

Routing Sheet for Review and Approval

Proposed New Academic Plan or Name Change to Existing Academic Plan

Required steps in the review and approval process for proposed new academic plans and name changes to existing academic plans vary depending upon a number of factors. The Provost's Office reviews each concept for a new academic plan or name change in light of UMBC campus governance procedures and USM/MHEC approval guidelines. This online form has been routed by the Provost's Office to each office or governance group that needs to review this particular proposal.

Name of proposed new program OR program action: LDC Allied Health Preparatory Studies

Date of PCG review: 09/10/2016 Review by USM: yes

Date of approval initiation: 10/15/2018 Maryland Higher Education

Date Letter of Intent sent to USM: Commission for: 30-day review

Date RSTARS transfer requested: Target MHEC Submission Date: 03/25/2019

Proposal and Other Attachments

Proposal

Attachment 1

Attachment 2

Attachment 3

Attachment 4



Attachment(s)
may be viewed
starting on
page 4 of this
document.

INSTRUCTIONS

1. The proposal and this routing form are being sent to each office indicated on this form via DocuSign, in the order in which each appears on the list. Each recipient who needs to review the proposal will receive an email notification when it is his or her turn to sign.
2. If you have a concern regarding the proposed new plan or plan change, please do the following: (1) select "Concern" on the dropdown near your designated signature block, (2) enter a brief description of your concern regarding the proposal in the text box that appears, (3) select "Finish Later" under the "Other Actions" menu option, and (4) e-mail Beth Wells at bwells@umbc.edu with a more detailed description of your concern.

If you have questions about this form or the review process, please contact Beth Wells at bwells@umbc.edu, x5-8907. Thank you very much for your assistance.

Note: After reviewing the entire document, click the "Next" on the left of the page to return to your signature block.

SIGNATURES

Click "Finish" on the top right after signing.

Informal Review: **Assistant Vice Provost for Academic Affairs**

Elizabeth Wells

Elizabeth Wells
bwells@umbc.edu

Reviewed: 10/15/2018 | 12:25:57 PM EDT

Department Chair

Philip Farabaugh

Philip Farabaugh
farabaug@umbc.edu

10/30/2018 | 10:28:51 AM EDT

Approve

Vice President for Administration and Finance

Lynne Schaefer

Lynne Schaefer
lschaefe@umbc.edu

10/30/2018 | 12:07:56 PM EDT

Approve

In Process

Dean of Natural and Mathematical Sciences

William R. LaCourse

William R. LaCourse
lacourse@umbc.edu

10/30/2018 | 2:14:52 PM EDT

Approve

Dean of Undergraduate Academic Affairs

Katharine Cole

Katharine Cole

kcole@umbc.edu

10/31/2018 | 10:30:28 AM EDT

Approve

Please contact Beth Wells at bwells@umbc.edu with a brief description of your concern

regarding the proposal. To end this session

please select Finish Later under the "Other

~~Chair, Undergraduate Cases~~ Do Not Decline to Sign.

In Process

Terry Worchesky

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Final Review: **Assistant Vice Provost for Academic Affairs**

In Process

Beth Wells
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Reviewed:

Date Submitted to MHEC:

Date Submitted to USM:

Proof RSTARS Transfer Attached:

--- END OF FORM; ATTACHMENTS BEGIN ON NEXT PAGE ---

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program

University of Maryland Baltimore County

Institution Submitting Proposal

Allied Health Preparatory Studies

Title of Proposed Program

Lower Division Certificate

8/28/2019

Degree to be Awarded

Projected Implementation Date

Proposed HEGIS Code

51.1199

Proposed CIP Code

College of Natural and Mathematical Sciences

William R. LaCourse

Department in which program will be located

Department Contact

410-455-2105

lacourse@umbc.edu

Contact Phone Number

Contact E-Mail Address

Signature of President or Designee

Date

Lower Division Certificate in Allied Health Preparatory Studies

A. Centrality to institutional mission statement and planning priorities

UMBC seeks approval to offer a proposed new Lower Division Certificate in Allied Health Preparatory Studies. The Lower Division Certificate in Allied Health Preparatory Studies aims to provide current UMBC students with the opportunity to receive formal recognition for their completion of key courses required for entrance into a variety of allied health programs.

