



THE UNIVERSITY OF ARIZONA
College of Medicine
Tucson

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OFFICE OF THE DEAN

November 8, 2023

Steve Goldschmid, MD
Associate Vice President/Dean
University of Arizona Health Sciences/Global MD
The University of Arizona
Health Sciences Innovation Building
1670 E. Drachman Street
Tucson, AZ 85721

Re: Global MD

Dear Dr. Goldschmid:

On behalf of the College of Medicine – Tucson, I am writing this letter of support for the establishment of the Global Medical Degree (Global MD) program in the College of Health Sciences, an international collaboration between the University of Western Australia and the University of Arizona.

This new program is important to the health and well-being of Arizonans. Its mission, to cultivate clinicians, leaders, and innovators to meet the needs of Indigenous, Native American, and underserved communities globally, and to address the global shortage of physicians supports the ABOR AZ Healthy Tomorrow initiative.

The focus of the Global MD program on rural and indigenous communities directly aligns with other clinical health education programs housed in the College of Health Sciences, and complements other Health Science colleges as they seek to collectively expand the education of health professionals in these global shortage areas.

We support you and the College of Health Sciences as you strive to help alleviate healthcare provider shortages in Arizona and beyond.

Sincerely

Michael M. I. Abecassis, MD, MBA
Iovanna C. Lopez Dean, College of Medicine – Tucson
Professor, Departments of Surgery and Immunobiology



NEW ACADEMIC PROGRAM – MAJOR Preliminary Proposal Form

I. Program Details

- a. **Name (and Degree Type) of Proposed Academic Program:** Global Medical Degree (GMD)
 - i. **Emphases (if applicable):**
- b. **Academic Unit(s)/College(s):** College of Health Sciences
- c. **Campus/Location(s):** The first 2 years of the GMD program will take place at The University of Western Australia (UWA) (35 Stirling Hwy, Perth WA 6009 Australia) & the last 2 years at the University of Arizona (UArizona) (Health Sciences Innovation Building (HSIB), 1670 E. Drachman St., Tucson, AZ 85721). HSIB will be the central hub. However, students will complete their last 2 years (clinical clerkship rotations) throughout Arizona (mostly within a 2-hour radius of HSIB).
- d. **First Admission Term** July of 2025 (Fall) students at UWA. July of 2027 (Fall) students at the UA.
- e. **Primary Contact and Email:** Steve Goldschmid, MD, Assistant Vice President, Global Medical Degree, sgoldsch@arizona.edu

II. Executive Summary

- a. The partnership with UWA and the UArizona is a dynamic & innovative program that will produce physicians who will improve access to health care for those with the most need, in areas that are underserved, by emphasizing primary care for indigenous, underserved, minority populations. In addition, this will address the state of Arizona's primary care physician shortage.
- b. Every year, many outstanding medical student applicants are denied acceptance into our existing UArizona medical schools due to limited capacity. The GMD partnership with UWA can accept an additional 50 – 100 medical students each year.
- c. Arizona is attempting to alleviate the physician shortage by incentivizing existing facilities to create additional residency positions. Additional residency positions would create a potential pipeline for our medical students to complete their clerkships & residency at these sites. Over 60% of students that complete residencies stay in the state at which they completed their residency.
- d. Although a single similar program exists, this will be the first medical school with a shared curriculum between two top tier universities with training on two separate continents. This will give students experience in multiple different health systems with extremely diverse populations and culture.
- e. Given the two institutions currently collaborate in law, astronomy, space sciences, mining & athletics, the collaboration between the UArizona and the UWA opens the door for the development of additional joint degrees, educational initiatives, & research endeavors. The GMD would be independent of the existing UArizona medical schools, so a burden is not placed on existing medical school resources. Given the partnership with UWA, the cost and resources allocated to produce outstanding medical graduates will be shared.

- III. **Brief Program Description:** Through our brand, innovation, partnerships, & collaboration, the UArizona & the UWA GMD Program will cultivate clinicians, leaders & innovators to meet the needs of Indigenous, Native American, & underserved communities globally, address the global shortage of physicians & serve as an exemplar of transnational education. The first two years of their education will be spent in Australia, while the final two years will be spent in Arizona. Highlights of the program include pre-clinical courses that allow students to observe the work being done in Indigenous clinics & hospitals in low- and middle-income countries (LMIC). Later, students will complete clinical rotations on Native

American reservations in Arizona & in LMIC hospitals. They will also undergo an intensive six-week rotation in internal medicine at an academic-affiliated hospital in North America. The UWA & current COM curriculum are similar. However, the GMD curriculum will include 3 additional courses addressing global medicine, primary care & foundations of medical science. In addition, there will be greater immersion into Indigenous & Native American healthcare & culture. During their clerkship years (in Arizona), the primary focus is to locate clerkship sites within a two-hour radius of the main hub in Tucson, the Health Sciences Innovation Building. Emphasis is placed on finding sites where faculty have a relationship with UA and have voiced enthusiasm in accepting and teaching students. Many of the attendings at sites visited have graduated from the UArizona Colleges of Medicine (COM) & some have appointments with the existing COM's. Close relationships will be created with clinical faculty once we officially integrate these clinical sites.

IV. **Program Rationale:** The UArizona's mission is to continuously improve how we educate & innovate so we may lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges. The partnership with UWA and the UArizona is a dynamic & innovative program that will produce physicians who will be exposed to other countries healthcare systems. Graduates of this program will have a deeper understanding and a worldwide perspective on how to problem solve various health care related issues, especially in areas with limited resources. In addition, they will be part of the solution – addressing the primary care provider shortage in the State of Arizona. Given this is a new and unique collaboration with the UWA, much of the cost will be shared. The intent is to create new relationships with healthcare facilities within the state of Arizona which will generate new resources available to the UArizona. In return, the GMD program becomes a pipeline of potential healthcare providers for the healthcare facilities that participate in our program. In addition, this program can become part of addressing the Arizona Healthy Initiative tasked by the Arizona Board of Regents (ABOR).

V. **Projected Enrollment for the First Three Years:**

Year 1	Year 2	Year 3
55	85	105

VI. **Evidence of Market Demand:** In June 2020, the Association of American Medical Colleges (AAMC) predicted a shortage of between [54,100 and 139,000](#) physicians in the United States over the next 10 years. In Arizona, the physician to population ratio is widening. Arizona ranks 42nd in the country for active primary care physicians. With growing populations, the number of U.S.-based primary care physicians needs to more than double to address the already present critical workforce shortages. While not as dire in the Australian context, [the Australian Medical Association](#) has projected a shortage of over 10,000 primary care physicians (in particular General Practitioners) by 2031-32. The physician shortage became more noticeable during the pandemic, especially in rural/remote areas & resource constrained urban settings. For these reasons, our two world class institutions (The University of Western Australia and The University of Arizona) are proposing an innovative program targeted at graduating primary care physicians ready for practice in a global context.

