UNIVERSITY *of* **MARYLAND BALTIMORE**

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February 2, 2018

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
Nancy S. Grasmick Building, 10th floor
6 North Liberty St., Baltimore, MD 21201

Dear Secretary Fielder:

The University of Maryland School of Nursing is seeking MHEC's approval to offer a Post-Baccalaureate Certificate (PBC) in Care Coordination program.

The Certificate is designed to prepare registered nurses educated at the baccalaureate or higher level for leadership roles in Care Coordination and Case Management.

We appreciate your consideration of this request. If you have any questions, please contact me at 410-706-2304 or bjarrell@umaryland.edu .

Sincerely,

Bruce E. Jarrell, MD, FACS
Executive Vice President and Provost

MARYLAND HIGHER EDUCATION COMMMISSION ACADEMIC PROGRAM PROPOSAL

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

_X_ NEW INSTRUCTIONAL PROGRAM ___ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION ___ COOPERATIVE DEGREE PROGRAM _X_ WITHIN EXISTING RESOURCES or ___ REQUIRING NEW RESOURCES

University of Maryland, Baltimore (UMB)
Institution Submitting Proposal

Post-Baccalaureate Certificate in Care Coordination
Title of Proposed Program

Post-Baccalaureate Certificate Degree to be Awarded	**Fall 2018** Projected Implementation Date
 Suggested HEGIS Code	**51.3899** Proposed CIP Code
UMB Graduate School/School of Nursing Department in which program will be located	**Jane M. Kirschling, PhD, RN, FAAN** Department Contact
(410) 706-6740 Contact Phone Number	**Kirschling@son.umaryland.edu** Contact E-Mail Address

Bruce E. Jarrell
Signature of President/Chief Executive Approval
Designee

2/2/18
Date

Date Endorsed/Approved by Governing Board _____

Date

Body of Proposal: Normally not to exceed 10 pages.   Please be sure to number your pages.

A. Centrality to institutional mission statement and planning priorities:

Program Description

The proposed Certificate in Care Coordination (CC) is a 12 credit post-baccalaureate certificate consisting of 4, 3-credit graduate courses. Like the other certificates the UMSON offers (Environmental Health, Global Health, Nursing Informatics, and Teaching in Nursing and the Health Professions), the CC Certificate is awarded by the University of Maryland, Baltimore (UMB) Graduate School.   The Certificate is designed to prepare registered nurses educated at the baccalaureate or higher level for leadership roles in Care Coordination and Case Management. Two of the courses within the Certificate are already existing, distance education, core courses, NRSG 780 and NRSG 782 (see Table 1). Two new courses (Care Coordination I and II) have been developed specifically for the Certificate. Care Coordination (CC) I is a lecture course offered in the classroom and CC II is a combined in-classroom lecture and clinical course. The clinical component of the course will use a precepted model of education.   Students will be placed with preceptors involved in care coordination and case management in a variety of health care settings.

Institution Mission

As stated on the UMB website, founded in 1807, UMB is the state's public health, law, and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. We emphasize interprofessional education and research in an atmosphere valuing civility, diversity, collaboration, teamwork, and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning, and just treatment of the people we serve, we foster economic development in the city, state, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances Maryland communities.

The UMB mission further states that by using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work, and the law. Consistent with the institution's mission, the mission of the UMSON is to shape the profession of nursing and the health care environment by developing nursing leaders in education, research, and practice. The UMB School of Nursing is "recognized for promoting scientific knowledge, critical thinking, interprofessional teamwork, and a profound commitment to the health of individuals and communities." Through the required educational courses, the proposed CC Certificate advances these values by preparing students for leadership roles within interprofessional practices such as Accountable Care Organizations and Patient Centered Medical Homes. Students will advance the use of evidence in accordance with the UMSON mission as they plan care for patients with complex medical conditions.