Allied health practitioners as defined by the American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA) are "a large cluster of health care related professions and personnel whose functions include assisting, facilitating, or complementing the work of physicians and other specialists in the health care system". Specifically, the proposed program aims to prepare students for careers in allied health including Nursing, Medical Technology, Pharmacy, Dental Hygiene, Physical/Occupational Therapy, and Physician Assistant. The LDC in Allied Health Preparatory Studies will provide a local response to the growing need for allied health professional projected by the Bureau of Labor Statistics, due to increasing rates of chronic health conditions and the demand for healthcare services from the baby-boom population who are living longer lives.

UMBC's mission statement describes the institution as one that integrates teaching and research to benefit Maryland citizens, and explicitly mentions "economic development of the State and the region through entrepreneurial initiatives, workforce training, (and) K-16 partnerships" (<http://about.umbc.edu/>). The LDC in Allied Health Preparatory Studies advances UMBC's commitment to STEM education, and workforce development. The program supports UMBC's strategic goals by helping the institution to "provide a distinctive undergraduate education" and continuing its dedication "to social responsibility and lifelong learning." Indeed, even during their prospective interactions with UMBC at admissions events, students often question what kind of official program they will be pursuing as allied health students at UMBC. This "lack of identity" dilemma is a source of confusion for students (and parents) as they navigate learning about UMBC and could be greatly alleviated by the Lower Division Certificate in Allied Health Preparatory Studies which offers a tangible academic affiliation.

B. Critical and compelling regional or Statewide need as identified in the State plan

The proposed LDC in Allied Health Preparatory Studies helps to attain the three primary goals of "access", "success" and "innovation" outlined in the Maryland State Plan for Postsecondary Education (2017-2021). Specifically, the LDC will target strategy 6 under the success goals - "Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements" (p. 4). A significant percentage of UMBC's allied health population is not pursuing a UMBC baccalaureate degree and thus is not accounted for by an academic department. These students typically transfer to professional school at the end of their final year of prerequisite completion. Indeed, despite their successful completion of significant coursework, allied health students do not currently receive any official acknowledgment by the University for their specialized academic attainment. Thus, a portion of UMBC's more accomplished students transfer out from campus every year to complete allied health programs without any formal recognition (for them or for UMBC) of their academic accomplishments. The proposed program *packages existing courses* allied health students are already taking into a certificate.

The LDC program will also help to accomplish the mission set by USM in The USM Strategic Plan (2010-2020) to “meet the diverse education, healthcare, service and workforce training needs of our citizens” as well as “promote the quality of life and the advancement of knowledge in, and the economic development of our state” (p. 9). The Strategic Plan outlines initiatives that have already been developed by USM, including “increasing access to high-demand degree programs through expansion or enhancement of ...targeted, high-need programs at our traditional USM institutions, like pharmacy and Nursing”, but notes that these initiatives will need to be continually expanded for the coming decade to meet the goal of having at least 55 percent of Maryland’s adult population earn a college degree (associate’s or four-year baccalaureate) (p. 10-11). The Allied Health Preparatory Studies LDC provides a rigorous preparatory program that will prepare students and encourage them in their pursuit of additional academic work that will lead to degrees qualifying them for high demand allied health employment.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and state

The Bureau of Labor Statistics notes that employment of healthcare workers is projected to grow 18% from 2016-2026, a much faster rate than the average for all other occupations. The healthcare industry is expected to add about 2.4 million new jobs due to a number of reasons, including the increase in elderly population, stronger emphasis on preventative health care, and increase in chronic health conditions such as diabetes and obesity (<https://www.bls.gov/ooh/healthcare/home.htm>). Many of these healthcare occupations would be grouped into the allied health field such as Dental Hygiene, Medical and Clinical Laboratory Technology, Pharmacy, Physical and Occupational Therapy, Registered Nursing, and Physician Assistant.

