



New Academic Program Workflow Form

General

Proposed Name: Pathway to Medicine Postbac

Transaction Nbr: 00000000000245

Plan Type: Specialization

Academic Career: Undergraduate

Degree Offered: Undergraduate Certificate

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2025

Details

Department(s):

MDTC

DEPTMNT ID	DEPARTMENT NAME	HOST
0704	Family & Community Medicine	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: N Transfer: N Readmit: N Graduate: N

Non Degree Certificate (UCRT only): Y

Other (For Community Campus specifics): N

Plan Taxonomy: 51.1102, Pre-Medicine/Pre-Medical Studies.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y The University of Arizona College of Medicine - Tucson
Pathway to Medicine Postbaccalaureate Program

Transcript: Y The University of Arizona College of Medicine - Tucson
Pathway to Medicine Postbaccalaureate Program

Conditions for Admission/Declaration for this Major:

NA

Requirements for Accreditation:

NA

Program Comparisons

University Appropriateness

Arizona is facing an acute healthcare shortage and particularly a physician shortage. This shortage is even more dire in rural areas, and particularly affecting primary care providers. Every county in Arizona is a partial health professional shortage area (HPSAs). Low-income citizens are disproportionately affected by these shortages. HPSA designations indicate areas where there are 3,500 or more patients for every one provider. (Cicero, 2024). Research shows that Premedical Post baccalaureate Programs help assess workforce diversity and promote healthcare access (NIH, 2024). Nationally, AAMC data shows continued projected physician shortages of up to 86000 physicians by 2036 (AAMC, 2024). In response to this shortage ABOR has made a push to support major educational healthcare programs through the state, which has led NAU and ASU to announce development of their own medical colleges. The University of Arizona College of Medicine - Tucson Pathway to Medicine Post-baccalaureate Program will allow a pathway for career changers to navigate into the field of medicine, and take pre-requisite classes at the UA, without having to enroll for another bachelor's program. This program will allow for strong premedical future applicants to complete medical school pre-requisite classes, and to get to know the programs, faculty and resources at the University of Arizona College of Medicine - Tucson before they apply for medical school. Participating in the Pathway to Medicine Post-Baccalaureate Program allows students an opportunity to improve their application metrics by preparing them to be successful on the MCAT and taking undergraduate coursework to boost their undergrad GPA. Improving performance metrics like GPA and MCAT will drive students to be nationally competitive in their medical school applications.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

The University of Arizona College of Medicine - Tucson Pathway to Medicine Postbaccalaureate Program is similar to many other Pre-Health Post-Baccalaureate programs, in that it offers framework and support for students (particularly career changers) needing to complete Medical School Pre-requisite coursework. The required coursework for the program is comparable with other national programs in the number of units, though our program also offers a 12-month pathway to completion, versus the traditional 24-month structure. Depending on individual need and preference, students are able to complete the postbaccalaureate program in either 12 or 24 months. The coursework provides an opportunity to complete pre-requisites, and ensures students are adequately prepared to take their MCAT exam.

Our program provides ample resources for students to maximize their application potential, and ultimately their matriculation into medical school. Students in this program will participate in a semester long course (BSM 378) lead by admissions experts focusing on developing the medical school application from personal statement, to ensuring students have ample clinical and research experiences, and interview preparation.

An additional value-add that this program features is that it includes individual medical school application coaching and mentoring, and students will receive a letter of recommendation for the medical school application.

The added resources like coaching, mentoring, and dedicated curriculum (BSM 378) will maximize application success for students, and allows them to build clinical and research experiences directly with medical school faculty. Students will be well prepared for the application process as well as their MCAT exam.

