



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

Institution Submitting Proposal

Fortis College Landover

Each action below requires a separate proposal and cover sheet.

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

Payment ☒ Yes Payment ☐ R*STARS #
Submitted: ☐ No Type: ☒ Check #

Payment
Amount:
\$850

Date
Submitted:
04/11/2025

Department Proposing Program	Education
Degree Level and Degree Type	Certificate
Title of Proposed Program	Pharmacy Technician
Total Number of Credits	46 quarter credits
Program Modality	☐ On-campus ☐ Distance Education (fully online) ☒ Both
Program Resources	☒ Using Existing Resources ☐ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	☐ Fall ☐ Spring ☒ Summer Year:
Provide Link to Most Recent Academic Catalog	URL: chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://www.fortis.edu/content/dam/fortis/compliance/catalogs/Fortis_Landover_Catalog.pdf
Preferred Contact for this Proposal	Name: Cyndie Shadow, PhD
	Title: Campus President
	Phone: 301-459-3650 ext. 4111
	Email: cshadow@fortiscollege.edu
President/Chief Executive	Type Name: Cyndie Shadow
	Signature:  Date: 04/11/2025
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021



Your Life. Powered By Learning

April 11, 2025

Dr. Sanjai Rai
Secretary
Maryland Higher Education Commission
217 East Redwood St., Suite 2100
Baltimore, MD 21202

Dear Dr. Rai:

Attached, please find an application for the Pharmacy Technician certificate program at Fortis College Landover. The college is requesting that the program, which was taught out in 2022, return to the campus because of the significant shortage of Pharmacy Technicians in Maryland and neighboring jurisdictions.

This Pharmacy Technician program prepares students to successfully take the national board examination for Pharmacy Technicians. Additionally, the program has didactic courses taught by individuals who have active work experience in the allied health and pharmacy fields. At the conclusion of didactic study in this program, students enter an externship, which provides practical experience to fully prepare them for work in the field.

Please let me know if I can provide any additional information.

Sincerely,

Cyndie Shadow, PhD
Campus President

**OOS NEW PROGRAM REVIEW
EXTENDED OPERATION IN
MARYLAND**

MARYLAND HIGHER EDUCATION COMMISSION Application for New Academic Programs for Out-of-State Degree-Granting Institutions EXTENDED OPERATION IN MARYLAND
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This questionnaire, properly completed with supporting documentation, shall serve as an application for approval for new academic programs for Out-of-State Degree-Granting Institutions under extended operational approval that operate in Maryland under the Code of Maryland Regulations (COMAR) 13B.02.01.06

Out-of-State Degree-Granting Institutions that are not under extended operational approval can add additional programs using the Out-of-State Renewal Application, as per COMAR 13B.02.01.08, which can be found on the MHEC website.

If these programs/classes are to be offered at a military installation and the recruitment and enrollment of students is limited to active-duty personnel, their dependents, or civilians employed at the installation, and if the institution waives its right to claim veterans' benefits for enrolled students, do not complete this application. Complete an Application for Exemption to COMAR 13B.02.01 instead.

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland.

PROPOSED START DATE: July 14, 2025

Applications should be submitted at least <u>5 months prior</u> to the proposed start date.

INSTITUTION APPLYING FOR APPROVAL:

Name of Institution: Fortis College
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Web Address: fortis.edu

OPEID Code: 03010802

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.
--

Chief Executives Officer: Dan Finuf
--

Mailing Address: 5026D Campbell Blvd, Nottingham, MD 21236

Telephone:

Email:

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Cyndie Shadow, PhD

Title: Campus President

Mailing Address: 4351 Garden City Drive, Landover, MD 20785
--

Telephone: 301-459-3650

Email: cshadow@fortiscollege.edu

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

04/11/2025

Date

Cyndie Shadow, PhD

Print Name of Chief Executive Officer



Signature of Chief Executive Officer

Electronic applications are preferred for applications. You can send your application to oosauthorization.mhec@maryland.gov

All payments should be mailed to:
Maryland Higher Education Commission
Director of Academic Affairs
Institution Review
217 East Redwood St., Suite 2100
Baltimore, Maryland 21202

A copy of these regulations can be found on the [Maryland Higher Education Commission's web site \(mhec.maryland.gov\)](http://mhec.maryland.gov)

I. SUPPORTING DOCUMENTATION.

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each proposed location, the following Supporting Documentation needs to be included only once for the entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

☒ Cover letter from the Chief Academic Officer addressed to the Secretary of Higher Education requesting the approval of the new program.

☒ Out-of-State New Program and Sub Mod Cover Sheet with all required signatures for each newly proposed program.

☒ Application Fee COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

☒ Faculty Compliance Report COMAR 13B.02.01.16C

At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution. Submit a Faculty Compliance Report¹ for each newly proposed program.

☒ Teach-out Plan COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan² allowing enrolled students to complete their programs if the institution decides to cease offering this program in Maryland.