At the local, state, and national level all of these occupations are projected to show growth in the next several years. Washington, DC and Baltimore, MD demonstrated an increase in employment in the areas of education and health services from July 2017 to July 2018 by 2.9% and 1.1% respectively. Maryland estimates an increase in job growth of at least 7.92% for the aforementioned allied health professions, and national projections list an increase in growth of at least 5.6% in these professions (https://www.bls.gov/regions/midatlantic/summary/blssummary_washington.pdf, https://www.bls.gov/regions/midatlantic/summary/blssummary_baltimore.pdf). The Maryland Department of Labor, Licensing, and Regulation projects an increase in job opportunities from 2016 to 2026 by 11.45% for Registered Nurses, 25.27% for Physical Therapists, 22.2% for Physician Assistants, 30.52% for Dental Hygienists, 7.92% for Pharmacists, and 12.41% and 13.66% for Medical and Clinical Laboratory Technologists/Technicians, respectively (<https://www.dlir.state.md.us/lmi/iandoproj/maryland.shtml>).

The proposed LDC will help to support the demonstrated growing demand for positions in the allied health field by preparing students to transition into baccalaureate degree programs or specialized allied health programs that will lead to job opportunities in the healthcare field.

D. Reasonableness of program duplication

Alleghany College of Maryland offers a Lower Division Certificate in Medical Lab Technology (Biotechnology), and Anne Arundel Community College and Community College of Baltimore County offer a Physician Assistant Lower Division Certificate. However, all of these programs

are offered at two year colleges and with the demonstrated significant need for allied health professionals in the next five to ten years, a multitude of programs will be needed to successfully meet the workforce demand.

E. Relevance to implementation or maintenance of high-demand programs at historically Black Institutions (HBIs)

None of Maryland's Historically Black Institutions (HBIs) offer Lower Division Certificate Programs in any allied health related disciplines. Several the HBIs offer baccalaureate degree programs in allied health fields that UMBC students who complete the LDC could potentially transfer into, as described in Section F. Because UMBC does not plan to recruit additional students to this program, it anticipates that the proposed LDC in Allied Health Preparatory Studies will have no adverse impact on enrollment at any HBI. The proposed program packages existing courses that current students are already taking into a certificate that formally recognizes their accomplishments at UMBC.

F. Relevance to the support of uniqueness and institutional identities of HBI's

The Lower Division Certificate in Allied Health Preparatory Studies aims to provide current UMBC students with the opportunity to receive formal recognition for their completion of existing key courses required for entrance into a variety of allied health programs. Approximately 40 percent of UMBC's allied health population is not pursuing a UMBC baccalaureate degree and is only completing the first two years of foundational coursework necessary to gain entry into professional school or transfer to another four year institution to obtain a baccalaureate degree. Students who complete the Allied Health Preparatory Studies LDC could potentially have the opportunity to transfer to one of the four HBI's that offer baccalaureate degree programs in allied health fields. Examples of these degree programs at HBI's are listed below.

- Bowie State University Nursing B.S.N.
- Coppin State University B.S.N.
- University of Maryland Eastern Shore Physician Assistant B.S.
- University of Maryland Eastern Shore Physical Therapy B.S.
- University of Maryland Eastern Shore Medical Technology B.S.
- Morgan State University Nursing B.S.N.
- Morgan State University Medical Technology B.S.

G. Adequacy of curriculum design and delivery to related learning outcomes

Please see Appendix A for a list of the existing courses that comprise the LDC in Allied Health Preparatory Studies, as well as an outline of the full proposed curriculum.

The goal of UMBC's proposed LDC in Allied Health Preparatory Studies is to provide current UMBC students pursuing these required courses with the opportunity to receive formal recognition for their completion of key courses required for entrance into a variety of allied health programs.

