Requests for Implementation Authorization must be submitted in a timely manner to receive approval by the Chief Academic Officers prior to submission to the Arizona Board of Regents for approval at a regular Board meeting. In each request, please provide the following information.

I. PROGRAM NAME AND DESCRIPTION AND CIP CODE

A. DEGREE(S), DEPARTMENT AND COLLEGE AND CIP CODE

Degree: Doctor of Public Health (Dr.P.H.)
Department: Collegewide
College: Mel and Enid Zuckerman College of Public Health
CIP Code: 51.2201

B. PURPOSE AND NATURE OF PROGRAM

The Mel and Enid Zuckerman College of Public Health (MEZCOPH) proposes to offer the Dr.P.H. with a major in Public Health. The Dr.P.H. is an advanced, professional degree program designed for the student who has a Master of Public Health (M.P.H.) degree or its equivalent and who intends to pursue a leadership career as a public health professional. The Dr.P.H. program is unique as it focuses on developing future leaders in public health practice, who will advance the public’s health through the integration and application of a broad range of knowledge and analytical skills in leadership, practice, policy analysis, research, program management and professional communication.

Since the establishment of the Master of Public Health Program at the University of Arizona in 1993, 620 students have graduated and entered the public health workforce. These students were well trained to assume midlevel positions of responsibility within and outside the State of Arizona. However, the opportunities available to Arizonans in public health leadership and higher-level administrative positions within both academic and nonacademic settings are limited because of lack of training in advanced analytical and conceptual skills related to public health theory and practice.

We propose to offer doctoral level instruction and training to individuals who have several years of experience in the public health field. The Dr.P.H. program prepares these individuals to translate scientific knowledge into community-based programs that improve the health status of communities, identify solutions to community health problems, and provide leadership in public health policy and management within both academic and nonacademic settings, as well as in
public-agency or private-sector settings that emphasize improving the health of the public. It follows that public health workers from the state and region with the requisite experience and subsequent training will be best suited and prepared for creating the administrative infrastructure necessary for promotion of a healthy public and amelioration of current public health issues in the region. A Dr.P.H. program will enable MEZCOPH to expand and strengthen its emphasis on and commitment to the State of Arizona by preparing individuals for these roles.

C. PROGRAM REQUIREMENTS -- List the program requirements, including minimum number of credit hours, required courses, and any special requirements, including theses, internships, etc.

Admission Requirements

Students entering must have a previously awarded Master’s degree, preferably a Master of Public Health degree, and at least two years of public health work related experience. Additionally, applicants with a Bachelor’s degree and 5 years of public health work-related experience will be considered for admission into the program. Consistent with other doctoral programs, all applicants must submit three letters of recommendation, official academic records from undergraduate and graduate institutions, Graduate Record Examination (GRE) scores, a resume or curriculum vitae, a personal statement of experiences and goals, and a writing sample. The admissions committee will evaluate each application based on the applicant’s demonstrated ability to excel at graduate work and evidence, contained in the application, that the applicant has clearly defined career goals that can be advanced by completing the Dr.P.H. program.

Credit Hours

The curriculum will require a minimum of 36 credit hours of course work in the major past a master’s degree, 9 credit hours in the minor subject, and 18 credit hours of dissertation. The minimum number of required credit hours for graduation will be 63 units.

Students entering without a prior M.P.H. or with only a bachelor’s degree will be required to complete the five core M.P.H. courses offered through MEZCOPH, or their equivalent, in addition to the 36 credit hours of course work in the major. The minimum number of credits required for graduation will be 78 (15 + 63 units).

Required Courses

Of the 36 credit hours in the major, 15 will be from required courses. These will include two courses in advanced research methods, 1 course in values, ethics and law, 1 course in advanced policy and management, and 1 course in teaching public health. The remaining 21 units will be course work specific to each area of concentration (Public Health Policy and Management or Maternal and Child Health) and electives approved by the major advisor. A listing of elective courses is provided in Appendix I.
All students will be required to designate a minor area of study that will be outside of the courses required for the Dr.P.H. This minor can be in other academic programs in Public Health (Epidemiology, Biostatistics) or in other doctoral programs throughout the university. A minimum of 9 units in the minor subject is required.

### Dr.P.H. Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Title</th>
<th>Credit Hrs</th>
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</thead>
<tbody>
<tr>
<td>EPID/CPH 573B</td>
<td>Epidemiologic Methods</td>
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<tr>
<td>EPID/CPH 576B</td>
<td>Biostatistics for Research</td>
<td>3</td>
</tr>
<tr>
<td>(New)</td>
<td>Values, Ethics and Law in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>(New)</td>
<td>Advanced Policy and Management</td>
<td>3</td>
</tr>
<tr>
<td>(New)</td>
<td>Foundation in Teaching Public Health</td>
<td>3</td>
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</table>

### Public Health Policy and Management Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Title</th>
<th>Credit Hrs</th>
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<tbody>
<tr>
<td>(New)</td>
<td>Advanced Management Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>(New)</td>
<td>Decision Sciences in Public Health Research and Practice</td>
<td>3</td>
</tr>
<tr>
<td>(New)</td>
<td>Public Health Policy and Management Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
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</table>

### Maternal and Child Health Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPH 586</td>
<td>Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 630</td>
<td>Maternal and Child Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>CPH 682</td>
<td>Women and Child Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>CPH 696H</td>
<td>Maternal and Child Health Seminar</td>
<td>3</td>
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<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>
Suggested Elective Courses

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(New)</td>
<td>Public Health Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CPH 551</td>
<td>Mass Communications in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 578</td>
<td>Maternal &amp; Child Health Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>CPH 580</td>
<td>Community-Based Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CPH 588</td>
<td>Adolescent Health</td>
<td>3</td>
</tr>
<tr>
<td>CPH 597A</td>
<td>Cultural Diversity and Cultural Competency in Public Health Practice</td>
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<tr>
<td>CPH 605</td>
<td>Community Based Participatory Action Research to Decrease Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>CPH 620</td>
<td>Communication Theory II</td>
<td>3</td>
</tr>
<tr>
<td>CPH 634</td>
<td>Data Management in Healthcare Systems</td>
<td>3</td>
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<tr>
<td>CPH 651</td>
<td>Bioethics, Regulations, and Repercussions in Research</td>
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<tr>
<td>CPH 652</td>
<td>Grantsmanship for a Winning Proposal</td>
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<tr>
<td>CPH 670</td>
<td>Chronic Disease Epidemiology</td>
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<tr>
<td>CPH 681B</td>
<td>Violence Against Women</td>
<td>1</td>
</tr>
<tr>
<td>CPH 696D</td>
<td>International Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Comprehensive Examination

Upon finishing all coursework, students must complete a written comprehensive exam. The written comprehensive exam will cover key topics in public health and an identified area of specialty. The exam will be written and graded by an identified committee consisting of a faculty sponsor, two additional faculty members from the Dr.P.H. major area of study, and two faculty members from the minor field of study. After the written comprehensive exam is passed, the oral comprehensive examination will be scheduled. It will be conducted by the same committee members as the written examination, and will test the student's broad understanding of the core curriculum and the identified area of specialty.

Dissertation

Following successful completion of the written and oral comprehensive exams, all students are required to complete a dissertation. Students have the option of completing either a research-based or practice-based dissertation. It is expected that the Dr.P.H. candidates will spend up to two years conducting research and writing to complete the dissertation requirement.

Academic/Research Option: Prior to beginning their research, candidates must prepare a dissertation proposal that includes a brief description of the purpose, background, methods,
planned analyses, bibliography, and timeline for the dissertation project. The dissertation proposal will be submitted to the faculty advisor who will serve as chair of the dissertation committee. The dissertation committee will be composed of the faculty sponsor, two other faculty members from the major field of study, and two faculty members from the minor field of study. The faculty sponsor and student will identify committee members during the second year in the program. There will be an oral assessment of the dissertation proposal by the dissertation committee. This is graded as pass/fail. Students will be allowed to re-take a failed oral assessment of their dissertation proposal one time after extensive consultation with their dissertation committee members.

**Professional/Practice Option:** Prior to beginning their research, candidates must prepare a dissertation proposal that includes a brief description of the purpose and sponsoring organization, background, goals, and timeline for the practice-based experience. The sponsoring organization should not be the student’s current or previous place of employment, unless the proposed problem is outside the employee’s usual job duties. The practice-based dissertation must investigate a significant public health problem in the student’s major area of study. While this dissertation option does not require the collection of new data, it must demonstrate that the candidate is capable of sophisticated independent analysis. There will be an oral assessment of the dissertation proposal by the dissertation committee. This is graded as pass/fail. Students will be allowed to re-take a failed oral assessment of their dissertation proposal one time after extensive consultation with their dissertation committee members.

The purpose of the dissertation for both options is to produce original scholarship that will advance the major area of specialty. Students must complete 18 dissertation credit hours to ensure that they are dedicating time and making progress on this substantial project. After the dissertation committee approves the written dissertation, which must be of professional quality as judged by the doctoral committee, the student will present a formal defense of the dissertation in a public forum.

**D. CURRENT COURSES AND EXISTING PROGRAMS** -- List current course and existing university programs which will give strengths to the proposed program.  

Students enrolled in the Dr.P.H. program have access to a wide variety of resources. The MEZCOPH faculty are aligned into three divisions: Health Promotion Sciences; Epidemiology & Biostatistics; Community, Environment, & Policy. Students will have access to faculty from each of the three divisions. The proposed Dr.P.H. will offer a diverse and challenging curriculum, including advanced courses in the six concentration areas within the M.P.H. program (Biostatistics, Environmental & Occupational Health, Epidemiology, Family & Child Health, Health Education & Behavioral Sciences, and Policy & Management) as well as the Epidemiology M.S. and Ph.D. programs.