Resources

Library

Acquisitions Needed:

Physical Facilities & Equipment

Existing Physical Facilities:

NA

Additional Facilities Required & Anticipated:

NA

Other Support

Other Support Currently Available:

Please See Budget Form

Other Support Needed over the Next Three Years:

Please See Budget Form

Comments During Approval Process

2/4/2025 10:54 AM

JNGRANBERRY

Comments
Name - The University of Arizona College of Medicine - Tucson Pathway to Medicine Postbaccalaureate Program

2/13/2025 1:19 PM

MELANIECMADDEN

Comments
Updated plan type to "Specialization" and edited proposed name field to reflect our curricular system's conventions (College name and "certificate" are not part of program name)

2/13/2025 2:24 PM

MELANIECMADDEN

Comments
Updated degree offered type to Undergraduate Certificate in alignment with current institutional practice for other Postbac programs.

I. CERTIFICATE DESCRIPTION-

Postbaccalaureate Premedical programs are becoming a common pathway to medical school for applicants. Postbaccalaureate programs allow applicants to complete necessary sciences course requirements for medical school that they may not have completed during their undergraduate training. These programs also allow a process for improving the undergraduate GPA to meet medical school's admissions requirements. More and more medical school applicants are taking gap years in the leadup to their medical school application to become more competitive, and many students are choosing to pursue Postbaccalaureate programs during this time.

The University of Arizona College of Medicine - Tucson Pathway to Medicine Postbaccalaureate Program provides a structure to complete the pre-requisite courses for the College of Medicine - Tucson, as well as the most common pre-requisites for most US allopathic and osteopathic medical schools. In addition to pre-requisite coursework, students participate in application development, interview preparation, and individualized coaching to be successful in their medical school applications. Students can individualize their course of study and have flexibility to determine course load on a per-semester basis, to meet the minimum of 25 units of credit for the certificate program.

Students accepted to the postbaccalaureate will be invited to interview for a medical student position with the University of Arizona College of Medicine - Tucson, giving them unprecedented access to the admissions process.

II. NEED FOR THE CERTIFICATE/JUSTIFICATION -

Arizona is facing an acute healthcare shortage and particularly a physician shortage. This shortage is even more dire in rural areas, and particularly affecting primary care providers. Every county in Arizona is a partial health professional shortage area (HPSAs). Low-income citizens are disproportionately affected by these shortages. HPSA designations indicate areas where there are 3,500 or more patients for every one provider. ([Cicero, 2024](#)). Research shows that Premedical Post baccalaureate Programs help assess workforce diversity and promote healthcare access ([NIH, 2024](#)). Nationally, AAMC data shows continued projected physician shortages of up to 86000 physicians by 2036 ([AAMC, 2024](#)).

In response to this shortage ABOR has made a push to support major educational healthcare programs through the state, which has led NAU and ASU to announce development of their own medical colleges. The University of Arizona College of Medicine - Tucson Pathway to Medicine Postbaccalaureate Program will allow a pathway for career changers to navigate into the field of medicine, and take pre-requisite classes at the UA, without having to enroll for another bachelor's program. This program will allow for strong premedical future applicants to complete medical school pre-requisite classes, and to get to know the programs, faculty and resources at the University of Arizona College of Medicine - Tucson before they apply for medical school. Participating in the Pathway to Medicine Post-Baccalaureate Program allows students an opportunity to improve their application metrics by preparing them to be successful on the MCAT and taking undergraduate coursework to boost their undergrad GPA. Improving performance metrics like GPA and MCAT will drive students to be nationally competitive in their medical school applications.

III. PROGRAM AFFILIATION-

The program is affiliated with the University of Arizona College of Medicine- Tucson MD program, as well as the Bachelor of Science in Medicine and the Bachelor of Science in Health Sciences in Physiology & Medical Sciences. Collaboration will occur within departments of the College of Medicine - Tucson. Students will have the opportunity to take coursework within the departments of Molecular & Cellular Biology, Cellular and Molecular Medicine, Family and Community Medicine, Ecology & Evolutionary Biology, Immunobiology, and Chemistry & Biochemistry .

