Maryland including our local affiliate WMRMC. Additionally, Kim Smith, WMRMC Laboratory Director, stated in a letter of support dated 1/28/2019 that they had hired 60 laboratory assistant and/or phlebotomists in the last 3 years and only approximately 50% of those remain employed.

There are many emerging clinical laboratory assistant positions also indicated with an Indeeed.com search as this is a relatively new job classification for clinical labs. Johns Hopkins has multiple positions and our local Cumberland and Hagerstown laboratories have hired lab assistant positions in the last few years. This new certificate will qualify a graduate to work as a laboratory assistant or as a phlebotomist.

Also according the BLS Occupational Outlook Handbook (https://www.bls.gov/ooh/healthcare/phlebotomists.htm) :

Quick Facts: Phlebotomists	
2017 Median Pay	$33,670 per year $16.19 per hour
Typical Entry-Level Education	Postsecondary non-degree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	122,700
Job Outlook, 2016-26	25% (Much faster than average)
Employment Change, 2016-26	30,100

Phlebotomists held about 122,700 jobs in 2016. The largest employers of phlebotomists were as follows:

Hospitals; state, local, and private	37%
Medical and diagnostic laboratories	32
All other ambulatory healthcare services	15
Offices of physicians	8
Outpatient care centers	2

The primary objective of this certificate program will be to prepare phlebotomists. However, the phlebotomists which graduate from this program will also qualify for laboratory assistant positions and for some medical office positions.

The MLT Program Advisory Committee supports the development of this program. Local laboratory and ambulatory care communities have expressed support for the need for these professionals and endorsed the advantage of the training to support today's medical laboratories as designed in the proposed curriculum.

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

- The BLS Occupational Outlook Handbook also stated that the job outlook for phlebotomists for 2016-2026 is 25% which is much faster than average.

- According to the American Society for Clinical Pathology's 2016-2017 Vacancy Survey of Medical Laboratories (https://academic.oup.com/ajcp/article/149/5/387/4924356) the vacancy rate is as follows:

LABORATORY DEPARTMENT	VACANCY RATE
Phlebotomy Staff	8.49%
Point-of-Care	6.18%
Send-outs	6.58%
Specimen Processing	9.11%

The certifications of choice for new staff-level employees in the above departments are CLA, medical assistant (MA), MLA, PBT, MLT, and MLS/MT.

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

The previous Phlebotomy/EKG program supplied graduates for the region, but the graduates were not receiving sufficient hands-on training during their educational program to allow for ASCP Phlebotomy Technician, PBT, certification immediately following completion of the program. The program also did provide training for the diverse skills needed by today's clinical or ambulatory laboratories. The new program will provide diverse and relevant skill training as well as externship training opportunities to meet employer needs and meet the requirements for certification examination eligibility immediately upon graduation. With the old Phlebotomy/EKG curriculum in a state of suspension, there are no Phlebotomy graduates in the immediate, local area.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Although neighboring colleges offer short-term training programs in phlebotomy, this program at Allegany College of Maryland will be unique in that it will be seeking approval (accreditation) status from NAACLS, the National Accrediting Agency for Clinical Laboratory Science and graduates as such will be eligible to take the premier laboratory certification examination for Phlebotomists offered by ASCP, American Society for Clinical Pathology.

Additionally, this program will unique as it will prepare graduates with a capacity to function in a more diverse, integrated way in today's ambulatory and acute care laboratories. The student enrolled in this program will receive skill training to serve as a vital member of the clinical laboratory support team by performing specimen processing and basic, CLIA waived laboratory testing. The student will also receive essential basic skills training to be a contributing staff member of a medical office through interpersonal skill training, medical terminology, basic billing/coding and using an electronic health record. This skill set combination is unique to Maryland public institutions of higher education. Currently, Anne Arundel Community College (AACC) has submitted a MHEC proposal for a Medical Laboratory Assistant program. AACC is not a regional competitor of Allegany College of Maryland and AACC will have separate lab assistant and phlebotomy programs.

2. Justification for the proposed program:

Justification for the approval of this program has been identified throughout this application and can be summarized as follows:

1) Phlebotomist shortage at the national and state-wide levels
2) Clinical Laboratory MLT and MLS shortage at the national and state-wide levels
3) Immediate, fast-paced entry level career preparation program
4) Opportunity for stackable credential allowing graduates to add other certificate training skills or use this program certificate to matriculate to an associate degree allied health program at ACM.

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

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

None of the historically black institutions in the state of Maryland are located in Western Maryland and this program therefore will not be competing with similar programs in those institutions.

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

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

None of the historically black institutions in the state of Maryland are located in Western Maryland and this program therefore will not be competing with similar programs in those institutions

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

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

The program was developed by the medical laboratory technology faculty at Allegany College of Maryland in conjunction with the MLT Program Advisory Committee. The MLT Advisory Committee has members representing local acute and ambulatory care medical laboratories.

The current MLT Program Director will be responsible for program oversight and supervision.

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

ACM PHLEBOTOMY/LABORATORY ASSISTANT (PBLA) PROGRAM GOALS

1. Students will competently collect and process specimens for routine clinical laboratory tests.

Program Level Student Learning Outcomes Goal #1

1. PBLA students will accurately and efficiently collect venous and capillary specimens and instruct patients on the proper collection of a urine specimens.
2. PBLA students will accurately and efficiently perform CLIA waived tests.
3. PBLA students will analyze diverse types of information to choose an appropriate course of action in order to collect proper specimens, perform CLAI waived laboratory tests and solve problems accurately and efficiently.