Global MD graduates will experience a world-class curriculum, community-based immersions, and expert training to prepare them for work in under-resourced, rural, and remote areas. They will learn to treat older & sicker patients with more challenging cultural and social determinants of health who are adversely impacted by health service closure & physician shortage. We aim to start to address this worsening health landscape & workforce shortage in Arizona & Western Australia. Arizona is the 15th poorest state in the U.S., where approximately 13% of the population is

living in poverty or without health insurance. This population is over-represented by minorities, Native American communities, & those living in Arizona's many rural regions. All 15 Arizona state counties are designated as health professional shortage areas (HPSAs) and/or medically underserved areas (MUAs). This aligns with the health context of Western Australia (WA) where the further from the capital city (Perth) you travel, the greater the healthcare shortage experienced which adversely impacts rural/remote & Aboriginal communities.

In addition to the proposed Global MD, Arizona is alleviating physician shortage by incentivizing existing facilities & doctors to provide healthcare in rural communities. This includes funding to create additional residency positions & for the training of additional medical students ([Arizona Senate Bill 1727](#); [ARS 15-1643-AzAHEC](#); [ARS 15-1754-RHPP](#)). It is well documented that 60% percent of physicians practice in the community and/or state in which they complete residency ([AAMC Reports on Residents](#)). With the target of addressing primary care physician shortages in Arizona and WA, the proposed structure of two years in each location with strategic & meaningful rural/remote, Aboriginal and Torres Strait Islander, Māori, & Native American curriculum is a key strength of this medical course.

Through our reputations, innovation, partnerships, & collaboration, the UArizona & UWA Global MD Program will cultivate clinicians, leaders, & innovators to meet the needs of Aboriginal & Torres Strait Islander, Māori, & Native American peoples, & underserved communities globally. The Global MD will positively address the shortage of physicians locally & serve as an exemplar of transnational education. Our two public Universities are aligned in their commitment to develop solutions to global challenges through increasing the supply & expertise of healthcare providers in underserved & rural areas. Both Universities have proud histories as the first public University in their respective states & in conducting research & education to the benefit of their communities. In addition, both Universities are situated on land & territories of Indigenous peoples & have a deep commitment to these communities.

The Global MD partnership was formalized between UWA & UArizona in April 2021, whereby a collaborative agreement was signed by UWA Vice-Chancellor Chakma and UArizona President Robbins. In addition, ABOR approved Global MD tuition at \$75,000 USD annually during the April 2022 board meeting, which was benchmarked against similar North American programs. The program's goal is to enroll 25% percent of our class from Native American & minority backgrounds. A new medical program could make a greater commitment to diversity before it even opens.

The cost of a medical education is exorbitant. To avoid some of the enormous costs associated with the non-clinical years of medical education, the UArizona's partnership with an existing medical school abroad, UWA, has the capacity to engage an additional 100 students each year. The clinical years would be spent in Arizona, with the hope of convincing new students to do their residency in the State of Arizona. Every young physician that stays in Arizona results in many years of healthcare being delivered to communities lacking a significant physician workforce. Partnering with the UWA opens the door for the development of additional dual or joint degrees & collaborations. Working together, the UArizona and UWA can advance research & create innovation in the preparation of future physicians.

Similar Programs Offered at Arizona Public Universities: Although programs are being considered, neither Northern Arizona University nor Arizona State University currently grant medical degrees. However, there are currently two UArizona Medical Schools in existence. The addition of medical students to the existing school infrastructure would be quite burdensome. With an estimated class size of 100 students each year for

four years, the capacity of the existing medical schools would be overwhelmed. Even if facilities could be expanded to accommodate the additional students, the quality of education would likely be compromised due to lack of instructors & space. Also, the greatest need for physicians in Arizona are rural communities & minority populations. Although the current medical schools attempt to address this issue, a new medical school could make the education of minority students willing to serve as primary care providers in rural communities, & willing to serve minority populations, a priority. A new medical school could make a greater commitment to diversity before it even opens. In our current medical schools, a fraction of the graduates pursue careers in primary care.

I. **Resources**


- a. **Summarize new resources required to offer the program:** Recruitment plans for academic & professional staff resourcing have been developed by the GMD Team to align UArizona & UWA MD staffing. A portion of these positions will be offered as fractional FTE to existing staff within the UA & UWA system(s). It is proposed for all four years a total of 35.13 FTE will be hired to support the GMD program in Tucson. These FTE's will be hired/fulfilled at steady state to deliver the Global MD Program. The operational costs to run the GMD program will be shared between UArizona Health Sciences & UWA. Facilities at UWA will soon be expanded to accommodate the arrival of additional medical students whereas the existing UArizona Health Sciences Innovation Building (HSIB) has capacity to welcome a new cohort of medical students in July of 2027. Much of the medical student's time, however, will be spent throughout the state of Arizona as they complete their clinical clerkship education at various sites within a 2-hour radius of HSIB.
- b. **Estimate total expected cost:** Approximately \$7M (annual)
- c. **Estimate total expected revenue of the program:** When there is full enrollment, the degree program will make an estimated profit of 5.3M per year above operating expenses.

II. **Required Signatures**

Program Director/Main Proposer: Signature:  / **Date:** 11/17/2023

- i. **Name and Title:** Steve Goldschmid, MD, Associate Vice President, Global MD

Managing Unit/Department Head:

ii. **Signature:**  / **Date:** 11/17/2023

- iii. **Name and Title:** Michael D. Dake, MD, Senior Associate Vice President, UArizona Health Sciences

College Dean/Associate Dean:

iv. **Signature:**  / **Date:** 11/17/2023

- v. **Name and Title:** Kevin Lohenry, PhD, Interim Dean, College of Health Sciences



ADDITIONAL INFORMATION FORM
To be used once preliminary proposal has been approved.

I. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four-year plan, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor.

GRADUATE / PROFESSIONAL PROGRAM

Total units required to complete the degree	192
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	<p>Completion of a valid bachelor's degree</p> <p>Minimum MCAT score of 496 OR minimum GAMSAT (Graduate Medical School Admissions Test from the Australian Council for Education Research) of 55</p> <p>Minimum cumulative GPA of 3.00 on a 4.00 scale (5.5 on Australian 7.0 scale)</p> <p>Demonstrated competence in the English Language by meeting any of the following:</p> <ul style="list-style-type: none"> - TOEFL (paper-based) – minimum score of 570 - TOEFL (web-based) – minimum composite score of 82, with scores of at least 22 writing, 20 speaking, 20 listening, and 18 reading - IELTS – minimum overall score of 7.0 <p>Completion of entry interview(s)</p>
Major requirements. List all major requirements including core and electives. If applicable, list the	Complete 102 units of pre-clerkship curriculum at UWA (Years 1 & 2) These will transfer to UArizona.