IV. CERTIFICATE REQUIREMENTS-

UNDERGRADUATE CERTIFICATE

Minimum total units required	25
Minimum upper division units	14
Total transfer units that may apply to the certificate	6
Pre-admissions expectations	Bachelor's degree, completed program application, statement of intent, 1 to 2 letters of recommendation.
Certificate requirements. List all certificate requirements including core and electives.	<ul style="list-style-type: none"> • Core: PSIO 201 Human Anatomy and Physiology (4) • Core: PSIO 202 Human Anatomy and Physiology II (4) • Core: BSM 378 Navigating Medical School Admissions Process (2) • Core: BIOC 384 Foundations in Biochemistry (3) • Core: BIOC 385 Metabolic Biochemistry (3) • Core: BIOS 376 Introduction to Biostatistics (3) <p>Students will choose six credits of upper division course work from list below.</p> <ul style="list-style-type: none"> • CMM 403/503 - Human Molecular Genetics Basics (1 unit) • CMM 433/533 - Molecular Medicine (1 unit) • CMM 435/535: Genetic Medicine (1 unit) • FCM 402 Addressing Health Disparities through Interprofessional Clinical-Community Collaboration (3) • FCM 302 Clinical Health Disparities in Sexual and Gender Minority (SGM) Populations (3) • FCM 306 -Introduction to Clinical Research (3)

Internship, practicum, applied course requirements (Yes/No).	No
Any double-dipping restrictions (Yes/No)? If yes, provide description.	Yes, students may apply 6 units towards major or minor.
Additional requirements	No additional requirements

V. **CURRENT COURSES-**

Course prefix and number	Units	Title	Pre-requisites	Modes of Delivery	Campus and Location Offered	Dept signed party to proposal? (Yes/No)
PSIO 201	3	Human Anatomy and Physiology I		in-person and online campus	Main campus: Fall, Spring, Summer	Yes
PSIO 202	3	Human Anatomy and Physiology II	PSIO 201	in-person and online campus	Main campus: Fall, Spring, Summer	Yes
BSM 378	2	Navigating the Medical School Admissions Process		In-person	Fall and spring	Yes
BIOC 384	3	Foundations in Biochemistry	MCB 181R and (CHEM 142 or CHEM 152 or CHEM 105B or CHEM 162) and (CHEM 241A or CHEM 242A or CHEM 246A)	in-person and online	Main campus: Fall, Winter, Spring, Summer Online campus: Fall, Winter, Spring, Summer	Yes
BIOC 385	3	Metabolic Biochemistry	MCB 181R and (CHEM 142 or CHEM 152 or CHEM 105B or CHEM 162) and (CHEM 241A or CHEM 242A or CHEM 246A).	in-person and online	Main campus: Fall, Winter, Spring, Summer Online campus: Fall,	Yes

					Winter, Spring, Summer	
BIOS 376	3	Introduction to Biostatistics	MATH 108 or MATH 112 or higher	online, in- person	Main campus: Fall, Spring Online campus: Spring	Yes
See below for course options	6	Upper division course work from list below, two courses		Online and in-person options	Spring and fall options	Yes

One of the following courses to satisfy the behavioral sciences and upper division requirement:

- FCM 402/502 Addressing Health Disparities through Interprofessional Clinical- Community Collaboration (3 / summer)
- FCM 302 Clinical Health Disparities in Sexual and Gender Minority (SGM) Populations (3 / Fall and Spring)
- CMM 403/503 - Human Molecular Genetics Basics (1 unit)
- CMM 433/533 - Molecular Medicine (1 unit)
- CMM 435/535: Genetic Medicine (1 unit)
- FCM 306 -Introduction to Clinical Research (3)
- FCM 402 -Addressing Health Disparities through Interprofessional Clinical-Community Collaboration (3)