Other valuable resources include various research and community-based projects housed in the MEZCOPH’s divisions. The University of Arizona also has numerous programs, institutes and centers that specialize in issues related to American Indian, Hispanic, and border populations. Student exposure to these programs will be encouraged. The following list provides a brief description of these entities.
MEZCOPH Programs, Centers, and Networks

Arizona Center for Public Health Preparedness
This Center is funded by a 4-year grant from the Centers for Disease Prevention and Control. The aim is to improve public health preparedness in Arizona for emergency events including, but not limited to terrorism, disease outbreaks and hazardous materials incidents.

Canyon Ranch® Center for Prevention and Health Promotion
This newly developed collaborative effort and UA Center of Excellence has been established to support the mission of both Canyon Ranch and MEZCOPH to teach and promote the health of individuals and communities across Arizona and around the globe.

Center for Health Equality - Project EXPORT
In February 2003, MEZCOPH received a 5-year grant from the National Institutes of Health. The grant seeks to eradicate health disparities in Arizona, integrating research, training and community outreach. The primary emphasis is on diabetes and substance abuse in Native American and Hispanic communities.

Maternal and Child Health Program
This new program is funded by a 5-year grant from the Maternal and Child Health Bureau, a division of the Health Resources and Services Administration. The grant supports enhancements in a training program that aims to reduce health disparities in mothers and their children.

Southwest Center for Community Health Promotion
The Southwest Center for Community Health Promotion is one of 33 Prevention Research Centers funded by the Centers for Disease Control and Prevention. The overall goal is to make a significant contribution to the field of intervention science in chronic disease prevention and control, resulting in the reduction of health disparities. The population of interest is the multi-ethnic communities in the Arizona-Sonora, Mexico border region.

Other University of Arizona Programs, Institutes, and Centers

American Indian Studies Program
The American Indian Studies program, a Graduate Interdisciplinary Program, offers an undergraduate minor, M.A., Ph.D., and Ph.D. minor. The program seeks to develop a wider scope of understanding of the languages, cultures, traditions, and sovereignty of American Indians/Alaska Natives.

Center for Latin American Studies
The Center for Latin American Studies, in the College of Social and Behavioral Sciences, coordinates a broad range of instructional, research and outreach activities relating to Latin America. The faculty have particular strengths in Mexico, Brazil, Environmental Studies, Border Studies, Indigenous Studies, and Women’s Studies.
Medical Anthropology
Anthropology, in the College of Social and Behavioral Sciences, offers an intensive graduate program in medical anthropology as a departmental concentration area. The nationally recognized program focuses on the integration of all subfields of anthropology as well as an engaged approach to anthropology, which equally values the advancement of theory and the application of anthropology in contemporary problem solving and public policy, with foci on international health and adolescent and women's health.

Mexican American Studies and Research Center
The Mexican American Studies and Research Center, in the College of Social and Behavioral Sciences, offers an undergraduate minor and a Master's of Science. It is committed to contemporary applied public policy research on Mexican Americans.

Native American Cancer Research Partnership
The Native American Cancer Research Partnership – a collaboration between the Arizona Cancer Center, Northern Arizona University, and the National Cancer Institute – equips Native American researchers and health care professionals with the tools needed to bring about sustained improvement in health to Native American communities with an emphasis on cancer.

Native American Research and Training Center
The Native American Research and Training Center – a program of the Department of Family and Community Medicine – is a national resource for community-based health-related research and training for Native American communities and persons providing services to these communities.

Native Nations Institute
The Native Nations Institute for Leadership, Management, and Policy – part of the Udall Center for Studies in Public Policy – is a resource for indigenous nations in the United States, Canada, and elsewhere in areas of self-determination, self-governance and development. The Institute has leadership and management programs, policy analysis and research projects, and strategic and organizational development initiatives.

Women's Studies Program
The Women's Studies department, in the College of Social and Behavioral Sciences, offers an undergraduate major, a Master of Arts, and a graduate certificate. The focus of the program is interdisciplinary feminist research and curriculum. The program is linked with the Southwest Institute for Research on Women that develops research-action collaborations on issues specific to women in the Southwestern U.S. and Mexican-border region.

E. NEW COURSES NEEDED -- List any new courses which must be added to initiate the program; include a catalog description for each of these courses.

To implement the new degree program seven new courses will be added:
Values, Ethics and Law in Public Health, 3 hrs:
This course will focus on selected case studies in public health research and practice that raise fundamental ethical and/or legal issues and dilemmas for practitioners and scholars alike. Students will select one or more cases of current or historic importance, identify and describe the ethical, legal and political dimensions of the case, and develop a critique of alternative positions and a defensible rationale for their own positions.

Advanced Policy and Management, 3 hrs:
This course examines the development, implementation and evaluation of public policy within the context of complex health organizations. Each student will select, analyze and present one or more cases in which political, economic, structural and organizational dimensions of public health programs are examined. The roles of leaders, managers and staff at different organizational levels will be described and analyzed in terms of functions, constraints and opportunities for organizational and broad public impact.

Foundation in Teaching Public Health, 3 hrs:
This course provides a foundation in teaching Public Health in various academic and practice environments. The course introduces the student to teaching theories and methods, preparing for instruction, promoting active learners, employing problem-based learning, teaching in various settings (e.g., classroom lectures, seminars, small group interactions, continuing education, internship, mentorship, and in-service), incorporating technology into teaching, creating courseware on the World Wide Web, using various teaching evaluation methods (e.g., multiple choice and short answer tests, writing and grading essay items, and using case studies) and assessing student performance. The student will develop and present a classroom lecture.

Decision Sciences in Public Health Research and Practice, 3 hrs:
This course introduces quantitative methods for planning and strategic management in the public and non-profit sectors. It includes advanced methods for needs assessment for public and nonprofit services, facility location and capacity; program analysis and planning; estimating/forecasting program impacts, including regional demographics and employment, and treatment of uncertainty in decision-making. The course will cover methods of program valuation and selection, including multi-attribute utility technique, analytic hierarchy process, and benefit-cost analysis.

Public Health Leadership, 3 hrs:
This course will prepare doctoral students for the highest level of public health leadership—especially those essential to leading for the future, strategic planning, administration, policy, and program and personnel reviews. Upon completion of this course, students will know how to create a shared vision for a changing future, champion solutions to organizational and community challenges, and energize commitment to goals. They also will know how to establish a shared vision, lead by example and lead in models of shared governance. They will actively lead on the basis of core public health values, with special emphases on diversity, eradicating health disparities, and protecting health at both the individual and community levels.

Advanced Management Theory and Practice, 3 hrs:
This course will utilize an instructor guided case study approach to explore several important themes in management and leadership. First, students will examine the external environment in
which a leader operates with cases that highlight strategic management and the responsibilities of leadership. Next, students will be introduced to cases that emphasize the technical skills required for effective service delivery and internal operations, and the importance of organizational culture. Finally, students will discuss cases demonstrating how to affect policy, resolve conflict, and build consensus despite complexity and conflict. Each student will be asked to develop and present a case study based on a personal workplace experience relevant to one of the three aforementioned themes.

**Health Policy and Management Seminar, 3 hrs:** This seminar series will provide a means for the faculty, students, and invited guests to present their current research projects, as well as a mechanism for students to identify mentors and advisors for their dissertation project.

**F. REQUIREMENTS FOR ACCREDITATION** -- Describe the requirements for accreditation if the program will seek to become accredited. Assess the eligibility of the proposed program for accreditation.

The Council on Education for Public Health is the accrediting institution for schools of public health. A revised set of accreditation criteria was promulgated in June 2005. The new standards require that a school of public health have sufficient faculty expertise, availability of advanced-level courses, and active research, sufficient to support the development and offering of at least three doctoral degree curricula. MEZCOPH currently offers only one doctoral program, in Epidemiology. Successful implementation of the new Dr.P.H. will help to satisfy the new accreditation criteria.

**II. STUDENT LEARNING OUTCOMES AND ASSESSMENT**

**A. What are the intended student outcomes, describing what students should know, understand, and/or be able to do at the conclusion of this program of study?**

**Outcomes**

- To possess the foundational knowledge of public health practice

  The Dr.P.H. program will provide intensive education and training in the social, cultural, political and scientific history of public health from an organizational and policy perspective. Graduates of this program will be able to apply the fundamentals as well as the most current evidence to public health practice and policy.

- To master the skills needed for applied research, evaluation, data analysis, policy analysis and decision-making.

  Students will receive advanced systematic training in epidemiological and community-based research methods, biostatistical analysis, environmental health sciences, prevention sciences and behavioral sciences. Graduates of this program will have a strong base of skills in these
areas and will be able to apply the major theories and methods from these areas to public health research, evaluation, analysis and decision-making.

- To develop specialty area expertise

Graduates of the Dr.P.H. program will have a strong knowledge foundation, skill set, and professional experience in one of the following concentration areas: Public Health Policy and Management or Maternal and Child Health. This will enable them to further develop their practical expertise in the selected public health area and assume leadership roles in these fields.

- To be able to effectively engage communities

Graduates of the Dr.P.H. program will be able to apply the theories and methods of community engagement in public health practice and research. This includes the knowledge and skills needed to initiate and maintain community involvement and participation in public health practice and research through effective communication with communities and through the development of consensus with community partners for conducting effective public health programs.

