



New Academic Program – Minor (**Graduate**)
CURRICULAR INFORMATION

- I. MINOR DESCRIPTION:** Work with your [college marketing lead](#) to provide a marketing/promotional description for the proposed program. The description will be displayed on the advisement report(s), Degree Search, catalog, and should match departmental and college websites, handouts, promotional materials, etc. No more than 100-200 words.
- The Doctoral Minor in Indigenous Health in the Mel and Enid Zuckerman College of Public Health is designed for University of Arizona doctoral students who desire to obtain doctoral level training in Indigenous Health. This doctoral minor will provide students with knowledge and skills necessary to engage and collaborate with Tribes/Nations/Indigenous peoples locally and globally; conducting health research that is culturally responsive to community needs and honors tribal sovereignty.
- II. JUSTIFICATION/NEED FOR THE MINOR:** Describe the purpose and need for the proposed minor, providing market analysis data or other tangible evidence of the need/interest in the program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor, upon request.
- a. A minor in Indigenous Health is needed to increase the number of graduate level scholars (Indigenous and ally-scholars) in academia that are able to go back to their homelands and contribute to their communities as the research experts.
 - i. Indigenous students were recently surveyed at Mel and Enid Zuckerman College of Public Health (MEZCOPH) and the following are some of the quotes related to the importance of this minor and future Indigenous Health degrees at the University of Arizona (UA), in MEZCOPH:
 1. “This minor would greatly benefit Indigenous students at UA aiming to enact change on their tribal lands. It is an overdue addition, especially since the University is located on tribal lands.
 2. “The UA is behind NAU who already offers an MPH program with an Indigenous Health emphasis. Additionally, the University of North Dakota also offers an Indigenous Health emphasis for their MPH program. UA is definitely behind.”
 3. “I took classes that focused on indigenous knowledge. This included: PHPM517 Indigenous Public Health, PHP 521 Admin Dimension Indigenous Health, HPS 556 Global Indigenous Research, and an independent study attending the Tribal Collaborative on Cancer seminars. Since there was no minor at the time, declared a multidisciplinary minor to make those classes count for my minor. It would have been helpful to have a minor like this at the start of my program because I definitely would have loved to have it as my minor. I think those classes all helped me learn about Indigenous health and could be considered for use in the minor.”
 - b. Across the country there are several Universities with programs in Indigenous Health, the University of Arizona is currently behind the need for this academic offering.
 - i. University of Minnesota-American Indian Health and Wellness minor-graduate students
 - ii. North Dakota-Doctoral Program

- iii. Northern Arizona University-MPH in Indigenous Health
- c. Being on the traditional homelands of the Tohono O’odham and Pascua Yaqui Tribes, the University of Arizona has a land-acknowledgement, that partially states “the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.” This new minor would address this land acknowledgement, moving it from a statement to action and ensure that the University is offering academic opportunities to Indigenous students that can directly benefit tribes/native Nations.
- d. The College of Public Health Strategic Plan states “In the Zuckerman College of Public Health, we are proud to work collaboratively with tribal communities across Arizona to deliver first-rate public health education, community-engaged research, and services. Together, we work to build health equity in all areas for native peoples.” The College has shown a commitment to Indigenous Health with the Indigenous Health Certificate program, courses in this field and their wellness program IndigiWellbeing. With this, creating an Indigenous Health minor is the next step.

- III. VIABILITY:** To support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources (consolidating existing minors, disestablishing other minors), etc.?
- a. Summarize new resources required to offer the minor (may include additional faculty, staff, equipment, facilities, etc.):
 Current resources dedicated to the Indigenous Health Certificate Program such as faculty for this program will support the minor as well. Office of Student Affairs will support the new minor in the same manner as they have been supporting the certificate program as well.

- IV. PROJECTED ENROLLMENT:** You will need to provide evidence to support the projection (i.e., student/alum surveys, enrollment in existing courses, peer programs, etc.).