VI. Learning Outcomes and Curriculum -

Learning Outcomes

Learning Outcome #1: Demonstrate the academic knowledge base and skills to successfully complete Medical School coursework.
Concepts: Relevant scientific principles in physiology, biochemistry, and physics.
Competencies: Foundational scientific concepts required in medical training.
Learning Outcome #2: Identify the core scientific principles related to medical concepts and clinical problems and apply scientific concepts to medical knowledge and clinical problems.
Concepts: Best practices related to patient care and scientific concepts in health care
Competencies: utilize evidence-based practice to improve patient care and medical knowledge
Learning Outcome #3: Demonstrate proficiency in clinical research design and conduct within regulatory and ethical guidelines and demonstrate EBM knowledge and skills which are required for the optimal care of individual patients through the judicious and timely application of current best evidence.
Concepts: study design and study protocols, the general roles and responsibilities of the study personnel, and the required documentation for best practices in a clinical trial.
Competencies: Conduct clinical research studies following relevant privacy laws and human subjects training and institutional review.
Learning Outcome #4: Utilize and consult Evidence Based Medical knowledge and skills through clinical learning experiences. Accurately describe aspects and processes of optimal care of individual patients based on the understanding and application of current best evidence and practice.

Concepts: The role of the physician provider, care delivery processes.
Competencies: utilize evidence-based practice in patient care and standards of care.

Curriculum Map

	PSIO 201	PSIO 202	BSM 378	BIOC 384	BIOC 385	BIOS 376	Upper Division Electives
LO #1: Demonstrate the academic knowledge base and skills to successfully complete Medical School coursework.	I	I	R	R	M	I	M
LO #2: Identify the core scientific principles related to medical concepts and clinical problems and apply scientific concepts to medical knowledge and clinical problems.	I	I	R	R	M	I	M

<p>Learning Outcome #3: Demonstrate proficiency in clinical research design and conduct within regulatory and ethical guidelines and demonstrate EBM knowledge and skills which are required for the optimal care of individual patients through the judicious and timely application of current best evidence.</p>	I	I		R	R	R	M
<p>Learning Outcome #4: Utilize and consult Evidence Based Medical knowledge and skills through clinical learning experiences. Accurately describe aspects and processes of optimal care of individual patients based on the understanding and application of current best evidence and practice.</p>	I	R	R	R	M		M

VII. CONTACTS AND ADMINISTRATION

UNDERGRADUATE

- a. List the name and contact information for the primary point of contact for the certificate:
 - Larissa Gronenberg, MPH, Director, Office of Admissions, College of Medicine - Tucson

- Mark Romero, Assistant Director, Enrollment Management, Office of Admissions, College of Medicine - Tucson
- b. List the name and contact information for the person or persons who will serve in the role of Director of Undergraduate Studies (DUS) for the certificate:
- Tejal Parikh, MD Director, Comprehensive Education Center, Associate Dean, Admissions, Associate Professor, Family & Community Medicine, College of Medicine - Tucson, University of Arizona
- c. If known, list the members of the certificate oversight committee for this certificate. Note: undergraduate certificate oversight committees shall consist of a minimum of 3 members, 2 of which are faculty and at least one of the 2 is participating faculty in the certificate program. The oversight committee is responsible for 1) qualifications of participating faculty, 2) coordination of admissions recommendations with the Office of Admissions, and 3) curricular changes:
- Tejal Parikh, MD Director, Comprehensive Education Center, Associate Dean, Admissions, Associate Professor, Family & Community Medicine, College of Medicine - Tucson, University of Arizona (faculty)
 - Kristen Rundell, MD, Chair, Family and Community Medicine, Professor, Family and Community Medicine, College of Medicine - Tucson, University of Arizona (faculty)
 - Larissa Gronenberg, MPH, Director, Office of Admissions, College of Medicine - Tucson
 - Mark Romero, Assistant Director, Enrollment Management, Office of Admissions, College of Medicine - Tucson

VIII. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title):

Tejal Parikh, MD
 Director, Comprehensive Education Center
 Associate Dean, Admissions
 Associate Professor, Family & Community Medicine
 College of Medicine - Tucson, University of Arizona

Program Director/Main Proposer signature:

Date: 1/30/25

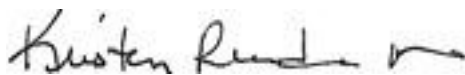


Department Head (print name and title):