¹ Requirements and forms for a Faculty Compliance Report are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

² A teach-out plan is an institution's written plan to ensure its students are treated fairly with regard to finishing their programs of study. Minimum requirements for a teach-out plan are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval for new academic programs for Out-of-State Degree-Granting Institutions that operate in Maryland under the Code of Maryland Regulations (COMAR) 13B.02.01.06.

Please note: a separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland.

Provide the following information for each newly proposed program.

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

- (1) The degree to be awarded; Certificate**
- (2) The area of specialization; Pharmacy Technician**
- (3) The purpose or objective of the program or course of study to be offered (Please include a program description and identify all learning outcomes);**

Program Objective: In today's healthcare field, the role of the pharmacist has been expanded to provide not only patient care and education but also advice to health care providers. As a result, the demand for formally educated pharmacy technicians has also increased significantly, and the role of the pharmacy technician has evolved from simple customer service role to one of knowledge and responsibility. The objective of the Pharmacy Technician program is to train and develop qualified pharmacy technicians who value the pharmacy standards and competently assist the pharmacist in direct patient care.

- (4) Specific academic content of the program or course of study (Please include all program requirements);**

Academic Content:

Length: 780 Contact Hours; 36 Instructional Weeks Program Quarter Credits: 46

Total Clock Hours, including Recognized Homework Hours: 1,210

Credential Awarded: Certificate Mode of Delivery: Blended

Course Descriptions:

AHP105 MEDICAL TERMINOLOGY

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

This course will introduce students to the terminology associated with medical language. To function effectively in the health professions, students must understand The Anatomy of Word Construction, including prefixes, suffixes, root words and medical abbreviations. Through laboratory assignments, terminology relative to the body systems is presented to help the student understand medical terminology. In addition to studying the medical terminology, the course briefly covers disease processes and treatment modalities such as psychiatry, oncology, radiology and nuclear medicine. This introductory course provides a basis for a more in-depth study of human anatomy and physiology.

Prerequisite(s): None

AHP106 MEDICAL ANATOMY & PHYSIOLOGY

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

Students are introduced to anatomical structures and physiological function of the human body. This course defines the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, lymphatic, and reproductive systems. Practical laboratory experiences included in the course provide a survey of basic anatomy and physiology which is the foundation for a career in health professions.

Prerequisite(s): None

PHT110 FUNDAMENTALS OF PHARMACY

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

Beginning with a brief review of the history of medicines and pharmacy practices, students cover the qualifications, operational guidelines, and job duties of a pharmacy technician. An outline of pharmacy practice including office procedures and effective customer service will prepare the student for the technicians' role. Upon completion of this course, students will be able to discuss the purpose of the pharmacy department; identify the duties and responsibilities of a pharmacy technician; explain the importance of utilizing pharmacy resources and summarize the importance of environmental safety standards, pharmacy safety, and personal safety and hygiene.

Prerequisite(s): None

PHT115 MATHEMATICS FOR PHARMACY TECHNICIANS

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

Students learn and apply mathematical processes commonly encountered in the course of duty as a pharmacy technician, including problems encountered in the preparation and distribution of pharmaceutical products. Topics include mathematical processes specific to prescription preparation and the business of pharmacy practice. Upon completion of the course, students will be able to solve mathematics problems relating specific to pharmacy practice.

Prerequisite(s): None

PHT120 DRUG CLASSIFICATION SYSTEMS

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

In this course students study therapeutic agents, properties, actions, and effects on the human body and their role in the management of disease, specifically in the management of pharmacy medication therapy. Drug dosages, therapeutic properties, side effects, interactions, toxicities, incompatibilities, over-the-counter (OTC) medications and dietary supplements will be discussed with their possible interactions with prescription, restricted and investigational drugs. Upon completion of this course, students will be able to review patient prescription and medication orders/profiles for safety and accuracy while assisting the pharmacist.

Prerequisite(s): None

PHT125 PHARMACY PRACTICE AND PRINCIPLES

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

Students continue the study of therapeutic agents, properties, actions, and effects on the human body and their role in the management of disease, specifically in the management of pharmacy medication therapy as practiced in a retail setting. Applying mathematical processes commonly encountered in the course of duty as a pharmacy technician will bridge the concepts between preparation and distribution of pharmaceutical products and prescription preparation. Office equipment, reimbursement methodologies and the business of pharmacy practice is reinforced. Upon completion of the course, students will be able to define various disease processes, patterns, and pathogenic organisms.

Prerequisite(s): PHT110

PHT130 PHARMACOLOGY FOR PHARMACY TECHNICIANS

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

This course provides students with an understanding of the history of medicine and pharmacy and the general aspects of pharmacology with an emphasis on the understanding of drug actions,

classifications, and formularies. Commonly prescribed drugs will also be covered. Upon completion of the course students will be able to prepare prescriptions and effectively work as an entry-level member of the pharmacy staff.