- To be able to identify and obtain resources for public health programs

Graduates of the Dr.P.H. program will have a broad base of knowledge of potential funding sources for public health programs. They will have the skills needed to identify available resources and to prepare successful grant applications to obtain support from both public and private funding agencies for public health programs.

- To possess the leadership and management skills needed to become effective leaders in public health practice.

Graduates of this Dr.P.H. program will have the knowledge and skills needed for effective financial planning, organizational management, active policy development, and strategic and program planning in public health practice. The Dr.P.H. program will prepare its graduates for middle and high-level leadership roles in public health programs in the United States or internationally.

- To be able to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

Graduates of the Dr.P.H. program will be able to develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. They will know how professional ethics and practices relate to equity and accountability to ensure that the culture-specific needs of diverse communities are addressed to eliminate health disparities in a culturally competent manner.
B. Provide a plan for assessing intended student outcomes.

Student outcomes will be assessed throughout the program using the tools described below.

Means for assessing students:

- Academic credentials of accepted students into the program – these include the characteristics of all previous awarded degrees, including the name of the institution, the major of the awarded degree(s), year(s) granted, and associated GPA(s); standardized test scores; and letters of recommendation from individuals well acquainted with the student’s past performance, current expertise, and future potential.

- Grading of required papers/exams and oral presentation in seminars – performance on required papers, examinations, and presentations will be reflected in course grades.

- Comprehensive Exams – the written comprehensive exam will cover key topics in public health policy and practice and the identified area of specialty. The exam will be written and graded by an identified committee consisting of a faculty sponsor, two additional faculty members from the appropriate MEZCOPH Division, and two faculty members from the minor field of study. The oral comprehensive exam tests the student on general knowledge acquired not only during the core courses, but also in any specialty and/or minor courses. The adequacy of the student’s performance (pass/fail in each case) is determined by the comprehensive exam committee.

- Dissertation Defense – in the dissertation defense, the student must demonstrate advanced expertise in the field, demonstrating an ability not only to defend the quality and relevance of the original dissertation research, but also to integrate it into broader public health research currently being conducted by experts in the field. The adequacy of the student’s performance (pass/fail) is determined by the dissertation committee.

- Annual written progress reports – annual progress reports track the quality of performance (e.g., course grades) and its timeliness. These reports are reviewed by the Student Progress Committee, and recommendations for corrective action issued by them, as deemed necessary.

Assessing program requirements:

- Maintain continual review of educational programming and offerings through documentation of program specific learning objectives, core competencies, course availability and course content to address global public health competencies and issues relevant to the Southwest.

- Monitor student recruitment, retention, and degree completion, with an emphasis on ensuring a culturally diverse student population reflective of the Southwest.
• Evaluate the number and scope of student support services related to career placement, and provision of financial resources to ensure the program meets defined objectives.

• Conduct annual student surveys to assess the adequacy of academic advising skill and teaching effectiveness of the faculty.

• Track the ratio of students to faculty and the proportion of courses offered to students enrolled to ensure resources increase proportional to increases in student enrollment.

• Track average time to degree – trends, as well as summary measures will be presented to the program faculty for discussion each year.

• Evaluate the breadth and depth of curriculum in terms of faculty satisfaction with what students know and are able to do – the program faculty will meet every other year to assess overall effectiveness of program structure and function.

• Evaluate former students’ professional development – alumni will be contacted one year after graduation, and once every five years after, to track professional development via a short survey.

• Learn from employers whether students were appropriately prepared – surveys will be administered one year after graduation to appropriate employers.

• Conduct ongoing self-assessment, annual reports, and academic program reviews – once each year the faculty will meet to discuss these assessments, taking action as necessary.

• Conduct follow-up interviews with program graduates to obtain feedback on the graduate’s assessment of how well the Dr.P.H. program advanced their professional careers – exit interviews will be conducted; additionally, a module will be added to the initial post-graduation survey described above, administered one year after graduation.

• Realign the program as needs change or as assessment shows need for improvement.

III. STATE'S NEED FOR THE PROGRAM


Since the establishment of the Master of Public Health Program in 1993 at The University of Arizona, 620 students have graduated and entered the public health workforce. These students were well trained to assume midlevel positions of responsibility within and outside the State of Arizona. However, the opportunities available in public health leadership and higher level administrative positions are limited because of lack of training in advanced analytical and conceptual skills related to public health theory and practice. A Dr.P.H. program will enable MEZCOPH to expand and strengthen its emphasis on and commitment to service to the State of Arizona by preparing individuals for these roles.
Leading Arizona health status indicators reflect a less than optimal state of affairs, and there is much work that needs to be undertaken to reverse these statistics. This situation, coupled with the reality of an aging public health workforce that soon will be facing significant attrition issues, currently align to produce a critical shortage of highly trained professionals who can affect the changes desperately needed in our State and region. As the only accredited college of public health in a 12 state region bounded by Texas and Oklahoma on the east to California and Washington on the west and stretching from Canada to Mexico, the University of Arizona Mel and Enid Zuckerman College of Public Health is positioned to take the lead in training these high level public health specialists throughout this large geographic region.

MEZCOPH is committed to increasing access to public health education resources through distance learning. A major goal of the new program is to create a Dr.P.H. distance-learning program that would allow MEZCOPH to effectively deliver education to students who are not physically “on-site.” Currently, the five core courses for the M.P.H. program are available online. It is MEZCOPH’s goal to have the entire Dr.P.H. program available on-line within the next five years. There is only one accredited school in the nation that offers an on-line Dr.P.H. program in Public Health Leadership. This important step will allow us to educate individuals on a local, regional, and national level.

B. IS THERE SUFFICIENT STUDENT DEMAND FOR THE PROGRAM? --Explain, and please answer the following questions.

1. What is the anticipated student enrollment for this program? (Please utilize the following tabular format). Explain the sources for these projections of student enrollment. This explanation may include numbers of requests from current students, requests from high schools, requests from potential students not currently enrolled, or other sources.

There is considerable student demand for the Dr.P.H. program, as evidenced by the interest in the proposed program shown by MEZCOPH’s M.P.H. and M.S. alumni, current students and public health colleagues throughout the state and region. A focus group of current students who communicated interest in the proposed program expressed satisfaction with the idea that there would be practice-based, as well as academic, doctoral options within MEZCOPH. Other significant issues were raised by this focus group. The interdisciplinary nature of MEZCOPH’s M.P.H. Program attracted students and this was discussed as a feature that they very much want to see continued in new doctoral programs. The developing distance availability of our courses and programs is something that students feel is important to see continued and expanded into the doctoral avenues of study. Focusing on the intervention aspects of public health is felt to be important, as is designing our programs to capitalize on MEZCOPH’s strengths – Arizona, rural, global and border health.

As stated above, current students, the MEZCOPH’s alumni, and the members of the public health workforce comprise the primary sources of projections of student enrollment. The requests for information about a potential Dr.P.H. program have been collected and maintained by MEZCOPH’s Office of Student Services and include potential applicants’
names and contact information, current career status and general comments. Of the information collected, there are 17 individuals who, on initial review, meet the proposed criteria for admission. MEZCOPH also recently received a Maternal and Child Health Workforce Enhancement Program (almost one million dollars for 5 years) funded by the Health Resource Services Administration. This program includes funding for faculty and fellows and may be a source of students interested in pursuing a Dr.P.H. with a focus on maternal and child health.

Additionally, 65% of the CEPH accredited schools of public health offer a Dr.P.H. program. Thus, the addition of this doctoral program will make MEZCOPH more attractive to students and future faculty recruits. It will also provide M.P.H. graduates of MEZCOPH the opportunity for continued academic growth and career advancement.

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<thead>
<tr>
<th>5-YEAR PROJECTED ANNUAL ENROLLMENT *</th>
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<tbody>
<tr>
<td>No. Dr.P.H. Students</td>
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</table>

* Indicates the number of new students enrolled each year for the first five years.

2. What is the local, regional and national need for this program? Provide evidence of the need for this program. Include an assessment of the employment opportunities for graduates of the program during the next three years.

The need for a Dr.P.H. program in Arizona is significant. The Arizona Department of Health Services publication, *Arizona Health Status and Vital Statistics 2003*, shows the state consistently below health status targets established by the U.S. Department of Health and Human Services in *Healthy People 2010*. Additionally, these data show Blacks, Hispanics, and Native Americans in our state as continually scoring “worse than average” when compared to the average Arizonan on many parameters in the categories of utilization of prenatal care services, maternal lifestyle and health characteristics, incidence of teen pregnancy, mortality rates from natural causes, and patterns of premature mortality. In order to eliminate health disparities prevalent in our state and to ensure that people lead vigorous lives, we must develop future public health leaders who are able to implement programs needed to improve the health of citizens in Arizona and throughout the nation.

Individuals who earn Dr.P.H. degrees are trained to occupy leadership positions that have major influences on public health policies, programs and institutions through the analysis, development and implementation of public health programs. We propose to offer doctoral level instruction and training to individuals who have several years of experience in the public health field. It follows that citizens of the state and region with the requisite experience and subsequent training will be best suited and prepared for creating the administrative infrastructure necessary for promotion of a healthy public and amelioration of current public health issues in the region.
Employment opportunities for graduates through 2013 are excellent. The Arizona Workforce Informer, a service of the Arizona Department of Economic Security, projects a 51.5% increase in the number of medical and health service managers and a 32.2% increase in the number of social and community service managers for the 10 year period from 2003-2013. This increase represents 3,152 new jobs. These projections combined with the significant need for improvement in Arizona health status indicators offer an optimistic employment outlook for Dr.P.H. graduates.

3. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>PROJECTED DEGREES AWARDED ANNUALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st yr</td>
</tr>
<tr>
<td>No. Degrees</td>
</tr>
</tbody>
</table>

**IV. APPROPRIATENESS FOR THE UNIVERSITY** -- Explain how the proposed program is consistent with the University mission and strategic direction statements of the university and why the university is the most appropriate location within the Arizona University System for the program.

The University of Arizona (UA) is a land grant university that is uniquely situated geographically in the Southwest United States, and ninety miles from the US-Mexico border. It is a student-centered university with over 34,000 students, located in Tucson, Arizona. UA is a modern land grant research university and is one of the top-ranked research universities in the nation. The University of Arizona has a strong and long tradition of academic excellence, with an accompanying commitment to a diverse student body.

The mission of the Mel and Enid Zuckerman College of Public Health clearly states and underscores the appropriateness for the University of Arizona and its Zuckerman College of Public Health to be the home for the Dr.P.H. program.

*The mission of the Mel and Enid Zuckerman College of Public Health is to promote the health of individuals and communities with a special emphasis on diverse populations and the Southwest.*

The Dr.P.H. program will elevate the status of the University of Arizona and MEZCOPH throughout the public health community. It is most directly related to Focused Excellence Strategic Priority III, “Extend the concept of a land grant university to position the University of Arizona, across all colleges, as a model for linking scholarship and creativity to societal and community needs.” Individuals who earn Dr.P.H. degrees are trained to occupy leadership positions that have major influences on public health policies, programs and institutions through the analysis, development and implementation of public health programs. We propose to offer...
doctoral level instruction and training to individuals who have several years of experience in the public health field. It follows that citizens of the state and region with the requisite experience and subsequent training will be best suited and prepared for creating the administrative infrastructure necessary for promotion of a healthy public and amelioration of current public health issues in the region.

According to former UA President, Peter Likins, “…diversity is essential to excellence.” The UA has embarked on the mission of Focused Excellence that offers a diverse environment of excellence and continues to strive for an environment that offers equal access and equal participation for all groups and individuals. It is an environment in which differences are understood and valued. MEZCOPH’s commitment to attracting, retaining and graduating a diverse student body is evident by the diversity of our student body. Approximately 36% of the current MEZCOPH graduate student body and 53% of last year’s (no current data yet) undergraduate student body is comprised of underrepresented minorities. Nationwide, MEZCOPH is ranked in the top 5 of accredited schools of public health for the percentages of enrolled and graduated master’s and doctoral level Native American and Hispanic students. MEZCOPH student diversity continues to flourish and newly admitted students report that this college’s reputation for serving underserved communities and populations was a key factor in their decision to attend the UA.

MEZCOPH has successfully secured training grants (EXPORT, MCH) that have facilitated the recruitment and retention of graduate students from under-represented minority populations. For most students participating in these programs, the Dr.P.H program would be a logical next step. We also have long-term relationships with our neighbor to the south and strong ties with academic institutions such as El Colegio de Sonora and Universidad de Sonora that would attract potential students to the doctoral program.

The Dr.P.H. is a professional degree program for doctoral students with demonstrated ability and potential for leadership in public health. The program is expected to attract a diverse student body representative of the southwest because it demonstrates not only active commitment and a culturally competent program of studies and mentoring, but also offers the availability of a peer support group. It is well known that existing diversity helps foster future increases in diversity.

The proposed Dr.P.H. program would be rooted in an environment of excellence and diversity at The University of Arizona, associated with the UA’s Diversity Coalition which serves in an advisory capacity to the UA President and Provost in the implementation of a Diversity Action Plan. The aims of the UA Diversity Plan are:

- Recruit and retain excellent and diverse faculty, staff, students, and administration;
- Establish equity in every aspect of academic opportunity in our campus community;
- Incorporate diverse perspectives as a matter of course in every activity on our campus; and
- Become a model academic community that celebrates diversity and excellence.
The UA supports diversity through its many outreach programs targeted at recruiting, retaining, and graduating the talented and gifted, economically disadvantaged, minority, and first generation college-bound students. The UA’s Department of Multicultural Programs and Services provides an exciting community of professionals, faculty, alumni, and community members ready to support every student, especially those students from underserved and under-represented racial and ethnic groups or from academically disadvantaged populations. The Department of Multicultural Programs and Services cultivates a campus-wide climate of cultural respect and celebration of differences with nationally recognized programs that promote academic excellence, cross-cultural communication and excellent leadership skills for UA undergraduate and graduate students.

The University of Arizona’s Arizona Health Sciences Center is the home of both undergraduate and graduate health professions programs. The Arizona Health Sciences Center (AHSC) campus in Tucson includes 48-acres and employs nearly 5,000 people. Each year, its budget of over $85 million in research grants and gifts leads to the most current and technologically advanced treatment for patients and current curricula for students at the Mel and Enid Zuckerman College of Public Health, the College of Medicine, the College of Pharmacy, and the College of Nursing. Also, approximately 116 miles to the north of Tucson is the Phoenix campus of the Arizona Health Sciences Center (started in 1992) in Arizona’s largest metropolitan area. The Phoenix campus continues to develop and address the needs of the students, faculty, and the community of Phoenix through its relationships with area hospitals, Arizona State University, and the Arizona Department of Health Services.

V. EXISTING PROGRAMS AT OTHER CAMPUSES

A. EXISTING PROGRAMS IN ARIZONA –

1. For a unique (non-Duplicative) program, provide a statement to the effect that there are no existing programs at other Arizona public universities that duplicate the proposed program.

There are no existing programs at other Arizona public universities that duplicate the proposed program. Since MEZCOH is the only nationally accredited school of public health in the twelve state western mountain region, it is the only school with the necessary depth of faculty resources to offer a Dr.P.H.

2. Other Institutions -- If this program is not currently offered at the same academic level by private institutions in the state of Arizona, provide a statement to that effect. If a similar program is currently offered by private institutions, list all programs and indicate whether the institution and the program are accredited. (A list of institutions will be provided by Board staff. Please utilize the following tabular format and contact Board staff for assistance, if needed).

This program is not currently offered by any private institution in the state of Arizona.
B. PROGRAMS OFFERED IN OTHER WICHE STATES

1. Identify WICHE institutions that currently offer this program. If appropriate, briefly describe the programs. (Please use the following format).

The only accredited College of Public Health in the Mountain Time Zone is at the University of Arizona. Of the 15 WICHE states, there are colleges of public health accredited by the Council on Education in Public Health at the following institutions: The University of Washington, The University of California at Berkeley, The University of California at Los Angeles, Loma Linda University and San Diego State University. Three of these schools offer the doctoral program in public health (Dr.P.H.). However, since California does not participate in the Western Regional Graduate Program, Arizona residents are not eligible for in-state tuition for these graduate programs.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WICHE INSTITUTION &amp; LOCATION</th>
<th>NCA Accreditation? (Y or N)</th>
<th>Program Accreditation? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Dr.P.H.</td>
<td>University of California – Berkley, CA</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>2 Dr.P.H.</td>
<td>University of California – Los Angeles, CA</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>3 Dr.P.H.</td>
<td>Loma Linda University – Loma Linda, CA</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

VI. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. FACULTY

1. Current Faculty -- List the name, rank, highest degree and estimate of the level of involvement of all current faculty who will participate in the program. If proposed program is at the graduate level, also list the number of master's theses and doctoral dissertations each of these faculty has directed to completion. Attach a brief vita for each faculty member listed.

The Mel and Enid Zuckerman College of Public Health currently offers only one Ph.D. program in Epidemiology. As a result, some of the faculty have had a limited opportunity to be involved in doctoral committees or to direct doctoral dissertations. However, many of these faculty have extensive practice-based experience that will allow them to make a unique and significant contribution to the dissertations of students participating in the Dr.P.H. program. A brief vita for each faculty member listed is included in Appendix II.
## Dr.P.H. Faculty

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>M.S. Theses Directed</th>
<th>Ph.D. Dissertations Directed</th>
<th>Ph.D. Committee Member</th>
<th>Level of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iman Hakim</td>
<td>Professor</td>
<td>M.D., Ph.D., M.P.H.</td>
<td>10</td>
<td>1</td>
<td>6</td>
<td>0.5 FTE</td>
</tr>
<tr>
<td>Mary Koss</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>6</td>
<td>20</td>
<td>25</td>
<td>0.8 FTE</td>
</tr>
<tr>
<td>Joel Meister</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>8</td>
<td>-</td>
<td>4</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>G. Marie Swanson</td>
<td>Professor</td>
<td>Ph.D., M.P.H.</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>0.5 FTE</td>
</tr>
<tr>
<td>TBR, RHO Director</td>
<td>Professor</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Ralph Renger</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>5</td>
<td>-</td>
<td>2</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Cecilia Rosales</td>
<td>Associate Professor</td>
<td>M.D., M.S.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Lisa Staten</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Douglas Taren</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Nicolette Teufel-Shone</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Christina Cutshaw</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Merrill Eisenberg</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>10</td>
<td>-</td>
<td>1</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Howard Eng</td>
<td>Assistant Professor</td>
<td>M.S., Dr.P.H.</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>0.88 FTE</td>
</tr>
<tr>
<td>Norma Gray</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>14</td>
<td>-</td>
<td>-</td>
<td>1.0 FTE</td>
</tr>
<tr>
<td>Kenneth Schachter</td>
<td>Assistant Professor</td>
<td>M.D., M.B.A.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.39 FTE</td>
</tr>
</tbody>
</table>

**Note:** Many of the faculty listed above with <1.0 FTE are involved with other doctoral programs. We have listed only their involvement with the Dr.P.H. Since a tenure-eligible or tenured faculty line in MEZCOPH only guarantees 0.50 FTE, MEZCOPH faculty members obtain the remainder of their FTE from funded grants and projects.