Kristen Rundell, MD
 Chair, Family and Community Medicine
 Professor, Family and Community Medicine
 College of Medicine - Tucson, University of Arizona

Department Head's signature:

Date: 1/30/25



Associate/Assistant Dean (print name):

Tejal Parikh, MD
 Director, Comprehensive Education Center

Associate Dean, Admissions
Associate Professor, Family & Community Medicine
College of Medicine - Tucson, University of Arizona

Associate/Assistant Dean's signature:

Date: 1/30/25




Dean (print name):

Michael M.I. Abecassis, MD, MBA
Inaugural Humberto and Czarina Lopez Endowed Dean
Member of the Graduate Faculty
Professor, BIO5 Institute
Professor, Immunobiology
Professor, Surgery
College of Medicine - Tucson, University of Arizona

Dean's signature:

Date: 2/3/25



	Fall	Spring	Summer Pre-Session	Summer Session 1	Summer 2
Year 1 (12 month course schedule)	PSIO 201 Human Anatomy and Physiology (3 units)	PSIO 202 Human Anatomy and Physiology II (3 units)	CMM 403/503 - Human Molecular Genetics Basics (5-week course) (1 unit)	CMM 433/533 - Molecular Medicine (5-week course) (1 unit)	CMM 435/535: Genetic Medicine (5-week course) (1 unit)
	BIOC 384 Foundations in Biochemistry (3 units)	BIOC 385 Metabolic Biochemistry (3 units)			
	BSM 378 Navigating Medical School Admissions Process (2 units)	BIOS 376 Introduction to Biostatistics (3 units)		FCM 402 Addressing Health Disparities through Interprofessional Clinical-Community Collaboration	

	Fall	Spring	Summer Pre-Session	Summer Session 1	Summer 2
Year 1 (18 month schedule)	PSIO 201 Human Anatomy and Physiology (3 units)	PSIO 202 Human Anatomy and Physiology II (3 units)	CMM 403/503 - Human Molecular Genetics Basics (5-week course) (1 unit)	CMM 433/533 - Molecular Medicine (5-week course) (1 unit)	CMM 435/535: Genetic Medicine (5-week course) (1 unit)
	BIOC 384 Foundations in Biochemistry (3 units)	BSM 378 Navigating Medical School Admissions Process (2 units)			
		BIOS 376 Introduction to Biostatistics (3 units)			

	Fall	Spring	Summer Pre-Session	Summer Session 1	Summer 2
Year 2 (18 month schedule)	BIOC 385 Metabolic Biochemistry (3 units)				
	FCM 402 Addressing Health Disparities through Interprofessional Clinical-Community Collaboration				

	Fall	Spring	Summer Pre-Session	Summer Session 1	Summer 2
Year 1 (24 month schedule)	PSIO 201 Human Anatomy and Physiology (3 units)	PSIO 202 Human Anatomy and Physiology II (3 units)	CMM 403/503 - Human Molecular Genetics Basics (5-week course) (1 unit)	CMM 433/533 - Molecular Medicine (5-week course) (1 unit)	CMM 435/535: Genetic Medicine (5-week course) (1 unit)
	FCM 402 Addressing Health Disparities through Interprofessional Clinical-Community Collaboration	BIOS 376 Introduction to Biostatistics (3 units)			
Year 2 (24 month schedule)	BIOC 384 Foundations in Biochemistry (3 units)	BIOC 385 Metabolic Biochemistry (3 units)			
	BSM 378 Navigating Medical School Admissions Process (2 units)				



**New Academic Program
PEER COMPARISON**

Select two peers (if possible/applicable) from 4-year [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs may have a different degree type and/or title as the proposed UA program. Details of the proposed UA program must be consistent throughout all proposal documents.

