

**Request for Authorization to Implement a Doctoral Degree in Public Health
With a Focus on Community and Behavioral Health Promotion¹
At the Joseph J. Zilber School of Public Health
At the University of Wisconsin-Milwaukee**

1. Program Identification.

1.1. Title: Doctor of Philosophy in Public Health with a focus in Community and Behavioral Health Promotion

1.2. College: University of Wisconsin-Milwaukee, Joseph J. Zilber School of Public Health (ZSPH)

1.3. Timetable: It is anticipated that this doctoral program authorization to implement will be submitted and reviewed by the Board of Regents in December of 2011. Recruitment of the first class will proceed soon after approval, with the expectation that the first students will enroll in Fall 2012.

1.4. Delivery: On-site classroom education and laboratory or field-based research will be utilized in this degree. Some courses may be available on-line.

2. Context.

2.1. History: This Request for Authorization to Implement a Doctor of Philosophy Degree in Public Health with a focus in Community and Behavioral Health Promotion (CBHP) arises as part of the coordinated University initiative that will result in an accredited School of Public Health at UW-Milwaukee. At the core of such Schools is a set of graduate degree programs. The proposed program will be one of four doctoral degree programs in the nascent School of Public Health and, therefore, has been developed to integrate into the ZSPH and ultimately aid in its accreditation.

This particular program authorization request follows an Entitlement to Plan approved by the UW System Board of Regents. Find the approval letter sent to UW-Milwaukee from the UW System in Appendix A.

There is considerable strength and depth of expertise in the social and behavioral health sciences at UW-Milwaukee. In particular, current programs stem from disciplines in Letters and Science (e.g., communication, psychology, sociology, anthropology) and the health and social professions (e.g., educational psychology, health sciences, nursing, social welfare). Furthermore, there is active and widespread collaborative research programs representative of these multiple social and behavioral health science disciplines. Faculty and staff have a long history of collaborating under research and programmatic Centers including: Center for Addiction and Behavioral Health Research, Center for Urban Initiatives

¹ Since the granting of the entitlement, the name of this degree has been revised. It was felt that Community and Behavioral Health Promotion (CBHP) better captured the substance of the program. Additionally, by conferring the degree in Public Health with a focus on CBHP, maximizes the marketability of the program to potential applicants and the recognition of the degree for our graduates seeking employment.

and Research, Center for Urban Population Health, Center on Aging, Center for Age and Community, and Institute for Urban Health Partnerships.

2.2. Instructional Setting: The proposed doctoral program will be housed in the new Zilber School of Public Health. The ZSPH will be located in the Brewery (in downtown Milwaukee), where a building is currently being built (due to be completed in July, 2012). Some of the curricular instruction will take place in the Brewery building. However, it is anticipated that courses may be given at other sites, including the main UW-Milwaukee Kenwood campus. Furthermore, doctoral research will be conducted in community settings as well as clinical and research facilities located in the Brewery building

2.3. Relation to Mission Statement and Strategic Academic Plan: UW-Milwaukee is committed to high quality education at the graduate and undergraduate levels as described in its Mission Statement: “To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area, the University of Wisconsin–Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals.”

The mission of the UW- Milwaukee School of Public Health is “to conduct rigorous public health research and scholarship; educate the current and future workforce; and influence the development of strategies and policies that promote health among diverse populations.” This mission will be achieved through the academic programs (i.e. PhD degrees, Master of Public Health (MPH), and graduate certificate), through the research and public health practice in which the faculty and students are engaged, and through the service provided to communities in need.

As affirmed in UW System Doctoral Cluster mission statement, the university must support activities designed to promote the economic development and to meet the diverse needs of Wisconsin’s largest metropolitan area,² the CBHP PhD³ will:

1. Engage in scholarly activities designed to improve the public’s health.
2. Provide leadership in improving public health and in developing the public health workforce by increasing educational and professional opportunities.
3. Work to address the public health needs of diverse populations, including populations adversely affected by health inequities.
4. Collaborate with community, governmental, health-related, and academic agencies to identify potential partnerships and research opportunities to promote the public health of Milwaukee and Wisconsin.
5. Draw high quality faculty and well-educated students to Milwaukee and Wisconsin.
6. Attract grant monies and research contracts to UW-Milwaukee.

The Zilber School of Public Health and its component programs, including the CBHP PhD, are focused in their research, teaching, and outreach on the major public health problems and

² University of Wisconsin-Milwaukee. (2007). *UWM Select Mission Statement*. Retrieved October 26, 2007 from http://www4.uwm.edu/about_uwm/mission.cfm

³ Within this document, we will hereafter refer to this program as the CBHP PhD.

health determinants at the local, regional, and national levels. The Zilber School is inherently inter-disciplinary, embracing broad areas of the natural, health, and social sciences, and facets of the humanities. As such, the participating faculty/staff in the CBHP PhD program include representation from various departments at UW- Milwaukee, as well as members of local health departments.

The Graduate Program Committee (GPC) will oversee the functioning of the CBHP program. The GPC will work with the dean and faculty to coordinate resources, communicate relevant information with the many academic units, and assess the progress of individual students.

The goals of the CBHP PhD are consistent with the broader mission of the School of Public Health, which include the following:

1. To develop and maintain high quality graduate programs.
2. To engage in sustained public health research efforts, enhancing and fulfilling the University's role in the region as a leader of innovation and academic excellence.
3. To continue development of high quality doctoral programs in public health subdisciplines.
4. To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.
5. To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.
6. To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.
7. To promote public service and research efforts directed toward meeting the (health), social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.
8. To encourage other institutions in the University of Wisconsin System and local public health agencies to make use of the University's research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs.
9. To provide educational leadership in meeting future (health), social, cultural, and technological challenges.

The CHBP doctoral program will enhance the ability of the University to meet these objectives by:

1. Assembling a high-quality faculty that engages in intervention research to improve the health of urban and rural communities.
2. Offering innovative research projects and rigorous academic coursework to prepare our students to become leaders in public health scholarship, education, and promotion.
3. Attracting and retaining diverse, talented, and motivated students.
4. Capitalizing on the strengths of the social and behavioral sciences across the UW-Milwaukee campus to enhance training opportunities and foster innovative research in public health.
5. Collaborating with a broad spectrum of institutions and agencies to address public health needs in the area of Community and Behavioral Health Promotion through research, education/training, and service/outreach.

3. Description.

3.1. Program Description: The Doctor of Philosophy in Public Health with a focus on Community and Behavioral Health Promotion establishes one of three doctoral degree programs required of an accredited School of Public Health. It provides the highest degree for public health professionals, preparing graduates for research careers in many settings, including academia, non-governmental organizations (business and non-profit), and public service at all levels of national and international government. The curriculum is aimed at providing graduate students with the training needed to become effective scientific practitioners with capacity to conduct independent research in health education and promotion in applied and academic settings. Completion of a high quality doctoral dissertation, based on original research, is a key feature of the academic program. Students' capacity to complete dissertation research is supported by a rigorous curriculum designed to bring students to the intellectual forefront of their discipline. The research emphasis of the CBHP field is on the social and behavioral determinants of health and the development of high quality evidence based public health promotion programs.

Students obtaining a PhD in Public Health with a CBHP emphasis are required to complete a total 54 course credits, including 12 credits in the ZSPH common core courses, 6 credits in the CBHP core courses, 15 credits in methodology courses, 15 credit hours in advanced CBHP courses, and 6 credits in elective courses from an approved list of courses offered across campus and in collaboration with other academic units. In addition, students will need to pass a preliminary examination process and complete a dissertation. The expected timeline to program completion (for a full time student) is four to five years. The expected timeline for a part time student is seven to eight years. However, graduate school guidelines allow PhD students to take up to ten years to complete their program and we operate within these guidelines.

3.2. Objectives: The PhD in Public Health with a focus on Community and Behavioral Health Promotion will prepare individuals for academic, research, governmental, and policy-making careers. Emphasis will be placed on providing individuals with strong methodological and research training. Grounded in social and behavioral sciences, the PhD in CBHP will train students to study the social determinants of health and to design, implement, and evaluate interventions to improve the health and wellness of communities through collaborative work in the community. The PhD program in CBHP will be developed as an interdisciplinary degree with the objective of building cohorts of scholars capable of advancing the empirical base that supports the discovery, application, delivery, and evaluation of public and community health initiatives. All didactic experiences within this program will integrate the UW- Milwaukee Zilber School of Public Health's central focus on understanding population diversity and promoting social and environmental justice.

Additionally, the curriculum will include courses and learning that will train students to:

1. Design and conduct original public health research that incorporates the socio-ecological perspective.

2. Design, develop, and implement innovative, multi-level intervention programs and policies.
3. Develop and apply sound qualitative and quantitative research methodologies for assessing, implementing, and evaluating public health strategies, programs, and policies.
4. Demonstrate capacity for reciprocal engagement and community collaboration. Students will be trained to apply principles such as community empowerment, community-based participatory research, and other bidirectional input models when designing and conducting research or implementing research-focused interventions.
5. Master the overarching competencies developed for the entire school of public health as well as CBHP program specific competencies.

PhD candidates in CBHP will be expected to:

1. Apply theoretical perspectives and concepts grounded in the social and behavioral sciences and to the design of public health research ;
2. Apply the principles of behavioral measurement, research design, and data analysis in the social sciences to the implementation and evaluation of public health research;
3. Demonstrate the capacity to communicate with students, researchers, professionals, and community members from a variety of disciplines and perspectives.

3.3. Curriculum.

Admission Requirements: Applicants to the PhD program in Community & Behavioral Health Promotion should have completed academic programs that facilitated development of solid analytical and communication skills. Applicable baccalaureate programs include those in the social and behavioral sciences, health and health-related sciences, and biological sciences. Baccalaureate degrees in related fields will be considered. At least one statistics course is preferred for admission. A minimum undergraduate grade point average of 3.00 (A=4.00) is preferred.

While a completed master's degree in public health or the social and behavioral sciences is encouraged, a master's degree is not a prerequisite for admission. For those applicants without a master's degree in a relevant field, most successful candidates will have work, research and/or volunteer experiences that contribute to career development in community health and health promotion.

Applicants from diverse backgrounds with a strong interest in community health and health promotion are encouraged to apply. Each application will be evaluated individually on the basis of four key areas:

1. Academic record/achievement;
2. Work, research, and/or community experience;
3. Commitment/interest/awareness of public health and community health promotion; and

4. Matching interest with current Community and Behavioral Health faculty.

Graduate Record Examination (GRE) scores are required of all applicants. Submitted test scores must be from a test taken within 5 years of the date of application. For the GRE, only scores from the general test (verbal, quantitative, analytical writing) are required. While we do not have a minimum GRE score requirement, strong quantitative, verbal and writing skills are critical to successfully completing the program. Admitted candidates will typically score above 500 in verbal reasoning, 600 in quantitative reasoning and 4.5 in analytical writing (based on current GRE test scoring before August 1, 2011 revisions to general test).