Year 1	Year 2	Year 3
6	8	10

Over the past 3 years, enrollment in the Indigenous Health Certificate Program has varied between 2-7. We anticipate a few more to enroll than the lowest number enrolled in the certificate program based on enrollment in Indigenous Health courses, not just those enrolled in the certificate. This number may be much lower as in a current survey to MEZCOPH students, all but one have indicated that if this minor is offered, they would declare it as their minor for their thesis/dissertation work. The one student that selected they would not declare it also provided information that they had already declared a minor that currently works for their dissertation. With this, we anticipate the minor to be well received at UA.

- V. MINOR REQUIREMENTS:** Complete the table below. All University of Arizona undergraduate minors require at least 18 units; graduate minors require at least 9 units. Note: information in this section must be consistent throughout the proposal documents and will be used to build the Academic Advisement Report (ADVIP) and Catalog Descriptions.

Graduate Minor:

Minimum total units required	12
Total transfer units that may apply to minor	12
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	Enrolled in a doctoral program
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide course use form from home department for courses not owned by your department.	<p>Required: 12 units</p> <p>PHPM 517: Indigenous Public Health (3 units)</p> <p>PHP 521: Administrative Dimensions of Indigenous Health (3 units)</p> <p>PHPM 568: American Indian Health Care Policy (3 units)</p> <p>HPS 556: A Circular Approach to Global Indigenous Research (3 units)</p>
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	NA
Any double-dipping restrictions (Yes/No)? If yes, provide description.	No

- VI. NEW COURSES NEEDED:** If new courses are required for the proposed program, [UA Course Add forms](#) must be submitted before/simultaneously with this proposal. List all course additions in progress in the table below. Add rows as needed.

No new courses needed, minor will utilize already existing COPH courses.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) More info here.	Course Form transaction number	Anticipated first term offered	Use in the program (required/elective)

Note: if UAOnline is a desired option, please contact them at azonline-info@arizona.edu to inquire about their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.

- VII. LEARNING OUTCOMES AND CURRICULUM MAP** - Complete these tables as a summary of the learning outcomes from your assessment plan and an overview of where learning outcomes are addressed in the program. Use the examples below as models and refer to the explanations beneath each table. Additional resources are available from the [University Center for Assessment, Teaching and Technology](#).

*Explanation: **Concepts** are the topics that students will learn in the program. **Competencies** are the skills they will learn. A **learning outcome** is their ability to apply the skills to the topics, or to use the skills and the topics together, in an observable way. The **assessment method** is where students will demonstrate the learning outcome, and a **measure** is how data will be pulled from the assessment method. Include both a direct and indirect assessment method and measurement for each learning outcome. Competencies and the learning outcomes need to reflect higher level learning: consider using verbs from the Application, Analysis, Synthesis, and Evaluation columns from this list when writing learning outcomes:*

<https://arizona.app.box.com/s/orx6coex8607hlmenrgl7dzhzjicpit>. We recommend 2-3 Learning Outcomes for a minor.

Curriculum Map

	Course #	Course #	Course #	Course #
LO #1: Describe Indigenous health, including healthcare systems over the lifespan from maternal and child to elder health.	PHPM 517 I	PHPM 568 R	HPS 556 R	PHP 521 M
LO #2: Analyze Indigenous research epistemologies, methodologies, methods, Indigenous sovereignty, and identify key components of ethical tribal engagement and consultation.	PHPM 517 I	PHPM 568 R	PHP 521 R	HPS 556 M
LO #3: Critique Indigenous public health policy and programs, as well as mainstream policy and programs to create innovative policy/administrative strategies and research applications to improve population health of Indigenous communities.	PHPM 517 I	PHP 521 R	HPS 556 R	PHPM 568 M

Explanation: The curriculum map lists the required courses for the program and indicates where each LO will be introduced (I), reinforced (R), and mastered (M). This is important to show that you are including adequate teaching of the skills and concepts to support the LOs. Each row (LO) should have at least one I, R, and M in it. Usually (but not always) there is more than one R. Usually (but not always) there is only one I and one M. Generally, I's come first, followed by R's, and M's are last. Each column (class) should have at least one letter in it, but not every box needs to be filled in.