Alignment with the Institution's Strategic Goals and Evidence of Priority Status

In 2016, the UMB community revised its earlier strategic plan to help guide the University through 2021. As part of this effort, UMB schools have revised their plans to reflect the new 2017-2021 UMB plan. Consistent with this Plan, the UMSON has incorporated the themes of the plan and developed objectives for the school to address the five UMB Strategic Plan themes which include the provision of 1) a vibrant learning environment, 2) respect and inclusiveness, 3) decision-making through data, 4) high-impact research and scholarship, and 5) excellence and diversity.

Congruent with the 2017 UMSON Strategic Plan, core courses within the Care Coordination Certificate Program will foster the use of data in the decision process when planning care for complex patients. The core values of accountability, civility, collaboration, diversity, excellence, knowledge, and leadership are woven throughout the required Care Coordination core content. A culture of excellence and diversity is fostered among faculty and students though a vibrant learning environment where knowledge is created and shared.

B. Adequacy of curriculum design and delivery to related learning outcomes:

List of Courses   Table 1.   Course Number, Title, Description and Credit Hours

Course Number, Title and Description	Credit Hours
NRSG 780 Health Promotion and Population Health. This core course is designed to examine the determinants of health and distribution of disease. Epidemiological, demographic and environmental data, national reports and surveys, and legislation are used to assess trends and establish priorities to improve the health status of the population. The course focuses on the leading causes of death and disability as well as key issues in infectious disease, behavioral health and environmental and occupational health. It addresses the importance of health disparities, cultural competence and social justice in developing health promotion and disease prevention programs. Models and theories for behavior change and program planning, health communication strategies, and the role of health policy are emphasized in developing and evaluating high risk and population-base interventions to improve the health status of the population.	3 Didactic
NRSG 782 Health Systems and Heath Policy This core course is designed to provide an analysis of health care delivery and policy trends and their effects on organization of clinical and health systems. The course investigates the policy, regulatory, financial, technological and social dynamics that lead to quality improvement and patient safety impacting health care organizations, Health care professionals and patient populations. Leadership strategies are explored that influence decisions at both the practice-level and systems-level. Emphasis is placed on the role of nurses in developing and implementing initiatives to improve quality and cost-effectiveness of care and demonstrate sensitivity to diverse organizational cultures and populations.	3 Didactic

Course Number, Title and Description	Credit Hours
Care Coordination I (Course not yet numbered) This course is an overview of Case Management as a core component of Care Coordination. Case management, using the nursing process as a theoretical framework relies on acute care and public health nursing skills to plan and implement care plans that support client autonomy as well as health and social needs. Course content will focus on the five knowledge domains identified by the Commission for Case Manager Certification as essential content for case management. These include, Psychosocial Concepts and Support Systems; Quality and Outcomes Evaluation and Measurements; Rehabilitation Concepts and Strategies; Care Delivery and Reimbursement Methods; and Ethical, Legal and Practice Standards. Students will also be exposed to the basic principles of Care Coordination as a model for nursing practice.	3 Didactic
Care Coordination II (Course not yet numbered) This course addresses the value and challenge in providing high quality, safe and effective care to patients from diverse population groups delivered by multidisciplinary care teams led by nurse care coordinators. The course builds upon Care Coordination I core content, and offers a comprehensive look at care coordination including the impetus for care coordination, foundational underpinnings and the various settings for care delivery. Students are taught various care coordination models and self-management tools used in care coordination. Students will learn the skills and competencies needed for care coordinators to safely manage the care of patients with complex illnesses across care settings. The 45-hour Practicum embedded within the course focuses on the application of principles of care coordination and case management. Students will work individually with preceptors in a variety of community settings where they will apply the nursing process and care coordination skills to lead a coordination team alongside their preceptor.	3 (2 Didactic, 1 practicum)

Educational Objectives and Intended Student Learning Outcomes

Educational Objectives:
- Differentiate case management, care coordination and care transitions.
- Explain five areas of essential content including psychosocial concepts and support systems; quality and outcomes evaluation and measurement; rehabilitation concepts and strategies; care delivery and reimbursement methods; and ethical, legal and practice standards.
- Describe ways nursing collaborates to access resources in institutional and community-based settings.
- Apply the nursing process in case management, care transitions and care coordination across care settings.
- Evaluate the effects of care coordination on patient health outcomes.
- Participate in the case management process for individual clients including screening, assessing, stratifying risk, planning, implementing care coordination, follow-up, transitioning, communicating post transition and evaluating.
- Use tools to complete an initial assessment, participate in care coordination, terminate care coordination and evaluate outcomes.