Program name, degree, and institution	The University of Arizona College of Medicine - Tucson Pathway to Medicine Postbaccalaureate Program	Peer 1 University of California, Irvine UC Irvine Charlie Dunlop School of Biological Sciences Postbaccalaureate Premedical Program	Peer 2 Loyola University Post-Baccalaureate Pre-Health Program
Completions for last two years, <u>MAJORS only (can be found on market data report)</u>		15 - 30	13-26
Program Description	The University of Arizona College of Medicine - Tucson Pathway to Medicine Postbaccalaureate Program provides a structure to complete the pre-requisite courses for the College of Medicine – Tucson as well as the most common pre-requisites for most US allopathic and osteopathic medical schools. In addition to pre-requisite coursework, students participate in application development, interview preparation, and individualized coaching to be	2-year post-baccalaureate program designed for students seeking to complete all or the majority of core courses required for admissions to Medical or other health professional programs.	2-year postbaccalaureate program designed for students to apply for medical school, tailored towards career-changers and students that have already earned a bachelors degree but are missing pre-requisites needed for the admission to medical school.

	successful in their medical school applications.		
Target Careers from Market Data Report	Students looking to apply to Medical School and become physicians	Physician (Applying to Medical School), Veterinarian (Applying to Vet School), Dentist (Applying to Dental School)	Students looking to apply to medical, dental, veterinary, pharmacy, optometry, podiatry, or most any other allied health professional school.
Emphases? (Yes/No) List, if applicable. <u>For majors only.</u>			
Minimum # of units required	25	35	38
Special requirements to gain admission to program? (i.e. pre-requisites, GPA, application, etc.)	Bachelor's degree with minimum 2.0 GPA from accredited institution, completed program application, statement of intent, 1 to 2 letters of recommendation.	Bachelors degree, permanent residency or citizenship, 3.0 GPA, less than 25% of pre-requisites completed, one year of English at 3.0 GPA, 2 letters of recommendation	Bachelors degree from accredited institution, minimum 3.0 GPA, transcripts, proficiency in pre-calculus, Statement of Intent
UG - Level of Math required (if applicable)	NA	NA	Pre-Calculus
UG - Level of Second Language required (if applicable)	NA	NA	NA
Internship, practicum, or applied/experiential requirements? If yes, describe.	NA	NA	NA
GRAD - Master thesis or dissertation required? If yes, please describe.	NA	NA	NA
Additional requirements	NA	NA	NA

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.
The University of Arizona College of Medicine - Tucson Pathway to Medicine Postbaccalaureate Program is similar to many other Pre-Health Post-Baccalaureate programs, in that it offers framework and support for students (particularly career changers) needing to complete Medical School Pre-requisite coursework. The required coursework for the program is comparable with other national programs in the number of units, though our program also offers a 12-month pathway to completion, versus the traditional 24-month structure. Depending on individual need and preference, students are able to complete the postbaccalaureate program in either 12 or 24 months. The coursework provides an opportunity to complete pre-requisites, and ensures students are adequately prepared to take their MCAT exam.
2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.
Our program provides ample resources for students to maximize their application potential, and ultimately their matriculation into medical school. Students in this program will participate in a semester long course (BSM 378) lead by admissions experts focusing on developing the medical school application from personal statement, to ensuring students have ample clinical and research experiences, and interview preparation.
An additional value-add that this program features is that it includes individual medical school application coaching and mentoring, and students will receive a letter of recommendation for the medical school application.
3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?
The added resources like coaching, mentoring, and dedicated curriculum (BSM 378) will maximize application success for students, and allows them to build clinical and research experiences directly with medical school faculty. Students will be well prepared for the application process as well as their MCAT exam.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: University of Arizona College of Medicine - Tucson Pathway to Medicine Postbaccalaureate Pro