2. Students will possess the professional attitudes and behaviors critical to being a valued member of the healthcare/workplace team.

Program Level Student Learning Outcomes Goal #2

1. PBLA students will communicate effectively using professional interpersonal skills resulting in successful interactions with colleagues and patients.
2. PBLA students will behave in a manner consistent with the standards of the laboratory profession.
3. PBLA students will describe the importance of continuing education in lifelong learning and in obtaining and maintaining professional credentialing.

3. The ACM MLT program students will meet the needs of the laboratory community by completing program academic and internship requirements to graduate from the PBLA program, achieve industry certification, and obtain relevant field employment.

Program Level Student Learning Outcomes Goal #3

1. Students will successfully complete the program.
2. Graduating PBLA students will pass the ASCP national certification examination.
3. Graduating PBLA students will gain relevant professional employment within one year of graduation from the program.
4. PBLA graduates and their employers will be satisfied with the training the student received in the ACM Phlebotomy/Laboratory Assistant program.

3. Explain how the institution will:

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

Allegany College of Maryland has a formal process of documenting student learning outcomes through the College's Committee on Assessment. This process includes: annual reporting of student learning outcome data and development of appropriate action plans, annual faculty Personal Development Plans which reflect on learning outcome achievement and also three-year cycle of a program review which is an assessment process which evaluates program effectiveness and viability.

The institution will support the program director seeking accreditation status for the program. Approval, also known accreditation, of this program will assure program outcomes are sufficient to maintain this approval status.

b) document student achievement of learning outcomes in the program

The documentation and reflection of student learning outcome performance is submitted annually to College officials as part of a systematic assessment process.

Securing accreditation for the program will also contribute to documentation of student learning outcomes as well program effectiveness and viability. As part of the accreditation process, programs must submit evidence of compliance with Standard II.A: Assessment and Continuous Quality Improvement – Systematic Assessment.

Contents of Narrative for Self-Study: Description of processes used to determine if the program is meeting identified program/college/institution mission and stated outcomes/goals. Describe a formal plan for continually and systematically evaluating the program.
Accompanying Documentation for Self-Study: Program mission statement and outcomes/goals Schedule representing timelines for identified assessment methods. Submit full documented plan for continuous and systematic assessment of the effectiveness of the program.
Proof of Compliance for Accreditation Site Visits and Joint Accreditation/Approval Site Visits: Provide evidence of mechanism for continually and systematically reviewing the effectiveness of the program.

In addition to the self-study or site visit process through approval, aka accreditation, NAACLS has an outcome oriented process which monitors program effectiveness through annual reporting of the assessment benchmarks:

NAACLS BENCHMARK FOR CERTIFICATION RATES

For Approval Programs: Three years of consecutive results of graduate certification rates demonstrating an average of at least 75%** pass rate on the ASCP-BOC, AMT, NHA or NCCT examinations, for those who take the exam within the first year of graduation as calculated by the most recent three-year period. Include source documentation with student names redacted. Three year averages should be calculated using raw student numbers; do not calculate by adding each year's percentage pass rate and dividing by three.

NAACLS BENCHMARK FOR GRADUATION RATES

Three years of consecutive results of graduation rates demonstrating an average of at least 70%** of students who have begun the final half of the program go on to successfully graduate from the program as calculated by the most recent three-year period. Three year averages should be calculated using raw student numbers; do not calculate by adding each year's percentage pass rate and dividing by three.

NAACLS BENCHMARK FOR GRADUATE PLACEMENT RATES

Three years of consecutive results of graduate placement rates demonstrating that an average of at least 70%** of respondent graduates either find employment in the field or a closely related field (for those who seek employment), or continue their education within one year of graduation as calculated by the most recent three-year period. Three year averages should be calculated using raw student numbers; do not calculate by adding each year's percentage pass rate and dividing by three.

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

Phlebotomy/Laboratory Assistant
Fall

Medical Laboratory Technology 110/Phlebotomy/Laboratory Assistant 110 (Orientation to the Clinical Lab)	1 credit
Phlebotomy/Laboratory Assistant 111 (Basic Phlebotomy Procedures)	1 credit
Phlebotomy/Laboratory Assistant 112 (Advanced Phlebotomy Procedures)	2 credits
Phlebotomy/Laboratory Assistant 113 (Neonatal and Pediatric Phlebotomy Procedures)	1 credit
Biological Science 116 (Human Biology)	3 credits
Medical Administrative Assistant 110 (Medical Terminology)	3 credits
Computer Technology 101(Computer Literacy)	3 credits

Total Credits: 14

Spring

Medical Administrative Assistant 133 (Basic Medical Coding)	3 credits
Phlebotomy/Laboratory Assistant 114(Phlebotomy Practicum)	2 credits
Phlebotomy/Laboratory Assistant 115 (Laboratory Assistant Practicum)	1 credit
English 101(Freshman English I)	3 credits
Medical Assistant 218/Phlebotomy/Laboratory Assistant 218 (Clinical Laboratory Procedures)	2 credits
Medical Assistant 101(Essential Skills for the Health Professional)	3 credits
Medical Assistant 102(Introduction to Health Records)	3 credits