- Demonstrate skill in using patient care technologies, information systems and communication devices that support safe nursing practice.
- Employ strategies for interdisciplinary teamwork, oversight of community health workers, therapeutic and professional communication, problem solving and conflict management when working with patients and peers.

Intended Student Learning Outcomes:
- Prepare Community Public Health nurses for leadership roles in care coordination and care management.
- Prepare Post Baccalaureate nurses to coordinate care for clients with complex health care needs as members of inter-professional healthcare teams.
- Prepare Post Baccalaureate nursing students for success on the case management certification examination.

General Education Requirements

Graduate courses use the semester credit hour as the unit of course credit. One credit hour is equivalent to one contact hour per week for the 15-week fall and spring terms and 2 contact hours per week for the 8-week summer term. The CC Certificate requires 12 credits as shown in Table 1.

Minimum requirements for awarding the certificate including completing the 4 courses shown in Table 1. Students have three years from admission to the certificate program to complete the certificate and must maintain a 3.0 cumulative GPA. A student may enroll only in one certificate at a time and have three years to complete each one.

Transfer of Credits

Transfer credit is credit for a course taken at an accredited institution and eligible for credit at UMSON. Courses taken as part of a degree or other program at another institution are not eligible for transfer to a Certificate at UMSON.

Waiver of Credits

A Certificate permits students to request a waiver of a course when they have gained required content through a course at another university. A waiver course is an equivalent course taken at another institution and that meets the curriculum requirements for the UMSON course. The student must have earned a grade of "B" or better in the course to be eligible for a waiver. The number of credits earned is not transferred to UMSON and the student is required to enroll in additional coursework to earn the 12 credits required for graduation from the Certificate.

Specialized Accreditation or Graduate Certification Requirements

Not applicable.

The CC Certificate will prepare graduates to sit for the Case Manager Certification Examination (Commission for Case Manager Certification: https://ccmcertification.org/sites/default/files/docs/2017/cert_guide_- 6.12.17_new_website_1.pdf . While certification is not required for positions involving care coordination and case management knowledge and skills, a growing number of employers are requiring certification by exam for care coordinators and case managers in leadership roles.   Accordingly, these employers incentivize through higher pay and opportunities for advancement.

Contract with another Institution or Non-collegiate Organization

Not applicable**.**

C. Critical and compelling regional or Statewide need as identified in the State Plan:

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

o   The need for the advancement and evolution of knowledge.
o   Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

Need for Advancement and Knowledge Evolution

The Maryland Health Services Review Commission (HSCRC) has identified the need to improve care coordination and care management in Maryland. The Commission recognizes the importance of care coordination as a valuable strategy to improve quality and contain costs. The demand for skilled registered nurse care coordinators is high, especially in settings that provide care to diverse and vulnerable populations.   Consequently, there is a growing need for the advancement and evolution of knowledge within the nursing workforce, specifically care coordination as a model for improving quality of care, decreasing medical errors and improving population health.

The recent Institute of Medicine (IOM) Report, "The Future of Nursing: Leading Change, Advancing Health", details the need for nurses to improve their academic credentials. In order to meet the demands of an evolving health care system and the changing needs of patients, nurses must achieve higher levels of education and training. The proposed UMSON Certificate in Care Coordination advances the IOM's directive and is consistent with the Maryland State Plan for Postsecondary education.