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<p>emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p>GMED4101 12 units Global Medicine GMED4102 6 units Foundations of Medical Science GMED4103 6 units Primary Care GMED4201 24 units Integrated Medicine 1 GMED4202 3 units Primary Care 2 GMED5301 24 units Integrated Medicine 2 GMED5302 3 units Primary Care 3 GMED5401 12 units Integrated Medicine 3 GMED5402 6 units Primary Care 4 GMED5403 6 units Preparation for Medical Practice</p> <p>Complete 90 units of clinical curriculum (Years 3 & 4) GMED-8XX 1unit Transitions GMED-8XX 2 units Scholarly Activity GMED-8XX 6 units Psychiatry Clerkship GMED-8XX 6 units Pediatrics Clerkship GMED-8XX 6 units Internal Medicine Clerkship GMED-8XX 6 units Surgery Clerkship GMED-8XX 1 units Intersessions GMED-8XX 6 units Ambulatory Med/Geriatrics GMED-8XX 6 units Obstetrics & Gynecology Clerkship GMED-8XX 6 units Family & Community Medicine Clerkship GMED-8XX 6 units Indian Health Service Clerkship GMED-8XX 2 units Scholarly Activity GMED-8XX 2 units Scholarly Activity GMED-8XX 4 units Sub-internship GMED-8XX 4 units Emergency Medicine GMED-8XX 4 units Clinical Elective GMED-8XX 4 units Clinical Elective GMED-8XX 4 units Neurology Clerkship GMED-8XX 6 units Australian Clinical Experience GMED-8XX 4 units Elective GMED-8XX 2 units Elective GMED-8XX 2 units Scholarly Activity</p>
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Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	Students will be enrolled in CLEaR (Community, Learning, Experiences and Research). This experience contains research methods and data analysis. Students will be introduced to CLEaR in Semester 2 and will participate through graduation.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Meet all competency requirements. 4 units of sub-internship are required. Pass Year 3 OSCE. Scholarly Activity/CLEaR must be completed.
Master thesis or dissertation required (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	N/A
Minor options (as relevant)	No minor options.

*Emphases are officially recognized sub-specializations within the discipline. [ABOR Policy 2-221 c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

- II. **CURRENT COURSES**—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add or remove rows to the table, as needed.

Current courses are not being used. New courses (possible prefix of GMED) will be created. Please see section III below.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)



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III. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (i.e., CHEM 4XX). Add rows as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
GMED4101	12	Global Medicine		UWA	A	Semester 1 Fall 2025			Vanessa Vaughan
GMED4102	6	Foundations of Medical Science		UWA	A	Semester 1 Fall 2025			Robert White
GMED4103	6	Primary Care		UWA	S	Semester 1 Fall 2025			Helen Wilcox
GMED4201	24	Integrated Medicine 1		UWA	A	Semester 2 Spring 2026			Kellie Bennett/Tom Wilson/Jo Somerville/Kate Jutsum
GMED4202	3	Primary Care 2		UWA	A	Semester 2 Spring 2026			Jo Somerville/ Kate Jutsum
GMED5301	24	Integrated Medicine 2		UWA	A	Semester 3 Fall 2026			Robert White/Narelle Kealley/Jo



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									Somerville/Kat e Justsum
GMED5302	3	Primary Care 3		UWA	A	Semester 3 Fall 2026			Helen Wilcox
GMED5401	12	Integrated Medicine 3		UWA	S	Semester Spring 2027			Chris Eherton- Beer/Jo Somerville/Kat e Jutsum
GMED5402	6	Primary Care 4		UWA	A	Semester 4 Spring 2027			TBD
GMED5403	6	Preparation for Medical Practice		UWA	A	Semester 4 Spring 2027			Scotty McCoombe
GMED-8XX	1	Transitions		UArizona	D	Semester 5 Fall 2027			Dr. Sean Elliott
GMED-8XX	2	Scholarly Activity		UArizona	D	Semester 5 Fall 2027			Dr. Todd Vanderah, Dr. Randy Horwitz
GMED – 8XX	6	Psychiatry Clerkship		UArizona	D	Semester 5 Fall 2027			TBD
GMED-8XX	6	Pediatric Clerkship		UArizona	D	Semester 5 Fall 2027			TBD
GMED-8XX	6	Internal Medicine Clerkship		UArizona	D	Semester 5 Fall 2027			TBD
GMED-8XX	6	Surgery Clerkship		UArizona	D	Semester 5 Fall 2027			TBD
GMED – 8XX	1	Intersessions		UArizona	D	Semester 6 Spring 2028			TBD



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GMED-8XX	6	Ambulatory Med/Geriatrics		UArizona	D	Semester 6 Spring 2028			TBD
GMED-8XX	6	Obstetrics & Gynecology Clerkship		UArizona	D	Semester 6 Spring 2028			TBD
GMED-8XX	6	Family & Community Medicine Clerkship		UArizona	D	Semester 6 Spring 2028			TBD
GMED-8XX	6	Indian Health Service Clerkship		UArizona	D	Semester 6 Spring 2028			TBD
GMED-8XX	2	Scholarly Activity		UArizona	D	Semester 6 Spring 2028			Dr. Todd Vanderah, Dr. Randy Horwitz
GMED-8XX	2	Scholarly Activity		UArizona	D	Semester 7 Fall 2028			Dr. Todd Vanderah, Dr. Randy Horwitz
GMED-8XX	4	Sub-Internship		UArizona	D	Semester 7 Fall 2028			TBD
GMED-8XX	4	Emergency Medicine		UArizona	D	Semester 7 Fall 2028			TBD
GMED-8XX	4	Clinical Elective		UArizona	D	Semester 7 Fall 2028			TBD
GMED-8XX	4	Clinical Elective		UArizona	D	Semester 7 Fall 2028			TBD
GMED-8XX	4	Neurology Clerkship		UArizona	D	Semester 8 Spring 2029			TBD
GMED-8XX	6	Australian Clinical Experience		UArizona	D	Semester 8 Spring 2029			TBD



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GMED-8XX	4	Elective		UArizona	D	Semester 8 Spring 2029			TBD
GMED-8XX	2	Elective		UArizona	D	Semester 8 Spring 2029			TBD
GMED-8XX	2	Scholarly Activity		UArizona	D	Semester 8 Spring 2029			Dr. Todd Vanderah, Dr. Randy Horwitz

*In development (D); submitted for approval (S); approved (A)

Click or tap here to enter text.