Prerequisite(s): PHT110

PHT135 INTRAVENOUS ADMIXTURES AND ASEPTIC COMPOUNDING

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

This course teaches pharmacy technician students entry-level skills performed in institutional pharmacy settings. The main objective is to provide the students with a practical experience in the duties performed by a pharmacy technician in an institutional pharmacy setting. In this hands-on course, topics include: information sources, reviewing and processing prescriptions, application of rules and regulations, institutional pharmacy equipment, non-sterile compounding, intravenous products and aseptic technique. Chemotherapy and Quality Control and Assurance are additional subject areas that are introduced and reviewed.

Prerequisite(s): PHT110

PHT140 CERTIFICATION PREPARATION AND CAREER DEVELOPMENT

4.0 Credits 60 Clock Hours (20 Lecture /40 Lab Hours)

Students will prepare for the national certification through the Pharmacy Technician Certification Board's Pharmacy Technician Certification Exam. A review of drug names, drug classifications, interactions, side effects, and dosages, pharmaceutical calculations, extemporaneous compounding, prescription/medical order interpretation and preparation; and the application of Federal law concepts to the tasks and duties of pharmacists and technicians in the practice of pharmacy.

Prerequisite(s): PHT110

PHT190 EXTERNSHIP

6.0 Credits 180 Clock Hours (180 Externship Hours)

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the students gain first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid.

Prerequisite(s): All Preceding Program Coursework

(5) The quality of the proposed program in comparison to existing programs;

There are 5 other programs in the state: All-State Career-Baltimore, Baltimore County Community College, Fortis Institute-Towson, Montgomery College, Prince George's Community College. This program uses the same curriculum as All-State Career-Baltimore and Fortis Institute-Towson. The program is required to have greater than 50% retention, greater than 50% graduation and greater than 50% career placement in the field of Pharmacy Technician to maintain institutional accreditation from the Accrediting Bureau of Health Education Schools. Prior to the pandemic the Pharmacy Technician program at Landover had strong outcomes. The college is seeking to return the program to Fortis College in Landover because of the strong retention, graduation and placement that had been shown previously in Landover in conjunction with the required retention, graduation and placement rates that are being produced at our similar locations in Baltimore and Towson, MD. The available information regarding the quality of Baltimore County Community College, Montgomery College and Prince George's community College indicates that each of those institutions have an overall graduation rate below 25%. Additionally, those institutions are not required to maintain retention, graduation or placement statistics to maintain the operation of those Pharmacy Technician programs.

(6) An analysis of the market for the program; Include information on the student population that will be served by the program, the roles or pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the state.

The student population served by this program at Fortis College Landover, would include students from Prince George's County, Charles County, Howard County, Montgomery County and Anne Arundel County as well as students from the District of Columbia and potentially some students from Northern Virginia. All students entering the program must present proof of high school graduation. Additionally, all students must take and successfully pass an entrance examination provided by Wonderlic to qualify for the program.

Including the requirements listed above, prior to entry into the Pharmacy Technician program, allows Fortis College Landover to evaluate a prospective student's ability to successfully complete the program and find employment in the Pharmacy Technician field. The market for this program is robust because of the need for more Pharmacy Technician employees in the greater metropolitan area of Maryland, Virginia and Washington, DC, which will be addressed in greater detail in another section of this application.

The program prepares students to be Pharmacy Technicians and includes a 6-week externship course where students do the work of a Pharmacy Technician in retail, hospital and sometimes compounding pharmacy operations. Previously, this program had several externships in retail pharmacies such as CVS and Walgreens, as well as some externship experiences in formularies at the VA Medical Center in Washington, DC. It is our goal at Fortis College in Landover to have a minimum of 30% of our externship students hired at the location where they completed their externship.

Additionally, the program has a specific focus on training and developing students to take and pass the national certification exam for Pharmacy Technicians. To that end the program's curriculum has incorporated an entire 4 credit, 6-week course to assist students with preparation for the certification examination.

(7) The State's equal educational opportunity obligations under State and federal law.

Fortis College does provide equal educational opportunities for any student who is interested in pursuing a Pharmacy Technician certificate. If a prospective student has a high school diploma or its equivalent i.e. GED or translated and evaluated high school credential from another country and can achieve the required score on Wonderlic entrance examination that the college requires, they are welcome to participate in the Pharmacy Technician program.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

1. Meets a critical and compelling regional or Statewide need;

The proposed pharmacy technician program is strategically positioned to meet the pressing educational and occupational needs of Maryland and its surrounding regions, thereby contributing to the advancement of knowledge, societal equity, and economic development.

a. Advancement and Evolution of Knowledge

The healthcare landscape is rapidly evolving, necessitating continuous educational advancements to keep pace with emerging pharmaceutical technologies and practices. In today's healthcare field, the role of pharmacists has been expanded to provide not only patient care and education but also advice to health care providers. The role of the pharmacy technician has evolved from a simple customer service role to one of knowledge and responsibility. The objective of the Pharmacy Technician program is to train and develop qualified pharmacy technicians who value the pharmacy standards and competently assist the pharmacist in direct patient care. In implementing a pharmacy technician program, we are fostering an environment of perpetual learning, ensuring that professionals are adept in contemporary methodologies and equipped to enhance patient care quality. This commitment to knowledge evolution is essential for maintaining excellence in healthcare delivery.