<u>Societal Needs and Expanding Educational Opportunities for Minority and Educationally
Disadvantaged Students</u>

The UMSON attracts and is committed to maintaining a diverse student body across all of its
programs (see section N). Students from minority and/or disadvantaged groups are supported
during their enrollment by faculty and Student Success Center staff.   This certificate offers an
opportunity for students to enhance their education and improve their ability to meet the complex
health care needs of Maryland's diverse population.

**D. Provide evidence that the perceived need is consistent with the Maryland State Plan for
Postsecondary Education and the USM Strategic Plan:**

The proposed CC Certificate will be offered by faculty in the existing MS Community Public
Health (CPH) specialty. For more than 50 years, the CPH specialty has offered an opportunity
for nurses in Maryland to advance their education, careers, and leadership skills in community
public health. The CC certificate will meet the needs of practicing nurses who want to enhance
their knowledge and skills in care coordination and who after obtaining the certificate, will be
better able to meet the health care needs of patients in both public and private settings within
Maryland.

The CC Certificate advances the state's goal to offer equitable and affordable postsecondary
education to Maryland residents. The UMSON and UMB have systems in place to address the
goals of "Maryland Ready" (2013-2017), ensuring the quality and effectiveness of courses and
programs, access to educational offerings, the affordability of a state educational institution, and
student completion of programs enhanced through a variety of student services designed to
enhance student success. As part of their strategic plans, UMB schools, including the UMSON
have in place ongoing efforts to increase diversity and inclusion.   CPH faculty strives to
incorporate innovation into the curriculum and by fostering student success, enables graduates to
ultimately contribute to the economic growth and vitality of the State.   The plan of study will
ensure student success through practicum experiences with care coordination experts and
simulation experiences. In accordance with the state's goal, students will have the opportunity to
study at a nationally ranked institution of higher learning at in-state tuition rates.

**E. Quantifiable & reliable evidence and documentation of market supply & demand in the
region and State:**

<u>Projecting Market Demand</u>

New models of health care delivery, managed care oversight and government regulation have
increased the demand for highly skilled nurse case managers and care coordinators. Hospitals,
health systems and insurers recognize the importance of care coordination as a valuable strategy
to improve quality, promote evidence-based practice and contain costs. The demand for certified
case managers is expected to increase as the population ages; hospital stays will shorten and care
will move from the acute care setting to the community (Henderson et al., 2012).

While quantitative data on regional and state supply and demand for case managers/care coordinators is lacking, there is abundant anecdotal evidence that the demand for nurses who can effectively coordinate and manage care for patients with complex medical issues has skyrocketed in recent years as payers and providers turn to new healthcare delivery models aimed at lowering costs by keeping people with serious chronic conditions out of hospitals and in their homes. The nation's estimated 838 Accountable Care Organizations increasingly employ care coordinators. (Job Outlook for RN Case Managers http://nursejournal.org/nursing-case-management/rn-case-manager-salary-and-job-outlook/).

According to Qualis Health (2016), health care organizations and agencies face challenges in selecting and educating their current staff to provide care coordination roles and functions. The UMSON CC Certificate will provide practicing nurses with the knowledge and skills they need to function in the care coordination role. The US Bureau of Labor Statistics (2014) projects a 19% rate of growth for registered nurses between 2012 and 2020; this rate of growth surpasses the average for all occupations. Certified Nurse Case Managers/Care Coordinators can expect even greater growth and employment opportunities. Practice opportunities are available in acute and long-term care facilities, human services agencies, managed care organizations and community based settings (CCMC, 2010).

F. Reasonableness of program duplication:

Similar Programs in the State/Geographical Area

Stevenson University is the only university in Maryland that currently offers a 15-credit Post-baccalaureate certificate in care coordination. A review of the course descriptions highlights some differences in program objectives and focus. Stevenson's focus appears to be on community needs assessment and care planning rather than on coordinating patient care across all levels of acuity and care transitions.