Total Credits: 17

Total Certificate Credits: 31

COURSE DESCRIPTIONS FOR NEW COURSES

MLT 110/PBLA 110 Orientation to the Clinical Laboratory 1 credit hour
Offered fall and spring semesters.
Fee: $50.00

This course will introduce students to laboratory medicine including an overview of each area within the laboratory and the types of patient testing performed in each area. Students will learn about the OSHA safety precautions and regulatory considerations applicable to clinical laboratories in the US. Students will also identify the organizations representing the profession and the certification/licensure requirements within the laboratory profession. Students will be given instruction on basic laboratory techniques such as specimen processing and use of a centrifuge, microscope, and autoclave. Students will tour a clinical laboratory as part of the course experience.

Prerequisite: Successful completion of Reading 92 or the appropriate corresponding score on the reading portion of the placement assessment.

PBLA 111 Basic Phlebotomy Procedures 1 credit hour
Offered Fall and Spring Semesters. Fee: $80.00.
PBLA 111 Basic Phlebotomy Procedures- Offered in the first half of a semester

This course is designed to train allied health students and practicing professionals in the skills necessary to ensure proper blood specimen collection. Participants will learn the techniques necessary to obtain a quality specimen for use in a laboratory setting or point of care testing environment.

Prerequisite: Successful completion of Reading 92 or the appropriate corresponding score on the reading portion of the placement assessment. Students should be enrolled in a healthcare program or be an experienced healthcare professional.

PBLA 112 Advanced Phlebotomy Procedures 2 credit hours
Offered Fall semester. Fee: $80.00.
PBLA 112 Advanced Phlebotomy - Offered in the second half of a semester

This course is designed to expand the initial training of allied health students and practicing professionals in the skills necessary to ensure proper blood specimen collection. Participants will perform the techniques necessary to obtain a quality specimen for use in a laboratory setting or point of care testing environment. This course will concentrate on the management of difficult collection situations and on the collection of specialized situations/tests. In order to successfully pass this course, student must achieve a grade of “C” or better, along with meeting the academic standards of the college.

Prerequisite: PBLA 111 Basic Phlebotomy Procedures or consent of instructor. Should be enrolled in a healthcare program or be an experienced healthcare professional.

PBLA 113 Neonatal and Pediatric Phlebotomy Procedures 1 credit hour
Offered Fall semester. Fee: $80.00.
PBLA 113 Neonatal and Pediatric Phlebotomy Procedures- Offered in the second half of a semester

This course is designed to expand the initial training of allied health students and practicing professionals in the skills necessary to ensure proper blood specimen collection from neonatal and pediatric populations. Participants will learn the age specific collection techniques necessary to obtain a quality specimen for use in a laboratory setting or point of care testing environment. This course will concentrate on the management of difficult pediatric collection situations and on the collection of specialized pediatric situations/tests.

Prerequisite: PBLA 111 Basic Phlebotomy Procedures or consent of instructor

PBLA 114 Phlebotomy Practicum 2 credit hours
Offered Spring semester. Fee: $80.00.

This course is designed to provide the clinical training of those students completing the Phlebotomy/Laboratory Assistant curriculum. Participants will perform the techniques necessary to obtain a quality specimen for use in a laboratory setting or point of care testing environment. This course will provide a minimum of 100 clock hours in the clinical setting. In order to pass this course, students must complete the required number of successful specimen collections and students must achieve a grade of “C” or better, along with meeting the academic standards of the college.

Prerequisite: PBLA 111 Basic Phlebotomy Procedures, PBLA 112 Advanced Phlebotomy Procedures, PBLA 113 Neonatal and Pediatric Phlebotomy Procedures or consent of instructor.

PBLA 115 Laboratory Assistant Practicum 1 credit hours
Offered Spring semester. Fee: $80.00.

This course is designed to provide the clinical training of those students completing the Phlebotomy/Laboratory Assistant curriculum. In this practicum students will spend a minimum of 25 hours performing waived testing in an acute care laboratory setting or ambulatory care/point of care testing environment.

Prerequisite: PBLA 111 Basic Phlebotomy Procedures, PBLA 112 Advanced Phlebotomy Procedures, PBLA 113 Neonatal and Pediatric Phlebotomy Procedures or consent of instructor.

Co-requisite: MDAS 218/Phlebotomy 218 Clinical Laboratory Procedures

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

As a certificate program, the PBLA program is not subject to required general education requirements. However, this program provides the opportunity for graduates to use this certificate as a potential stackable credential with these required general education courses:

General Education Courses:

BIO 116 Human Biology	3 credits
COMP 101 Computer Literacy	3 credits
English 101 Freshman English I	3 credits

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

One of the purposes of transforming the Phlebotomy/EKG program into this new Phlebotomy/Laboratory Assistant model will be to achieve national accreditation of the Phlebotomy program and to qualify the graduates to obtain the leading industry-recognized certification credential immediately upon graduation.