IV. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, add CVs to a Box folder and provide that link. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Office of Curricular Affairs](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or Box folder link
Vanessa Vaughan (UWA)	Teach GMED4101 Global Medicine	https://research-repository.uwa.edu.au/en/persons/vanessa-vaughan
Robert White (UWA)	Teach GMED4102 Foundations of Medical Science and Co-Teach GMED5301 Integrated Medicine 2	https://research-repository.uwa.edu.au/en/persons/robert-white
Kellie Bennett (UWA)	Co-Teach GMED4201 Integrated Medicine 1	https://research-repository.uwa.edu.au/en/persons/kellie-bennett
Tom Wilson (UWA)	Co-Teach GMED4201 Integrated Medicine 1	https://research-repository.uwa.edu.au/en/persons/tom-wilson



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Narelle Kealley (UWA)	Co-Teach GMED5301 Integrated Medicine 2	https://research-repository.uwa.edu.au/en/persons/narelle-kealley
Chris Etherton-Beer (UWA)	Teach GMED5401 Integrated Medicine 3	https://research-repository.uwa.edu.au/en/persons/christopher-etherton-beer
Helen Wilcox (UWA)	Co-Teach GMED4103 Primary Care 1 Co-GMED4202 Primary Care 2 Teach GMED5302 Primary Care 3	https://research-repository.uwa.edu.au/en/persons/helen-wilcox
Jo Somerville (UWA)	Co-Teach GMED4103 Primary Care 1 Co-Teach GMED4202 Primary Care 2 Co-Teach GMED4201 Integrated Medicine 1 Co-Teach GMED5301 Integrated Medicine 2 Co-Teach GMED5401 Integrated Medicine 3	https://research-repository.uwa.edu.au/en/persons/joanne-somerville
Kate Jutsum (UWA)	Co-Teach GMED4103 Primary Care 1 Co-Teach GMED4202 Primary Care 2 Co-Teach GMED4201 Integrated Medicine 1 Co-Teach GMED5301 Integrated Medicine 2 Co-Teach GMED5401 Integrated Medicine 3	https://research-repository.uwa.edu.au/en/persons/kate-jutsum
Scotty McCoombe (UWA)	Teach GMED5403 Preparation for Medical Practice	https://research-repository.uwa.edu.au/en/persons/scott-mccoombe
Randy Horwitz (UA)	Co-Teach GMED 8XX Scholarly Activity	https://deptmedicine.arizona.edu/profile/randy-horwitz-md-phd
Todd Vanderah (UA)	Co-Teach GMED 8XX Scholarly Activity	https://profiles.arizona.edu/person/vanderah
Sean Elliott (UA)	Co-Teach GMED 8XX Transitions	https://www.tucsonpeds.org/physicians/sean-elliott-md

Please note: the program is expected to begin July of 2025. Therefore, additional faculty will be hired by UWA and UArizona. However, students will not begin in Tucson until their 3rd year, July of 2027. As we near this date, faculty will be identified. Below is a list of 3rd and 4th year clinical/clerkship rotations.

- Indian Health Service (Indigenous Health Experience) – 6 weeks
- Internal Medicine – 6 weeks
- Family & Community Medicine – 6 weeks
- Pediatrics – 6 weeks



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- Obstetrics and Gynecology – 6 weeks
- Surgery – 6 weeks
- Psychiatry – 6 weeks
- Medicine – Ambulatory & Geriatrics (including Palliative Care) 6 weeks
- Emergency Medicine – 4 weeks
- Neurology – 4 weeks
- Clinical Electives – 14 weeks
- Sub-Internship – 4 weeks
- Australian Clinical Experience – 6 weeks

Over 150 clinical rotation spots have been secured for GMD students. We will continue to secure clerkship sites until students arrive in Tucson.



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- V. **GRADUATION PLAN** – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: please complete [Addendum D: 4-Year Plan for Degree Search](#). Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE). Add rows as needed.*

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
GMED 4101	12	GMED 4201	24	GMED 5301	24	GMED 5401	12
GMED 4102	6	GMED 4202	3	GMED 5302	3	GMED 5402	6
GMED 4103	6					GMED 5403	6
Total	24	Total	27	Total	27	Total	24

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
GMED-8XX	1	GMED – 8XX	1	GMED-8XX	2	GMED-8XX	4
GMED-8XX	2	GMED-8XX	6	GMED-8XX	4	GMED-8XX	6
GMED-8XX	6	GMED-8XX	6	GMED-8XX	4	GMED-8XX	4
GMED-8XX	6	GMED-8XX	6	GMED-8XX	4	GMED-8XX	2
GMED-8XX	6	GMED-8XX	6	GMED-8XX	4	GMED-8XX	2
GMED-8XX	6	GMED-8XX	2				
Total	27	Total	27	Total	18	Total	18



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VI. Curriculum Map and Assessment Map - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the [University Center for Assessment, Teaching and Technology](#). Attach your Curriculum Map here.

Program: Global MD Program

Learning Outcome #1: Learn and practice Professional Behaviors
Concepts: Professional Behaviors, Self-care and Self-awareness, Medical Ethics and Law
Competencies: display individual, interpersonal, work-based and culturally-safe professionalism; display critical and insightful self-awareness of personal values, well-being, personal difficulties, and professional performance, implement effective management strategies when necessary, comply with and apply ethical, legal and regulatory frameworks in medical practice.
Assessment Methods: This outcome will be assessed throughout the program curriculum via professionalism-based assessment tools applied and observed by teaching faculty in all four years.
Measures: Professionalism-based assessment tools are ranked using an entrustable-professional activities format where learners are graded based on their ability to practice independently.
Learning Outcome #2: Display Leadership Qualities
Concepts: Teamwork and Leadership, Collaborative Practice, Health Systems and Careers
Competencies: Display appropriate medical leadership, management and effective team skills and behaviors; participate effectively in collaborative health-care spanning disciplines and geographical borders; display global health organizations, healthcare systems and career pathways, and display the ability to assist patients/carers/families in navigating their healthcare journey with regard to their local context.
Assessment Methods: This outcome will be assessed throughout the program curriculum via entrustable-professional activities assessment tools, applied and observed by teaching faculty in all four years.
Measures: Learners are graded based on their ability to practice and demonstrate competencies, as assessed using entrustable-professional activity assessment tools.
Learning Outcome #3: Demonstrate Advocacy in all areas of medical practice
Concepts: Health Advocacy, Indigenous Health, Diversity and Inequality, Health Promotion
Competencies: Demonstrate advocacy for individual patients, groups, communities, and populations; display culturally safe communication, cultural humility and comprehensive health-care for Aboriginal, Torres Strait Islander, Maori, and Native American peoples and communities globally through an applied understanding of the historical, geographical and socio-cultural contexts; provide sensitive and individualized health-care to patients/carers/families and communities recognizing diverse background and situations; evaluate and apply health maintenance, promotion and prevention strategies applicable to the communities served.