The curriculum of the LDC includes a total of between 35 and 37 credits (depending on which pathway is taken for the required chemistry and biology coursework) consisting of courses currently offered or approved at UMBC. A total of between 26 and 28 credit hours are dedicated

to instruction in biology, chemistry, and statistics courses relevant to the allied health field, as well as an additional six credits of laboratory course instruction. The curriculum also incorporates nine credits of general education requirements; one course in the social sciences, one course in the arts and humanities, and an English composition course. The proposed program:

- Provides students with a broad knowledge of theories and concepts in the natural and mathematical sciences.
- Provides students with the preparation and skills needed to acquire a working knowledge of the human body including structure, function and basic pathologies.
- Provides students with the methods that underlie the search for knowledge in the arts, humanities and social sciences.
- Enables students to use writing processes to explore, think and learn and to write effectively for various tasks and audiences.
- Prepares students to enter various allied health programs – specifically in Nursing, Medical Technology, Pharmacy, Dental Hygiene, Physician Assistant, and Occupational/Physical Therapy.

Two changes are being made in the courses included in the curriculum for the LDC. A curriculum redesign is being planned for BIOL 275 (microbiology), which will be dedicated solely to servicing allied health students, with the content more relevant to their future occupations. BIOL 100L (Concepts in Experimental Biology) has not been offered for several years and will be offered as part of the LDC curriculum. The reimplementation of BIOL 100L will help Dental Hygiene and Medical Laboratory Technology students, who currently complete their introductory biology laboratory course at another institution.

H. Adequacy of any articulation

No articulation agreement related to the proposal.

I. Adequacy of faculty resources

The College of Natural and Mathematical Sciences (CNMS) at UMBC will administer the Lower Division Certificate in Allied Health Preparatory Studies. The proposed program will be coordinated by the CNMS Research Coordinator with support from the Assistant Director of Allied Health Programs positioned in the UMBC Office for Academic and Pre-Professional Advising.

See Appendix B for a table of the LDC in Allied Health Preparatory Studies program faculty. All of the courses in the proposed LDC are currently being taught by UMBC full-time faculty, with the exception of BIOL 100L, for which a part-time faculty member will be hired. BIOL 275 will transition to being taught by a part-time faculty member.

J. Adequacy of library resources

According to Patrick Dawson, Director of the Albin O. Kuhn Library “The President assures that institutional facilities meet new program needs.” Since the program is a *packaging of existing courses for students already attending UMBC*, no additional funds for the library are needed in this certificate.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The LDC in Allied Health Preparatory Studies will be based on the main UMBC campus in Baltimore, MD. The majority of the classes that will be offered under the LDC are already currently offered at UMBC and have adequate allocated classroom space in the academic buildings. A new Integrated Life Sciences Building is also under construction at UMBC and could provide classroom/laboratory space for courses offered in the LDC. UMBC's new 130,000 GSF Interdisciplinary Life Sciences Building (ILSB) will provide 70,000 net assignable square feet of flexible and adaptable research and education spaces to support on-going and future life sciences programs.

L. Adequacy of financial resources with documentation

The project budget for the LDC program is based on the program being designed for students who are currently enrolled at UMBC. No new student enrollment is planned as a result of the implementation of this certificate program. The comprehensive project budget is provided in Appendix C. The source of the funds is discretionary funds from the dean's office in the College of Natural and Mathematical Sciences at UMBC. The program budget establishes faculty support for two part-time instructors to teach a microbiology lecture course (BIOL 275) and an introductory biology course (BIOL 100L), two core courses in the certificate curriculum. BIOL 275 will be undergoing a curriculum redesign and therefore expenses for a part-time instructor dedicated specifically to this course have been included. A part-time instructor will be hired to teach BIOL 100L. Operating expenditures focus on academic support, administrative support (e.g., marketing), and initial start-up equipment funding for the reimplementation of BIOL 100L.