Unlike the former Phlebotomy/EKG curriculum, the new curriculum will have clinical experience courses providing the number of successful venipuncture procedures necessary for approval (accreditation) and certification qualification. Clinical experience will be part of the curriculum as an internship at area clinics and will provide the necessary hours (100) of training and the successful number of documented venipuncture collections (100) which are required to be eligible to take the American Society of Clinical Pathology (ASCP) Phlebotomist certification and become credentialed. Successful examination results in granting the title of certified Phlebotomy Technician, PBT(ASCP). ASCP certification is the preferred agency to credential laboratory personnel. The goal will be to seek accreditation as an approved Phlebotomy program through NAACLS (National Accreditation Agency for Clinical Laboratory Science). Approval is the analogous term used for accreditation for the NAACLS certificate programs.

This approval and subsequent ASCP examination certification credential is not a federal or state of Maryland requirement, however complying with the requirements of NAACLS as an approved program aka accredited program ensures the program will be focused on graduate outcomes and also on continuous, systematic evaluation of program effectiveness. As part of the accreditation process, programs must submit evidence of compliance with Standard II.A: Assessment and Continuous Quality Improvement – Systematic Assessment.

Contents of Narrative for Self-Study: Description of processes used to determine if the program is meeting identified program/college/institution mission and stated outcomes/goals. Describe a formal plan for continually and systematically evaluating the program.

Accompanying Documentation for Self-Study: Program mission statement and outcomes/goals Schedule representing timelines for identified assessment methods. Submit full documented plan for continuous and systematic assessment of the effectiveness of the program.

Proof of Compliance for Accreditation Site Visits and Joint Accreditation/Approval Site Visits: Provide evidence of mechanism for continually and systematically reviewing the effectiveness of the program.

In addition to the self-study or site visit process through accreditation, NAACLS has an outcome oriented process which monitors program effectiveness through annual reporting of the assessment benchmarks:

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For Approval Programs: Three year consecutive results of graduate certification rates demonstrating an average of at least 75%** pass rate on the ASCP-BOC, AMT, NHA or NCCT examinations, for those who take the exam within the first year of graduation as calculated by the most recent three-year period. Include source documentation with student names redacted. Three year averages should be calculated using raw student numbers; do not calculate by adding each year's percentage pass rate and dividing by three.

NAACLS BENCHMARK FOR GRADUATION RATES

Three-year consecutive results of graduation rates demonstrating an average of at least 70%** of students who have begun the final half of the program go on to successfully graduate from the program as calculated by the most recent three-year period. Three year averages should be calculated using raw student numbers; do not calculate by adding each year's percentage pass rate and dividing by three.

NAACLS BENCHMARK FOR GRADUATE PLACEMENT RATES

Three-year consecutive results of graduate placement rates demonstrating that an average of at least 70%** of respondent graduates either find employment in the field or a closely related field (for those who seek employment), or continue their education within one year of graduation as calculated by the most recent three-year period. Three year averages should be calculated using raw student numbers; do not calculate by adding each year's percentage pass rate and dividing by three.

The program competencies will align with the accreditation agency competencies for Phlebotomists and also be assessed in compliance with the approval process.

NAACLS competencies for Phlebotomy Technician training programs are highlighted and the ACM course which will address the competencies are listed in the following table:

NAACLS Entry Level Competency	Curriculum Course
1.0 Demonstrate knowledge of the health care delivery system and medical terminology	**MDAS 101** Essential Skill for Health Care Professionals **MDAA 110** Medical Terminology **MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
1.1 Identify the health care providers in hospitals and clinics and the phlebotomist's role as a member of this health care team.	**MDAS 101** Essential Skill for Health Care Professionals **MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
1.2 Describe the various hospital departments and their major functions in which the phlebotomist may interact in his/her role.	**MDAS 101** Essential Skill for Health Care Professionals **MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
1.3 Describe the organizational structure of the clinical laboratory department	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
1.4 Discuss the roles of the clinical laboratory personnel and their qualifications for these professional positions	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession **MDAS 218** Clinical Laboratory Procedures
1.5 List the types of laboratory procedures performed in the various disciplines of the clinical laboratory department.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession **MDAS 218** Clinical Laboratory Procedures
1.6 Describe how laboratory testing is used to assess body functions and disease.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession **MDAS 218** Clinical Laboratory Procedures
1.7 Use common medical terminology.	**MDAA 110** Medical Terminology
2.0 Demonstrate knowledge of infection control and safety.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
2.1 Identify policies and procedures for maintaining laboratory safety.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
2.2 Demonstrate accepted practices for infection control, isolation techniques, aseptic techniques and methods for disease prevention.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
2.2.1 Identify and discuss the modes of transmission of infection and methods for prevention.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
2.2.2 Identify and properly label bio hazardous specimens.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
2.2.3 Discuss in detail and perform proper infection control techniques, such as hand hygiene, gowning, gloving, masking, and double-bagging.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
2.2.4 Define and discuss the term "healthcare-acquired infection"	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession

NAACLS Entry Level Competency	Curriculum Course
2.3 Comply with federal, state and locally mandated regulations regarding safety practices	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
2.3.1 Observe the OSHA Blood borne Pathogens Standard and Needle Safety Precaution Act	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession and **PBLA 111** Basic Phlebotomy Procedures
2.3.2 Use prescribed procedures to handle electrical, radiation, biological and fire hazards.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession
2.3.3 Use appropriate practices, as outlined in the OSHA Hazard Communications Standard, including the correct use of the Material Safety Data Sheet as directed.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession **PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
2.4 Describe measures used to insure patient safety in various patient settings, i.e., inpatient, outpatient, pediatrics, etc.	**MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession **MLT 110/PBLA 110** Orientation to the Clinical Laboratory Profession **PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures
3.0 Demonstrate basic understanding of the anatomy and physiology of body systems and anatomic terminology in order to relate major areas of the clinical laboratory to general pathologic conditions associated with the body systems	**Bio 116** Human Biology **MDAA 110** Medical Terminology
3.1 Describe the basic functions of each of the main body systems, and demonstrate basic knowledge of the circulatory, urinary, and other body systems necessary to perform assigned specimen collection tasks.	**Bio 116** Human Biology **MDAA 110** Medical Terminology
3.2 Identify the veins of the arms and hands on which phlebotomy is performed.	**PBLA 111** Basic Phlebotomy Procedures

NAACLS Entry Level Competency	Curriculum Course
3.3 Explain the functions of the major constituents of blood, and differentiate between whole blood, serum and plasma.	**PBLA 111** Basic Phlebotomy Procedures
3.4 Define hemostasis.	**PBLA 111** Basic Phlebotomy Procedures
3.5 Describe the stages of coagulation	**PBLA 111** Basic Phlebotomy Procedures
3.6 Discuss the properties of arterial blood, venous blood, and capillary blood.	**Bio 116** Human Biology **PBLA 111** Basic Phlebotomy Procedures
4.0 Demonstrate an understanding of the importance of specimen collection and specimen integrity in the delivery of patient care.	**PBLA 111** Basic Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures
4.1 Describe the legal and ethical importance of proper patient/sample identification.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures
4.2 Describe the types of patient specimens that are analyzed in the clinical laboratory	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures
4.3 Define the phlebotomist's role in collecting and/or transporting these specimens to the laboratory.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures
4.4 List the general criteria for suitability of a specimen for analysis, and reasons for specimen rejection or recollection.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures
4.5 Explain the importance of timed, fasting and stat specimens, as related to specimen integrity and patient care.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures

NAACLS Entry Level Competency	Curriculum Course
5.0 Demonstrate knowledge of collection equipment, various types of additives used, special precautions necessary and substances that can interfere in clinical analysis of blood constituents.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures
5.1 Identify the various types of additives used in blood collection, and explain the reasons for their use.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures
5.2 Identify the evacuated tube color codes associated with the additives.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures
5.3 Describe the proper order of draw for specimen collections	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures
5.4 Describe substances that can interfere in clinical analysis of blood constituents and ways in which the phlebotomist can help to avoid these occurrences	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures
5.5 List and select the types of equipment needed to collect blood by venipuncture and capillary (dermal) puncture.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures
5.6 Identify special precautions necessary during blood collections by venipuncture and capillary (dermal) puncture.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures
6.0 Follow standard operating procedures to collect specimens.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Neonatal and Pediatric Phlebotomy Procedures
6.1 Identify potential sites for venipuncture and capillary (dermal) puncture.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Neonatal and Pediatric Phlebotomy Procedures

NAACLS Entry Level Competency	Curriculum Course
6.2 Differentiate between sterile and antiseptic techniques.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Neonatal and Pediatric Phlebotomy Procedures
6.3 Describe and demonstrate the steps in the preparation of a puncture site.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Neonatal and Pediatric Phlebotomy Procedures
6.4 List the effects of tourniquet, hand squeezing and heating pads on specimens collected by venipuncture and capillary (dermal) puncture.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Neonatal and Pediatric Phlebotomy Procedures
6.5 Recognize proper needle insertion and withdrawal techniques, including direction, angle, depth and aspiration, for venipuncture.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures
6.6 Describe and perform correct procedure for capillary (dermal) collection methods.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
6.7 Describe the limitations and precautions of alternate collection sites for venipuncture and capillary (dermal) puncture.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures
6.8 Explain the causes of phlebotomy complications.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures

NAACLS Entry Level Competency	Curriculum Course
6.9 Describe signs and symptoms of physical problems that may occur during blood collection	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures
6.10 List the steps necessary to perform a venipuncture and a capillary (dermal) puncture in order	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures
6.11 Demonstrate a successful venipuncture following standard operating procedures.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
6.12 Demonstrate a successful capillary (dermal) puncture following standard operating procedures.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
7.00 Demonstrate understanding of requisitioning, specimen transport and specimen processing.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
7.1 Describe the process by which a request for a laboratory test is generated.	**MDAA 133** Basic Disease Coding **PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum

NAACLS Entry Level Competency	Curriculum Course
7.2 Instruct patients in the proper collection and preservation for non-blood specimens	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
7.3 Explain methods for transporting and processing specimens for routine and special testing.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
7.4 Explain methods for processing and transporting specimens for testing at reference laboratories	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
7.5 Identify and report potential pre-analytical errors that may occur during specimen collection, labeling, transporting, and processing	**MDAA 133** Basic Disease Coding **PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
7.6 Describe and follow the criteria for collection and processing of specimens that will be used as legal evidence, i.e. paternity testing, chain of custody, blood alcohol levels, etc.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Laboratory Assistant Practicum