Justification for the Care Coordination Certificate

Distinguishing characteristics of the UMSON proposed certificate program is the emphasis on the coordination of care across all settings and levels of care to improve health outcomes, contain costs, and improve the patient's experience of care. Additionally, the proposed Certificate includes a course specifically addressing care coordination and incorporates a 45-hour precepted practicum experience with practicing care coordinators in clinical settings focused on vulnerable populations. These include, for example, Care First Blue Cross Blue, The Coordinating Center and The Jacques Initiative.   These opportunities will provide students with first-hand experience using evidence based care coordination models that result in improved patient outcomes.

The inclusion of a practicum experience affords students the opportunity to learn from experts and at the same time, apply their learning to real-world settings. We believe that the differences between the UMSON and Stevenson certificates are sufficiently significant to justify the approval of the proposed UMSON Care Coordination Certificate.

G. Relevance to Historically Black Institutions (HBIs):
   There is no anticipated impact on the implementation or maintenance of high-demand
   programs at HBIs or on the uniqueness and institutional identities and missions of HBIs.

**H. If proposing a distance education program, please provide evidence of the Principles of
Good Practice (as outlined in COMAR 13B.02.03.22C):**

The CC Certificate is not a distance education program but includes two distance education core
courses (NRSG 780 and NRSG 782) described in Table 1. The two new care coordination
courses will be offered via traditional instruction, e.g., via on-site interaction and/or instruction.
Any electronic instruction that may occur, will comprise less than 50% of the instruction/
interaction.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11):

Quality of Faculty

All Certificate faculty are experienced Community Public Health (CPH) nurses and have taught
across the curriculum within the CPH specialty.   Each has practiced within the east and west
Baltimore communities, focusing on the health of vulnerable populations. The faculty members
have expertise in coordinating care, assisting clients to access services, identifying barriers to
care, locating resources and visiting patients and their families in their home. These are the core
functions of CPH nursing that will be addressed within the proposed Certificate. These faculty
also supervise students during their CPH clinical experiences.

Faculty Resources

Table 2 lists faculty with appointment type, terminal degree title and field, academic title/rank,
status (full-time, part-time, or adjunct) and the course(s) they will teach.

Table 2. Faculty Resources for Care Coordination Courses: Appointment Type, Degree,
Rank, and Status

Name	Appointment type	Terminal Degree Earned Field/ Discipline	Academic Title/Rank	Status	Course
Patricia Zimberg	Non-tenured	JD, MS, RN	Assistant Professor	Full Time	Care Coordination II
Crystal DeVance Wilson	Non-tenured	RN, MS, MBA, PhD candidate	Clinical Instructor	Full Time	Care Coordination I
Marik Moen	Non-tenured	RN, MPH, PhD candidate	Assistant Professor	Full Time	Care Coordination I
Michelle Spencer	Non-tenured	RN, MS, DNP candidate	Clinical Instructor	Full Time	Care Coordination II

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12):

The HS/HSL is one of the largest health sciences libraries in the United States with a track-record of user-centered innovative services and programs. Fifty-seven employees including 27 faculty librarians staff the library. The attractive and vibrant facility, which opened in 1998, serves as a hub for collaboration and learning with resources, programs and tools that promote discovery, creativity and innovation. With wireless connectivity throughout the building, the HS/HSL has 45 group study rooms, three computer classrooms, an Innovation Space which includes 3D printers; a presentation and practice studio, art gallery, and multiple technology-enhanced meeting spaces. Through the HS/HSL's web site (www.hshsl.umaryland.edu) the UMB community has access to a full range of resources and services.

The HS/HSL supports the University's students, faculty and staff members in the schools of dentistry, law, medicine, nursing, pharmacy, and social work; the Graduate School; the University of Maryland Medical Center; and other affiliated institutions. Research Connection, the library's suite of research services, is available for all programs on campus, and includes individual research consultations, a systematic review service, research impact assessment, reference assistance, and more. For over 30 years, the HS/HSL has provided liaison services, in which faculty librarians are assigned to work with specific user communities. Faculty librarians have many years of instructional experience in the classroom, in the community, and in the online environment. In FY16, faculty librarians reached 4,131 faculty, staff and students through online and in-person instructional sessions offered through the curriculum and in library-sponsored workshops.