M. Adequacy of provisions for evaluation of program consistent with Regulation .15 in COMAR

Program and Institutional Level Evaluation: The 2009 UMBC Assessment Plan, which delineates roles and responsibilities for learning assessment, requires that academic programs collect data and provide assessment reports to their respective College Deans every two years. The Deans summarize findings in a report that is shared with the Council of Deans. Representatives of the General Education Committee (GEC) join this meeting with the purpose of determining how well the University is assessing and achieving its institutional-level student learning outcomes. The GEC develops a report that captures highlights and proposes recommendations for improvement. The University Assessment Committee, which includes stakeholders across the University, reviews these reports, notes achievements, and makes recommendations for moving forward.

Program-specific evaluation: The LDC program, which will be under the purview of the CNMS, will undergo a biennial assessment that includes review of program learning goals, assessment measures, and student learning outcomes. The results of the program assessment and review will be used to develop strategies for improving the education of LDC in Allied Health Preparatory Studies majors. An Advisory Committee, comprised of faculty associated with core courses in the LDC program and members of the advising community, will lead the assessment efforts under the procedures mandated by the CNMS. Additionally, a representative from the LDC program will serve with other CNMS department representatives on the CNMS Student Learning Assessment Advisory Committee (SLAAC). SLAAC members create templates for general education course and program assessment in the CNMS that are used by each department to create individualized but uniform assessment plans to promote continuous improvement.

SLAAC members also serve as assessment liaisons to their departments/programs and help facilitate best practices and the use of the CNMS SLA templates to complete plans. Committee members also facilitate the timely completion of the assessment reports to fulfill the approved plans for the assessment of departmental general education courses and overall program assessment, and serve as the primary contacts between the Dean's Office and the department/program to address questions and/or issues involving the submitted assessment plans. It is the intent of the College to conduct exit interviews with students who complete the certificate program as part of evaluating the LDC program.

UMBC will continue to employ assessment tools and methods in evaluating student outcomes, courses, and faculty consistent with COMAR 13B.02.03.15 expectations and with curriculum review procedures established by UMBC.

N. Consistency with the Commission's minority student achievement goals

UMBC has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff, and students. Founded in 1966, UMBC is a selective, historically diverse, public research university. At UMBC, diversity is defined in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, non-traditional, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics. According to UMBC's 2017-2018 Diversity Report, student enrollment reflected a 47.3% minority undergraduate enrollment, including 18.1% African American, 7.4% Hispanic and 21.5% Asian enrollment (<https://provost.umbc.edu/files/2018/06/UMBC-Diversity-Report2017-2018-06142018-Final.pdf>). The UMBC student population was reported as 45% female and 55% male.

Implementing a Lower Division Certificate in Allied Health Preparatory Studies will provide an opportunity to market allied health majors/disciplines to the diverse student population at UMBC.

O. Relationship to low productivity programs identified by the Commission

No relationship to low productivity programs identified by the Commission.

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice

No distance learning is being proposed for this program.

Appendix A: Adequacy of Curriculum Design and Delivery to Related Learning Outcomes

Curriculum Requirements	Description	Total Credits
BIOLOGY:		
BIOL 101: Concepts of Biology ¹	A broad overview of contemporary biological science designed for non-majors.	3 credits
OR		
BIOL 141: Foundations of Biology: Cells, Energy and Organisms ¹	This course for majors provides a broad overview of contemporary biological concepts.	4 credits
OR		
BIOL 100L: Concepts of Experimental Biology	The laboratory exercises are designed to provide the student experience with essential laboratory equipment and techniques.	2 credits
BIOL 251: Human Anatomy and Physiology	The first semester of a two-semester lecture course covering the structure and function of the organs of the human body.	3 credits
BIOL 275: Microbiology	Introductory course describing the fundamental properties of micro-organisms and viruses and their relationships to other life forms.	3 credits
BIOL 275L: Microbiology Laboratory	This laboratory course consists of a series of exercises designed to familiarize the student with microbiological techniques.	2 credits
OR		
CHEMISTRY:		
CHEM 101: Principles of Chemistry I ²	An introduction to chemistry for science majors and other students who require a thorough grounding in the principles of chemistry.	4 credits
CHEM 102: Principles of Chemistry II ²	Continuation of CHEM 101.	4 credits
CHEM 102L: Introductory Chemistry Lab I ²	Companion course to CHEM 102, intended for all students who require two or more years of chemistry.	2 credits
OR		
CHEM 123: Introduction to General Organic and	A two-semester chemistry course intended for students preparing for health sciences.	4 credits