2. Additional Faculty -- Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition of these faculty.
MEZCOPH plans to continue building its faculty base by utilizing MEZCOPH base funding.

3. Current FTE Students and Faculty -- Give the present numbers of FTE students and FTE faculty in the department or unit in which the program will be offered.

<table>
<thead>
<tr>
<th>Division</th>
<th>FTE Students</th>
<th>FTE Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community, Environment, and Policy</td>
<td>45.2</td>
<td>5.77</td>
</tr>
<tr>
<td>Health Promotion Sciences</td>
<td>42.0</td>
<td>6.30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>87.2</strong></td>
<td><strong>12.07</strong></td>
</tr>
</tbody>
</table>

4. Projected FTE Students and Faculty -- Give the proposed numbers of FTE students and FTE faculty for the next three years in the department or unit in which the program will be offered.

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE Students</th>
<th>FTE Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>103.9</td>
<td>13.07</td>
</tr>
<tr>
<td>2008-2009</td>
<td>111.9</td>
<td>14.07</td>
</tr>
<tr>
<td>2009-2010</td>
<td>119.9</td>
<td>15.07</td>
</tr>
</tbody>
</table>

B. LIBRARY

1. Current Relevant Holdings -- Describe the current library holdings relevant to the proposed program and assess the adequacy of these holdings.

Students at the MEZCOPH have access to any of the libraries on the University of Arizona campus—the Main Library System, Science-Engineering Libraries, Fine Arts Library, Law Library, and Arizona Health Sciences Library. The Main Library system contains almost 7,000,000 items, displaying 4,000 plus periodicals, books, microforms, maps, government publications, manuscripts and non-book media. The primary resource for Dr.P.H. students, the Arizona Health Sciences Library (AHSL), is a specialized library designed to meet the needs of the Colleges of Medicine, Nursing, Pharmacy, and Public Health. The AHSL contains over 212,000 volumes and receives approximately 2,100 periodical and serial publications. The collection includes books, journals, audiovisuals, electronic resources, and access to selected commercial databases. The University of Arizona also shares research resources with Northern Arizona University and Arizona State University through an interlibrary cooperative agreement.

Library information services staff at the AHSL are available to assist students with constructing search strategies specific to their field of research or study. Librarians can
offer assistance and expertise with the following databases: MEDLINE, PubMed, STAT!Ref, Web of Science, CINAL, ABI Inform, International Pharmaceutical Abstracts, NCBI Entrez databases, and an array of evidence-based medicine databases. These services are provided free to faculty and students.

The Arizona Health Sciences Library is a member of the National Network of Libraries of Medicine founded by the National Library of Medicine (NLM) and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service (PSRMLS). Additionally, AHSL is a founding member of the Arizona Health Information Network (AZHIN). In addition to AHSL, the AZHIN consortium is made up of the University of Arizona, the major teaching hospitals in Arizona, and a growing number of other Arizona health-related organizations.

2. Additional Acquisitions Needed -- Describe additional library acquisitions needed during the next three years for the successful initiation of the program.

The current library resources meet our needs now and for the future.

C. PHYSICAL FACILITIES AND EQUIPMENT

1. Existing Physical Facilities -- Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.

Classroom and office space: Drachman Hall provides over 18,500 net square feet (NSF) of permanently assigned space to the Mel and Enid Zuckerman College of Public Health. The College’s administrative and support offices, the academic divisions, research programs (such as the Rural Health Office, Border Health Initiatives, Prevention Research Center, etc.), and employee offices (faculty, research staff, and students) are all housed in the new facility. Some research programs remain off-site due to their unique program needs and requirements for a community setting. Wet-laboratory type space is also housed in adjacent university assigned facilities to meet specific research and instructional needs.

Drachman Hall also includes approximately 27,785 NSF of instructional space for the Colleges of Public Health, Nursing and Pharmacy. The instructional facility contains three 125 workstation lecture halls; one distributed learning classroom; two collaborative classrooms with 60 workstations each; two collaborative classrooms with 40 workstations each; one collaborative classroom with 20 workstations; and one computer classroom that will be able to accommodate 50 students. In addition, 18 breakout or discussion rooms and related service areas are available for instructional or research needs. The new facility provides MEZCOPH with the position of home department, allowing priority assignment for all instructional and conference space.

Computing Facilities: The MEZCOPH computing infrastructure consists of 12 servers running Windows 2000 and Windows 2003. These servers are used for a variety of purposes
including web hosting, file sharing, authentication, virtual private networking (VPN), network printing, and other special project specific applications.

The College’s faculty and staff use approximately 300 personal computers acquired through division, college or research-funded resources. These are all Windows based systems connected to the network in a variety of ways depending on location. With the occupancy of Drachman Hall, the number of sites requiring IT support has been reduced to seven. On-campus locations have network speeds of 10 or 100 megabits/sec; three sites use wireless (point to point) connections to establish connectivity, and the remainder use DSL or T1 connections. Within Drachman Hall, the network utilizes voice over IP (VoIP) technology, which allows for both telephone and data service over the same set of cables. Wireless data networking is also being utilized in and around the building, complementing the wired data connection points within the building.

Student access to computing technology is facilitated through the Arizona Health Sciences Center’s library and it’s Learning Resource Center. In Drachman Hall, a room for training and public health specific instructional needs, equipped with 21 computer stations, is available solely for use by MEZCOPH faculty, students and staff. These facilities provide students with access to special technologies, and local and Internet resources. Additionally, the Center for Computing and Information Technology and the Integrated Learning Center, on the main campus, provide similar access to computing labs and resources. A help desk is available at each of these facilities. Internet-based videoconferencing, outside of the classrooms constructed for that purpose, is available via two mobile units within Drachman Hall.

Videoconferencing capabilities are available in designated Drachman Hall classrooms. These classrooms can be used to hold “real-time” synchronous classes with remote locations, while allowing lectures to be recorded and re-used for online distance-based courses. Synchronous classes and lectures can be distributed to various conference rooms in the Arizona Health Sciences facilities, Northern Arizona University’s School of Health Professions, the University of Arizona College of Medicine’s Phoenix Programs offices, and various Health Care facilities and educational sites locally and throughout Arizona, via the Internet or the Arizona Telemedicine Program network. Online courses will be made available generally through the public Internet using the learning management systems and tools available through the University of Arizona Center for Computing and Information Technologies. Video services are generally provided through Biomedical Communications, an auxiliary unit that provides technical support to the Arizona Health Sciences colleges. The Division of Biomedical Communications provides communications media planning and production services in support of the public service, research and instructional programs offered by the Arizona Health Sciences colleges.

2. Additional Facilities Required or Anticipated -- Describe physical facilities and equipment that will be required or are anticipated during the next three years for the proposed program.

None anticipated.
D. OTHER SUPPORT

1. Other Support Now Available -- Include support staff, university and non-university assistance.

The Mel and Enid Zuckerman College of Public Health’s senior administrative component consists of the Dean, one Senior Associate Dean, two Associate Deans, two Assistant Deans, three Educational Program Chairs, and three Division Directors. Presently, there are 24.63 FTE management staff (management at the research administrative levels), 81.54 FTE research staff (at all levels), and 34.18 FTE administrative support staff (combined research and administration).

2. Other Support Needed, Next Three Years -- List additional staff needed and other assistance needed for the next three years.

Additional 1.00 FTE support for doctoral programs in the Office of Student Services and Alumni Affairs.

VII. FINANCING

A. SUPPORTING FUNDS FROM OUTSIDE SOURCES -- List.

It is expected that students will receive Research Assistantships or part-time employment positions (if needed) as part of investigator-initiated research grants, program project grants, and center grants whose principal investigators are part of MEZCOPH and the other colleges in the Arizona Health Sciences Center. Given that all MEZCOPH tenure-eligible and tenured faculty are only guaranteed 0.50 FTE, faculty members must obtain the remainder of their FTE from funded grants and projects. The total dollar amount of grants in MEZCOPH suggests a great potential for supporting students – the EXPORT grant and the Maternal Child Health training grant are excellent examples.

Traditionally, MEZCOPH has supported positions through student employment as there has been little motivation to employ RAs. The M.P.H. program which provides the majority of graduate students is a terminal degree that involves mentoring students who will graduate in 1.5 years. The M.P.H. degree is not oriented toward future graduate study, nor are the majority of students that are selected for the program. With the doctoral degree program in place, taking research assistants will make much more sense. Recent grant applications have gone out with RA positions budgeted instead of student employment. The system will function as a feedback loop where more students bring more energy, ideas, and research assistance which stimulates more grant writing and motivates faculty to write new grants to support students who will advance their research interests. Ultimately, the result is more support for future students.
B. NEW ACADEMIC DEGREE PROGRAM BUDGET PROJECTIONS FORM –

Complete the appropriate budget form, available at http://www2.nau.edu/ugstudy/UCCForms.htm describing the current departmental budget and estimating additional costs for the first three years of operation for the proposed program. Please note that these costs for each year are incremental costs, not cumulative costs.