In FY116, the HS/HSL licensed 116 databases, 4,524 journals, 18,018 e-books, and maintained a print collection of 360,104 volumes. One hundred percent of the current journal subscriptions literature is available electronically. Through its interlibrary loan and document delivery service, library staff can acquire articles and other resources not available through the library's collections. These are secured through local, regional, and national networks including the University System of Maryland and Affiliated Institutions, the National Library of Medicine's DOCLINE service, and OCLC, among others.

The HS/HSL is also home to the National Network of Libraries of Medicine/ Southeastern Atlantic Region (NNLM/SEA), whose mission is to advance the progress of medicine and improve the public health by providing all U.S. health professionals with equal access to biomedical information and improve the public's access to information to enable them to make informed decisions about their health. With only eight regions in the U.S. designated as regional medical libraries under contract to the National Library of Medicine at the National Institutes of Health, the Southeastern/Atlantic Region serves 10 southeastern states, Puerto Rico, the US Virgin Islands, and the District of Columbia. The HS/HSL has held this competitive and prestigious designation for over 30 years.

Library resources are an essential component of student education. The American Association of Colleges of Nursing Commission on Collegiate Nursing Education (AACN/CCNE) re-accredited the UMSON in 2014 for the maximum ten-year period permitted.   This accreditation focuses

specific attention on the adequacy of library resources.   Certificate students will be enrolled in two already existing courses and in two new courses. Because we anticipate an enrollment of six students each semester, we do not expect a significant increase in the use of library resources and services as a result of the implementation of the certificate.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13):

Only the two new care coordination courses will require the use of physical space. Because we anticipate an enrollment of six students each semester, there are many rooms that available for this instruction. Because the UMSON offers many courses online, there is no anticipated need for additional infrastructure, or instructional equipment. The systems and resources needed for the two existing distance core courses are already available. Software licenses and costs to the institution are in place and are sufficient to support an increase in enrollment in these two courses. We do not anticipate the need for additional resources.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14):

The CC Certificate will not require new state funds. Financial information on this proposed program is located in Tables 2 and 3.   In Year 1, we will offer one new course (Care Coordination I) during the Fall Semester and a second new course (Care Coordination 2) in the spring semester.   In Years 2 through 5, both of these new courses will be offered in the fall semester and spring semesters. The two graduate core courses (NRSG 780 and NURSG 782) will continue to be offered in spring, summer and fall semesters so that they will be accessible to both Certificate and degree program students.

Resources and Expenditures

Resources and expenditures are detailed in Tables 3 and 4 below. As the tables indicate, sufficient faculty and staff resources are available for this four-course Certificate containing two already existing courses. Library and other resources are sufficiently adequate for this addition to the UMSON offerings.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15):

The UMSON's Master Evaluation Plan requires the annual evaluation of courses, faculty performance, and student learning outcomes. This Plan and the resulting findings were reviewed and approved during the 2014 AACN/CCNE accreditation.

Course Evaluation

Each semester, students evaluate the courses in which they were enrolled. The evaluation includes an anonymous online assessment of various aspects of the course as well as student's perspectives on the quality of instruction. Results of these evaluations are compiled, analyzed and reviewed by faculty and UMSON administration and are used for course improvement and faculty development.

Student Outcome Evaluation

Students enrolled in the CC Certificate are required to meet core and care coordination educational objectives described in Section B. Student performance is evaluated through graded assignments including discussion board assignments, case studies, and class presentations. Faculty and preceptor evaluate student practicum performance. Ongoing feedback is provided throughout the semester and students needing assistance are provided support. The curriculum for the Certificate is designed to prepare students with the essential content and skills identified by the Commission for Case Manager Certification.   Graduates of the Certificate are eligible to take the Case Manager Certification Examination.