Budget Contact Person: Jason Marr	Projected		
	1st Year 2025 - 2026__	2nd Year 2026 - 2027 __	3rd Year 2027 - 2028 __
METRICS			
Net increase in annual college enrollment UG	25	50	75
Net increase in college SCH UG	625	1,250	1,875
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG Revenue	118,125	\$ 236,250	354,375
Grad Revenue			
Program Fee Revenue (net of revenue sharing)			
F and A Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 118,125	\$ 236,250	\$ 354,375
One-time Sources			
College fund balances	10,500		
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ 10,500	\$ -	\$ -
TOTAL SOURCES	\$ 128,625	\$ 236,250	\$ 354,375
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty			
Other Personnel (advisors, program directors, etc.)	88,000	88,000	88,000
Employee Related Expense	28,160	28,160	28,160
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)	3,000	3,000	3,000
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ 119,160	\$ 119,160	\$ 119,160
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 119,160	\$ 119,160	\$ 119,160
Net Projected Fiscal Effect	\$ 9,465	\$ 117,090	\$ 235,215

Claudia Stanescu, Ph.D.
Director
Physiology Undergraduate Program

Department of Physiology
College of Medicine
Gittings Building Room 108
University of Arizona



Mailing Address:
Department of Physiology
University of Arizona
1713 E. University Blvd.
Tucson, AZ 85721-0093
Phone: (520) 621-2795
FAX: (520) 621-8170

Dr. Tejal Parikh
Associate Dean
College of Medicine-Tucson
Tucson, AZ 724-5026

Dear Dr. Parikh,

The Department of Physiology supports the inclusion of Human Anatomy and Physiology (PSIO 201 and PSIO 202) in the proposed Post Baccalaureate Certificate Program in COM-T. These courses are currently offered in person every semester and have the capacity to accommodate enrollments associated with this program.

If there are any questions, please feel free to contact me directly.

Sincerely,



Claudia Stanescu, Ph.D.
Associate Chair for Education
Department of Physiology
University of Arizona
1713 E. University Blvd.
Tucson, AZ 85721
(520) 621-2795



Craig Aspinwall, Ph.D.
Professor and Department Head
Chemistry & Biochemistry (CBC)
aspinwal@email.arizona.edu

1306 East University Blvd.
Old Chemistry 345
Tucson, AZ 85721-0041
Tel: (520) 621-5672

January 11, 2025

Dr. Tejal Parikh
Associate Dean
College of Medicine-Tucson

Tucson, AZ 724-5026

Dear Dr. Parikh,

The Department of Chemistry & Biochemistry supports the inclusion of biochemistry courses BIOC 384 and 385 in the proposed Post Baccalaureate Certificate Program in COM-T. These courses are currently offered both in person and via Arizona Online every academic year and currently have the capacity to accommodate enrollments associated with this program.

If there are any questions, please feel free to contact me directly.

Sincerely,

A handwritten signature in blue ink, appearing to read 'C. Aspinwall'.

Craig Aspinwall, Ph.D.





THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE TUCSON

**Family & Community
Medicine**

Office of the Department Chair

Alvernon Administrative Offices
655 N. Alvernon Way, Suite 228
PO Box 210491
Tucson, Arizona 85711
Office: 520.626.7864
Fax: 520.626.2030

Dr. Tejal Parikh
Associate Dean
College of Medicine-Tucson
Tucson, AZ 724-5026

Dear Dr. Parikh,

The Department of Family and Community Medicine supports the inclusion of the following courses in the proposed UA College of Medicine – Tucson Pathway to Medicine Post-Baccalaureate Program.

- **FCM 402** Addressing Health Disparities through Interprofessional Clinical-Community Collaboration (3)
- **FCM 302** Clinical Health Disparities in Sexual and Gender Minority (SGM) Populations (3)
- **FCM 306** -Introduction to Clinical Research (3)

These courses are currently offered during fall and spring as well as the summer session and currently have the capacity to accommodate enrollments associated with this program.

If there are any questions, please feel free to contact me directly.

Sincere Regards,

Kristen Rundell, MD, FAAFP
Professor and Chair, Department of Family and Community Medicine
University of Arizona College of Medicine Tucson



Dr. Tejal Parikh
Associate Dean
College of Medicine-Tucson
Tucson, AZ 724-5026

Dear Dr. Parikh,

The Department of Epidemiology and Biostatistics supports the inclusion of the following courses in the proposed UA College of Medicine - Tucson Pathway to Medicine Post-Baccalaureate Program.