b. Societal Needs: Expanding Educational Opportunities for Minority and Educationally Disadvantaged Students

Our student population is comprised of predominately Black or African American and Hispanic individuals. Many of whom were first generation college students from low-income households who lack external support from family, friends, and colleagues. Establishing the pharmacy technician program significantly broadens access to specialized education for minority and educationally disadvantaged students. By providing equitable educational opportunities, the program aligns with the objectives outlined in Maryland's State Plan for Postsecondary Education, which emphasizes inclusivity and the reduction of educational disparities. This

initiative not only diversifies the healthcare workforce but also empowers underrepresented communities through enhanced career prospects. Maryland Higher Education Commission

c. Occupational and Professional Needs: Upgrading Vocational/Technical Skills and Meeting Job Market Requirements

The proposed pharmacy technician program is strategically positioned to meet the pressing educational and occupational needs of Maryland and its surrounding regions, thereby contributing to the advancement of knowledge, societal equity, and economic development. The demand for skilled pharmacy technicians in Maryland is substantial and projected to grow by 8%. This estimate projects for 630 annual Pharmacy Technicians job openings in Maryland, and 7,690 total jobs in the year 2026. This expansion underscores the necessity for programs that equip individuals with the requisite skills to fulfill evolving job market demands.

Furthermore, the College of Southern Maryland's accreditation of its Pharmacy Technician Certificate Program highlights the critical need for well-trained professionals to address workforce shortages. Maryland Labor College of Southern Maryland

II. The pharmacy technician program effectively supports Maryland's State Plan for Postsecondary Education by addressing the three key goals: **access**, **success**, and **innovation**.

a. Access:

Access refers to expanding opportunities for all Maryland residents, particularly underrepresented groups, to enroll and complete postsecondary education programs. The institution's hybrid and in-person class structure directly support this goal by providing flexibility for students who may have work, family, or other commitments. Hybrid classes allow for a broader range of students to access the program, especially non-traditional students and those residing in rural areas who might face transportation or geographical barriers.

Additionally, the partnership with **Espyr** significantly enhances access to the program by offering a broad range of support services designed to alleviate non-academic barriers to success. Espyr provides assessments, counseling, and referrals by Licensed Mental Health Professionals, offering critical mental health resources to students dealing with stress, anxiety, or personal challenges. Espyr's work-life services help students manage the demands of both their academic responsibilities and home life, allowing for a more balanced and manageable experience. Services like legal and financial consultation ensure that students facing financial or legal issues are equipped with the resources they need to overcome those challenges and stay in school.

Espyr's comprehensive approach to student well-being directly addresses barriers to access, ensuring that students from diverse backgrounds, especially those facing financial or personal challenges, can fully participate in the program and succeed. These services make the program more accessible to a wider range of students, including those with mental health concerns or complex life circumstances, aligning with Maryland's commitment to increasing access to higher education.

b. Success:

Success in post-secondary education is primarily measured by student retention, graduation rates, and the ability to transition students into successful careers. The pharmacy technician program promotes student success through a combination of class preparation, career development, workshops, and externships which provide students with hands-on learning experiences that are critical for career readiness. These real-world opportunities allow students to develop practical skills and build professional networks, both of which enhance retention and improve employment outcomes.

The program's biannual advisory committee meetings play a key role in ensuring that the curriculum stays current with industry standards, providing feedback from stakeholders in the pharmacy and healthcare sectors. This continuous dialogue between academia and industry ensures that students graduate with the skills and knowledge necessary to excel in the workforce.

In addition, Espyr's services significantly bolster student success. By offering student resource services, mental health counseling, and work-life balance support, Espyr helps students manage the stresses that often lead to attrition in postsecondary programs. For example, Espyr's Tess Chatbot provides students with 24/7 access to mental health resources and wellness tools, helping them stay emotionally resilient throughout their academic journey. Interactive Screening Programs (ISP) help identify students who may be struggling with mental health issues, providing early interventions and supporting their continued progress through the program.

By integrating these wellness services, the program ensures that students have the support they need to succeed academically and emotionally, thereby increasing retention and graduation rates, which aligns with Maryland's State Plan goal of increasing "student success and completion."

c. Innovation:

Innovation in education is not limited to technological advances but also encompasses new approaches to supporting students' well-being and ensuring that the curriculum remains relevant to the workforce. The pharmacy technician program's use of hybrid instruction represents an innovative educational delivery method that accommodates a wide variety of student needs, allowing for flexible scheduling and personalized learning experiences. This combination of online and in-person classes ensures that students can balance their academic commitments with personal or work responsibilities, fostering a more inclusive and adaptable learning environment.

The program also integrates externship, providing students with opportunities to apply their learning in real-world settings. These practical experiences expose students to the latest pharmaceutical technologies and industry practices, preparing them for a rapidly evolving workforce.