The Dr.P.H. program budget is attached.

VIII. OTHER RELEVANT INFORMATION

In the past few years, the College has made vast strides in obtaining funds for student financial aid. In order to maintain supply and demand, it will be necessary to continually develop fundraising activities to provide resources for student grants and scholarships.
Appendix I.
University of Arizona Graduate-Level Dr.P.H. Electives

Courses are listed alphabetically by department.

University of Arizona College of Social & Behavioral Sciences / Anthropology

**ANTH 672 -- Adolescence in a Global Context (3 units)**
Description: This course will provide an overview of adolescence in a global context, with a particular focus on the physical and mental health of youth. Class topics will focus on such issues as body image, adolescent sexuality, and the impact of transnational media on youth cultures.

**ANTH 674 -- The Impact of Modernization on the Third World (3 units)**
Description: Intensive study of specific theories and varieties of culture change.

**ANTH 675A -- Anthropology and International Health (3 units)**
Description: An intensive overview of the field of international health and anthropologists' contributions to it. Responses to biotechnology, primary health care and child survival, diseases and development; health care utilization patterns; world systems and multinational pharmaceutical industry; health care bureaucracies; interaction between traditional medicine and public health.

**ANTH 675B -- Anthropology and International Health (3 units)**
Description: Health transitions and the household production of health with emphasis on anthropological investigations of health within a broader development context.

**ANTH 696G -- Nutrition and Physical Activity in a Biocultural Context (3 units)**
Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Mel & Enid Zuckerman College of Public Health

**CPH 615A -- Cancer Epidemiology and Prevention (3 units)**
Description: An overview of the current issues and methods in cancer epidemiological studies. Issues and methods used in cancer surveillance, international studies, observational studies, and intervention trials will be covered.

**CPH 620 -- Communication Theory II (3 units)**
Description: An overview of historical and theoretical perspectives on communication strategies used in social influence attempts from interpersonal to mass media contexts.
CPH 634 -- Data Management in Healthcare Systems (3 units)
Description: Focuses on development and maintenance of healthcare databases for application in solving healthcare problems. Design methods, database structures, indexing, data dictionaries, retrieval languages, and data security are presented.

CPH 645 -- Nutritional Epidemiology (3 units)
Description: An overview of the current issues and methods in assessing nutritional status in epidemiological studies. Issues and methods used in international studies and of chronic disease nutrition will be covered.

CPH 651 -- Bioethics, Regulations, and Repercussions in Research (2 units)
Description: Introduction and applications of clinical research principles in bioethics; includes history of research ethics, human subjects research, responsible conduct, good clinical practice, genetic research ethics, international research and investigator's role in research and vertebrate animals.

CPH 652 -- Grantsmanship for a Winning Proposal (3 units)
Description: Presents skills needed to write competitive biomedical research grants, prepare budgets, identify funding sources, understand peer review processes, and deliver effective scientific presentations; students will write an NIH grant proposal to be reviewed internally.

CPH 660 -- Infectious Disease Epidemiology (3 units)
Description: Introduction to epidemiologic methods used in infectious disease investigations. An emphasis will be placed on understanding the relationships between the host, the parasite and the environment as they relate disease causation.

CPH 670 -- Chronic Disease Epidemiology (3-4 units)
Description: Nutritional epidemiology, pharmacoepidemiology, occupational epidemiology and environmental epidemiology.

CPH 681B -- Violence Against Women (1 unit)
Description: Introduction to male violence against women from the public health perspective, including frequency, causes, impact, intersections with disease risk factors, and community responses.

CPH 696D -- International Planning (3 units)
Description: A seminar in the theory and practice of international planning and the institutions which participate in planning globally. The system of multi-lateral agencies developed in the post World War II period is examined as is the growing nonprofit and self-help movement worldwide, composed of other public and not-for-profit organizations, known as NGOs, CBOs, grass roots organizations, and local popular movements. The practice of international development planning will be surveyed through a series of recently published materials and guides to international planning by practitioners. Two seminar papers will be required on the practice of international planning.
**CPH 696E -- Issues Along Borders** (3 units)
Description: Seminar on the key planning issues which affect international borders, particularly between Arizona and the Mexican state of Sonora. Seminar topics will be enhanced by invited experts on key issues of migration, growth and change, social issues and political realities. Each student will select a related border region to study in parallel with the structure of the seminar.

**EPID 673 -- Epidemiology of Aging** (3-4 units)
Description: This is a course in the principles and methods of epidemiology as applied to the study of aging. It assumes basic knowledge of pathophysiology, and epidemiological and biostatistical methods. Major research issues in the Epidemiology of Aging as well as the methods to study them will be presented and discussed.

**Eller College of Management / School of Public Administration**

**MAP 600 -- Behavioral Science Theory and Method in Management** (3 units)
Description: Conceptual and theoretical frameworks for the analysis of management problems from a behavioral science perspective. Emphasis on formulation of research questions and alternative research strategies for answering them.

**MAP 696D -- Judgment and Decision Making** (3 units)
Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

**MAP 696J -- Research in Organizational Justice** (3 units)
Description: Emphasize on historical trends and examining current research.

**MAP 696M -- Gender Issues in Organizational Behavior** (3 units)
Description: In this course, we will focus on several topics that have to do with gender and organizations.

**MAP 696S -- Research in the Sociology of Organizations** (3 units)
Description: Doctoral seminar focusing on a current research topic in the sociology of organizations.

**University of Arizona College of Medicine**

**MED 696W -- Introduction to the History of Medicine** (2 units)
Description: Goals: The objectives of this elective are to introduce the participants to the medical theories and practices that preceded current medicine, and to acquaint them with some events that were crucial to the emergence of contemporary concepts of medicine.

**MED 696Y -- Cultural Competence in Health Care** (1-3 units)
Description: Goals: This elective will provide the student an opportunity to acquire a basic
foundation in geriatric medicine that includes: improving the student's knowledge of normal and abnormal aging; managing both acute and chronic problems; dealing with ethical dilemmas.

**Eller College of Management / Marketing**

**MKTG 696A** -- Perspectives and Principles for Research in Marketing (3 units)
Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

**University of Arizona College of Nursing**

**NURS 645A** -- Health Care Systems: Measurement and Analysis (2-3 units)
Description: This variable unit, didactic and application course focuses on strategies for measurement and analysis of health care systems.

**NURS 646** -- Health Care Information Systems (3 units)
Description: Focuses on the theoretical basis of healthcare informatics with an emphasis on management and processing of healthcare data, information, and knowledge. Healthcare vocabulary and language systems, and basic database design concepts are addressed.

**NURS 647** -- Systems Analysis for Informatics Innovations (3 units)
Description: Focuses on systems analysis and design of healthcare information systems. The context of complex healthcare organizations and informatics roles are examined as they relate to systems analysis. Methods for systems analysis and requirements determination are emphasized.

**NURS 648** -- Implementation of Informatics Innovations (3 units)
Description: Focuses on models and approaches for implementation, management, and evaluation of healthcare informatics innovations. Concepts and theories related to change, organization, and group processes are examined as they apply to informatics innovations. Approaches to evaluating the impact of healthcare informatics innovations are critiqued.

**NURS 650** -- Theory of Systems Management (3 units)
Description: Focuses on contemporary organizational theories as they apply to complex healthcare systems. Emphasis is placed on application of theory to organizational analysis and decision making.

**NURS 773** -- Rural Health Systems (3 units)
Description: This course provides students with opportunities to integrate knowledge of theories, models, and research in the area of rural health systems. Rural health care delivery systems will be analyzed and evaluated on aspects of delivery systems related to rural clients; provider, and organizational outcomes; informatics; and leadership in the design, implementation and evaluation of rural healthcare systems. Example units of study include: rural clinical service integration, networks and fiscal performance of rural hospitals, how rural providers compare on cost and quality performance indicators, rural mental health services, the impact of managed care on rural service,
rural public health infrastructures, rural safety nets, and rural-urban interdependence as evidenced through interregional resource flow, informatics and telemedicine, and referral and economic systems.

**NURS 774 -- Rural Community Health (3 units)**
Description: This course focuses on the health of rural communities. The health of rural populations will be examined within the context of diverse rural communities and students will be provided with opportunities to integrate knowledge of theories, models, and research on multiple community levels including exploration of issues such as the impact of rural occupations and economies, demography, migration and geography, culture and history, and the impact of local, state, and federal programs and policies on the health of rural populations. Vulnerability will be explored on at least two levels: how communities identify and recognize vulnerability, and how public policy and interventions respond to perceptions of vulnerability. The impact of living on the rural U.S.-Mexico border will be also explored.

**University of Arizona College of Pharmacy**

**PHSC 612 -- Patient-Reported Health Outcomes (3 units)**
Description: Survey of the theory, measurement, and applications of patient-reported health outcomes, specifically health-related quality of life and consumer assessments of health care.

**PHSC 621A -- Applied Health Technology Assessment (4 units)**
Description: Application of the methodologies and tools used in the assessment of health technologies. Included are the application of decision analytic tools and techniques as well as methodologies such as cost-effectiveness, cost-benefit and cost-utility analysis.

**Women’s Studies**

**W S 606 -- Women's Health in the United States (3 units)**
Description: An examination of social, cultural and political-economic factors affecting women's health in historical and contemporary contexts in the U.S. Focus on anthropological and feminist perspectives.
Appendix II.
Faculty Biosketches

Faculty members are listed alphabetically by last name.