Students must meet UW- Milwaukee Graduate School admission requirements (<http://www.graduateschool.uwm.edu/students/prospective/admission/>). For international applicants whose native language is not English, the UW- Milwaukee Center for International Education website (<http://www.uwm.edu/Dept/CIE/IA/IA-GradAppReqs.shtml>) provides English Language Proficiency Requirements including required TOEFL or IELTS scores, and students who attended an international university must also pay an additional fee to process international transcripts.

In addition, a personal statement, writing sample, résumé and at least three letters of recommendation from individuals familiar with the applicant's scholarship, research achievements, and/or academic potential are required for the application. The letters of recommendation should address the candidate's potential for achievement in a graduate program in public health from an academic as well as personal (e.g., commitment, integrity, ethical) standpoint. At least one letter must be from a university faculty member. A select group of the most qualified candidates will be invited to participate in an interview process. In person interviews or internet-facilitated interviews (Skype, etc.) will be required for finalist candidates prior to admission.

Applicants may be admitted with course deficiencies at the discretion of the ZSPH GPC or a subcommittee appointed by the GPC. The student is expected to rectify these course deficiencies with a grade of B or better within three enrolled semesters. The deficiencies are monitored by the Graduate School and the academic program unit. No course credits earned in making up deficiencies may be counted as program credits required for the degree. For students entering with an advanced degree, the Admissions Committee can grant credit for relevant coursework at its discretion, but at least half of the graduate credits required for the PhD must be completed at UW- Milwaukee in doctoral status in accordance with Graduate School policy. Thesis, dissertation, research, independent study, and practicum credits must be completed at UW- Milwaukee.

The student must have a major professor to advise and supervise the student's studies as specified in Graduate School regulations. The entering student is assigned an advisor/major professor at admission based on fit and focus. The major professor serves as the student's research mentor and will guide the student in course selection and research design. Students may change their advisor/major professor if the fit and focus changes over time. Such changes will need approval of the graduate program committee. The major professor must have graduate faculty status.

Program progression: A Program of Studies, including coursework and proposed research, is planned by the student in consultation with the major professor, and must be approved by the School of Public Health. The curriculum plan must be approved by the end of second semester of enrollment. For students entering with advanced degrees some of the coursework may already be completed. Requests for course equivalencies will be evaluated on a case-by-case basis. A minimum grade of B- must be earned in all coursework in the curriculum plan, or the course must be retaken.

Graduate School regulations require that a majority of all courses taken be at the 700-999 level. Requirements of the Graduate School for doctoral study are found at www.graduateschool.uwm.edu/students/current/doctoral. All degree requirements must be completed within 10 years from the date of initial enrollment in the doctoral program, according to UW- Milwaukee Graduate School policy. Failure to complete the degree within 10 years will result in automatic dismissal from the program unless an exception is approved by the ZSPH graduate program committee and the graduate school.

The doctoral degree requirements generally follow those of programs in the social sciences. At least 54 credits of coursework beyond the bachelor’s level must be completed to earn the degree, at least 26 of which must be earned in residence at UW- Milwaukee. The course list consists of required common PhD core courses, CBHP core courses, methods courses, advanced CBHP coursework, and elective courses. The assemblage of elective courses is not exhaustive but reflects a starting point for the new program. With few exceptions, all of the courses are graduate level courses for which enrollees must meet prerequisite requirements or be given a waiver by the course instructor. Those that are designated as Undergraduate/Graduate (U/G) classes are taught at the level of advanced undergraduate students, but include additional material and assignments consistent with graduate level curricula. Courses with PH and CBHP numbers will be created by School of Public Health faculty as the program develops. Other courses cross-listed or jointly offered from other departments are already in existence.

Table 1 shows a curriculum grid, where CBHP is a new curricular code for Community and Behavioral Health Promotion, EPI is a new curricular code for Epidemiology, and PH is the established curricular code for general Zilber School of Public Health courses.

Table 1: Proposed Community and Behavioral Health Promotion PhD Curriculum

| Course | Course Title | Credits | Course Description |
|--------------------------------------------------------------|---------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMMON REQUIRED CORE PHD COURSES <i>12 credits</i> | | | |
| PH 801 | Seminar in Public Health Research (1) | 3 | This seminar course facilitates students’ immersion in interdisciplinary collaborative approaches to research that are fundamental to the field of public health. It will provide a number of ecological conceptual frameworks and the critical review and |

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| | | | discussion of readings from public health research to frame a 'common language' to prepare for engaging in interdisciplinary collaborative research. |
| PH 819 | Social and Environmental Justice in Public Health (1) | 3 | This core course in the School of Public Health is designed to provide students with a social and environmental justice perspective on public health problems and solutions. Students will read and discuss theories and research relevant to the link between justice and health. |
| PH 704 | Epidemiology (1) | 3 | This course will introduce the quantitative study of patterns and determinants of health and illness in human populations. Concepts of problem conceptualization, study design, causal inference, estimation accuracy, and threats and solutions to study validity will be covered. |
| PH 710 | Biostatistics I (2) | 3 | This course is designed to present fundamental concepts in applied probability, exploratory data analysis, and statistical inference. Topics include methods of presenting data; theory of sampling; introduction to estimation and hypothesis testing. |

| Course | Course Title | Credits | Course Description |
|-----------------------------------------------------------|-------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CBHP PHD REQUIRED CORE COURSES <i>6 credits</i> | | | |
| CBHP 825 | Social and Behavioral Foundations (2) | 3 | Provides advanced examination of philosophies, theories and frameworks drawn from across social science and behavioral science disciplines (e.g., psychology, sociology, anthropology) that inform public health research and practice. |
| CBHP 826 | Principles of Community Interventions (2) | 3 | Examines the history and impact of community interventions. Also presents current perspectives on community interventions including clinical trials, CBPR, inclusive recruitment. |

| Course | Course Title | Credits | Course Description |
|------------------------------|------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| METHODS 15 credits | | | <i>Students may petition the CBHP academic program committee to request to take equivalent courses to satisfy the methods and elective requirements.</i> |
| EPI 804 | Epidemiology II (2) | 3 | This course will expand upon the principles and methods introduced in EPI 704. Students will gain hands-on experience working with an epidemiologic dataset to reinforce concepts of study design, data analysis, and interpretation. Prereqs: PH 704, Competency in a statistical computing program, as demonstrated by completion of PH 707 Introduction to Statistical Computing or permission of instructor. |
| PH 810 | Biostatistics II (2) | 3 | This course is designed to introduce the modern multivariable statistical analysis which is based on the concept of generalized linear models. Topics include linear regression, logistic regression, conditional logistic regression, and survival analysis. |
| CBHP 827 | Research Design in Community and Behavioral Health Promotion (2) | 3 | Comprehensive examination of experimental, quasi-experimental and non-experimental study designs used in social science research. |
| EPI 904 | Epidemiology III <i>(May be a special topics course) (2)</i> | 3 | Special topics course in Epidemiology or another methods course with advisor approval. |
| PH 902 | Biostatistics III <i>(May be a special topics course) (2)</i> | 3 | Special topics course in Biostatistics or another methods course with advisor approval. ⁴ |

⁴ Examples include SOC 752 Fundamentals of Survey Methodology, SOC 754 Questionnaire Design

| Course | Course Title | Credits | Course Description |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ADVANCED CBHP COURSEWORK <i>At least 15 credits</i> | | | |
| CBHP 828 | Topics in the Sociology of Health (2); Could also consider Sociology 715 (See SOC-715 below) (2) | 3 | Provides an overview of sociological perspectives on various topics including: social meaning of illness; health and illness behavior; health care practitioners and their interactions with patients; and health care systems. |
| CBHP 829 | Global Health (2) | 3 | The objectives of this course are to explore global health through an interdisciplinary perspective; examine global health problems and prevention strategies; examine the different levels of factors (including psychological, social, economic, political, and environmental) that impact global health; understand the complexities of improving health on a global scale; understand the major organizations and political forces in global health; and understand the relationships between global and local health. |
| CBHP 831 | Community Based Participatory Research (2) | 3 | Provides an integrated understanding of the theory, principles, methods, and applications of Community-Based Participatory Research (CBPR). Practical considerations and examples of empirical evidence using CBPR will be presented. |

| Course | Course Title | Credits | Course Description |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ADVANCED CBHP COURSEWORK CONTINUED <i>At least 15 credits</i> | | | |
| CBHP 832 | Design and Implementation of Health Programs (2) | 3 | Provides an overview of the process of developing public health programs and interventions for health issues at the local, national, and international levels. Students will learn the process of public health programming including assessment, design, planning, implementation and evaluation. The course will also include an overview of effective public health interventions using a social-ecological theory as a framework to explore various levels of interventions. |
| CBHP 833 | Intervention Methods in Health Education (2) | 3 | Focuses on the theories of health education/promotion and how to plan/implement programs that address public health issues in defined populations. Student will develop skills needed to select appropriate prevention and intervention methods. Includes an emphasis on the development of community partnerships. |
| CBHP 834 | Health Communication Theory and Practice (2); Could also consider Communications 715 (See COM-715 below) | 3 | Communication theories and methods used in promoting health and preventing disease. Theoretical background in communication and behavior science and practical communication development methods. |
| CBHP 835 | Community Practicum in Health Promotion <i>(Repeatable) (2)</i> | 1 to 3 | Placement on a research project or in a public health agency or related organization for supervised research and/or practice experience. |
| CBHP 917 | Seminar in Health Outcomes Assessment <i>(Planned to be jointly offered with HS 917) (2)</i> | 3 | Addresses conceptual innovations and methodological strategies involved in assessing outcomes of clinical and community health programs. |
| CBHP 919 | Advanced Seminar in the study of Social Justice and Public Health (2) | 3 | Advanced seminar, designed to provide students with a social justice perspective on public health problems and solutions. Students will explore current theories and methods related to social justice/public health research. |