Espyr's contribution to innovation in this program is especially notable in its approach to student well-being. The legal and financial consultations, as well as child and eldercare resources, are particularly valuable in supporting students who may face external pressures that could interfere with their academic performance. Espyr's services go beyond traditional academic support by

addressing the holistic needs of students, ensuring that they have the resources to thrive both personally and professionally. This level of support is essential in today's higher education landscape, where students face increasing stress from external factors. The integration of Espyr's Tess Chatbot and Interactive Screening Programs further enhances the program's innovation by offering students immediate, accessible mental health support, fostering a culture of well-being that supports long-term academic and career success.

Finally, the biannual advisory committee meetings ensure that the curriculum and teaching methodologies remain responsive to both industry needs and the evolving demands of the student population, keeping the program aligned with current trends and innovations in the healthcare and pharmaceutical industries.

Conclusion:

References:

American College Health Association. (2019). *National College Health Assessment II: Undergraduate Students*. Retrieved from <https://www.acha.org>

Maryland Higher Education Commission. (2017). *Maryland State Plan for Postsecondary Education*. Retrieved from <https://mhec.maryland.gov>

Espyr. (2024). *Monthly Update for Education Affiliates Employees: October 2024*. www.care.espyr.com

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

The establishment of a pharmacy technician program in Maryland, particularly in the regions encompassing Landover, Washington D.C., and Virginia, is imperative to address both occupational and societal needs within the state and surrounding areas.

a. Occupational Demand

The healthcare sector's expansion necessitates a corresponding increase in skilled pharmacy technicians, thus underscoring a robust demand for trained pharmacy technicians in the region. As it currently stands, the metropolitan area employs approximately 6,020 pharmacy technicians. In Maryland, the employment of pharmacy technicians is projected to grow by 8.0%, with an estimated 630 annual job openings. Similarly, Virginia anticipates a 13.8% growth rate, equating to approximately 870 annual openings and The District of Columbia also forecasts a 13.3% growth, with 90 annual openings.

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b. Societal Benefits

Implementing a pharmacy technician program in this region is a strategic initiative that addresses critical occupational shortages while simultaneously enriching societal well-being through education and improved healthcare services. A pharmacy technician program fosters a culture of continuous learning and professional development, enhancing the overall educational attainment of the community. Graduates of such programs are better equipped to provide quality healthcare services, leading to improved patient outcomes and public health. Furthermore, by offering accessible education and career opportunities, the program promotes economic mobility and reduces unemployment rates, thereby yielding immeasurable returns to the state and its citizens.



National Pharmacy Technician Association

Career Outlook - National Pharmacy Technician Association (NPTA)

UPDATE We've Moved! Go to www.cpht.org now and see what's new! BLS predicts "Faster than average" job growth for Pharmacy Technicians. * Number of jobs: 402,500 (2016); 420,400 (2018); 450,100 (202...

Pharmacy Technician Review

Pharmacy Technician Employment & Salary Trends, and Career Opportunities in Virginia | PharmacyTechnicianReview.com

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Course Advisor

Pharmacy Technicians in Maryland - Course Advisor

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DC Health Care Workforce Partnership

Pharmacy Technician - DC Health Care Workforce Partnership

Pharmacy Technician Pharmacy technicians prepare medications under the direction of a pharmacist. They may measure, mix, count out, label, and record amounts and dosages o

E. Market Demand Data

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The outlook for Pharmacy Technicians is Bright according to the Education Crosswalk found at www.onetonline.org/crosswalk/CIP with a future that looks to continue to need more pharmacy technicians in both retail and hospital sectors. Additionally, there is a need for more pharmacy technicians in compounding operations, which is a slightly more lucrative occupation for recent graduates. Currently, the crosswalk is showing a total of 860 pharmacy tech job openings in the state of the District of Columbia, Maryland and Virginia, which are all served for the Fortis College Landover campus.

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies expected over the next 5 years.

The market survey that has been conducted for this program is derived from an evaluation of the current and projected job openings through Indeed, LinkedIn, O-Net and ZipRecruiter.

Source	Location	Number of Pharmacy Technician Job Openings
Indeed	District of Columbia	69
LinkedIn	District of Columbia	362
O-Net	District of Columbia	47
ZipRecruiter	District of Columbia	695
Total	District of Columbia	1173
Indeed	Maryland	296
LinkedIn	Maryland	663
O-Net	Maryland	222
ZipRecruiter	Maryland	256
Total	Maryland	1437
Indeed	Virginia	173
LinkedIn	Virginia	738
O-Net	Virginia	591
ZipRecruiter	Virginia	7619
Total	Virginia	9121

While there is likely some duplication across platforms and jurisdictions, in the table above, the information indicates that there is significant demand for Pharmacy Technician workers who have graduated from a program that will direct them to successfully passing the national board for the Pharmacy Technicians.