ADDITIONAL INFORMATION FORM

To be used once preliminary proposal has been approved.

<p>Assessment Methods: This outcome will be assessed throughout the program curriculum via entrustable-professional activities assessment tools, applied and observed by teaching faculty in all four years and also through reflective journaling and portfolio graded by clinical teaching faculty.</p>
<p>Measures: Direct measures will include objective grading of homework and exams by course instructors and competency-based grading assessed using entrustable-professional activity assessment tools.</p>
<p>Learning Outcome #4: Learn and Demonstrate skills necessary for a Clinician in active patient care</p>
<p>Concepts: Scientific Knowledge, Patient Assessment and Clinical Reasoning, Patient Management, Patient Perspective, Clinical Communication, Quality Care</p>
<p>Competencies: Inform medical practice with critical evaluation and application of biomedical, behavioral, epidemiological, clinical and translational sciences; perform an accurate, relevant, timely and prioritized patient assessment, apply justifiable diagnostic reasoning strategies to formulate a relevant and prioritized differential diagnosis and diagnostic strategy for core presentations and medical conditions, and apply logical clinical judgement and decision-making in individual clinical situations; demonstrate the formulation, negotiation and implementation of a prioritized management plan in partnership with the patient/carer/families and other health professionals displaying logical clinical judgement and decision-making; assess and respect the patient's values, preferences, context, perspectives and impacts of their health and health problems, and involve and inform the patient/carers/families during the decision-making and management process; display caring, compassionate and empathic behaviors with patients/ carers/families and other health professionals and communities through communicating professionally, respectfully, courteously and effectively; apply a quality framework to medical practice and display a commitment to high quality clinical standards.</p>
<p>Assessment Methods: This outcome will be assessed in classroom interaction and clinical courses and rotations via entrustable-professional activities assessment tools and examinations, applied and observed by teaching faculty in all four years and also through reflective journaling and portfolio as graded by teaching faculty</p>
<p>Measures: Direct measures will include objective grading of homework and exams by course instructors and competency-based grading assessed using entrustable-professional activity assessment tools.</p>
<p>Learning Outcome #5: Learn and display qualities of an Educator</p>
<p>Concepts: Life-long Learning; Mentoring Relationships; Patient Education; Effective Teaching and Learning; Assessment and Evaluation</p>
<p>Competencies: display capacity for critical self-reflection, life-long learning, and continuous professional development; establish effective mutually beneficial mentoring and support relationships; demonstrate effective teaching, education and counselling of patients/carers/families and communities; implement teaching sessions guided by the principles of effective teaching and learning; display effective self-assessment skills, seek and effectively respond to constructive feedback, provide constructive feedback to others, and evaluate different assessment methods and strategies.</p>
<p>Assessment Methods: This outcome will be assessed in classroom interaction and clinical courses and rotations via entrustable-professional activities assessment tools and examinations, applied and observed by teaching faculty in all four years and also through reflective journaling and portfolio as graded by teaching faculty</p>



ADDITIONAL INFORMATION FORM

To be used once preliminary proposal has been approved.

OF ARIZONA

Measures: Direct measures will include objective grading of homework and exams by course instructors and competency-based grading assessed using entrustable-professional activity assessment tools.
Learning Outcome #5: Demonstrate skills and practices inherent in being a Scholar.
Concepts: Research and Biostatistics; Evidence-based Practice; Information Literacy
Competencies: Evaluate and apply scientific, research and biostatistical methods and information and demonstrate a commitment to generation and dissemination of knowledge; apply evidence-based practice to individual patient, community or society health-care; use clinical information, support systems and resources in a relevant, effective and professional manner
Assessment Methods: This outcome will be assessed in classroom interaction and clinical courses and rotations via entrustable-professional activities assessment tools and examinations, applied and observed by teaching faculty in all four years and also through reflective journaling and portfolio as graded by teaching faculty
Measures: This outcome will be assessed in classroom interaction and clinical courses and rotations via entrustable-professional activities assessment tools and examinations, applied and observed by teaching faculty in all four years and also through reflective journaling and portfolio as graded by teaching faculty



ADDITIONAL INFORMATION FORM
To be used once preliminary proposal has been approved.

VII. **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Reports to Educational Leadership Committee via Pre-Clinical Curriculum Committee	Student Surveys Faculty Surveys Interactive/Proactive Feedback via Learning Management System Course Examination Scores USMLE Step 1 Performance Indices	Throughout Years 1 and 2 of the Global MD Program Curriculum; Data collated, discussed, and presented by Pre-Clinical Curriculum Committee at end of each Curriculum Block. Educational Leadership receives reports quarterly
Reports to Educational Leadership Committee via Clinical Curriculum Committee	Student Surveys Faculty Surveys Interactive/Proactive Feedback via Learning Management System Course Examination Scores USMLE Step 2 Performance Indices	Throughout Years 3 and 4 of the Global MD Program Curriculum; Data collated, discussed, and presented by Clinical Curriculum Committee at end of each Curriculum Block. Educational Leadership receives reports quarterly
Student Focus Group reports	Student Focus Groups recruited and interviewed by Director of Program Evaluation and reported to Pre-Clinical and Clinical Curriculum Committees	Throughout all four years of Global MD Program Curriculum
Anonymous Student Feedback	Solicited anonymously via Learning Management System – collected, collated and reported by Director of Program Evaluation to Educational Leadership Committee	Throughout all four years of Global MD Program Curriculum
Performance on National Residency Match Program (NRMP)	Match success rates and ratios, reported to the Global MD Program by the NRMP and ACGME; data collected from Year 4 students' performance in matching residency programs	Annually, after The Match occurs in March
Post-graduation Performance	Post-graduation Residency Performance Surveys – distributed by Global MD	1 Year after graduation for each graduating Class



ADDITIONAL INFORMATION FORM

To be used once preliminary proposal has been approved.

	Program to the Residency Program where each graduate has placed in the year following graduation	
Post-graduation Alumni Feedback	Surveys distributed to alumni of program Anonymous Reporting System via Director of Program Evaluation	Any year post graduation for each graduating Class

VIII. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	55	85	105	105	105

Data/evidence used to determine projected enrollment numbers:

Given the shortage of healthcare professionals in the United States including a high shortage of physicians, the current UArizona COM’s receive thousands of medical student applications each year. Unfortunately, they only accept a total of 240 students leaving many unaccepted interested applicants. Given we are a new program we aim to accept 55 students in the first cohort knowing there will be natural fall out. To that end, we anticipate graduating 50 students for the first cohort. In due time, we anticipate steady growth to at least 100 students each year which puts us in closer alignment with existing UArizona COM’s.