| Course | Course Title | Credits | Course Description |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIAL TOPICS AND EMERGING ISSUES (ELECTIVES) <i>At least 6 credits</i> | | | <i>Students may petition the CBHP academic program committee to request to take equivalent courses to satisfy the methods and elective requirements.</i> |
| CBHP 836 | Epidemiology of Substance Use Disorders and Major Mental Illness (2) | 3 | This class provides an epidemiological perspective on substance use disorders and the major psychiatric disorders of childhood, adulthood, and late adult life. The course will also examine issues of etiology, classification, and assessment relevant to psychiatric epidemiology. There will be a focus on how epidemiology can contribute to developing models of causation and prevention. |
| CBHP 837 | Mental Health Services Research (2) | 3 | This course is designed for students interested in the application of clinical psychology (and related fields) to the public health arena, particularly with respect to treating mental illness as public health issue. Topics covered will include: Measuring change, a critical review of evidence based programs in prevention and intervention services; and the science dissemination. |
| ANTHRO 803 | Survey of Cultural Anthropology (1) | 3 | A survey of major theoretical and methodological issues central to cultural anthropology. |
| ANTHRO 774 | Theories of Social Action: Understanding Agency & Social Structure (1) | 3 | Seminar on theories of social action. Practice and performance theories and the structure vs. agency debate. |
| SOC 715 | Systematic Sociological Inquiry (1) | 3 | A general examination of sociological theories, their construction, problems of conceptualization, and methodological requirements. |
| COMM 715 | Technology for Health Communication (1) | 3 | Seminar designed to introduce students to both significant theoretical perspectives and empirical studies related to communication technology for health promotion. |

| Course | Course Title | Credits | Course Description |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIAL TOPICS AND EMERGING ISSUES (ELECTIVES) CONTINUED <i>At least 6 credits</i> | | | <i>Students may petition the CBHP academic program committee to request to take equivalent courses to satisfy the methods and elective requirements.</i> |
| NURS 886 | Advanced Qualitative Research Methods (1) | 3 | The purpose of this course is to enable the student to acquire the advanced knowledge and skills needed to design and implement studies best suited to qualitative modes of investigation. Students will be guided to do in-depth exploration of qualitative approaches relevant to their research questions. |
| HMS 870 | Seminar in Sociological Aspects of Physical Activity (1) | 3 | Advanced seminar on selected topics in sociology of physical activity. |
| ED POL 711 | Community Organizing-Collective Action for Social Change (1) | | History of community organizing in America. Strategies for planning and action to contest inequality and confront power. Students can focus on issue from area of interest. |
| SOC WRK 705 | Individual Behavior and Social Welfare (1) | 3 | The development and behavior of individuals in interaction with their social contexts; implications for social welfare. |

(1) = Course is already developed and currently being offered

(2) = Course is currently being developed

Other courses will be added as necessary and available to provide students with the knowledge and scientific strength that they need to be successful.

Preliminary/Qualifying Exam Process: Students must successfully complete a preliminary examination process before formally becoming candidates for this doctoral degree. The preliminary exam involves completing two projects:

1. An integrative review paper on a topic that is relevant to the student's primary research interests (and future dissertation topic) and broadly consistent with the mission of the School;
2. A public health "case study" project focusing on a specific policy proposal or health promotion problem.

Both projects must include a thorough integrative review of current relevant research findings and, if appropriate to the topic, a discussion of pertinent research methodology. Together these projects will be used to assess the student's knowledge of public health

theory and research methods, competence in the application of theory and research to policy and promotion, and ability to address a specific public health issue from a multidisciplinary research-based perspective; An oral component in which students meet with a comprehensive exam committee for 60-90 minutes to address questions regarding both the case study and integrative paper. The process through which a CBHP student is admitted to doctoral candidacy is directly tied to program expectations regarding scholarship and academic competencies.

Specifically, the design of the integrative review project will allow the student to demonstrate his or her ability to synthesize, integrate, and evaluate a broad base of research and theory pertaining to a selected area of public health. The case study project allows the student to demonstrate his or her skills in “translational” scholarship, defined as the capacity to integrate public health research and practice. The case study should focus on linking the student’s primary area of research interest to the enterprise of public health promotion, broadly defined as policy, education, prevention, and intervention. Although publication is not a requirement for the completion of these projects, both final products should be of “publishable” quality, as determined by the review committee.

Students will not be admitted to doctoral candidacy until they have passed the research, case study projects and the oral exam. Once the student has been admitted to doctoral candidacy, the dissertation committee may be formed. The preliminary examination process must be completed no later than the end of the fifth year of study. It is important to note that good faith efforts will be made by the faculty advisor and committee members to ensure that students are prepared for the preliminary exams and will meet the expectations of the program. The preparatory phase may include additional methodological or theoretical coursework and /or specialized readings as necessary.

At the discretion of the examining committee, a student who fails the qualifying process may be allowed one additional attempt with all or part of the examination. After successful completion of the qualifying process, the student will concentrate on the development and execution of the dissertation process. Additional coursework may also be taken to supplement the student’s knowledge base and to assist in the completion of the dissertation. The Graduate School limits coursework to three credits per semester for students with dissertator status.

Dissertation Process: Admission to doctoral candidacy begins when a student has successfully completed the preliminary examination projects. In consultation with his or her primary faculty advisor, the candidate develops a dissertation research plan and forms a dissertation advisory committee. The composition of the dissertation committee must be in compliance with the rules and regulations of the Graduate School. The candidate then submits a written dissertation plan to be reviewed and formally approved by the dissertation advisory committee. The research plan must clearly outline the student’s obligation for completing an original piece of work of sufficient quality, which is to be determined by the committee. The review and approval process will include a formal presentation to the committee. Once the dissertation research and manuscript has been completed, the candidate submits the original work to the committee for review. In addition, the candidate must orally defend the manuscript and the results. The dissertation defense will be publically announced and open to the academic community.

Once the committee has formally approved the manuscript and the oral defense, and the Chair of the Department has certified completion of all requirements, the candidate is awarded the Doctorate in Community and Behavioral Health Promotion. A student who does not pass the dissertation defense within five years of admission to candidacy may be required to take another preliminary examination and be readmitted to candidacy.

Students are eligible to become a dissertator when they have:

1. Completed all course requirements.
2. Passed the doctoral preliminary examination/projects.
3. Submitted a dissertation topic summary and proposal hearing form to the Graduate School.
4. Met residence requirements.
5. Cleared incomplete and "progress" grades/reports in non-research courses.
6. Achieved a 3.0 or higher cumulative GPA.
7. Completed other departmental requirements (if any).

Students must submit an Application for Doctoral Dissertator Status for this information to be verified and approved by the CBHP program unit and the Graduate School before the semester begins. Doctoral students with dissertator status must maintain continuous registration.

A dissertator must register for 3 graduate-level dissertation or research credits (at the current per-credit dissertator rate) each semester until the dissertation is accepted by the Graduate School. During any summers in which students use University facilities or faculty time, are a fellow or research assistant, or plan to graduate, a dissertator must register for 3 graduate-level credits (dissertator rate) in the regular eight-week summer session. Three is the minimum (and the maximum) number of graduate credits required per semester.

3.4. Interrelationship with other curricula: The PhD in CBHP is well-integrated with other curricula in the UW- Milwaukee Zilber School of Public Health. The PhD draws on the set of core courses established for all doctoral programs in the ZSPH. Additionally, it utilizes the resources of the Epidemiology and Biostatistics faculty for the Methods requirements for the degree. This integration allows for doctoral students throughout the ZSPH to learn from students and faculty in other public health disciplines while refining their expertise in CBHP.

The CBHP PhD curriculum also complements other graduate programs on the UW- Milwaukee campus. Community and Behavioral Health Promotion draws on many different social science disciplines (e.g. anthropology, communications, african studies) as well as professional fields (e.g. counseling psychology, nursing, social work, kinesiology, and gerontology). Graduate students in CBHP might include course work from these disciplines and professional schools at UW- Milwaukee in their course plans and research endeavors. We envision that there will be extensive cross-listing of new courses devised for CBHP and other schools at UW- Milwaukee. Potential interest in CBHP courses from graduate students across the UW- Milwaukee campus has been shown through both enrollment of students from nursing, psychology, anthropology, and communications in our courses as well as

numerous requests from these departments to CBHP faculty to serve on graduate student committees.

3.5. Accreditation requirement: Accreditation is conferred on the School of Public Health, the administrative home of this PhD program. The Council on Education for Public Health (CEPH) is the accrediting body for programs in public health as well as schools of public health. It examines all degree programs offered by the applicant school, which would eventually include all academic and professional degree programs including graduate certificates. The ZSPH will be eligible for accreditation after the school has instituted a MPH degree and has graduated one class, has three doctoral degrees, including the proposed PhD in Community and Behavioral Health Promotion, in place with at least one of these having graduated a student, has at least five faculty dedicated on a full-time basis to each doctoral program, and three full-time plus two full-time equivalent faculty in each of the five core public health disciplines. All courses, programs, and administration are designed to align with CEPH requirements with collaboration from CEPH.

Currently, the UW- Milwaukee Zilber School of Public Health operates one PhD in Environmental and Occupational Health, a Master of Public Health degree program, and includes 13.5 faculty. Moving toward a fully accredited School of Public Health as expeditiously as possible is a central priority of the University of Wisconsin-Milwaukee School of Public Health. The PhD in Community and Behavioral Health Promotion is a critical component in becoming an accredited school of public health.

3.6. Diversity: The CBHP program strongly supports diversity in several ways. First the CBHP program is committed to hiring and retaining a diverse faculty who represent different cultural and social perspectives on public health. Among the seven faculty members whose “home” is in the CBHP program, four are ethnic/racial minorities. This diversity is regarded as important to broadening the scope of the conversation about how to best address the public’s health, what public health issues are most pressing, and how to engage communities of color.

Second, the CBHP faculty is committed to recruiting and retaining a diverse group of students from different social, economic, cultural, and racial/ethnic backgrounds who will contribute to a more inclusive approach to conducting public health research and program implementation. We believe that training a diverse group of PhD students is critical to addressing some of the health disparities that persist at the local and national level. In the area of Community and Behavioral Health Promotion, including diverse perspectives is necessary to the conduct of high quality research.

The ZSPH faculty employs several strategies to recruit a diverse group of graduate students. For example:

1. Faculty actively works with the McNair program to identify interested students and hold information sessions about public health careers;
2. Faculty works with Milwaukee Area Health Education Center (AHEC) to identify and mentor under-represented undergraduate students interested in public health research;
3. The ZSPH advertising faculty research, including their engagement in research that is directly relevant to the public health of ethnic minority populations.

4. In future years, faculty plans to apply for a research training grant targeting under-represented undergraduates to help attract minority to the ZSPH.
5. Dr. Paul Florsheim has previously directed federally funded training grants (R25) for minority students and has a strong track record of facilitating the professional development of underrepresented graduate students.

Third, prior to formally creating the ZSPH, the planning committee decided to make social and environmental justice (and the promotion of health equity) the unifying focus of its program. Among the seven faculty in the CBHP program, four explicitly define themselves as “health disparity” scholars, which means that their primary research interests include a focus on documenting, understanding, and/or eliminating disparities in the health of minority groups. The other three faculty also conduct research that is relevant to the health concerns of diverse populations and communities, including sexual and ethnic minorities.