Per the job descriptions in Indeed, LinkedIn and ZipRecruiter as well as the information provided via the Crosswalk, pharmacy technicians need to have certification via their national board examinations. Additionally, pharmacy technicians need to register for each state in which they conduct Pharmacy Technician Activities. The Pharmacy Technician program offered prepares students to be successful in passing their board examinations as well as detailed instructions and support for students and graduates of the program to efficiently complete the necessary registration in each jurisdiction where they might want to work. providing professional training detailed instructions and support for each

To meet the needs of employers in Maryland and its two adjacent jurisdictions, there are only five institutions of higher education that can provide the necessary tools for potential graduates to earn a certificate and pass the required board examinations. Those institutions include:

All State Career-Baltimore
Community College of Baltimore County
Fortis Institute-Towson
Montgomery College
Prince George's Community College

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

With the presence of five other institutions that offer this program, the three community colleges all have graduation rates below 25%. Based on the graduation rates from the community colleges, the current supply of graduates from the most recent academic year that they have provided is approximately 70. The two other institutions are partners with the Fortis College-Landover campus and are required to maintain the retention, graduation and placement rates greater than 50% in order to remain in good standing with their accreditors. The current supply of graduates from those schools because of the smaller cohorts would be 15. With the number of openings that exist, additionally trained and certified Pharmacy Technicians would help to fill more of the open positions.

Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☐

Yes

☒

No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

F. Faculty Information

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

- (1) the course(s) the faculty might soon teach;**
- (2) the degrees the individual holds**
- (3) the degrees areas of specialization; and**
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution**

Ashley Robinson - Full Time Faculty

Bachelor of Science in Health Service Management, University of Maryland Global Campus

Associate of Science in Business, College of Southern Maryland

Licensed Pharmacy Technician, Maryland

National Pharmacy Certification, CPhT

Will Teach: PHT110, PHT115, PHT120, PHT120, PHT125, PHT130, PHT135, PHT140, PHT190

Janice Creighton - Full Time Faculty

Associate of Applied Science, Healthcare Management, Ultimate Medical Academy

Certified Phlebotomist, National Phlebotomy Academy

Registered Medical Assistant, American Medical Technologist

CPR Instructor American Health Association

NHA Proctor, National Healthcare Association

Will Teach: AHP 101 & AHP105

Jonica Adeyemi - Full Time Faculty AHP 106

Certified Medical Assistant, National Center for Competency Testing

Certified Phlebotomist, National Center for Competency Testing

Will Teach: AHP 106

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

ASHLEY ROBINSON



Phone

[REDACTED]



Email

[REDACTED]



Address

[REDACTED]

PROFESSIONAL PROFILE

Dedicated and student-centered higher education professional with over [X years] of experience in student services, human resources, and counseling support. Recognized for creating inclusive, supportive environments that drive student success and retention. Demonstrates strong interpersonal and communication skills while effectively managing events, guiding students through personal and academic challenges, and maintaining compliance with institutional, state, and federal policies.

EDUCATION HISTORY

STRENGTHS

Healthcare
Information Systems
Data Analysis
Project Management
Critical Thinking

MS Health Information
Management Technology
University of Maryland
Global Camus
In Progress

BS Health Services
Management
University of Maryland
Global Campus
Graduated May 2021

AS Business
Administration
Southern Maryland
Community College
Graduated December 2012

EXPERIENCE

Director of Student Services
October 2023 - Present | Fortis College

- Serves as the primary liaison for students experiencing academic, personal, or logistical challenges, offering empathetic support and facilitating connections to appropriate internal or external resources.
- Proactively monitors student retention and attendance metrics; implemented early intervention strategies by contacting absent students within 48 hours and providing solutions to support their return.
- Organize and execute student engagement events including orientations, graduation ceremonies, and award celebrations to foster school spirit and increase student satisfaction.
- Collaborates cross-functionally with faculty, admissions, and education departments to address student concerns, streamline services, and ensure holistic support.
- Maintained a robust database of local social service and medical referral agencies to support student needs in housing, childcare, counseling, and transportation.
- Actively participates in staff meetings, corporate-level student services collaborations, and compliance audits to uphold regulatory and accreditation standards.

SKILLS

Effective Communication
Detail Orientated
Organization
MS Office

ASHLEY ROBINSON



Phone

[REDACTED]



Email

[REDACTED]



Address

[REDACTED]

Pharmacy Technician Program Lead

Sept. 2017 – October 2023 | Fortis College

-
- Provide overall leadership and manage the day-to-day operations of the pharmacy department
 - Direct Supervision to the adjunct pharmacy faculty
 - Develop, promote, and disseminate program information to determine necessary provisions of training, workshops, webinars, discussion forums, and professional certification
 - Collect and analyze data to use administrative studies and prepare clear, concise, and comprehensive reports
 - Optimize success through cross-functional relationships among internal personnel, educational staff, and external agencies
 - Establish structure to collect, analyze, share, and reflect on data and improve education outcomes
 - Lead project management operations, training, and off-campus events

Notable Accomplishments

- Established a student course completion rate of 97% by researching and applying pertinent data and trends in addressing retention.
- Implemented data-driven attendance motivation strategies to increase student enrollment by 20%.
- Stimulated awareness and outreach by developing partnerships with local community partners.
- Decreased budget overages by 10% through data analysis on historical spending and maintaining low employee turnover rate.
- Reviewed program curriculum to comply with state, federal, and the Accrediting Bureau of Health Education Schools accreditation regulatory standards and audits.
- Strengthened curriculum by coordinating an advisory board of industry partners to review and advise content.