Christina Cutshaw, Ph.D.
Dr. Cutshaw has extensive experience working on child mental health programs and policies. She has been a state legislative aid in Atlanta, and she designed and conducted a survey of over 200 nonprofit mental health advocacy organizations for her dissertation. She is currently assisting a colleague at the University of Pennsylvania put together a course: The Prevention and Treatment of Mental Disorders in the United States. She is the recipient of a National Institute of Mental Health Child & Adolescent Mental Health Services Research Fellowship and a dissertation service award from the Center for Child and Adolescent Mental Health Services. Dr. Cutshaw’s research interests include: child and adolescent mental health, interventions to prevent child maltreatment, juvenile justice and mental health policy.

Merrill Eisenberg, Ph.D
Dr. Eisenberg is an assistant professor with the Community, Environment and Policy Division at the University of Arizona Mel and Enid Zuckerman College of Public Health. Dr. Eisenberg received her Ph.D. in Anthropology in 1984 from the University of Connecticut. She teaches courses in Public Health Administration and Policy, Community Assessment and Analysis, Program Planning and Evaluation, and Multicultural Health Beliefs. Dr. Eisenberg is currently a co-investigator on two federally funded grants: the Southwest American Indian Cancer Control Network (SAICCN), funded through the National Cancer Institute, and Promoting Health Parity Among Mexican-American Women, a National Institutes of Health EXPORT project. Additionally, Dr. Eisenberg is Principal Investigator on a study “Designing a Comprehensive Approach to Discouraging Smoking Among Young Adults in Arizona” funded through the American Cancer Society. Her areas of expertise include tobacco use, evaluation, cultural competency, advocacy, and community-based public health interventions.

Howard J. Eng, M.S., Dr.P.H., R.Ph.
Dr. Eng is the Director of the Southwest Border Rural Health Research Center, Rural Health Office and Assistant Professor in the Mel and Enid Zuckerman College of Public Health, University of Arizona. He has more than 30 years of experience in health care. Dr. Eng’s training includes health services and policy research, health economics, epidemiology, public health, and pharmacy.

He has 20 years of teaching experience and has been a faculty member in the Colleges of Pharmacy, Medicine, and Public Health. Dr. Eng teaches Health Services Administration, Community-Based Research Methods, and Clinical Leadership and Administration Courses. Dr Eng was the recipient of the 1998-1999 University of Arizona Health Science Center Deans’ Teaching Scholars.

His research interest includes issues related to access to health services, especially for the socioeconomically disadvantaged and underserved; minority population and health disparities; border and tribal health; health care financing; barriers to health care utilization; health care
delivery systems; health care quality improvement; and pharmaceutical usage patterns. He is the co-principal investigator and evaluator/health services researcher for the Arizona Rural Health Flexibility Program. Dr. Eng was the Recipient of 1990 SAGE’s Outstanding University of Florida Faculty Award for Excellence in Research on Aging and selected to the 2003-04 National Rural Health Leadership Development Program sponsored by the Office of Rural Health Policy.

Norma Gray, Ph.D.
Dr. Gray is a licensed clinical psychologist who has worked in the fields of health promotion and substance abuse prevention for over 27 years. Dr. Gray is Principal Investigator for two SAMHSA Center for Substance Abuse Prevention (CSAP) grants to work with southwest American Indian communities in the development of prevention infrastructure and intervention development. One is entitled “Inhalant Use Prevention Infrastructure Development in an Urban American Indian Community.” This project includes a youth intervention program that focuses on Tribal culture and history, wellness, and the use of making videos to express personal and cultural pride and creating health-related public service announcements. The other project, entitled “Integration and Expansion of Substance Abuse and HIV Prevention Services for a Southwest American Indian Tribe” focuses on community capacity and preventive intervention development. She recently completed another project entitled “Effectiveness of a Culturally Focused Skills Enhancement Approach to Reduce Alcohol Use in Native Women.” Most recently, Dr. Gray was awarded NIH’s National Center of Minority Health & Health Disparities funding for a project entitled “Reducing Health Disparities in an American Indian Tribe in Arizona” to utilize community based participatory research to assess the community health needs of a southwest American Indian Tribe and develop a culturally appropriate and relevant intervention related to a health issue that is important to the community. She has published a theoretical article on the effects of physical and psychological childhood trauma on substance abuse and on the co-morbidity of substance abuse, depression and post traumatic stress disorder among American Indians.

Iman Hakim, MD, Ph.D., M.P.H.
Dr. Hakim has served as the Principal Investigator of large-scale, behavior change interventions trials focused on nutrition and tobacco. Her intervention research has been funded by the National Institutes of Health (NIH), the Department of Defense (DOD), the state (ADCRC) and the Ford Foundation. These projects have involved such issues as: chemoprevention of lung carcinogenesis using green tea; a dietary intervention to study the effects of tea consumption on smoking-related oxidative stress; development of tea polyphenols database & validation of the tea & citrus questionnaires; role of citrus-cancer association in Mediterranean diet; role of high tea consumption in the modulation of DNA damage; needs assessment for MCH block grant; ethnographic studies on female circumcision in rural Giza, Egypt; sociodemographic characteristics & environmental correlates of blood, salivary and breast milk lead levels in early childhood; and a longitudinal study of feeding patterns, health and development of infants and preschool children in a rural village in Giza, Egypt. She is the co-principal investigator on the Cancer Prevention Training Grant (NIH/NCI) and an active faculty member on the MCH training grant (HRSA). Dr. Hakim is an active member of the "Cancer Prevention & Control Program" at the Arizona Cancer Center. She is a devoted teacher and she is currently the chair of the "Family & Child Health" Concentration at MEZCOPH. For the past 18 years, she has worked with a wide variety of national and international organizations on ways to improve health promotion and disease prevention.
Mary Koss, Ph.D.
Dr. Koss is a clinical psychologist by training. She is Principal Investigator of the CDC funded RESTORE (Responsibility and Equity for Sexual Transgressions Offering a Restorative Experience) Program, a victim-driven community collaboration that offers an alternative justice intervention based on the conference model of restorative justice for selected sex crimes. This program is a collaboration of the Pima County Attorneys Office, Tucson City Attorneys Office, the Southern Arizona Center Against Sexual Assault, and the UA. Currently, Dr. Koss serves on the management committee of the Global Forum and World Health Organization Sexual Violence Research Initiative. Her past work includes doing epidemiological research that allowed her to testify before the Senate on behalf of the Violence Against Women Act and the Women Veterans Health Care Act. More recently she studied rape recovery and came to appreciate how the psychological mechanisms that exacerbate distress can be triggered by adversarial proceedings. This research led her to study ways that justice can be more healing. Dr. Koss is a member of the CDC International Rescue Committee consortium that has conducted a violence-against women community-based survey in post-conflict settings such as East Timor, Kosovo, Colombia and Rwanda. Dr. Koss has published extensively and is an internationally recognized expert in the area of sexual violence.

Joel S. Meister, Ph.D.
Dr. Meister is director of the M.P.H. concentration in public health policy and management at the UA Zuckerman College of Public Health. He is an internationally recognized expert in community-based health promotion and community mobilization for health initiatives. His primary teaching and research interests are in community health, health policy, social justice and health advocacy.

Dr. Meister has been working with US-Mexico border communities for 20 years, beginning with the first statewide Area Health Education Center (AHEC) program in Arizona. He was the principal investigator of the Comienzo Sano program, which brought the promotora/community health worker model to the Arizona border for the first time, in 1987. That program went on to become Arizona’s state-funded “Health Start” program, one of the very few community health worker programs in the nation to receive ongoing public funding.

Dr. Meister also has been principal investigator, co-investigator or technical and evaluation consultant on many other promotora-based programs at the U.S.- Mexico border, including Juntos Contra el Cancer/ Together Against Cancer (Nogales, Arizona), Community Access Program of Arizona (CAPAZ – Yuma, Arizona), Border Vision Fronteriza (all U.S. border states), Border Health Strategic Initiative (Border Health Si! – Santa Cruz and Yuma Counties, Arizona), REACH 2010 Promotora Community Coalition (Lower Rio Grande Valley, Texas) and the Southwest Center for Community Health Promotion diabetes interventions (Cochise, Santa Cruz and Yuma Counties).