Finally, one of the core required classes, required for all PhD students in the Zilber School of Public Health programs, is entitled “Social and Environmental Justice in Public Health.” This course covers issues related to understanding and appreciating diverse perspectives when engaging in public health research and practice.

3.7. Collaboration: Zilber School of Public Health administrative leaders, faculty, and staff have forged strategic and project-specific collaborations with a variety of academic programs within UW- Milwaukee and in other regional institutions, as well as with community agencies. These partnerships are essential building blocks for the School of Public Health and its CBHP PhD degree program. Such partnerships not only provide synergies for all partners, but they also increase learning and research opportunities for public health students and faculty. Moreover, they increase opportunities for federal funding. Partnerships ensure connections between public health education and practice. Current collaborations and partnerships already suggest the potential for a great many more.

Strategic Collaborations in Public Health:

The City of Milwaukee Health Department.

There are numerous existing collaborations with the City of Milwaukee Health Department. UW- Milwaukee faculty have a long-standing formal partnership through the Center for Urban Population Health where Commissioner of Health Bevan Baker has represented the health department as an Executive Committee Member since it was founded in April 2001. In addition, both Chief Medical Director, Dr. Geoffrey Swain and Associate Medical Director, Paul Hunter have primary appointments with the UW School of Medicine and Public Health and collaborative appointments with both UW-Milwaukee School of Public Health and the Center for Urban Population Health. The City of Milwaukee has been source of great support in establishing a School of Public Health because the School is expected to contribute to the health of the City. For example, the Milwaukee Health Department is already functioning as a primary partner, assisting in the recruitment of SHP faculty, and including ZSPH faculty in the development of a City based Center for Health Equity. It is anticipated that Milwaukee Health Department personnel will serve as mentors, professors, and research collaborators. The tight connection between UW- Milwaukee and the City will facilitate the translation of research findings into prevention /intervention activities. For example, Milwaukee Public Schools is working with UW- Milwaukee ZSPH faculty to improve

its health and nutrition education curricula, and develop school based mental health programs.

The Center for Urban Population Health.

The Center for Urban Population Health (CUPH) has a 10-year history as an inter-institutional partnership between the University of Wisconsin-Milwaukee, the University of Wisconsin School of Medicine and Public Health and Aurora Health Care, Inc. The Center advances population health research and education to improve the health of urban communities. The Center creates an environment for innovation and do so by bridging academic interests and community need through our many community-academic partnerships. Community and academic engagement has been embedded in the organizational culture of the Center since its inception and continues to be at the heart of our Mission. This aligns with the basic training and research goals of the Community and Behavioral Health Promotion doctoral program goals. With a strategic goal to strengthen and expand its community and academic partnerships, the Center establishes strategic and project specific collaborations with partners such as Health Departments, Schools, Social Service Agencies and Community Advocate Groups. The Center has experienced tremendous growth since its inception. At any given time the Center supports over 80 university, health care, and community investigators. In partnership with over 200 partners, the Center supports over 125 research and education projects and serve on over 70 community-based committees, coalitions, and workgroups, helping to address our community's health disparities and population health concerns.

Center for Addiction and Behavioral Health Research.

Based in the Helen Bader School of Social Welfare at the University of Wisconsin–Milwaukee, CABHR is a consortium of public and private organizations led by academic scientists with broad interest in the addictions and behavioral health. Our interdisciplinary team conducts cutting edge epidemiological, intervention, and clinical research, and provides treatment resources to Milwaukee residents in the process. Our scientists maintain collaborative partnerships in the Milwaukee metropolitan area, across the nation and around the world. Research is dedicated to informing substance abuse and mental health treatment and policy with this mission accomplished by conducting activities that are tied to four main objectives:

1. Promoting and conducting multidisciplinary, applied research on substance abuse and mental health;
2. Soliciting extramural funding sources to develop, conduct, and sustain these research efforts;
3. Training researchers in state-of-the-art applied research practices; and
4. Developing collaborative research partnerships with other academic institutions, policy makers, community organizations, and service providers.

Children's Environmental Health Sciences Core Center.

With a generous grant in 2009 from the National Institute of Environmental Health Sciences (NIEHS), the Children's Environmental Health Sciences Core Center was created. It is a partnership between the University of Wisconsin-Milwaukee (UWM), the Medical College of

Wisconsin (MCW) and the Children's Research Institute (CRI) and is one of approximately 17 NIEHS-supported centers in the United States. Prior to receiving this grant, the Milwaukee Center was known as the Children's Environmental Health Initiative, and was devoted to understanding the environmental contributions to childhood diseases—and with this knowledge—finding ways to prevent them. This work began in the 1970s and was one of the first of its kind in the country. This work continues today.

The University of Wisconsin School of Medicine and Public Health and the Medical College of Wisconsin.

The UW- Milwaukee Zilber School of Public Health faculty have various collaborative efforts with the University of Wisconsin School of Medicine and Public Health (UWSMPH). Faculty have affiliate or honorary cross-appointments at UW (e.g., Cisler, Harley) and affiliate scientist appointments through the Center for Urban Population Health (see above). For example, CBHP faculty, Drs. Florsheim, Harley, Walker, and Ngui have ongoing projects supported by the Center. The Wisconsin Center for Public Health Education and Training (WiCPHET) is a DHS collaborative education program with UW, UW- Milwaukee, the Medical College of Wisconsin and UW-Lacrosse (see below). Numerous collaborative programs and projects between UWSMPH and UW- Milwaukee ZSPH are currently underway or planned.

The Medical College of Wisconsin will also be a key collaborative partner, contributing both academically and in research to this PhD program. As indicated above, UW- Milwaukee and MCW have a long standing collaborative relationship which makes it possible to take courses at either institution without barriers. UW- Milwaukee students will have the advantage of access to courses and faculty of both institutions. MCW faculty can serve on dissertation committees, as long as committee makeup follows Graduate School policies. Additionally, we envision many MCW and UW- Milwaukee faculty research partnerships focusing on social/behavioral and community/health systems projects. We have also forged a strong partnership under MCW's Clinical and Translational Science Award (CTSA) which provides a strong inter-institutional infrastructure base for research training and support. For example, Dr. Amy Harley is currently in training under the CTSA K30 Research Scholar development program under the mentorship of Dr. Scott Strath and Dr. Ron Cisler who both have formal and informal appointments in the Zilber School of Public Health at UW- Milwaukee.

Internal UW-Milwaukee Collaborations: Beyond external collaborations, it is important to emphasize the fact that the faculty mentors for the program come from five colleges that involve nine departments. The curriculum includes courses from multiple schools and colleges across campus, contributing to the multi-disciplinary nature of the degree program.

Additional collaborating partners may include (but are not limited to): The Center for Addiction and Behavioral Health, The Center on Age and Community, The Center for Urban Population Health, the Center for Urban Initiatives and Research, Institute for Urban Health Partnerships, College of Health Sciences, School of Nursing, Helen Bader School of Social Welfare, College of Letters and Sciences, School of Education, and the School of Freshwater Sciences. Finally, UW- Milwaukee will continue to work closely with faculty and administrators at other UW-System institutions, notably UW-Madison to facilitate the training of students and to increase the research profile of the UW as a whole.

Specific Project Collaborations:*The Public Health Impact Initiative.*

The University of Wisconsin-Milwaukee Zilber School of Public Health was appropriated \$900,000 in the Omnibus Appropriations Bill to launch a Public Health Impact Initiative. Through funding from the Centers for Disease Control and Prevention, the School of Public Health has built a collaborative intervention-based (non-research) initiative focused on improving birth outcomes in Milwaukee focused on three main areas: (1) Strategies to Encourage Safe Sleeping; (2) Creating a Data Infrastructure to Support Practice and Innovation; and (3) Interventions to Increase Healthy Births. Within each area are components carrying out specific strategies. Links to detailed information about each component are listed to the right. Through these activities, the *Public Health Impact Initiative* has brought together UW- Milwaukee faculty across several disciplines, as well as strong community partners, including:

1. City of Milwaukee Health Department
2. COA Youth and Family Centers
3. Downtown Health Center
4. Healthcare providers such as Wheaton Franciscan-St. Joseph, Columbia St. Mary's, Medical College of Wisconsin, and Aurora Health Care
5. Federally Qualified Health Centers
6. House of Peace Nursing Clinic
7. Infant Death Center of Wisconsin
8. Milwaukee Fetal and Infant Mortality Review Case Review Team
9. SERVE Marketing (a not-for-profit, public service marketing firm)
10. Wisconsin Public Health Association
11. Wisconsin Center for Health Equity

The Initiative is led by the leadership team of Ron Cisler (Center for Urban Population Health, UW-Milwaukee), Eric Gass (City of Milwaukee Health Department, UW-Milwaukee), and Geoffrey Swain (City of Milwaukee Health Department and UW-Madison). In addition to overseeing the currently-funded projects under this initiative, the leadership team is working to build a sustainable collaborative that can work to address broad public health issues in the Milwaukee area. The Public Health Impact Initiative is bringing together ZSPH researchers, faculty, and students at the ZSPH, City of Milwaukee Health Department practitioners, and the community-based organizations in greater Milwaukee and beyond to address public health issues in Wisconsin. They will develop, implement, and evaluate strategies to improve, promote, and protect the health of the people of Milwaukee and beyond. The initial focus will be healthy birth outcomes in Milwaukee.

The Wisconsin Center for Public Health Education and Training (WiCPHET).

The UW- Milwaukee Zilber School of Public Health is a partner in a collaborative education program that recently received a five-year \$3.2 million grant from the U.S. Department of Health and Human Services to establish a new Wisconsin Center for Public Health Education and Training (WiCPHET). Participants in this program include four higher education institutions in Wisconsin that are currently or soon will be offering an MPH degree: the University of Wisconsin Madison, University of Wisconsin La Crosse, University of Wisconsin Milwaukee, and the Medical College of Wisconsin. Included within this collaborative grant program will be the development of unique web-based courses on individual campuses that

will be available to students in other MPH programs in the state. WiCPHET is the first Public Health Training Center in Wisconsin. The partner institutions will collaborate in planning for and implementing professional preparation and development. The WiCPHET will work with local health departments, community-based agencies, and regional health organizations to assess the education needs of the public health workforce. From those assessments, projects will be implemented including: offering online academic courses focusing on social determinants of health to students across the state; support of community health interns and post graduate fellowships; education to new health officers, board of health members, and new public health workers; web-based resources; and providing evidence-based public health materials to local health departments and community organizations.