BIOS 376 Introduction to Biostatistics (3)

This course is currently offered online fall and spring every academic year and currently has the capacity to accommodate enrollments associated with this program.

If there are any questions, please feel free to contact me directly.

Sincerely,

A handwritten signature in black ink, appearing to read 'Antonio Rubio', with a stylized flourish at the end.

Antonio Rubio, PhD
Assistant Professor of Practice
Department Epidemiology and Biostatistics
University of Arizona

Dr. Tejal Parikh
Associate Dean
College of Medicine-Tucson
Tucson, AZ 724-5026

Dear Dr. Parikh,

The Bachelors of Science in Medicine supports the inclusion of the following courses in the proposed UA College of Medicine - Tucson Pathway to Medicine Post-Baccalaureate Program.

- BSM378: Pathway to Medical School

These courses are currently offered in person each fall and spring every academic year and currently have the capacity to accommodate enrollments associated with this program.

If there are any questions, please feel free to contact me directly.

Sincerely,

Larissa Gronenberg, MPH (she/her/hers)
Director, Admissions
College of Medicine - Tucson
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From: Bear, David G - (dbear) dbear@arizona.edu
Subject: Re: COM-T Post-Baccalaureate Program In Development
Date: January 24, 2025 at 11:03 AM

To: O'Brien, Haley - (haleyobrien) haleyobrien@arizona.edu, Novak, Stefanie W M - (smares) smares@arizona.edu
Cc: Parikh, Tejal M - (tparikh) tparikh@arizona.edu, Gronenberg, Larissa M - (larissag) larissag@peds.arizona.edu, Sadayappan, Sakthivel - (sadayappan) sadayappan@arizona.edu



I would welcome the opportunity to participate in the program. The course trio that you have identified are appropriate for our genetics contribution. CMM 434/534 would not be appropriate. At some point it might be helpful to have a graduate student help us with the assessment part of the course, but with only 5-10 extra students, I think we can handle things for the time being without extra resources. DB

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From: O'Brien, Haley - (haleyobrien) <haleyobrien@arizona.edu>
Date: Friday, January 24, 2025 at 10:52 AM
To: Bear, David G - (dbear) <dbear@arizona.edu>, Novak, Stefanie W M - (smares) <smares@arizona.edu>
Cc: Parikh, Tejal M - (tparikh) <tparikh@arizona.edu>, Gronenberg, Larissa M - (larissag) <larissag@peds.arizona.edu>, Sadayappan, Sakthivel - (sadayappan) <sadayappan@arizona.edu>
Subject: COM-T Post-Baccalaureate Program In Development

Good morning, Drs. Bear and Novak,

I am reaching out on behalf of Dr. Tejal Parikh and Larissa Gronenberg from the COM-T Comprehensive Education Core (cc'd). They are currently in the process of developing a post-baccalaureate program in the College of Medicine that is designed to help individuals seeking to transition their careers into medicine. As a part of this program, they understand that advanced coursework in genetics — especially with molecular medicine relevance — will help lay a strong foundation for taking the MCAT and becoming equipped for M.D. And/or other post-secondary medical studies.

This program is intended to support cohorts of no larger than 30 well-qualified students, and initial enrollment is estimated at 5-10 students. After examining enrollment statistics and the current programs that have these classes listed as requirements or electives, I believe that we should be able to accommodate the 5-10 students expected in initial cohorts in the online genetics course trio of CMM 403, CMM 433, and CMM 435.

Before formally entering into an agreement, I wanted to share this opportunity with you and gauge not only your interest, but also the resources you may need in order to support this additional enrollment. Please reach out with any questions you may have, requests for clarification or context, and/or to share any requirements that you may have in order to be fully supported in this endeavor. I have cc'd the post-baccalaureate development team here so that they can also respond to your questions or needs.

Best,
Haley

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