Pharmacy Lead Technician

Jan. 2009 – Present | CVS Health

- Supervise daily duties of 13 junior pharmacy technicians, including restocking and filing prescriptions, operating the register, and interacting with customers, ensuring efficient day-to-day business of the pharmacy.
 - Protect confidential protected health information via appropriate comprehensive records management procedures.
 - Assist pharmacist in prioritizing corporate and store-level needs.
 - Maintain integrated and individual schedules to support day-to-day needs for a team of 13 people.
 - Prepare and assist with the onboarding process for new hires.
 - Lead pharmacy team weekly "stand up" meetings to establish the current status of tasks and identify/resolve issues.
 - Collaborate with internal and external pharmacy teams, medical staff, insurance companies, and customers to resolve issues.
 - Adhere to management protocol for department budget for purchasing and inventory management.
-

ASHLEY ROBINSON



Phone

[REDACTED]



Email

[REDACTED]



Address

[REDACTED]

- Oversee/perform basic pharmacy practices: calculate dosages, dispense medications, prepare prescription labels, and fill prescriptions for approval by pharmacists.
- Leverage available tools and training resources to develop the basic drug understanding and technical expertise needed to effectively assist customers.

Notable Accomplishments

- Assisted in maintaining 20% turnover employee rate
- Successful completion of annual inventory compliance audits for 7 consecutive years
- Advanced professional development

Pharmacy Instructor

Jan. 2014 – Sept. 2017 | Fortis College

- Deliver innovative lesson plans, relevant technology, and instructional materials to engage students in active learning
- Support diverse learning needs through differentiated instruction
- Serve as a pharmacy subject matter expert
- Maintain ongoing curriculum compliance with accreditation requirements and regulatory standards
- Enhance program driven outcomes with quality and delivery of pharmaceutical knowledge
- Foster collaborative classroom environments
- Adhere to management protocol for departmental budget

Notable Accomplishments

- Achieved 80% overall classroom retention rate
- Advanced professional development

RESOURCES AVAILABLE UPON REQUEST

JONICA ADEYEMI

Professional Summary

To obtain a career within the medical field that provides opportunities for growth, and where I can utilize and enhance my skills in the public service industry.

Skills

- Expert in the use of multiple medical software systems (EPIC, ATHENA, CENTRICITY, IE, Intergrity, EHR, Phreesia and Updox)
- Excellent Microsoft Office (Word, Excel, Medicare and Medicaid process, Vendor invoice processing, Data analysis, Medical claims submission)
- Excellent communication skills both oral and written.
- interpersonal skills.
- PowerPoint). Accounting remittances

Work History

Medical Assistant Instructor, 08/2022 to Current

Fortis College – Hyattsville, MD

- Tracked student progress, frequently checking in with struggling students and identifying root causes of problems.
- Evaluated and revised lesson plans and course content to achieve student-centered learning.
- Applied various teaching aids to minimize learning gaps and instruct and motivate students.
- Optimized day-to-day instruction to align educational strategies with industry best practices.
- Increased student participation via engaging lectures and assignments.
- Assisted students in retaining lecture information with creation of guides and course materials.

Medical Biller, 11/2021 to 09/2024

Patient Financial Services – Annapolis, MD

- Prepare and submit billing data and medical claims to insurance companies
- Follow up with insurance companies for processing claims and explanations of denials
- Generate revenue by making payment arrangements, collecting accounts, monitoring accounts, and pursuing delinquent accounts
- Resubmit claims that are not on file
- Verify patient eligibility and benefits to assure the hospital meets the requirements of Maryland standards for hospital billing and collection
- Filed and updated patient information and medical records.
- Delivered timely and accurate charge submissions.
- Communicated with insurance providers to resolve denied claims and resubmitted.
- Reviewed patient diagnosis codes to verify accuracy and completeness.
- Liaised between patients, insurance companies, and billing office.
- Analyzed complex Explanation of Benefits forms to verify correct billing of insurance carriers.
- Generated reports and analyzed trends to maximize reimbursement and reduce claim denials.

Site Coordinator, 02/2021 to 11/2021

Luminis Health Pasadena Primary Care – Pasadena, MD

Register and schedule patients

- Edit claims while using work queue
- Send and receive claim notes to the billing system
- Complete in office monetary transactions due to copayments and billing balances
- Aided in submission of RFP pricing agreements.
- Supervised staff of over 15 employees.
- Identified community resources and networked with local officials to coordinate.
- Developed detailed event reports, documenting all aspects of each event.
- Developed creative themes for events and created related activities to engage attendees.
- Coordinated travel and accommodations for event attendees.