Public health research on socio-economic, psychological, and behavioral factors will help address pressing health concerns among Wisconsin citizens, including high rates of alcohol, tobacco, and drug abuse, mental illness, infant mortality, sexually transmitted infections, adolescent pregnancy, youth violence, and obesity. Currently, several Wisconsin-based institutions are working on local health issues, but researchers and health officials have not been able to keep pace with the rapidly increasing need. A multi-disciplinary program that is explicitly designed to train students and produce research on the prevention of illness and the promotion of health will complement current efforts and help build capacity for research, training, and service. The CBHP program will affiliate with several academic, governmental, and community based institutions (some listed below) for the purpose of promoting interdisciplinary public health research, supporting student education, and having the greatest impact on community health. This collaborative effort will increase UW-Milwaukee's potential for obtaining external research and education funding from federal agencies and national foundations.

Collaborative Efforts of Specific Community and Behavioral Health Promotion Faculty

Dr. Paul Florsheim, Associate Professor of Public Health, conducts a number of education and research programs with numerous collaborative partnerships. **Project Health** is a study designed to test the effects of a project based collaborative learning approach to teaching health education to high school student in the Milwaukee Public School system. The project has received funding from the Centers for Disease Control and involves a tight collaboration between the ZSPH, the Milwaukee Public School System, the Peck School for the Arts, the Medical College of Wisconsin and the University of Wisconsin Madison. **The Milwaukee Young Parenthood Study** is a randomized clinical trial of a co-parenting counseling program designed to support a positive transition to parenthood for pregnant adolescents and their partners. The project is directed by Dr. Florsheim and Dr. Sheri Johnson of the Medical College of Wisconsin and supported by both the Center for Addiction and Behavioral Health Research and the Center for Urban Population Health. **The School Community Partnership for Mental Health** is a collaborative project designed to provide mental health consultation and early intervention services to student in the Milwaukee Public Schools in order to support their well-being and academic achievement. Collaborators include the ZSPH, the Medical College of Wisconsin, the Milwaukee Public Schools, the Milwaukee Health Department, the Planning Council, and several mental health service providing agencies in Milwaukee.

*Dr. Amy Harley, Assistant Professor of Public Health, has funded research projects with multiple community organizations including **Milwaukee Public Schools, Fondy Food Center, CORE el Centro and Walnut Way.** In addition, she is currently serves on the Research Workgroup for the **Lindsay Heights Neighborhood Health Association.** On the UW-Milwaukee campus, Dr. Harley has been actively collaborating with colleagues in Human Movement Sciences (College of Health Sciences) on one current research project, multiple grant applications in process, and two manuscripts in progress. She also served/serves on one Masters and three doctoral committees in Human Movement Science and serves/served on doctoral committees throughout campus including Communications, Anthropology, and Psychology. Dr. Harley has developed relationships with both University of Wisconsin's School of Medicine and Public Health (UWSMPH) and the Medical College of Wisconsin (MCW). She has an honorary appointment at UWSMPH, is actively involved with their Collaborative Center on Health Equity, participates in their Health Disparities Interest Group, and is collaborative research scientist with the Center for Urban Population Health. She is also a K-30 Clinical Research Scholar at the Medical College of Wisconsin.*

Drs. Emmanuel Ngui, Renee Walker, Alice Yan, Young Cho and Lance Weinhardt have various current national and local collaborative efforts underway. They have all just joined the ZSPH in Fall 2011 and are currently establishing their collaborative partnerships at the local level.

For example *Dr. Emmanuel Ngui* works nationally with the **Stanford University Department of Psychiatry and Behavioral Health** including project examining Ethical and Safeguards for psychiatric genetic research, and development of international research and intervention linkages in improving maternal and child mental health services in Kenya. He also works with the **North Carolina Office of Minority Health and Health Disparities** and the **North Carolina Healthy Weight in Children and Youth Initiative.** Locally and statewide he collaborates with the **Medical College of Wisconsin** in its efforts with the Institute of Health and Society and the Department of Pediatrics as a lecturer and student mentoring responsibilities. He collaborates with the **State of Wisconsin Division of Public Health** on a Healthier Wisconsin Partnership funded project to develop an integrated mapping capabilities for community health assessment information as well as an advisory capacity with the Wisconsin Statewide Advisory Committee on Eliminating Racial and Ethnic Disparities in Birth Outcomes (2007 – Present), the Council Member to the State Minority Health Leadership Council - Wisconsin Division of Public Health (2006 – Present) and an advisory team of the Wisconsin Pregnancy Risk Assessment Monitoring System (PRAMS). He also collaborates with the **City of Milwaukee Health Department** with its Milwaukee Fetal Infant Mortality Review including in the role as PI and a member of the review team (2004 – Present), conducting data analyses and publication on disparities in birth outcomes, and collaborating on multiple health and birth outcomes improvement initiatives and safe sleep and community assessments. He also works on numerous project and service activities including: **The National Children's Study – Waukesha Vanguard; The City of Beloit** community-academic partnership; and **The Black Health Coalition's** Community Health Improvement in Milwaukee's Children (CHIMC).

*Dr. Lance Weinhardt, Professor of Public Health, has local, national and international collaborative program of research. Dr. Weinhardt regularly collaborates with the **City of Milwaukee Health Department,** conducting **NIH funded HIV prevention** studies in the City's*

Keenan Health Center. He holds adjunct faculty status in and collaborates with the **Center for AIDS Intervention Research at the Medical College of Wisconsin** and works closely with the **AIDS Resource Center of Wisconsin** on HIV-care projects. He works with the UW-Milwaukee **College of Nursing** on international public health research projects. He is collaborating with members of the **UW/Aurora Health Care Center for Urban Population Health**, and has partnered with local community based organizations such as the **New Concept Self Development Center**, the **Isaac Coggs Heritage Health Center**, **Meta House**, and the **Victory Garden Initiative**. Internationally, he is collaborating with **CARE International** and the **International Crop Research Institute for the Semi-Arid Tropics (IRCISAT)**, as well as the **University of Malawi**, the **London School of Economics**, and **Stellenbosch University** in South Africa. His research projects host medical students, MPH-level research fellows, and graduate students. Dr. Weinhardt is a member of the editorial board of the *Journal of Behavioral Medicine*, a standing member of the NIH grant review group "Behavioral and Social Sciences Approaches to the Prevention of HIV," and the board of directors of the Fort Atkinson Science Fair in Jefferson County.

Dr. Amy Kalkbrenner, Assistant Professor of Public Health, who specializes in Epidemiology, collaborates with the geospatial exposure modeling lab of Dr. Marc Serre at the **University of North Carolina**. Dr. Serre's group is continually developing the Bayesian Maximum Entropy method of incorporating multiple layers of information in producing the best estimates of airborne pollutants across space and time. (<http://www.unc.edu/depts/case/BMElab/>) This method is used to assign air pollutant exposures to mothers during pregnancy and their children, to study how the exposures influence the child's development.

Dr. Kalkbrenner collaborates with Dr. Julie Daniels at the **University of North Carolina** and other investigators who are performing autism surveillance in the US through the **Autism and Developmental Disabilities Monitoring (ADDM) network**, funded by the **Centers for Disease Control and Prevention**. (<http://www.cdc.gov/ncbddd/autism/addm.html>) Dr. Kalkbrenner performs studies linking the autism data to other data sources to evaluate potential causal agents (e.g. air pollutants) and non-causal influences of autism detection (e.g. access to health services). Areas of southeastern Wisconsin, including Milwaukee County, are under ADDM surveillance. (<http://www.cdc.gov/ncbddd/autism/states/ADDM-Wisconsin-fact-sheet.pdf>)

Dr. Kalkbrenner is an active member of the **Environmental Epidemiology of Autism Research Network (EARN)**. This research network is sponsored by the private advocacy and research organization, **Autism Speaks**, and by the **National Institute for Environmental Health Sciences (NIEHS)**. Dr. Kalkbrenner is currently participating in a joint study of multiple airborne pollutants and autism severity together with Dr. Heather Volk at the **University of Southern California** and Dr. Gayle Windham with the **California Department of Health and Human Services**.

3.8. Outreach. Faculty and various community-based contributors to the development of the PhD in CHBP have a robust history of community outreach and education in this area. For example, numerous opportunities exist for CBHP students to engage in K-12 health educational activities within the Milwaukee Public School system. These activities will build upon current existing outreach programs at UW- Milwaukee whereby MPH students will

have opportunities to inform/teach the next generation of Wisconsinites about healthy lifestyles choices.

An important and required element of an accredited school of public health is community service and professional development opportunities. Hence, the academic programs within such a school, such as the CBHP PhD proposed herein, are often engaged in outreach endeavors. These endeavors include, but are not limited to:

1. Credit-non-degree course availability;
2. Community advisory groups that provide input to the curriculum;
3. Open access to the community for workshops, lectures, and presentations; and
4. Degree workshops and coursework for community public health professional training.

The CBHP program will build upon the outreach traditions of UW- Milwaukee to enrich student and community interaction.

To help meet our outreach goals, the ZSPH has formed a **Community Leaders Partnership Advisory Committee**. This committee is comprised of members of the various community-based, governmental, and social service organizations serve as the advisors to the development of the Zilber School of Public Health. Members meet periodically to provide input and feedback to the school as well as support partnership building. The Community Leaders Partnership is chaired by Dr. Joan Prince, UW- Milwaukee Vice Chancellor of Partnerships and Innovations. Members of the Community Leaders Partnership and the organizations represented can be found in Appendix B.

3.9. Delivery Method: As is typical for doctoral programs, most courses will be taught as in-person, seminar format classes. On-site classroom and laboratory course delivery and off-site public health practice experiences may also be utilized in this degree. Most classes will occur at the downtown building, scheduled to open in Fall 2012. A critical component of the graduate experience will involve hands on research supervised by UW- Milwaukee faculty. UW- Milwaukee CBHP students will have access to online masters-level courses offered through WiCPHET, a collaborative effort of UW- Milwaukee, UW-Madison, and UW-La Crosse.

4. Need.

4.1 Introduction: According to the Association of Schools of Public Health, there has been a great increase in demand for public health education. In the past decade, applications for admittance to schools of public health have doubled, generating rapid growth in the number of accredited schools of public health. The growth is fueled by the realization that the current approach to health care does adequately address the long term health problem facing this nation and growing interest in finding long-term solutions through prevention and promotion research.

Currently there are 44 accredited schools, but none are located in Wisconsin. Within Milwaukee and throughout Wisconsin, stakeholders in the community- and public health workers in particular- have expressed significant interest in supporting education in the field of public health. The proposed PhD in CBHP will be a key component in realizing the State

Health Plan's goal of developing a public health infrastructure that can support the public's health.

To a great extent, protecting the health and wellbeing of populations depends on our knowledge and understanding of public health threats, the mechanism through which these threats are manifested, and the action necessary to prevent or ameliorate these threats. Improving the public's health requires that we know how to effectively engage in health promotion through program development, dissemination and evaluation. As the field of public health develops momentum and recognition, and plays a larger role in our national approach to health care, there is a pressing need for leadership and guidance in how to promote health at level of the local community and the population as a whole.