IX. ANTICIPATED DEGREES AWARDED- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	50	80	100	100	100



ADDITIONAL INFORMATION FORM

To be used once preliminary proposal has been approved.

Please see description under section VIII for data/evidence used to determine figures above.



ADDITIONAL INFORMATION FORM

To be used once preliminary proposal has been approved.

Appendix A. Minor Requirements. Complete if requesting a corresponding minor. Delete **EXAMPLE** column and verbiage as it applies to your level degree (i.e., undergraduate vs graduate) before submitting.

MINOR –No minor requested

Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as “ _____ Emphasis”. Delete **EXAMPLE** row before submitting.

No emphasis requested



**New Academic Program
PEER COMPARISON**

Select three peers (if possible/applicable) for completing the comparison chart from [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

Program name, degree, and institution	Proposed UA Program: Global MD	Peer 1 UArizona, College of Medicine – Tucson	Peer 2 UArizona, College of Medicine - Phoenix	Peer 3 University of South Florida Morsani College of Medicine (AAU member)
Current number of students enrolled		120 per year	120 per year	182 per year
Program Description	Worldwide, there is a shortage of physicians in rural and underserved areas, leaving underrepresented populations without adequate access to health care. Global MD will improve access to health care for those with the most need – people of differing cultures and ethnicities and in remote geographic locations – by emphasizing primary care. The intent is to focus on the education of minority and internationally diverse students, who will serve as	Mission statement: <i>Our mission is to advance the health and wellness of our community and beyond while embracing diversity in the pursuit of excellence through innovation in our tripartite mission: education, research and patient care.</i>	Mission statement: <i>Inspiring and training exemplary physicians, scientists and leaders to optimize health and health care in Arizona and beyond. We are uniquely positioned to accelerate the biomedical and economic engines in Phoenix and the State by leveraging our vital relationships with key</i>	<i>The mission of the MD medical education program at the Morsani College of Medicine is to provide for the education of students through the creation of a scholarly environment that fosters excellence in the lifelong goals of education, research activity, and compassionate patient care.</i>

	<p>primary care providers in remote communities and other locations where minority and underrepresented populations exist.</p> <p>The Global MD curriculum will be a hybrid of the conventional medical education present in most medical schools and newer longitudinal curriculum with a focus on primary care. Highlights of the program include pre-clinical courses that allow students to observe the work being done in Indigenous clinics and hospitals in low- and middle-income countries (LMIC). Later, students will complete clinical rotations on Native American reservations in Arizona and in LMIC hospitals. They will also undergo a six-week rotation in internal medicine at an academic-affiliated hospital in North America. Primary care and emotional and physical well-being will be emphasized throughout the four-year Global MD program.</p>		<p><i>clinical and community partners.</i></p>	
Target Careers	Physician	Physician	Physician	Physician

Emphases? (Yes/No) List, if applicable		Traditional Medical School	Traditional Medical School	Traditional Medical School but also offers a Select MD program which includes the opportunity to earn additional graduate certificates in leadership, health systems and values-based patient-centered care. Recently ranked by U.S. News and World Report as one of the best medical schools in primary care.
Minimum # of units required	192	189	180	Credit hours vary for 4-year program
Level of Math required (if applicable)	No specific math coursework requirements	Statistics: one semester	1 Course more advanced than college algebra (e.g. statistics)	General math obtained thru graduating from a U.S. accredited institution for a bachelor's degree.
Level of Second Language required (if applicable)	N/A	N/A	N/A	N/A
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No	No

<p>Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)</p>	<p>Completion of a valid bachelor's degree</p> <p>Minimum MCAT score of 496 OR minimum GAMSAT (Graduate Medical School Admissions Test from the Australian Council for Education Research) of 55</p> <p>Minimum cumulative GPA of 3.00 on a 4.00 scale (5.5 on Australian 7.0 scale)</p> <p>Demonstrated competence in the English Language by meeting any of the following:</p> <ul style="list-style-type: none"> - TOEFL (paper-based) – minimum score of 570 - TOEFL (web-based) – minimum composite score of 82, with scores of at least 22 writing, 20 speaking, 20 listening, and 18 reading - IELTS – minimum overall score of 7.0 	<p>Minimum composite score of a 498 for the MCAT.</p> <p>All applicants must receive a bachelor's degree,</p> <p>Physiology: two semesters/quarters</p> <p>Biochemistry: two semesters/quarters, or one semester/quarter of biochemistry and one semester/quarter of genetics</p> <p>Social and behavioral sciences (e.g., psychology, sociology, public health): one semester/quarter</p> <p>Statistics: one semester/quarter, biostatistics recommended</p> <p>Upper division courses: Choose at least one course from any two disciplines: molecular biology, cell biology, histology, microbiology, pharmacology, or</p>	<p>Minimum composite score of a 500 for the MCAT.</p> <p>Applicants must have cumulative science and overall GPA of 3.0 or better in either their undergraduate, post-baccalaureate, or graduate studies. A bachelor's degree is required for matriculation.</p> <p>All course work must be completed in an educational institution located in the U.S. or Canada and approved by a regional accrediting body.</p> <p>Pre-reqs – 1 Biochemistry, 1 additional chemistry, 1 human or mammalian physiology, 2 additional (ex: molecular biology), 2 behavioral science courses, 2 writing intensive courses, 1 – Course more advanced than college algebra (e.g. statistics), 1 – Course</p>	<p>Complete the requirements for a bachelor's degree at an accredited U.S. university or college by the time of matriculation. In addition, all prerequisites must be completed from a U.S. accredited institution by the time of matriculation into the MCOM. Required coursework may not be taken as Pass/Fail and will be considered on a case-by-case basis if taken online. Applicants who are currently pursuing a graduate or professional degree are obligated to complete all degree requirements prior to matriculation into the M.D. degree program.</p> <ul style="list-style-type: none"> • AMCAS Primary Application • Secondary Application with program selection
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	<p>Completion of entry interview(s)</p> <p>Applicants apply directly to the Global MD program.</p>	<p>immunobiology. You can apply a genetics course toward this requirement if you have taken at least two biochemistry courses (including lower-division biochemistry).</p> <p>English (or other writing-intensive course): two semesters/quarters</p> <p>All applicants must apply through AMCAS.</p>	<p>from any of the following: art, music, theater, speech and communication, philosophy, religion, ethics, literature, etc.</p> <p>All applicants must apply through AMCAS.</p>	<ul style="list-style-type: none"> • Bachelor’s Degree (from U.S. accredited institutions only) • Pre-professional committee evaluation or three faculty letters of recommendation • Two personal / character letters of recommendation • Personal Statement • Interview • Completion of prerequisite courses • Medical College Admission Test (MCAT) • Residency – must be either a U.S. Citizen or Permanent Resident of the U.S.
<p>Internship, practicum, or</p>	<p>Meet all competency requirements. 4 units of sub-internship are required.</p>	<p>Meet all competency requirements. 4 units of sub-internship are</p>	<p>Meet all competency requirements, Pass Year 4 Objective Structured</p>	<p>Pass Step 1 and Step 2 USMLE exams. Meet</p>

applied/experiential requirements? If yes, describe.	Pass Year 3 OSCE. Scholarly activity/CLEaR must be completed.	required. Pass Year 3 OSCE. Scholarly activity must be completed.	Clinical Examination. 4 units of sub-internship are required. Scholarly project must be completed.	all competency requirements.
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Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