Dr. Meister served as consultant to and chair of the readers’ panel for the National Community Health Advisors Study (NCHAS), which was published by the University of Arizona in 1998. As one result of that study, Dr. Meister and his colleagues received a grant to develop the Community Health Worker Evaluation Tool Kit, a guide to evaluating promotora-based community health interventions. The Tool Kit has sold almost 1,000 copies worldwide and is currently available in CD format and on the Web site of the UA Zuckerman College of Public Health.
**Ralph Renger, Ph.D.**

Dr. Renger is an associate professor in the Community, Environment and Policy Division at the University of Arizona Mel and Enid Zuckerman College of Public Health. After completing his doctorate degree in Psychology at the University of Calgary, he accepted a joint appointment as an assistant professor in the Departments of Family Medicine at the University of Calgary and University of Alberta. During his 4-year tenure in Canada, he supported the research interests of family physicians including a 10-year $2 million, industry funded evaluation of strategies to prevent Carpal Tunnel Syndrome/Trigger Finger and a 2-year study examining the efficacy of thrombolysis in rural setting. Dr. Renger then accepted an assistant professor position at the University of Arizona in the Arizona Prevention Center (APC), now the College of Public Health, where he is an associate professor teaching planning and evaluation in the M.P.H. program. During his 9 year tenure at the University of Arizona he has worked on several federally funded projects including 3 HUD funded HOPE VI projects totally over $40 million dollars combined. The results of the evaluation work on these studies led to several publications in the American Journal of Evaluation (AJE) and several invited presentations. During this time he also served as the Director of Planning and Evaluation for the Statewide Area Health Education Centers (AHEC) and served as the Chair of the Committee on Research and Evaluation (CORE) for the National AHEC organization. The results of his work with AHEC are also published. Despite the fact that his term with AHEC has ended he continues to work with several AHEC programs including those in the states of Alaska, New Mexico, Hawaii, and Washington. He is currently finishing his term as Director of Planning and Evaluation for Southern Arizona Health Career Opportunity program (HCOP). During his term with HCOP they made a significant break through in gathering oversight and compliance data using a web-based interface that is now being used by several other HCOPs nationwide. Dr. Renger is now transitioning into planning and evaluation of bioterrorism initiatives, including a CDC funded Center for Public Health Preparedness. Locally, he has worked with a program targeting the prevention of substance and drug abuse (CODAC), a one year $1.1 million United Way initiative to improve early learning readiness through quality improvement of the child care centers, a three year joint effort between the College of Agriculture and the College of Public Health examining the effectiveness of a media campaign targeting physical inactivity in Yuma Arizona, and the effectiveness of osteoporosis initiatives of the Arizona Osteoporosis Coalition. He prides himself in the problem solving aspects of planning and evaluation and enjoys sharing the results of these efforts through publications and invited national and international speaking engagements.

**Cecilia Rosales, M.D., M.S.**

Dr. Rosales is an associate professor in the Community, Environment and Policy Division at the University of Arizona Mel and Enid Zuckerman College of Public Health. She is recognized as a public health practitioner and involved in community based public health research and interventions on the U.S. Mexico border for several years. From 2000 to 2005, Dr. Rosales served the Arizona Department of Health Services (ADHS) as Chief of the Office of Border Health, Division of Public Health Services. She has received state and national recognition for her public health work. In 2004, she was recognized by Congressman Raul Grijalva as a Local Legend: Changing the Face of Medicine. The University of Arizona Mel and Enid Zuckerman College of Public Health recognized her as Alumnus of the Year in 2004. Most recently in 2005, the Arizona Mexico Commission awarded her the Andy Nichols award in recognition of her collaborative public health work carried out in the Arizona Sonora border region.
Dr. Rosales earned a Master of Science degree in Epidemiology from the University of Arizona, Mel and Enid Zuckerman College of Public Health in 2000. She received her medical degree from the Universidad Autónoma de Ciudad Juárez, School of Medicine in Ciudad Juárez, Chihuahua México in 1987, and her bachelor’s degree in Public Administration from the University of Arizona in 1976.

**Kenneth Schachter, M.D., M.B.A**

Dr. Schachter served as a Commissioned Officer in the U.S. Public Health Service for 21 years and has over 30 years experience in health and public health, including patient care, health care management, quality improvement, and public health. He is currently an Assistant Professor at the University of Arizona Mel & Enid Zuckerman College of Public Health and co-teaches two Masters level courses – Public Health Policy and Management, and Public Health Leadership and Management. In addition, he teaches a seven-week workshop in Collaborative Leadership. Dr. Schachter is Principal Investigator of the Southwest Public Health Leadership Institute. He has participated in several research projects utilizing a community-based approach for the control and prevention of diabetes mellitus. He has an appointment as a Research Lecturer at the University of Arizona College of Medicine where he is currently participating in two research projects looking at ways to increase physical activity, improve nutrition, and reduce obesity in school children. Dr. Schachter was a member of The University of Arizona Social and Behavioral Sciences Institutional Review Board from 2002 to 2005.

**Lisa Staten, Ph.D.**

Dr. Staten is trained as a biological anthropologist and holds an adjunct position with the UA Department of Anthropology. She has worked extensively with the development and implementation of physical activity intervention programs with Hispanic, Native American and Caucasian groups. Dr. Staten is the co-Principal Investigator/co-Director of the Southwest Center for Community Health Promotion, a CDC Prevention Research Center, at MEZCOPH that focuses on chronic disease prevention in underserved populations along the Arizona-Sonora, Mexico border. Dr. Staten specializes in the area of physical activity promotion and behavior change and has published in the areas of physical activity and nutrition interventions, physical activity methodologies, and nutrition and minority recruitment. Dr. Staten is also principal investigator of the program evaluation subcontract to the Arizona Department of Health Services for the Arizona Steps to a Healthier US initiative. She serves as a co-investigator on the NIH/NHLBI funded multi-center intervention trial “Trial for Activity in Adolescent Girls.” She has been involved in community-based studies and interventions funded by the CDC such as the AZ WISEWOMAN program and the Border Health Strategic Initiative where she and collaborators developed the Pasos Adelante intervention aimed at chronic disease prevention.
G. Marie Swanson, Ph.D., M.P.H.
Dr. Swanson received her doctorate in sociology from Wayne State University in 1974 and a master’s in public health in epidemiology from Johns Hopkins University in 1983. Dr. Swanson currently serves as Dean and Professor of the Mel and Enid Zuckerman College of Public Health of the University of Arizona. Dr. Swanson is a nationally recognized epidemiologist and the past-president of the American College of Epidemiology. Also, she is a member of the Board of Directors of the Association of Schools of Public Health and a member of the Board of Councilors of the Council on Education for Public Health. She served as a member of the President’s Commission on Breast Cancer (appointed by the Vice President of the United States). She served as the scientific advisor, Department of Defense, Millennium Cohort Study – a study of 450,000 deployed force military personnel for the purpose of identifying effective approaches to illness and injury prevention and risk reduction. Dr. Swanson is the recipient of the 2004 University of Arizona’s Commission on the Status of Women Vision Award. She received the American Association of Cancer Research Jack E. White and LeSalle LeFall, Jr. Award for research that has improved the health status of African-Americans, the American College of Epidemiology Distinguished Service Award for exceptional service to the College and the American Cancer Society St. George Medal for exemplary volunteer leadership and service. Dr. Swanson’s research has focused in four areas: cancer prevention and control; disparities in risk across ethnic and other populations; breast cancer – especially among young African American women; occupational etiology of cancer, particularly among minorities and women; and cancer surveillance. In Public Health, Dr. Swanson’s experience and expertise include: reducing health status disparities among ethnic minorities; increasing healthy lifestyles across all populations; understanding chronic disease co-morbidities; improving the practice of clinical trials and the reduction of risk of homicides and violence.

Douglas Taren, Ph.D.
Dr. Taren is a nutritionist by training. Dr. Taren is the Principal Investigator for a maternal and child health training grant from HRSA and is a founding member of the Rocky Mountain Maternal and Child Health Consortium. He has conducted research on the importance of prenatal education for preventing preterm labor, shortcomings with scores that have tried to identify women who are at high risk for preterm labor, and the use of support systems to have women access Medicaid. Dr. Taren’s research also includes developing appropriate dietary assessment methods for research studies and public health programs. He has studied how behavioral profiles affect the bias involved with reporting dietary intake. Dr. Taren was the chair for the Fourth International Conference on Dietary Assessment Methods in 2000. Dr. Taren directed a study on the knowledge, attitudes and behavior of children in Kingston Jamaica in conjunction with the World Health Organization Caribbean Food and Nutrition Institute. Dr. Taren’s international work on nutrition has focused on vitamin A including the interaction between Ascaris lumbricoides (roundworms) and the vitamin A status of Panamanian Children. He recently completed an evaluation of the Night Vision Threshold Test (NVTT) as an objective measure of night blindness as a measure of vitamin A status. These studies, funded by the CDC were conducted in Zambia and Nepal. Dr. Taren has also conducted research on mother-to-child HIV transmission, studying how infant feeding patterns affect the risk of transmission.
Nicolette Teufel-Shone, Ph.D.
Dr. Teufel-Shone is trained in anthropology and nutrition. She is a member of the Arizona Cancer Center and has adjunct appointments in the UA’s Department of Nutritional Sciences and Anthropology and NAU’s Department of Health Profession. She has worked for more than 20 years in university-community collaborations with tribes and Hispanic populations in Arizona, New Mexico, Oklahoma, California and Mexico. Dr. Teufel-Shone has worked on a number of nationally recognized health promotion research initiatives, e.g. Pathways (NIH-NIHLBI), an obesity prevention intervention for American Indian children, the Zuni Diabetes Prevention Program (NIH-NIDDK), and Border Health ¡SI! (CDC), a diabetes prevention program at the US-Mexico Border. Currently, she is co-principal investigator on two NIH-IHS funded Native American Research Centers for Health (NARCH) partnering with the Inter-Tribal Council of Arizona (ITCA) and the Navajo Nation. With the ITCA NARCH, she co-leads a research-intervention project with the Hualapai Tribal Health Department that builds local community capacity to address youth health issues and assesses the health impact of community implemented physical activities at the local elementary school. With the Navajo NARCH, she works with the Navajo Division of Health and Diné College (Tribal College of the Navajo Nation) to increase opportunities for Navajo students, faculty and public health workers to participate in and develop careers in public health and health services research. She is Director of Outreach in the Native American Cancer Research Partnership (NIH-NCI), a collaboration involving the Arizona Cancer Center, Northern Arizona University and Arizona tribal nations.