One of the primary goals of the CBHP program is to train the next generation of public health researchers and leaders who have the knowledge, the conceptual understanding, and the research skills needed to promote population and community health and help to eliminate health disparities. A second goal of the CBHP is to build and support a faculty who create research programs that directly address the public health concerns of Milwaukee and Wisconsin, including adolescent childbirth, childhood obesity, infant mortality, sexually transmitted diseases, and substance abuse. In addition to training the next generation of public health workers and leaders, there is an imminent need for creative, effective solutions to some of the City's and States' most intransigent public health issues. Current and future faculty will remain committed to addressing this need.

4.2. Comparable programs in Wisconsin: There are two comparable doctoral programs in Wisconsin. The Public and Community Health PhD program at the Medical College of Wisconsin will have a similar community focus, but because it is housed within the Medical College, it cannot provide the depth in the social and behavioral health sciences, which is provided at UW- Milwaukee. A PhD Program in Public Health from a research University such as UW- Milwaukee allows students and faculty to take full advantage of close collaboration with other departments, schools, and colleges, such as Sociology, Psychology, Political Science, Education, and Social Work. MCW does not have similar departments, schools and colleges, and consequently, has a greater emphasis on biostatistics and epidemiology.

Additionally, UW- Milwaukee offers an urban, public higher education institution option to the mix of programs available in the greater Milwaukee area.

UW-Madison's School of Medicine and Public Health offers an interdisciplinary PhD program in Population Health that includes a concentration in Social and Behavioral Health Sciences. This program draws from a similar foundation as the UW- Milwaukee PhD. However, the focus and expertise of the UW-Madison program is more heavily on the social epidemiology, methods and health services aspects of the discipline. There are relatively few specialized theory and methodological courses offered which allow students to develop the skills needed to engage in community oriented public health research. The UW- Milwaukee PhD in CBHP will be heavily focused on developing, implementing and evaluating prevention and intervention programs. The UW- Milwaukee program will also have a strong focus on urban health issues due, in part, to its location in Wisconsin's urban center. As such, the two programs are complementary and students can draw on the strengths of both.

There are numerous Masters level programs in the Wisconsin which train students in areas directly relevant to CHBP (health education, health psychology, community based counseling). In addition there are four Master of Public Health programs in Wisconsin (UW-Madison, MCW, UW-La Crosse, and UW- Milwaukee) and a Masters of Community Health program at Carroll University. These programs provide a natural pool of potential doctoral students in CHBP.

Of note, neither existing PhD program (MCW or UW-Madison) is currently eligible for accreditation by the Council on Education for Public health (CEPH). CEPH accreditation is one critical selection criterion for public health graduate programs by many potential students. We will seek CEPH accreditation for the UW- Milwaukee ZSPH and its graduate programs as soon as allowable per the accreditation requirements. CEPH accreditation will provide an important unique feature of UW- Milwaukee's PhD in CBHP compared to other programs available in the state.

4.3. Comparable programs outside Wisconsin: There are accredited schools of public health in all of the States that surround Wisconsin (Minnesota, Iowa, Michigan, and Illinois), each of which has a social and behavioral sciences component. Currently there are 48 accredited schools of public health. Wisconsin is one of few states (excluding the plains states) without an accredited School of Public Health. Doctoral programs are a critical and required component of eligibility for accreditation.

UW- Milwaukee's PhD in CBHP will provide a unique experience compared to many of the nearby state's schools due to its focus on social and environmental justice, its context as an urban public university with a commitment to both student diversity and non-traditional students, and its close relationship the largest health department in the state.

4.4. Regional, state, and national needs: The [Council on Linkages between Academia and Public Health Practice](#) and [Institute of Medicine](#) have projected that there will be a critical shortage of PhD-trained Public Health professionals and researchers to (1) fill the academic positions in new academic programs, (2) play leadership roles in government agencies committed to public health, (3) address the growing need for translational research created by a failing health system. This illustrates the need for advanced education and training. Schools of public health are in the ideal position to focus on the need for public health research and leadership development because the mission is to train future public health professionals and produce public health research and scholarship that will support the health of the region and the nation.

As the Nation struggles with burgeoning health care costs and the challenge of health care reform, there is a growing need is for public health research, practice, and education. Currently, only 5% of health dollars are focused on prevention of disease; most goes toward curing and ameliorating illness. Public Health is expected to increase, as the United States moves toward a more equitable and sustainable system of health care. It is expected that students who graduate from CBHP will find leadership positions both in and outside Wisconsin.

Wisconsin it is the only state in the vicinity that must confront its health problems without the sort of leadership typically provided by the faculty at an accredited school of public

health. Accredited schools of public health are specifically dedicated to educating the next generation of professionals vested with the responsibility of improving the public’s health. In this respect, the CBHP PhD program is critical to the development of the State’s public health infrastructure.

4.5. Student demand – Future enrollment: The Community and Behavioral Health Promotion admissions committee plans to accept five qualified applicants each year for the first five years and increasing enrollment as demand requires. Some of these students may be part-time students. Full-time students will complete the program in four to five years. The below chart displays how students might flow in and out of the program, but total enrollment numbers will depend on how many qualified applicants apply who intend to pursue their PhD part-time and the pace at which they pursue the program.

Table 2: Planned Enrollment in the Community and Behavioral Health Promotion Program⁵

| Year | Implementation year | 2 nd year | 3 rd year | 4 th year | 5 th year |
|-----------------------|---------------------|----------------------|----------------------|----------------------|----------------------|
| New students admitted | 5 | 5 | 5 | 5 | 5 |
| Continuing students | 0 | 4 | 8 | 12 | 16 |
| Total enrollment | 5 | 9 | 13 | 17 | 21 |
| Graduating students | 0 | 0 | 0 | 3 | 7 |

5. Assessment and Advising.

5.1. Assessment: Assessment will occur at two inter-related levels. Each student will be evaluated as he or she moves through the program toward completion of the PhD and the program will be evaluated with respect its success in fulfilling the mission of the school and the effectiveness of the program. The assessment process outlined in this section is critical to the accreditation process and based on the recommendations for self-study provided by the Council for Education on Public Health (CEPH), which is the accrediting body for School of Public Health

ZSPH faculty have developed a set of doctoral level learning objectives for the CBHP PhD, based on skills needed to address current and future public health needs.

Broadly, PhD Students in CBHP will be expected to: (1) produce research and scholarly works designed to improve the public’s health, with a particular emphasis on populations adversely affected by health inequities; (2) demonstrate leadership skills necessary to improve public health; (3) Work to address the public health needs of diverse populations, including populations adversely affected by health inequities; (4) demonstrate collaborative skills necessary for working constructively with community and governmental agencies to promote the public health.

⁵ This enrollment chart assumes attrition of one student per year.

Consistent with the program objectives outlined in 3.2 CBHP students will be trained to (1) design and conduct original, theoretically grounded public health research and intervention programs; (2) Apply qualitative and quantitative research methodologies to the assessment of public health research and program evaluation. (3) Engagement and collaborate with at risk populations; (4) Develop the skills to communicate and collaborate across disciplines and communicate with students, researchers, professionals, and community members from a variety of disciplines and perspectives.

Incrementally, students will be expected to demonstrate: (1) High level critical thinking skills and social and behavioral science theories/conceptual models in the process of understanding public health problems and solutions; (2) A sophisticated social ecological perspective when designing and implementing of public health research; (3) The skillful application of qualitative and quantitative methodologies when conduct scientifically sound public health research; (4) A social justice perspective in the practice of public health promotion and research; (5) Effective communication skills needed to engage and collaborate with communities and disseminate public health research findings; (6) A comprehensive respect for the diversity of experience, values, and perspectives regarding public health concerns. In addition to these general learning objectives for all CBHP students, advisors will work with individual students to develop their own learning goals and objectives.

Program faculty will incorporate these general learning objectives into their coursework and students will be evaluated on their competencies in these domains through tests, papers, presentations, projects, etc. Depending on the specific focus of a course, faculty will emphasize the most relevant learning objectives and competencies. Student achievement will also be assessed using major scholarly activities as the metric. Formally, this includes the preliminary examination process and the doctoral proposal and defense process. In addition, PhD students are expected to present their work at conferences and participate in the publication process with their mentors.

Because prelims and doctoral work do not start until the third and fourth years, year by year learning objectives will be established for each student. Feedback on each student progress with respect to learning objectives and core competencies will be provided in the form of a letter at the end of each academic year. Each student will be reviewed by the GPC to ensure that the process is comprehensive and equitable. Each student's progress toward achieving their general and specific learning goals will be documented at the end of each academic year, with the expectation that their competencies will develop over time.

In addition to evaluating students on a case by case basis, the faculty and administration will also engage in an ongoing assessment of the program, following guidelines provided by the CEPH. To some extent the program's success will be measured in terms of its students' ability to meet their learning objectives/goals. However, there are other indicators of the program's success.

The program evaluation process will be guided by the following set of questions: (1) Does the program and its faculty function in a manner consistent with its mission statement? (2) Are students successfully developing core competencies, completing the PhD program, and obtaining relevant employment? (3) Are faculty contributing to the public health of the city,

state and nation as evidenced by (a) grant supported public health research; (b) publications/dissemination; (c) attracting high quality students; (d) service to the community through outreach and educational activities? (4) Is the program fulfilling its goal of promoting diversity in Public Health? (5) Do stakeholders and partners regard the activities of the School as beneficial to the community? (6) Does the academic climate of the Program support collaborative learning, inter-disciplinary exchange, and appropriate outreach activities?

These six questions will be addressed using a program evaluation strategy known as SMART, which is an acronym for Specific, Measurable, Agreed Upon, Realistic, and Time Framed (See Table 3). The ZSPH Graduate Program Committee will be responsible for gathering data for the SMART evaluation in preparation for the accreditation process. Data will be gathered to address each of the six questions using both qualitative and quantitative methods. The data will be reviewed annually (each summer) by the GPC which will make recommendations for program improvements to the full faculty for consideration. Improvements may focus on enhancements to program requirements, changes in the curriculum or changes in support for faculty and students.