All medical programs (listed above) aim to produce physicians through a traditional medical school curriculum with a few differences (noted below). All medical programs include two years of preclerkship curriculum with a focus on basic science needs (i.e., anatomy, pathology, biochemistry, physiology, microbiology, and pharmacology, etc.). The preclinical program will be taught by current faculty in the University of Western Australia College of Medicine. Additional faculty have been hired to accommodate the additional students of Global MD. Years 3 and 4 include clinical clerkship curriculum. To this end, each medical program secures clinical sites where each medical student will receive their clinical education. While we have secured the sites for Global MD students, faculty at those clinical sites have not been identified as this will not start until July of 2027. All faculty will undergo initial and ongoing evaluation and will be required to participate in our faculty development program. Once a student graduates from any of these programs, they continue their medical education by participating in residency and/or fellowships before becoming a qualified physician who can then practice on their own.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The Global MD program differs from the other UArizona medical programs in that it includes a strong partnership with the University of Western Australia (UWA). Both areas are experiencing a healthcare workforce shortage specifically in the primary care field. Global MD plans to graduate primary care physicians who want to work in rural, underserved, and Indigenous communities. In addition, the Global MD curriculum includes two years of study in Perth, Australia and the last two years in Arizona. GMD medical students will engage in coursework designed with the assistance of Tribal leaders and will participate in traditional Indigenous healing healthcare practices. This global, experiential, and transformative learning process will be an effective mechanism to learn the value of cultural competency when working with diverse populations.

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

The UArizona's mission is to continuously improve how we educate and innovate so we may lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges. The partnership with UWA and UArizona is a dynamic and innovative program that will produce physicians who will be exposed to other countries healthcare systems and the healthcare practices of Indigenous healthcare providers. Graduates of this program will have a deeper understanding and a worldwide perspective on how to problem solve various health care related issues. Given this is a new and unique collaboration with the UWA, much of the cost will be shared.

The partnership between the UWA and the UA has developed a dynamic and future focused program of medical education, the first of its kind globally. Creating a medical degree which highlights primary care, global health and Indigenous health is ideally placed to meet healthcare challenges now and in the future. The combined expertise of both universities, their clinical partners and global outreach will enable students and graduates the opportunity to provide high quality, holistic and culturally safe care spanning disciplines and borders.

In addition, Global MD will positively impact our Native American and Indigenous students by increasing enrollment, retention, and graduations rates. It will positively impact the profession of primary care medicine in rural and tribal lands by graduating diverse physicians with working knowledge of best practices when working with a diverse population. It will positively impact the Indigenous communities in Arizona and Western Australia and enhance university-tribal-global relations, ultimately bringing distinction to the UAHS Global MD and UArizona.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Global Medical Degree Program

Budget Contact Person: David Elmer	Projected				
	1st Year 2024 - 2025	2st Year 2025 - 2026	1st Year 2026 - 2027	2nd Year 2027- 2028	3rd Year 2028- 2029
METRICS					
Net increase in annual college enrollment UG					
Net increase in college SCH UG					
Net increase in annual college enrollment Grad			50	150	200
Net increase in college SCH Grad			1,200	3,600	4,800
Number of enrollments being charged a Program Fee					
New Sponsored Activity (MTDC)					
Number of Faculty FTE			8.75	8.75	8.75
FUNDING SOURCES					
Continuing Sources					
UG AIB Revenue					
Grad AIB Revenue	-	-	3,187,500	9,562,500	12,750,000
Program Fee Revenue (net of revenue sharing)					
F and A AIB Revenues					
Reallocation from existing College funds (attach description) <i>from UAHS existing resources</i>				-	-
State Appropriation for New Economic Initiatives & UAHS Reserves	4,949,253	5,409,708	4,016,122		
Total Continuing	\$ 4,949,253	\$ 5,409,708	\$ 7,203,622	\$ 9,562,500	\$ 12,750,000
One-time Sources					
College fund balances					
Institutional Strategic Investment					
Gift Funding					
Other Items (attach description)					
Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 4,949,253	\$ 5,409,708	\$ 7,203,622	\$ 9,562,500	\$ 12,750,000
EXPENDITURE ITEMS					
Continuing Expenditures					
Faculty	1,371,224	1,531,254	2,334,418	2,381,106	2,428,728
Other Personnel	1,459,226	1,599,293	2,295,829	2,341,746	2,388,580
Employee Related Expense	878,803	974,161	1,453,375	1,482,443	1,512,091
Graduate Assistantships					
Other Graduate Aid					
Operations (materials, supplies, phones, etc.)	100,000	125,000	150,000	150,000	150,000
Additional Space Cost					
Other Items (attach description)	1,140,000	1,180,000	970,000	970,000	970,000
Total Continuing	\$ 4,949,253	\$ 5,409,708	\$ 7,203,622	\$ 7,325,294	\$ 7,449,400
One-time Expenditures					
Construction or Renovation					
Start-up Equipment					
Replace Equipment					
Library Resources					
Other Items (see below) *					
Total One-time	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 4,949,253	\$ 5,409,708	\$ 7,203,622	\$ 7,325,294	\$ 7,449,400
Net Projected Fiscal Effect	\$ -	\$ -	\$ -	\$ 2,237,206	\$ 5,300,600
*Continuing Expenditures - Other Items					
Travel	280,000	360,000	150,000	150,000	150,000
E-Learning Tools	600,000	600,000	600,000	600,000	600,000
Simulation	200,000	200,000	200,000	200,000	200,000
Accreditation	60,000	20,000	20,000	20,000	20,000
	1,140,000	1,180,000	970,000	970,000	970,000



October 24, 2023

Steve Goldschmid, MD
Associate Vice President/Dean
University of Arizona Health Sciences
Global Medical Degree

Dear Dr. Goldschmid,

On behalf of the University of Arizona Health Sciences (UAHS), I express my full support for the Global Medical Degree (GMD) program. A partnership between the UArizona and the University of Western Australia was formalized in April of 2021 with the signing of a collaborative agreement to create the GMD program. The two public universities are aligned in their commitment to develop solutions to global challenges including the widening shortage of health care providers, especially in underserved, rural and tribal territories. Both universities are situated on land and territories of Indigenous peoples and have a deep commitment to these communities as the first public universities in their respective areas.