Medical Assistant, 04/2018 to 01/2021

Anne Arundel Medical Group Neurology Specialist – Annapolis, MD

- Escort patients to examination rooms upon arrival while applying time management skills to adhere to daily schedule.
- Called and faxed pharmacies to submit prescriptions and refills.

- Sanitized, restocked, and organized exam rooms and medical equipment.
- Documented vital signs and health history for patients in clinic and hospital environments.
- Take vital signs and interview patients regarding their medical history.
- Perform prior authorizations and appeals for medication and procedure approvals.
- Fax, copy, scan and maintain confidential medical records.
- Administer immunizations, perform spirometry tests and nebulizer treatments with a physician's approval.
- Enhanced patient outcomes by providing knowledgeable education on procedures, medications, and other physician instructions.
- Kept medical supplies in sufficient stock by monitoring levels and submitting replenishment orders before depleted.

Lead Senior PSR, 01/2015 to 04/2018

Children's Pediatricians And Associates – College Park, MD

- Developed and implemented customer service policies and procedures.
Verified insurance eligibility and coverage for patients.
Perform prior authorizations for medications and outpatient procedures.
- Train new employees, complete evaluations for front desk staff, assist doctors and supervisor with daily tasks in order to ensure the clinic is operating efficiently.

Education

Sanford Brown Institute - Landover, Maryland

Certifications

- BLS Certified
- Phlebotomy Certified
- ECG
- Certified Medical Assistant
- Certified CPR Instructor

-

Janice Creighton



Professional Experiences

November 2021- Present

Practice Manager/ CJC Health Services/ Abingdon, MD

Overseeing daily operations of the practice. Recruiting, training and supervising administrative staff such as medical secretaries and receptionists. Organizing duty roles for medical and administrative staff. Setting goals and ensuring the practice achieves its financial objectives. Overseeing finances, including budgets, billing and payroll. Monitoring inventory and ordering new stocks of medication supplies and medical equipment. Managing patient records and IT systems and addressing customer complaints or concerns. Enforcing industry and health and safety regulations. Ensuring office is opened and closed daily, per established schedules.

July 2023- Present

Medical Assistant Instructor/ Fortis College/ Landover, MD

Teach specified subject(s) in the medical assistant curriculum for students' comprehension. This entails having a strong understanding of the topics to be taught, and preparing well for lectures. Go through the curriculum and make useful suggestions on possible ways to improve on them to foster effective learning. Prepare detailed lecture notes on each topic to be taught, in line with acceptable standards in the institution and deliver lectures in class with authority on the given topic. Carryout research on topics to identify various insights and angles in the medical assistant field, to make students versatile in discharging their duties on the job. Create room for interaction and students' participation in class to x-ray different opinions on a given topic. Administer tests and assignments to students to assess their understanding of topics they have taken, as well as to measure the efficiency of the teaching methods adopted. Participate in meetings and trainings organized by industry associations to equip practitioners with latest trends and practices in the medical assistant field, and transfer acquired knowledge to students. Personally supervise academic activities of students to ensure they are doing well, and to put them through where they are experiencing difficulties. Promote the use of technology in

teaching, such as ICT facilities and libraries. Counsel students on their career choices, informing them of best opportunities and career paths to follow. Evaluate students' performances and create effective means of rewarding excelling students, while encouraging those not doing so well, by working with them to improve their academic performances. Make reading materials and textbooks available to students to encourage personal learning and extensive reading

Previous Experience

Paraprofessional/ PGCPs/ Lanham,MD/ Sep. 2022- July 2023

Billing Specialist/ Privia Health/ Remote/ Jan. 2022- Sep. 2022

Front End Administrator/ Cherry Blossom Intimates/ Oct. 2021- Aug. 2022

Medical Assistant/ MedStar Health/ July 2018- March 2021

Medical Assistant/ Anne Arundel Medical Center/ Nov. 2016- July 2018

Medical Assistant/ Gooding Medical / Jun 2015- Sep. 2015

Skills

Accounting, Payroll, and Banking Systems ▪ Healthcare Law ▪ HIPAA Compliance ▪ Charting ▪ Filing ▪ Processing Co -Payments ▪ Human Resource Management ▪ Organizational Improvements ▪ Appointment Scheduling ▪ Insurance Billing Procedures ▪ CMS1450 ▪ UB04 ▪ CMS1500 ▪ Healthcare Claim Cycle ▪ Insurance Verification ▪ Interpersonal Professional Communications ▪ Business Office Operations ▪ Medical Office Procedures ▪ Medical Practice Management Systems ▪ Practice Structure ▪ Leadership & Management ▪ Medical Terminology ▪ Anatomy & Physiology – Phlebotomy- Data Entry- Call

Education

2018

Associates in Healthcare Management/ Ultimate Medical Academy

2015

Medical Assistant/ Fortis College

Certifications

Medical Assistant-AMT/ Phlebotomist- NPA/ CPR Instructor- AHA