VIII. CONTACTS AND ADMINISTRATION

GRADUATE (delete if n/a)

- List the name and contact information for the Admissions Contact:

Michael Tearne
Manager, MS and Doctoral Programs
mtearne@arizona.edu

- b. List the name and contact information for the Graduate Program Coordinator:

Michael Tearne

Manager, MS and Doctoral Programs

mtearne@arizona.edu

IX. REQUIRED SIGNATURES

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

Felina M Cordova-Marks, DrPH, MPH, MSc

Assistant Professor, Health Promotion Sciences

University of Arizona Zuckerman College of Public Health

felina@arizona.edu

Program Director/Main Proposer signature:



Date: 9/12/25

Department Head (print name and title):

Scott Carvajal, PhD, MPH

Chair, Health Promotion Sciences

Professor

Zuckerman College of Public Health

Department Head's signature:



Date: 9/30/25

Associate/Assistant Dean (print name):

John Ehiri, PhD, MPH, MSc

Vice Dean for Academic and Faculty Affairs

jehiri@arizona.edu

Associate/Assistant Dean's signature:



Date: 10/1/2025



New Academic Program **GRADUATE MINOR**
PEER COMPARISON

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

Program name, degree, and institution	Proposed UA Program	Peer 1	Peer 2
	Zuckerman College of Public Health Graduate Minor in Indigenous Health	University of Minnesota School of Public Health Graduate Minor in American Indian Health and Wellness	There are no other Graduate Minors in the United States that focus on Indigenous Health other than Peer 1
Completions for last two years, <u>MAJORS only</u> (can be found on market data report)			
Program Description	The Doctoral Minor in Indigenous Health in the Mel and Enid Zuckerman College of Public Health is designed for University of Arizona doctoral students who desire to obtain doctoral level training in Indigenous Health. This doctoral minor will provide students with knowledge and skills necessary to engage and collaborate with Tribes/Nations/Indigenous peoples locally and globally; conducting health research that is culturally responsive to community needs	From: https://www.sph.umn.edu/academics/graduate/minors/american-indian-health-and-wellness/ The American Indian Public Health and Wellness Minor program is designed to provide a succinct body of knowledge which is necessary to provide a specific focus that targets the unique, highly complex realm of the current 574 Federally Recognized Tribes, 74 State recognized Tribes, and 35 federally funded Urban Indian environments for public health and wellness educational opportunities. The courses stress an understanding that each Tribe	

	and honors tribal sovereignty. A total of 12 course units is required.	or American Indian community has their own unique governmental structure and culture.	
Target Careers from Market Data Report	<p>Market reports were unable to find direct counterparts for “Indigenous Health” and market reports are based upon “Community Health and Preventive Medicine,” “Behavioral Aspects of Health,” “</p> <p>Careers:</p> <ul style="list-style-type: none"> -Health Educator -Health Coaches -Health Promotion Specialists -Diabetes educator -Public health educators -Medical Directors -Clinical Directors -Clinical Supervisors -Directors of Clinical Services -Directors of Behavioral Health 	NA	
Emphases? (Yes/No) List, if applicable. <u>For majors only.</u>	NA	NA	
Minimum # of units required	12	12	
Special requirements to gain admission to program? (i.e. pre-requisites, GPA, application, etc.)	<p>Enrolled in a Doctoral Program at UofA. Submit a statement of interest.</p>	<p>Submit through UMN Graduate Minor Request Form (UMN login auth required)</p> <p>Once this form is submitted, it will be routed for review by your major program, then routed for processing. You'll receive notifications to your University email account after each step is complete.</p> <p>After this request form has been processed, your planned minor coursework will need to be reviewed and approved by the minor</p>	

		program. Please consult your graduate program for instructions on how to proceed.	
UG - Level of Math required (if applicable)	NA	NA	
UG - Level of Second Language required (if applicable)	NA	NA	
Internship, practicum, or applied/experiential requirements? If yes, describe.	No	NA	
GRAD - Master thesis or dissertation required? If yes, please describe.	Dissertation work must include a focus on Indigenous Health and or Indigenous peoples within the United States or globally.	No	
Additional requirements			