Evaluation of student progress and achievement is determined by:
- Examinations of core and specialty knowledge.
- Evaluation of written papers, projects, and case studies.
- Assessment of learning in the Care Coordination II practicum experience which enables students to demonstrate the ability to apply knowledge gained from previous coursework.

Faculty Evaluation
- Student Course Evaluation of Instructional Effectiveness: Completed at the end of the term as described above.
- Faculty performance is evaluated annually and areas of teaching needing improvement are addressed by the faculty member's department chair.

Clinical Preceptor and Clinical Site Evaluation

Students complete anonymous online surveys to evaluate the effectiveness of both their clinical preceptor and the clinical site.

N.   Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education):

Minority Student Access

The UMSON is committed to the recruitment and retention of students from diverse backgrounds. All UMSON programs, including the proposed Certificate, adhere to the University's Affirmative Action and Equal Opportunity policies in all recruitment and admission activities. The Certificate will admit qualified students regardless of their race, ethnicity, religions, sex, sexual orientation, national origin, age, disability or veteran status.

<u>Minority Student Achievement and Success</u>

The CC Certificate will provide a variety of learning experiences and flexible offerings to address the needs of a diverse student body.   The Certificate can be completed full or part time, addressing the needs of employed students. The distance format of two of the required courses provides flexibility for one-half of the course offerings. The UMSON Student Success Center has recently expanded to address the learning needs of graduate students providing peer tutoring, study skill enhancement, writing assistance and additional types of academic support.

The UMB and UMSON strategic plans emphasize the importance of diversity and inclusion. Systems are in place to address the goals of "Maryland Ready" (2013-2017), ensuring access to and the quality and effectiveness of educational offerings, the affordability of a state educational institution, and student completion of programs enhanced through a variety of student services. As part of their strategic plans, UMB and the UMSON have in place ongoing efforts to increase diversity and inclusion and achieve excellence. All students have access to faculty advisors available for mentorship and academic support.

The UMB has a variety of diversity and inclusion initiatives in place. Trainings offered include safe space training, poverty simulations, avoiding micro-aggression, moral and ethical leadership, cultural understanding and others to enhance the university community to provide an inclusive environment.

O. Relationship to low productivity programs identified by the Commission: Not applicable.

TABLE 3: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]					
2. Tuition/Fee Revenue[2] (c+g below)	28,008	57,696	59,430	61,212	63,048
a. #F.T Students	6	6	6	6	6
b. Annual Tuition/Fee Rate	4,668	9,616	9,905	10,202	10,508
c. Annual Full Time Revenue (a x b)	28,008	57,696	59,430	61,212	63,048
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[3]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	28,008	57,696	59,430	61,212	63,048

[1] Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

[2] This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

[3] Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

TABLE 4: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	13,356	27,513	28,339	29,189	30,065
a. # FTE	.3	.6	.6	.6	.6
b. Total Salary	10,600	21,836	22,491	23,166	23,861
c. Total Benefits	2,756	5,677	5,848	6,023	6,204
2. Total Administrative Staff Expenses (b + c below)	994	2,048	2,109	2,172	2,238
a. # FTE	.02	.04	.04	.04	.04
b. Total Salary	700	1,422	1,485	1,529	1,576
c. Total Benefits	294	606	624	643	662
3. Total Support Staff Expenses (b + c below)	994	2,560	2,636	2,715	2,797
a. # FTE	.02	.05	.05	.05	.05
b. Total Salary	700	1,803	1,856	1,912	1,970
c. Total Benefits	294	757	780	803	827
4. Equipment*	0	0	0	0	0
5. Library*	0	0	0	0	0
6. New or Renovated Space*	0	0	0	0	0
7. Other Expenses	12,664	25,575	26,346	27,136	27,948
TOTAL (Add 1 - 7)	28,008	57,696	59,430	61,212	63,048

*No new equipment, library resources or space additions or renovations will be needed for the program.