Biochemistry I ²		
CHEM 124: Introduction to General Organic and Biochemistry II ²	Continuation of CHEM 123.	3 credits
CHEM 124L: General Organic and Biochemistry Lab ²	A companion laboratory course to CHEM 124.	2 credits
STATISTICS:		4 credits
STAT 121: Introduction to Statistics for the Social Sciences ³	Introduction to statistical methods common to social science applications.	
OR		
STAT 350: Statistics with Applications in the Biological Sciences ³	An overview of statistical procedures that will be illustrated using data from biology and the health sciences.	4 credits
GENERAL EDUCATION:		
ENGL 100: Composition ⁴	A course in critical thinking, reading, and composing, with an emphasis on integrating academic research and documentation.	3 credits
Social Science	Chosen from General Education Program Options.	3 credits
Arts and Humanities	Chosen from General Education Program Options.	3 credits
TOTAL CREDIT HOURS		35 - 37 credits
¹ Students will choose to complete BIOL 101 OR BIOL 141 ² Students will choose to complete the CHEM 101, 102, 102L sequence OR CHEM 123,124, 124 L sequence ³ Students will choose to complete STAT 121 OR STAT 350 ⁴ Students will choose to complete ENGL 100 OR equivalent course (ENGL 100A, ENGL 110, ENGL 100H, or ENGL 100P)		

Appendix B: Adequacy of faculty resources

Faculty Member	Appointment Type	Terminal Degree	Academic Title/Rank	Status	Courses Taught
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Jennifer Hughes	Non-Tenure Track	Ph.D., Physiology	Lecturer	Full-time	BIOL 101, BIOL 251
Esther Fleischmann	Non-Tenure Track	Ph.D., Zoology	Senior Lecturer	Full-time	BIOL 101, BIOL 251
Elizabeth Feeser	Non-Tenure Track	Ph.D., Biochemistry, Cellular and Molecular Biology	Lecturer	Full-time	BIOL 141
Tara Carpenter	Non-Tenure Track	Ph.D., Analytical Chemistry	Senior Lecturer	Full-time	CHEM 101, CHEM 102
Sarah Bass	Non-Tenure Track	Ph.D., Chemistry	Lecturer	Full-time	CHEM 101, CHEM 102
Marie Van Staveren	Non-Tenure Track	Ph.D., Chemical and Materials Physics	Lecturer	Full-time	CHEM 102L
Allison Tracy	Non-Tenure Track	Ph.D., Biochemistry and Molecular Biology	Senior Lecturer	Full-time	CHEM 123, CHEM 124
Frank Tyminski	Non-Tenure Track	B.S., Chemistry/Life Sciences	Laboratory Supervisor	Full-time	CHEM 102L, CHEM 124L
Bonnie Kegan	Non-Tenure Track	M.S., Statistics	Adjunct Faculty	Part-time	STAT 121
William Slowikowski	Non-Tenure Track	M.S., Mathematical Statistics	Adjunct Faculty	Part-time	STAT 121
Thomas Mathew	Tenure-Track	Ph.D., Statistics	Professor	Full-time	STAT 121, STAT 350
Yi Huang	Tenure-Track	Ph.D., Biostatistics	Associate Professor	Full-time	STAT 350
Carol Fitzpatrick	Non-Tenure Track	M.A., English	Senior Lecturer Director, Writing and Rhetoric Division	Full-time	ENGL 100

Please note that the instructors listed are the main instructors who have taught the listed courses for the past several semesters. Instructors may differ according to semester. Instructors for the Social Science and Arts and Humanities courses will vary according to the course taken.