Table 3: Components of a SMART evaluation

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Specific</u> | The objective should be well-defined and clear to anyone who has basic knowledge of the school. It states exactly what the institution wishes to accomplish. |
| <u>Measurable</u> | The objective should provide a benchmark or target so that the institution determines when it has been reached, by how much it has been exceeded or by how much efforts have fallen short. |
| <u>Agreed Upon</u> | Important stakeholders must be in general agreement with the institution's mission, goals and objectives. Stakeholders may include university, school administration, faculty, students, alumni and/or community members. |
| <u>Realistic</u> | Objectives should be within the availability of resources, knowledge and time. Objectives should neither be easy nor impossible to attain, but somewhere in between. |
| <u>Time Framed</u> | An objective should include a specific date by which it will be completed. It is important to allow enough time to successfully implement the steps needed to achieve the objective, but not so much to elicit procrastination. |

5.2. Advising: Each student will be assigned a faculty advisor on the basis of his or her research interests. The advisor will typically become the student's mentor. There will be clear guidelines established for switching advisors if a mismatch occurs. The advisor/mentor plays a critical role in a student's development as a scholar, researcher and public health professional. Throughout their graduate student career, the advisor/mentor will assist in the development of an individual course of study. The advisor/mentor is also responsible for advancing the career goals of the student by supporting community collaborations, publications, presentations, and other professional activities. The mentor will help prepare the student for their preliminary exams and advise the student regarding his or her dissertation. If a student is not ready for the preliminary exam or the dissertation process, the advisor will work with the student to help them prepare by addressing academic weaknesses through additional coursework, readings, or research experience. Mentors will

often employ their students as research or teaching assistants or help their students find such employment. The program advisor/mentor serves as the chair of the student's dissertation committee, and the committee as a whole provides advice about both academic and professional development student with a breadth of input. The ZSHP administrative office will also have staff assigned to advise prospective and current students, related to recruitment, academic progress, and graduation.

5.3. Access for individuals with disabilities: UW- Milwaukee is dedicated to providing equal access to education and facilities for all qualified students. New facilities that are built or acquired will be wheelchair accessible and meet all applicable state and federal laws. The Student Accessibility Center at UW- Milwaukee is an excellent resource for determining compliance and the CBHP program will remove all barriers to educating individual with disabilities. The School of Public Health also has assigned a representative to the UW- Milwaukee Universal Design Committee, to oversee implementation universal design throughout the school.

6. Personnel.

6.1. Current Faculty: As this PhD degree program is launched, it will be supported by current ZSPH faculty and several additional faculty from across the UW- Milwaukee campus. Currently, the Zilber School of Public Health employs 13.5 FTE faculty members. The following seven ZSPH faculty specialize in Community and Behavioral Health Promotion:

1. Young Cho, an Associate Professor, received his PhD in Sociology at the University of Illinois at Chicago. Dr. Cho's main areas of research include issues involved in substance abuse behaviors and treatment, neighborhood effects on health behavior, and research design and program evaluation.
2. Paul Florsheim, an Associate Professor, received his PhD in Clinical Psychology from Northwestern University. Dr. Florsheim's research focuses mainly on the development of prevention and early intervention programs for high-risk adolescents (pregnant and parenting teens, youth with substance use disorders, and youth at risk for psychosis).
3. Amy Harley, an Assistant Professor, was a Postdoctoral Fellow of Cancer Prevention at Harvard University. She received her PhD in Public Health from Ohio State University and an MPH from Indiana University. Dr. Harley's research interests include factors and processes for addressing racial/ethnic and socioeconomic health disparities in chronic disease prevalence including multiple health behavior change interventions with a particular focus on physical activity and healthy eating, the social context of participation in health behaviors and mixed methodology research designs.
4. Emmanuel Ngui, an Assistant Professor, received his DrPH in Maternal and Child Health from the School of Public Health at the University of North Carolina at Chapel Hill. Dr. Ngui's research interests include epidemiological and health services/outcomes research in health disparities and determinants of health, minority health, birth outcomes, and access/use of health care services by children, particularly children with special health care needs.
5. Renee Walker, an Assistant Professor, received her Postdoctoral Training as a Yerby Postdoctoral Fellow and W.K. Kellogg Scholar at the Harvard School of Public Health.

She received her DrPH in Behavioral and Community Health Sciences at the University of Pittsburgh and her MPH with a focus in Community Health and Prevention from Drexel University. Dr. Walker's research focuses on disparities in obesity with a focus on the role of social determinants of health, including socioeconomic position, neighborhood deprivation, poverty, race/ethnicity and racial discrimination, and residential neighborhood contexts.

6. Lance S. Weinhardt, Professor of Community and Behavioral Health Promotion, received his PhD in Clinical Psychology from Syracuse University. He completed a Clinical Psychology Internship at the University of Maryland School of Medicine. Dr. Weinhardt's primary focus is in developing effective primary and secondary HIV-prevention interventions that can be implemented widely in resource-poor settings. These include brief interventions for STD clinic patients with alcohol problems and an individually-tailored computerized risk reduction intervention.
7. Fang (Alice) Yan, an Assistant Professor of Health Disparities received her PhD in Public and Community Health from University of Maryland, College Park. She completed two clinical residencies, one with the West China University of Medical Sciences Medical Center in Chengdu, China and one with Chengdu University of Traditional Chinese Medicine Teaching Hospital in Chengdu, China. Dr. Yan received her MD from Chengdu University of Traditional Chinese Medicine, Chengdu, China. Her research focuses on eliminating health disparities in minority populations through Community Based Participatory Research (CBPR), public health surveillance, and applied translational research.

Appendix C contains a listing of the current Community and Behavioral Health Promotion faculty members, other Zilber School of Public Health faculty, affiliated faculty, and external faculty who have been directly involved in the development of the proposal for the Community and Behavioral Health Promotion program. These faculty have participated in the planning for this doctoral program, and they will likely teach courses taken by students in the doctoral program.

6.2. Additional faculty requirements: An accredited program in public health requires at least five full-time faculty members. After an initial round of hiring, the Zilber School of Public Health employs seven full-time faculty with Community and Behavioral Health Promotion expertise. For the development of a robust, leading program, at least three additional faculty will need to be hired, some of them at senior research leadership levels. They will be joined by affiliated and external faculty to constitute a powerful group of scholars.

6.3. Academic staff: The Zilber School of Public Health employs several administrative academic staff, who will be responsible for general administrative assistance, including admissions, student records management, student affairs, and program marketing. A Graduate Program Manager (1.0 FTE) coordinates student affairs, admissions, recruitment. The Assistant Dean (1.0 FTE) oversees administrative operations, marketing and communications initiatives, and facility planning and management. The Research Program Manager (.5 FTE) builds connections with other academic/community organizations, identifying potential funding opportunities, submits grant proposals, and develops legal, regulatory and institutional arrangements. Portions of these individuals' time will be dedicated to the administration of the CBHP PhD program, along with the PhD in

Environmental and Occupational Health, the new Master of Public Health program, and the Graduate Certificate in Public Health. As grant productivity increases over time, we anticipate additional academic staff will be required for research and business responsibilities of the program.

6.4. Classified staff, graduate assistants, and student hourly: The ZSPH employs 1.0 FTE classified staff, who performs administrative services and accounting/business duties, along with student hourly workers and graduate assistants as needed. Classified staff and student workers will also assist faculty in preparing and reproducing course materials, exams, and related instructional materials. As the ZSPH develops its undergraduate-level introductory classes, some PhD students will be needed to support the undergraduate teaching mission. Graduate student teaching positions will also help to prepare graduate students for future teaching positions.

7. Academic Support Services.

7.1. Library resources: The UW- Milwaukee Libraries, in consultation with program faculty, have reviewed library holdings and have identified areas where collections should be expanded to support a full array of public health disciplines. Through fiscal year 2009 legislative appropriations to the School of Public Health, an initial investment of \$60,000 was received to expand School of Public Health library holdings. The Provost also pledged a percentage of indirect funds from research across the campus to support the libraries' electronic serial holdings and databases, including those that support the School of Public Health curriculum and faculty research.

7.2. Access to student services: Students in this CBHP PhD program will have access to all of the support services available to UW- Milwaukee students. Student services can be found at http://www4.uwm.edu/current_students/student_services/index.cfm. Currently, the Graduate Program Manager devotes 40% of the position to student recruitment and services, which includes connecting students with university services and Centers such as LGBT Resource Center, Women's Resource Center, International Student Center, Black Cultural Center, and Southeast Asian-American Student Services.

7.3. Technical support: All students at UW- Milwaukee have access to the technical services of the university, including computer support, e-mail and D2L, and related services. Information technology and support services will be provided in collaboration with University Information and Technology Services (UITS). The School of Public Health will create protocols that identify the support needed for email, D2L, and related instructional technology needs. UITS services will be utilized for instructional support services. See Technology Services at http://www4.uwm.edu/current_students/first_semester/technology_resources/index.cfm. In addition, .25 FTE of the Graduate Program Manager's position will be dedicated to learning and teaching technology support (included in the 1.5 FTE above).

8. Facilities and Equipment.

8.1. Capital resources: The CBHP PhD program will be housed in the new Joseph J. Zilber School of Public Health building currently under construction in downtown Milwaukee's

Brewery Complex. The entire fourth floor is dedicated to CBHP faculty, staff and students. There are ten faculty offices, as well as six lab spaces that will each support at least four graduate students and CBHP staff. The floor also features open work spaces, two conference rooms, and six interview/observation rooms.

The building will be LEED certified at the silver level for sustainability practices. Security, data storage and telecommunications will be the same as all UW- Milwaukee academic units. Transportation will be made available to and from the Kenwood campus.

8.2. Capital budget needs – additional facilities and capital equipment: No additional capital budget needs exist at this time to begin this program.

8.3. Clinical and community facilities: The new ZSPH building and ZSPH partners will provide necessary clinical and community facilities. For example, the ZSPH building will have a teaching kitchen, fitness area and interview rooms with two-way mirrors. CABHR operates a research space in an easily accessible area of Milwaukee called the Community Research Center. This facility is currently used by ZSPH faculty and will be available as future resource as well. Nearby by the ZSPH building, CUPH is located within the Aurora Sinai Medical Center campus. The CUPH location provides meeting and presentation rooms as well as a small clinical space.

8.4. Security: The Department of CHBP will follow the model of other UW- Milwaukee departments in ensuring the integrity of academic work. This includes assignment of doctoral students to faculty mentors, who are ultimately responsible for the quality of research instruction, faculty review boards for dissertations and qualifying examinations, and peer-review of didactic courses. All students will be subjected to the same oversight as other UW- Milwaukee students.

8.5. Transportation: The ZSPH is slated to be housed at a central city site (The Brewery) about 3-4 miles and 15 minutes (by car) from UW- Milwaukee's Kenwood Campus. Members of the CHBP Division will be located at the Brewery Campus. Collaborators in other ZSPH programs will be located on the Kenwood Campus, the Harbor Campus, and the Brewery Campus University-supported transportation system will help move faculty and students between locations.

9. Finance.

9.1. Operating budget and budget narrative: The CHBP Doctoral Program will be unable to support itself on the basis of tuition (Student Credit Hour or SCH) alone. The class sizes will be much too small for this to be practical. It should be remembered that the ZSPH itself will be a graduate academic unit.

9.2. Operating budget reallocation: There is no expectation of reallocation of resources from other existing UW- Milwaukee units.