NAACLS Entry Level Competency	Curriculum Course
8.00 Demonstrate understanding of quality assurance and quality control in phlebotomy	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
8.1 Describe quality assurance in the collection of blood specimens.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
8.2 Identify policies and procedures used in the clinical laboratory to assure quality in the obtaining of blood specimens	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
8.2.1 Perform quality control procedures	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
8.2.2 Record quality control results.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
8.2.3 Identify and report control results that do not meet pre-determined criteria.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum

NAACLS Entry Level Competency	Curriculum Course
9.00 Communicate (verbally and nonverbally) effectively and appropriately in the workplace.	**MLT 110 PBLA 110** Orientation to the Clinical Laboratory **MDAS 101** Essential Skills for the Healthcare Professional **PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
9.1 Maintain confidentiality of privileged information on individuals, according to federal regulations (e.g. HIPAA).	**MDAS 112** Introduction to Health Records **MLT 110 PBLA 110** Orientation to the Clinical Laboratory **MDAS 101** Essential Skills for the Healthcare Professional **PBLA 114** Phlebotomy Practicum **PBLA 115** Laboratory Assistant Practicum
9.2 Demonstrate respect for diversity in the workplace.	**MDAS 101** Essential Skills for the Healthcare Professional **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Laboratory Assistant Practicum
9.3 Interact appropriately and professionally	**MLT 110 PBLA 110** Orientation to the Clinical Laboratory **MDAS 101** Essential Skills for the Healthcare Professional **PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
9.4 Demonstrate an understanding of the major points of the American Hospital Associations' Patient's Bill of Rights and the Patient's Bill of Rights from the workplace.	**MDAS 101** Essential Skills for the Healthcare Professional
9.5 Comply with the American Hospital Associations' Patient's Bill of Rights and the Patient's Bill of Rights from the workplace	**MDAS 101** Essential Skills for the Healthcare Professional **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
9.6 Model professional appearance and appropriate behavior	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Laboratory Assistant Practicum

NAACLS Entry Level Competency	Curriculum Course
9.7 Follow written and verbal instructions	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
9.8 Define and use medico legal terms and discuss policies and protocol designed to avoid medico legal problems.	**PBLA 111** Basic Phlebotomy Procedures **PBLA 112** Advanced Phlebotomy Procedures **PBLA 113** Neonatal and Pediatric Phlebotomy Procedures **MDAS 218** Clinical Laboratory Procedures **PBLA 114** Phlebotomy Practicum **PBLA 115** Clinical Laboratory Assistant Practicum
9.9 List the causes of stress in the work environment and discuss the coping skills used to deal with stress in the work environment.	**MDAS 101** Essential Skills for the Healthcare Professional

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

   NA

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

   The Phlebotomy/Laboratory Assistant Certificate program will provide students with students clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies through the ACM website and course catalog.

   Additionally, the Phlebotomy/Laboratory Assistant Program has an admission packet which contains the unique program requirements such as essential functions, expectations, program cost above tuition and fees, etc.

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

The program website will be in compliance with NAACLS approval (accreditation) process. This process assures each of the above items are easily available from the program website including the publishing of the program's benchmark outcomes identified by NAACLS.

The proposed program will receive advertising though our marketing department, use of information rack cards, faculty attendance at annual open houses and college fairs.

H. Adequacy of Articulation

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

NA

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

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

Since the program requires very few new courses (a total of 8 credits), the current full-time and adjunct faculty are adequate to meet the needs of the program.

All of the general education courses currently exists and will be taught by existing full-time and adjunct faculty with teaching credentials at the minimum of a master's degree in their field and excellent teaching skills.

The current full-time MLT faculty are Master's prepared and credentialed. Adjunct faculty are appropriately credentialed and are working in the industry. The Medical Assisting Faculty and Medical Administrative Assisting faculty are also appropriately degreed and credentialed.

Name	Title	Degree	Academic Rank	Status		Courses
Stacey Rohrbaugh, M.Ed., MLS(ASCP)[CM]	Program Director	M.Ed. - Interdisciplinary Education and Business BS in Medical Technology	Professor	Full time	MLT 110/PBLA 110 MDAS 218 PBLA 111	Orientation to the Clinical Laboratory Introduction Clinical Laboratory Procedures Basic Phlebotomy Procedures
Windi Wilson, M.S. MLS(ASCP)[CM] SM(ASCP) [CM]	Practicum Coordinator	MS- Clinical Laboratory Science BS Clinical Laboratory Science AAS Medical Laboratory Technology	Assistant Professor	Full time	MLT 110 MDAS 218 PBLA 111	Orientation to the Clinical Laboratory Clinical Laboratory Procedures Basic Phlebotomy Procedures
Christine Slick-Ickes, MHSc, MLS(ASCP)	Adjunct Faculty - MLS at UPMC: Bedford Memorial Hospital	Masters in Health Science – Concentration in Health Education BS Clinical Laboratory Science AAS Medical Laboratory Technology	NA	Part time	PBLA 111 PBLA 112 PBLA 113 PBLA 115	Basic Phlebotomy Procedures Advanced Phlebotomy Procedures Pediatric Phlebotomy Procedures Laboratory Assistant Practicum Coordinator Lab Assistant Practicum
Vanessa Fabbri, Phlebotomy Supervisor	Adjunct Faculty Phlebotomy Supervisor at Western Maryland	Certificate Phlebotomy/EKG	NA	Part time	PBLA 111 PBLA 112 PBLA 113 PBLA 114	Basic Phlebotomy Procedures Advanced Phlebotomy Procedures Pediatric Phlebotomy Procedures Phlebotomy Practicum Coordinator