Additional questions:

- How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.
 - The UofA proposed minor aligns with the only other Indigenous Health minor for graduates in the country. It has same number of required units, similar themes for curriculum and intended audience.
- How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.
 - Our program boasts an all-Indigenous faculty, centering Indigenous knowledge holders as the experts. Two of our faculty have direct positions with local southern Arizona tribes, one is the director of health and human services for the Pascua Yaqui Tribe, and all are members of Arizona tribes. Peer 1 does not mention the faculty that are involved

in their minor. It may be possible that they have some Indigenous faculty but with the number of potential courses they allow to be fulfill the minor, it is extremely unlikely that all faculty are Indigenous.

- Our program is focused on Indigenous Health with all courses housed in the College of Public Health. Peer 1 courses are housed in 7 different colleges.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?

- The impact of having all faculty being Indigenous themselves makes this program more attractive and applicable to the target audience. Faculty has lived experience in addition to academic experience in Indigenous Health. This all matters to our Indigenous students at UofA, in a recent survey we sent asking for feedback on this potential new minor, one Indigenous public health student stated *“Needs Indigenous/Native American faculty.”*
- Having all courses housed in the college of public health offers a focused approach to Indigenous Health, courses have been well-received to date. From the aforementioned survey, an Indigenous graduate student provided the following feedback, *“I took classes that focused on indigenous knowledge. This included: PHPM517 Indigenous Public Health, PHP 521 Admin Dimension Indigenous Health, HPS 556 Global Indigenous Research, and an independent study attending the Tribal Collaborative on Cancer seminars. Since there was no minor at the time, declared a multidisciplinary minor to make those classes count for my minor. It would have been helpful to have a minor like this at the start of my program because I definitely would have loved to have it as my minor. I think those classes all helped me learn about Indigenous health and could be considered for use in the minor”*

**BUDGET PROJECTION FORM****Name of Proposed Program or Unit:** Indigenous Health Minor, Health Promotion Sciences, Zuckerman College of Public Health

Budget Contact Person:	Projected		
	1st Year 2026 - 2027	2nd Year 2027 - 2028	3rd Year 2029- 2030

METRICS			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad	6	8	10
Net increase in college SCH Grad	36	48	60
Number of enrollments being charged a Program Fee	6	8	10
New Sponsored Activity (MTDC)			
Number of Faculty FTE			

average 6 units per year for total of 18 units
Only program fee for grad

FUNDING SOURCES			
Continuing Sources			
UG Revenue			
Grad Revenue	14,400	19,200	24,000
Program Fee Revenue (net of revenue sharing)	1,800	2,400	3,000
F and A Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 16,200	\$ 21,600	\$ 27,000
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 16,200	\$ 21,600	\$ 27,000

No current budget model for revenue allocation - assuming AIB for forecast, which subject to the new budget model can result in a different revenue forecast.

If assuming AIB --> \$400/SCH (68% of net rev \$600 per SCH)
If assuming AIB --> \$50/SCH (70% of \$75 per SCH)

EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty			
Other Personnel (advisors, program directors, etc.)			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ -
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ -
Net Projected Fiscal Effect	\$ 16,200	\$ 21,600	\$ 27,000

All courses within this minor are existing courses with capacity to absorb the additional enrollment, therefore no incremental costs expected for the first 3 years.

No one-time expenditures expected currently.