



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**New Certificate**

<b>UNIVERSITY:</b>	SDSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	Phlebotomy Certificate
<b>INTENDED DATE OF IMPLEMENTATION:</b>	2020-2021 Academic Year
<b>PROPOSED CIP CODE:</b>	51.1009
<b>UNIVERSITY DEPARTMENT:</b>	Allied & Population Health
<b>BANNER DEPARTMENT CODE:</b>	SAPH
<b>UNIVERSITY DIVISION:</b>	Pharmacy & Allied Health Professions
<b>BANNER DIVISION CODE:</b>	3P

**Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

\_\_\_\_\_  
Institutional Approval Signature  
*President or Chief Academic Officer of the University*

5/11/2020

\_\_\_\_\_  
Date

**1. Is this a graduate-level certificate or undergraduate-level certificate?**

Undergraduate Certificate  Graduate Certificate

**2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.**

The proposed certificate will train students to enter the health care field as phlebotomists. Phlebotomists work in a variety of settings including clinical laboratories, hospitals, and community health centers, where they collect blood for donation and analysis. This role is critical in health care as the blood tests are used to diagnose illness, evaluate effectiveness of medications, and determine whether a patient is receiving proper nutrition.

The proposed 9-credit undergraduate certificate in phlebotomy would provide students with coursework and clinical experience in phlebotomy. The didactic content would be offered online with a face-to-face laboratory course to train students to draw blood. Then the student

would complete 100 hours of clinical experience in health care settings to obtain the mandatory successful blood draws. Following completion of the certificate, the student would be eligible for certification through the American Society for Clinical Pathology.

**3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

This certificate fits with the mission and strategic plan of South Dakota State University. Specifically, the program will feature student-centered education that will contribute to the health of South Dakota, the region, the nation, and the world. The program will contribute to attainment of strategic goal 1 – excellence through transformative education. This will be a distinct and high-quality academic program designed to meet student and market demands. The certificate also fits with the South Dakota Board of Regents strategic plan goal of increasing student success. This certificate will primarily be offered online which increases flexibility for students. The certificate also addresses significant workforce needs within the state of South Dakota.

**4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.***

This certificate is needed to address a workforce shortage for phlebotomists. According to the U.S. Bureau of Labor and Statistics, employment of phlebotomists is projected to grow 23 percent from 2018 to 2028, much faster than the average for all occupations.<sup>1</sup> There is also a shortage of phlebotomists in South Dakota. Dialogue with clinical partners has revealed that health systems in South Dakota are in significant need of more certified phlebotomists.

**5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

The audience for this certificate would include new students to the university interested in a career in phlebotomy. Current students pursuing other health professions majors (i.e., pre-professional students, nursing) are another audience for this certificate; the certificate would give these students patient care experience, which would be very beneficial in the pursuit of their major.

**6. Certificate Design**

**A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**

The certificate would serve as a stand-alone education credential for student seeking a career in phlebotomy. Workforce demand for phlebotomists in South Dakota and across the nation is high currently. Completion of this certificate will help address those workforce

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<sup>1</sup> <https://www.bls.gov/ooh/healthcare/phlebotomists.htm>

needs. Following completion of the certificate, the student would be eligible for certification through the American Society for Clinical Pathology.

**B. Is the certificate a value added credential that supplements a student’s major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**

The certificate could be a value added credential for students in other health professions programs. Pre-professional students in particular would benefit from this certificate as it would give them significant patient care experience which would enhance their applications to professional programs such as medical school.

**C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor’s, or master’s degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**

The certificate would be stackable to the B.S. in Medical Laboratory Science for students who want to pursue additional education for a career as a medical laboratory scientist. Seven credits from the certificate would be applied to the bachelor’s degree.

**7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).**

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b>	<b>Prerequisites for Course</b> <i>Include credits for prerequisites in subtotal below.</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
MLS	201	Understanding Medical Laboratory Science	None	2	No
MLS	412-412L	Laboratory Methods and Lab	None	4	No
MLS	487	Elective Clinical Practice	None	2	No
MLS	489	Phlebotomy Clinical Experience	None	1	No
Subtotal				9	

**8. Student Outcome and Demonstration of Individual Achievement.**

*Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.*

**A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.**

In the Phlebotomy certificate, students will:

- Demonstrate knowledge of the health care systems and medical terminology.
- Communicate (verbally and nonverbally) effectively and appropriately in the health care environment.
- Demonstrate an understanding of the importance of specimen collection, various types of additives used in the collection of blood for laboratory analysis, special

precautions that are necessary due to a patient's disease state, and substances that can interfere with in the analysis of blood constituents.

- Follow standard operating procedures to collect a blood specimen via venipuncture and capillary (dermal) puncture.
- Demonstrate an understanding of age specific and psycho-social considerations involved in the performance of phlebotomy procedures on various age groups of patients.

**B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.**

Individual Student Outcome	Program Courses that Address the Outcomes			
	MLS 201*	MLS 412-412L*	MLS 489*	MLS 487*
The student will be able to demonstrate knowledge of the health care systems and medical terminology.	X			
The student will communicate (verbally and nonverbally) effectively and appropriately in the health care environment.			X	X
The student will demonstrate an understanding of the importance of specimen collection, various types of additives used in the collection of blood for laboratory analysis, special precautions that are necessary due to a patient's disease state, and substances that can interfere with in the analysis of blood constituents.		X	X	X
The student will follow standard operating procedures to collect a blood specimen via venipuncture and capillary (dermal) puncture.		X	X	X
The student will demonstrate an understanding of age specific and psycho-social considerations involved in the performance of phlebotomy procedures on various age groups of patients.		X	X	X

**9. Delivery Location.**

*Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.*

**A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

	Yes/No	Intended Start Date
<b>On campus</b>	Yes	<b>2020-2021 Academic Year</b>

	Yes/No	If Yes, list location(s)	Intended Start Date
<b>Off campus</b>	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	015 - Internet Asynchronous 018 - Internet Synchronous	<b>2020-2021 Academic Year</b>
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

**B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	No		