Name	Title	Degree	Academic Rank	Status		Courses
Lisa Rocks, M.Ed, RRT, CCMA	Program Director	ABD – Educational Leadership M.Ed - Interdisciplinary Education and Business BS – Health Education AAS Respiratory Therapy	Professor	Full time	MDAA 101	Essential Skills for the Healthcare Professional
Cynthia Zumbrun, M.Ed, RHIT, CCS-P, CPC, CPC I	Practicum Coordinator	M.Ed - Education BS - Heath Information Management AA – Business Administration	Assistant Professor	Full time	MDAA 102 MDAA 133	Introduction to Health Records Basic Medical Coding
Lisa Humbertson, CMA(AAMA)	Faculty	AAS – Medical Assistant Working on BS in Health Information Management	Instructor	Full Time	MDAA 110 MDAS 218	Medical Terminology Clinical Laboratory Procedures
Amanda Hoover, CMA(AAMA)	Faculty	AAS – Medical Assistant Currently working on BS in Health Care Management	Instructor	Full Time	MDAA 110 MDAS 101 MDAS 102	Medical Terminology Essential Skills for the Health Professional Introduction to Health Records
Sonja Reed	Adjunct Faculty Laboratory Supervisor, Children's Medical Group	AAS Medical Laboratory Technology	Instructor	Part time	PBLA 111 PBLA 112 PBLA 113 PBLA 114	Basic Phlebotomy Procedures Advanced Phlebotomy Procedures Pediatric Phlebotomy Procedures Phlebotomy Practicum Coordinator

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

   a) **Pedagogy that meets the needs of the students**

   Faculty development includes opportunities to enhance learning through participating in the Teaching and Learning Community which aids faculty in developing learner centered teaching approaches and Teaching/Learning Day. In addition, the college offers flexible learning for students through offering blended and online courses.

   b) **The learning management system**

   Currently students are using Blackboard as their learning management system however, the college is planning to switch to 2DL for more enhanced and interacting student learning.

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

   If the decision is made to offer Distance Education for this course it will meet quality assurance requirements in design, development, and continuous improvement of the online course as required in ACM's *eCourse Policy*.

   Specialized training is also required for faculty members before a course can be offered online or with blended instruction.

J. <u>Adequacy of Library Resources</u> (as outlined in COMAR 13B.02.03.12)**.**

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

The implementation of this program does not require any new course materials because the college has a Medical Laboratory Technician program and Medical Assistant Program and has previously had a Phlebotomy/EKG program. All necessary resources are currently available as part of these established programs. The current library offers resources that meet the needs of the program and are consistent with the COMAR regulation. The students have access to both on-site and internet resources.

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

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

The program will share the space dedicated to the Medical Laboratory Technology (MLT) AAS degree program at ACM. The sharing of space ensures that the college does not have additional costs for the purchase of equipment duplication. The MLT and Medical Assistant Programs require competency in specimen collection and possess competency in basic laboratory skills necessary to perform waived testing. These courses which will include courses in the PBLA, MA and MLT program will be conducted in the shared MLT lecture/laboratory room. There is sufficient time slots available in this space to schedule all necessary courses.

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

a) **An institutional electronic mailing system, and Blackboard**

The current electronic mailing system and Blackboard will meet the needs of the students and of both part-time and full-time faculty members. All faculty members and students are assigned email accounts upon beginning employment or being admitted to the college.

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

All students receive notification by letter as they are accepted into the college which outlines the student email system and appropriate username and password to log on as well as details on how to access the learning management system which is currently a Blackboard platform.

Support is provided through the college's eLets department. The college has a helpdesk to assist both faculty and students, educational technology support and the availability to work with an instructional designer.

The college policies and procedures related to distance education can be found in ACM's *eCourse Policy*. All courses must meet quality assurance requirements in design, development, and continuous improvement of the online course.

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	73,140	74,610	76,095	77,610	79,155
a. Number of F/T Students	15	15	15	15	15
b. Annual Tuition/Fee Rate	4,876	4,974	5,073	5,174	5,277
c. Total F/T Revenue (a x b)	73,140	74,610	76,095	77,610	79,155
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	381	389	397	405	413
f. Annual Credit Hour Rate	8	8	8	8	8
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	73,140	74,610	76,095	77,610	79,155

The estimated revenues above will offset the relatively inexpensive fixed program costs represent income revenue for the College.

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

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	11,583	11,815	12,051	12,292	12,538
a. Number of FTE	1.07	1.07	1.07	1.07	1.07
b. Total Salary	10,730	10,945	11,164	11,387	11,615
c. Total Benefits	853	870	887	905	923
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	10,000	10,200	10,404	10,612	10,824
TOTAL (Add 1 – 7)	21,583	22,015	22,455	22,904	23,362

As previously addressed, the proposed program expenditures will not require new space or new full-time employees. This limits the expenditures to adjunct/overload salaries, supplies for equipment to run the classroom laboratory sessions and to purchase online subscription services for learning modules and examination simulators.