9.3. Extramural research support: Extramural research will be critical for the success of the program. The federal government is the main funding agency for significant funds, although

state and private funding will be sought as well. It is anticipated that extramural research funds will comprise a greater fraction of the budget at the various ZSPH units than at any other unit at UW- Milwaukee. During the first five years of the program, indirect costs from federally sponsored research projects will be returned at a higher rate to the department in order to enhance the department's research infrastructure and fund faculty and graduate student pilot proposals.

Table 4: Budget for CBHP Program

| | First Year | | Second Year | | Third Year | |
|------------------------------------|------------|-----------|-------------|-----------|------------|-----------|
| | (2012-13) | | (2013-14) | | (2014-15) | |
| CURRENT COSTS | #FTE | Dollars | #FTE | Dollars | #FTE | Dollars |
| Personnel | | | | | | |
| Faculty/Instructional Staff (1) | 1.25 | \$162,000 | 2.5 | \$324,000 | 4 | \$518,400 |
| Graduate Assistants | | | | | | |
| Non-instructional | | | | | | |
| Academic/Classified Staff | .5 | \$41,080 | .5 | \$41,080 | .5 | \$41,080 |
| Subtotal | | \$203,080 | | \$365,080 | | \$559,480 |
| ADDITIONAL COSTS | | | | | | |
| Personnel | | | | | | |
| Faculty | | | | | | |
| Graduate Assistants | 1.5 | \$47,738 | 3.0 | \$95,475 | 4.5 | \$143,213 |
| Non-instructional | | | | | | |
| Academic/Classified Staff | | | | | | |
| Non-personnel | | | | | | |
| Supplies & Expenses(2) | | \$10,000 | | \$10,000 | | \$10,000 |
| Subtotal | | \$57,738 | | \$105,475 | | \$153,213 |
| TOTAL COSTS | | \$260,818 | | \$470,555 | | \$712,693 |
| | | | | | | |
| CURRENT RESOURCES | | | | | | |
| General Purpose Revenue (GPR) (3) | | \$203,080 | | \$365,080 | | \$559,480 |
| Subtotal | | \$203,080 | | \$365,080 | | \$559,480 |
| ADDITIONAL RESOURCES | | | | | | |
| GPR Allocation | | \$10,000 | | \$10,000 | | \$10,000 |
| Tuition Revenues (4) | | \$47,738 | | \$47,738 | | \$47,738 |
| Grant Revenue | | | | \$47,738 | | \$95,475 |
| Subtotal | | \$57,738 | | \$105,476 | | \$153,213 |
| TOTAL RESOURCES | | \$260,818 | | \$470,555 | | \$712,693 |

(1) Salaries and fringe based upon average faculty salary of \$90,000.

(2) Marketing and office supply expenses

(3) Faculty are already in place.

(4) Tuition revenues will be generated from marginal tuition produced by courses in the MPH program.



**Office of the
Associate Vice President for
Academic, Faculty, and Global Programs**

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March 9, 2011

TO: Johannes Britz, Interim Provost and Vice Chancellor for Academic Affairs
UW-Milwaukee

FROM: Stephen H. Kolison, Jr.
Associate Vice President for Academic, Faculty, and Global Programs

RE: Entitlement to Plan a PhD in Social Sciences and Community Health

In a memo dated January 28, 2011, we invited all UW System institutions to comment on your proposal for entitlement to plan a doctor of philosophy degree (PhD) in Social Sciences and Community Health at UW-Milwaukee. I am enclosing the four responses we have received. The proposed program is potentially a valuable addition to the program array at UW-Milwaukee, and I am pleased to grant your request for entitlement to plan.

As you plan the program, and when you prepare your authorization proposal, please address the following:

- the connection of the program to the UW- Milwaukee School of Nursing and Nursing faculty;
- potential for collaboration with the UW-Madison PhD in Population Health;
- data on student interest and demand;
- basic information on credits to degree, enrollment projections, and likely Masters Degree programs in the UW System that might be pipeline programs into the PhD.

As stipulated in Step 2.A of the *Academic Program Review Guidelines*, institutions must complete three reviews before the program proposal can be submitted to UW System for authorization:

1. Review by a three-person Program Review Committee;
2. Review by consultants from outside the institution; and

3. Review by the appropriate governance bodies.

You may complete these reviews in any sequence. If the review process is not completed by Fall 2016, the entitlement will expire.

In addition, the *Guidelines* have been updated to reflect the regents' request that the completed proposal include information on mission congruence, collaboration, market research, instructional technology and distance education. Special attention should also be given to the development of measurable program objectives, and effective assessment tools, to facilitate meaningful review of the quality of the program both at the five-year joint review stage, and subsequent campus program reviews, should the program be approved and implemented. To assist in developing the document requesting authorization to implement a new academic program, the *Guidelines* include a format for the authorization proposal document and a format for budget information. The current version of the *Guidelines* is available on-line at <http://www.uwsa.edu/acss/planning/>.

Academic Program Planning is a collaborative process between our office and the campus. I have asked Jan Sheppard to represent UW System on the three-person Program Review Committee. Please contact her at (608) 262-5563 or jsheppard@uwsa.edu so that we can be of assistance throughout the process of development of the authorization proposal.

Attachments

cc: Michael Lovell, Interim Chancellor, UW-Milwaukee
Provosts and Vice Chancellors
UWSA Program Planning Team
Campus Academic Program Planning & Review Liaisons

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Appendix B: Community Leaders Partnership Members and the Organizations they Represent

John Bartkowski, 16th Street Community Health Center
Robert Burlage, Concordia University School of Pharmacy
Maureen Busalacchi, HealthFirst Wisconsin
Maureen Cassidy, American Heart Association
John Chianelli, Transitional Living Services
Brenda Coley, Diverse and Resilient
Inshirah Farhoud, Children's Hospital and the Milwaukee Islamic Center
Kate Flynn, Public Allies-UW-MILWAUKEE School of Continuing Education
Margaret Gesner, Racine City Health Department
Robert Harris, Wisconsin Department of Health Services- Division of Public Health
Jeanette Kowalik, Boys and Girls Club of Greater Milwaukee
Eric Krawczk, Oneida Community Health Center
Nancy Kreuser, Wauwatosa Health Department
Randall Lambrecht, Aurora Healthcare
W. Curtis Marshall, Wisconsin Department of Health Services- Division of Public Health
Patricia McManus, Black Health Coalition
Kathleen Murphy, Milwaukee Public Schools
Paul Nannis, Milwaukee Health Department
Elise Papke, Wisconsin Public Health Association Workforce Committee
Margret Schmelzer, Wisconsin Division of Public Health
Rene Settle-Robinson, Aurora Sinai Medical Center of Aurora Healthcare and Past President, Cream City Medical Society
Ana Paula Soares, Proyecto Salud-Core el Centro
Joy Tapper, Milwaukee Health Care Partnerships
Pang Vang, House of Peace
Ann Wilson, Hillside Family Resource Center
Dona Wininsky, Lung Association of Wisconsin

Appendix C: Current Community and Behavioral Health Promotion Faculty

| Name | Title | PhD Degree Program of Study | Institution |
|--------------------------|---------------------|------------------------------------------|---------------------------------------------|
| Lance Weinhardt, PhD | Professor | Clinical Psychology | Syracuse University |
| Amy Harley, PhD, MPH, RD | Assistant Professor | Public Health | Ohio State University |
| Emmanuel Ngui, DrPH | Assistant Professor | Maternal and Child Health | University of North Carolina at Chapel Hill |
| Renee Walker, DrPH | Assistant Professor | Behavioral and Community Health Sciences | University of Pittsburgh |
| Alice Yan, PhD | Assistant Professor | Public and Community Health | University of Maryland, College Park |
| Paul Florsheim, PhD | Associate Professor | Clinical Psychology | Northwestern University |
| Young Cho, PhD | Associate Professor | Sociology | University of Illinois at Chicago |

Other Zilber School of Public Health Faculty

| Name | Title | PhD Degree Program of Study | Institution |
|----------------------------------------------|---------------------|-----------------------------------------------------------|---------------------------------------------|
| Kurt Svoboda, PhD | Associate Professor | Neurobiology & Behavior | State University of New York at Stony Brook |
| Lorraine Malcoe, PhD, MPH (Starts Fall 2012) | Associate Professor | Epidemiology and Biostatistics | University of California, Berkeley |
| Peter Tonellato, PhD | Professor | Applied Mathematics | University of Arizona |
| Karla Bartholomew, PhD, JD, MPH, PA | Assistant Professor | Policy Development and Program Evaluation – Health Policy | Vanderbilt University |

| | | | |
|---------------------------|-------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------|
| Amy Kalkbrenner, PhD, MPH | Assistant Professor | Epidemiology | University of North Carolina at Chapel Hill |
| Michael Laiosa, PhD | Assistant Professor | Microbiology and Immunology | State University of New York, Upstate Medical University |
| Todd Miller, PhD | Assistant Professor | Marine Estuarine Environmental Sciences, Marine Molecular Biology and Biotechnology | University of Maryland, College Park |
| Helen Wang, PhD | Assistant Professor (Biostatistics) | Biostatistics/Mathematical Sciences-Statistical Genetics | Michigan Technological University, Houghton, MI |

Affiliated Faculty

| | |
|----------------------------|----------------------------------------------------|
| David H. Petering, PhD | Distinguished Professor of Biochemistry |
| Michael Fendrich, PhD | Professor of Social Work |
| Ron Cisler, PhD | Professor of Health Informatics and Administration |
| Susan McRoy, PhD | Professor of Engineering and Computer Science |
| Aaron Buseh, PhD, MPH, MSN | Associate Professor of Nursing |
| Jeanne Hewitt, PhD, RN | Associate Professor of Nursing |

External Faculty Participating in Planning Process

| | |
|----------------------------|-------------------------------------------------------------------|
| Paul Brodwin, PhD | Professor of Anthropology |
| Thomas Fritsch, PhD | Associate Director (Aurora Parkinsons Program) |
| Loren Galvao, MD, MPH | Associate Scientist CUPH/Nursing |
| Marcellus Merritt, PhD | Assistant Professor of Psychology |
| Lori Neighbors, PhD, RD | Assistant Professor of Human Movement Sciences |
| Jennifer Peterson, PhD | Assistant Professor of Communications |
| Azara Santiago-Rivera, PhD | Associate Professor of Educational Psychology and Health Sciences |
| Aaron Schutz, PhD | Associate Professor of Education |
| Geoffrey Swain, MD, MPH | Associate Professor of Public Health (UW-Madison) |
| Rodney Swain, PhD | Professor of Psychology |
| Jinger Hoop, MD, MFA | Professor of Psychiatry (Medical College of Wisconsin) |

Note: Faculty members and scientists are from UW-MILWAUKEE, except where noted in parentheses.