Appendix C:

TABLE 1: RESOURCES

Resources Category	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated*	56,110	29,110	29,110	29,110	29,110
2. Tuition/Fee Revenue (c + g below) ⁺	0	0	0	0	0
a. # F.T. Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
TOTAL (Add 1-4)	55,110	31,610	31,610	31,610	31,610
* Funds to cover the expenditures of the LDC programs are being reallocated from the dean's office discretionary funds under the College of Natural and Mathematical Sciences at UMBC.					
⁺ There is no anticipated enrollment of additional UMBC students due to the implementation of this certificate. This certificate is designed specifically for students already attending UMBC.					

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)*	24,110	24,110	24,110	24,110	24,110
a. #FTE	1.67	1.67	1.67	1.67	1.67

b. Total Salary	24,110	24,110	24,110	24,110	24,110
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
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. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment ⁺	20,000	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses ⁺⁺	12,500	7,500	7,500	7,500	7,500
8. TOTAL (Add 1-7)	56,610	31,610	31,610	31,610	31,610

* Faculty expenses account for part-time salary for two instructors. One instructor will be hired to teach BIOL 275 (#FTE = 1) and one instructor will be hired to teach BIOL 100L (#FTE = 0.67).

⁺ Equipment expenses are a one-time cost that will be used to purchase new equipment and instrumentation for the reimplementation of BIOL 100L. This lab has not been offered for several years, so funding will be needed to update equipment and instrumentation.

⁺⁺ Other Expenses include the cost of consumable products for each section of BIOL 100L and a one-time cost of \$5,000 for marketing supplies for the new program. The cost of consumables will be paid for by the \$50 lab fee that is in effect for this course.

Office for Academic and Pre-Professional Advising
Sherman Hall, B-Wing, Suite 224
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, Maryland 21250

PHONE: 410-455-2729
WEB: www.advising.umbc.edu

29 September 2018

Dear Ms. Wells,

The Office for Academic and Pre-Professional Advising (OAPA) is both pleased and prepared to support the proposal for a Lower Division Certificate in Allied Health Preparatory Studies. We helped to generate earlier drafts of the proposal and continue to believe in the goals and objectives the certificate will offer to an important student constituency under our purview – students with Allied Health aspirations.

We are committed to providing advising and administrative support to help launch this new certificate program as well as helping to manage student participation from start to finish.

Sincerely,



Ken Baron, PhD

Assistant Vice Provost for Academic Advising and Student Success

Department of Biological Sciences

University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

Philip Farabaugh

PHONE: 410-455-3018 FAX:
410-455-3875

VOICE/TTY: 410-455-3233

WEB: <http://www.umbc.edu/biosci/>

Memorandum

Date: October 2, 2018

To: Beth Wells

Assistant Vice Provost for Academic Affairs

From: Philip Farabaugh

Chair, Department of Biological Sciences



Subject: Support for the Allied Health Certificate Program

The Department of Biological Sciences is pleased to support the proposal for a Certificate in Allied Health. The program will serve the students in the Pre-Allied Health program by clearly identifying the milestones in their completion of the degree and allow the College of Natural and Mathematical Sciences to better monitor progress and provide instruction appropriate to the experience and preparation that these students are provided. The hope is that by creating a program that is more closely tied to the students' interests, preparation and academic strengths we can have better and more consistent outcomes for all students.

As Chair of the Department of Biological Sciences, I am committed to offering the courses that will form parts of this program at least annually within our resource constraints to meet the needs of the students studying for the certificate. I confirm that our department has the capacity to offer these courses.