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

1. **Discuss procedures for evaluating courses, faculty and student learning outcomes**.

   The evaluation of faculty and courses happens every semester for every course. The program director reviews the evaluations and must also conduct periodic classroom observations. The College has a tenure and promotion process for full-time faculty.

   Learning outcomes are assessed in two independent ways. The first way is through the NAACLS approval (accreditation) process. The second way is through the College's annual student learning outcome assessment process.

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

Program effectiveness will be evaluated through the College's comprehensive program review process which is conducted every three years and includes all of the above metrics. Additionally, the NAACLS approval process will also require evidence of the such program evaluation.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR

13B.02.03.05).

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

   This program will be promoted in a similar fashion as other programs at ACM and the college does not discriminate against students or prospective students for reasons of race, sex, color, religion, national or ethnic origin, age, veteran's status, conditions of disability, or sexual orientation. This program will not have specialized admission criteria and will be open to anyone meeting admission requirements to the college.

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

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

   Not Applicable

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

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

   Not Applicable

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

   Not Applicable

Data Sources:

ASCP's 2016-2017 Vacancy Survey of Medical Laboratories in the United States
AJCP, American Journal of Clinical Pathology, volume 149, Issue 5, May 2018

Addressing the Clinical Laboratory Workforce Shortage, ASCLS Position Paper, August 2, 2018
http://www.ascls.org/images/publications/Clinical_Laboratory_Workforce_FINAL_20180824.pdf

US Bureau of Labor and Statistics Occupational Outlook Handbook

WESTERN MARYLAND
HEALTH SYSTEM

January 30, 2019

To Whom It May Concern:

I am writing today in support of the proposed Phlebotomy/Laboratory Assistant program at Allegany College. It has become increasingly more difficult to find qualified individuals to fill these roles in our laboratory. These are important roles that support quality patient care in both the inpatient and outpatient setting.

Our facility has a high turnover rate for phlebotomists and lab assistants. In the previous 3 years we have hired over 60 individuals to serve in these roles with only 50% of them still employed with us. Unfortunately, we are continually hiring, training and wasting resources on individuals who are unprepared for work in a healthcare setting. Completion of this program would give an individual a well-rounded understanding of the laboratory's role in patient care and hopefully assist them in making a commitment to a career in the healthcare setting.

I fully support this program and feel that our facility and others in the area would greatly benefit. It would not only support our services but would also provide excellent employment opportunities for members of our community.

Sincerely,

Kimberly S. Smith

Kimberly S. Smith, MLS (ASCP)^{cm}
Director, Laboratory Services
Western Maryland Regional Medical Center

January 24, 2019

Maryland Higher Education Commission

Re: Phlebotomy/Lab Assistant Certification program

To Whom it may Concern:

The purpose of this letter is to show my support for the Phlebotomy/Lab Assistant Certification Program initiative through our local Allegany Community College in Cumberland Maryland. As a Hospital Clinical Lab Manager I experience first-hand the drastic turnover of our Phlebotomy employees. In the past 7 years we have lost 8 phlebotomists. Training new staff is both time consuming and costly. We've estimated our cost to train a new phlebotomist at $7,000. Many people are attracted to this profession because the typical phlebotomy training is relatively short (~3 months). They can then begin working and making money. But within a year or two we see the employees become dissatisfied and move on to jobs that offer more opportunity, and increased wages. With the proposed new program a hospital lab can utilize these employees in a much more challenging and satisfying role. The Phlebotomist/Lab Assistant would have the additional training to work side by side the technologists in the lab performing such tasks as specimen processing, instrument maintenance and even some simple lab testing. The labor market predicts a serious shortage of technologists in the near future so by having a Phlebotomist/Lab Assistant able to pick up some of the technical responsibilities, labs will be able to continue functioning smoothly.

In short, I fully support the proposed Phlebotomist/Lab Assistant Program at the Allegany Community College and sincerely hope your Maryland Higher Education Commission will approve the program.

Sincerely,

Ed Rocker

Ed Rocker MTSH(ASCP)
Administrative Laboratory Director.
SOMERSET HOSPITAL

1225 Warm Springs Avenue
Huntingdon, PA 16652

(814) 643-2290
www.jcblair.org

JCBlair
Health System, Inc.

January 25, 2019

As the Laboratory Administrative Director of J.C. Blair Memorial Hospital, I am writing this letter in support of the Phlebotomy / Laboratory Assistant certificate program at Allegany College of Maryland. I feel this new program will better prepare the phlebotomy students to enter the clinical work force. The students will graduate with not only specimen collection skills but also an understanding of medical coding and billing and CLIA waived testing. These are all skills that a phlebotomist uses in today's laboratory setting.

In the past 2 years, I have hired 4 new phlebotomists at J.C. Blair and the need for additional staffing will continue to grow as we open more outpatient centers and draw stations. Urgent Care Centers and draw stations are being opened up in every part of our county to make health care more accessible to everyone, thus increasing the need for phlebotomy professionals.

I feel that the Phlebotomy / Laboratory Assistant certificate program at Allegany College of Maryland will provide well trained and educated phlebotomists to J.C. Blair as well as other local health care settings, and I give my full support to this program.

Sincerely,

Christina Campbell

Christina Campbell

Laboratory Administrative Director

J.C. Blair Memorial Hospital