The Arizona Board of Regents has initiated a university-led statewide effort to address shortages in the healthcare workforce. In Arizona alone, the number of primary care physicians needs to more than double to address the already present critical workforce shortages. GMD aims to be part of the solution in addressing the healthcare workforce shortage.

The GMD program will cultivate clinicians, leaders and innovators to meet the needs of Indigenous, Native American and underserved communities globally. The GMD partnership is a dynamic and innovative program that will educate physicians who will be exposed to other healthcare systems including that of Tribal Nations. GMD graduates will have a worldview perspective, hands-on experience and a deeper understanding of how to solve various healthcare related problems and issues. GMD is in direct alignment with the mission of UAHS which is to improve health and human potential by educating the next generation of health care professionals, investigating and solving critical health care problems, providing compassionate and culturally sensitive care, and building healthier communities for all.

We are excited to see the GMD program become successful as it will be the first medical program in the State of Arizona to offer a truly global experience to our future physician leaders!

Sincerely,

Michael D. Dake, MD
Senior Vice President for Health Sciences
University of Arizona



THE UNIVERSITY OF ARIZONA
College of
Health Sciences

OFFICE OF THE DEAN

Health Sciences Innovation Building
9th Floor, 910 A
1670 E. Drachman St.
Tucson, AZ 85721
Office: (520) 621-9618

October 24, 2023

Steve Goldschmid, MD
Associate Vice President/Dean
University of Arizona Health Sciences/Global MD
The University of Arizona
Health Sciences Innovation Building
1670 E. Drachman Street
Tucson, AZ 85721

Re: Global MD Approvals

Dear Dr. Goldschmid:

I am writing this letter of support for the Global MD program related to your institutional and state approvals as well as the planned move to the College of Health Sciences. The mission and vision for Global MD has strong alignment with our mission "To improve the knowledge, health and wellness of our diverse Arizona communities by innovatively educating the next generation of adaptive health care professionals and contributing to the body of clinical translational research in society." The Global MD leadership will also provide the college with significant support from their collective experience in medical education and your focus on interprofessional education and practice will allow our students within the college to learn from and with your students as they train together.

This innovative program which is an exemplar for international collaboration is important to the health and well-being of Arizonans. The focus from Global MD on rural and indigenous communities directly aligns with the other clinical health education programs within our college as we all seek to expand health professionals in these medical shortage areas. The focus on primary care is equally important to building health care systems that provide much needed access to communities throughout the state. The shortage of physicians in the United States further solidifies the need for innovative approaches to building access to high quality health teams and we believe the addition of your program to the College of Health Sciences will further the success in partnerships with the various health entities throughout southern Arizona. The opportunity to build a program within our college that has a commitment to cultural safety aligns with our commitment to wellness among our students, faculty and staff.

This is also an important piece to building pathways to and from indigenous communities so we may collectively impact the disparities of health in our state.

In short, we are very excited to see this program develop in our college and look forward to our shared commitment to the health and well-being of our state, students, and team.

Sincerely,


Kevin Loherty (Oct 24, 2023 15:09 PDT)

Kevin Loherty, PhD, PA-C
Interim Dean and Clinical Professor of Medicine





May 15, 2023

Prof. Eleanor Milligan
 Chair of the Medical Schools Accreditation Committee
 c/o Australian Medical Council
 PO Box 4810
 Kingston ACT 2604

RE: University of Western Australia (UWA) and University of Arizona (UArizona) Global Medical Degree Accreditation

Dear Prof. Milligan:

Mariposa Community Health Center is pleased to support the University of Arizona (UArizona) continuing its partnership with the University of Western Australia (UWA) to fully accredit the Global Medical Degree (GMD) program through the Australian Medical Council (AMC) accreditation office. As the sole primary care providers in Santa Cruz County, this medical program is vital for us. Mariposa providers care for over 30,000 patients providing primary care, dental care, behavioral health, OB/GYN care and general surgery and collaborating with our critical access hospital, Holy Cross. Many of our patients are bicultural as well as having a preference for care in a language other than English. Over 500 infants are born annually at the local hospital and many families receive care across our five locations.

Mariposa Community Health Center is located on the border between the United States and Mexico hence our medical care is critical for this underserved population. We continue to struggle to have enough primary care physicians to address the demand for care as well as the physicians trained to provide culturally appropriate care and education. We are excited to hear of the progress of GMD in the coming months and how our partnership may evolve.

Location	Health Services Provided	Providers	Physician Student Ratio:	Maximum GMD Student Capacity
All Sites	Primary Medical	10.5 MD; 11 NP	1:1	1 to 2
	Dental	7 DDS/DMD 2 RDH		
	Behavioral Health	1.5MD; 1 NP; 3 LPC, 1 LAC		
	OB/GYN	1 MD; 1 NP		
	General Surgery	1 MD		

We are an Equal Opportunity Affirmative Action Employer, Gender/Minority/Veterans/Disabled.

"Main" Nogales	Primary Medical (Adult)	2 MD; 5 NP	1:1	1
	BH	1 LPC- BH		
"Sierra" Nogales	Primary Medical (Pediatrics)	2 MD; 1 NP	1:1	1
Mariposa Nogales North	Primary Medical (Adult)	1 MD; 1 NP- Adult	1:1	1
	Behavioral Health (BH)	1 MD; 1 NP; 1 LPC		
Mariposa Nogales West	Primary Medical (Adult/Pediatrics)	2 NP	1:1	1
	General Surgery	1 MD		
	OBGYN	1 MD; 1 NP		
Rio Rico	Primary Medical (Adult and Pediatrics)	2 Adult MD; 2 Pediatric MD	1:1	1
	BH	1 LPC		
Tubac	Primary Medical (Adult)	1 MD; 1 NP	1:1	1
Patagonia	Primary Medical (Adult)	0.5 MD; 1 NP	1:1	1
Mesquite	Behavioral Health (BH)	0.5 MD; 1 LAC	1:1	1

After our initial conversations with the local GMD leadership, Mariposa Community Health Center is willing to support and help develop this much needed primary care focused medical program. Our expectations are that these trained physicians will help improve the care for our diverse Arizona populations in the coming decades. In addition, we are also very interested in learning more about faculty and community advisory board opportunities.

Please let us know if you have additional questions about our organization or engagement with GMD. Thank you for this opportunity to create and build this academic partnership.

Sincerely,



Dan Prevost, MBA
Chief Executive Officer
Mariposa Community Health Center



Eladio Pereira, MD, MBA, FACP
Chief Medical Officer
Mariposa Community Health Center



PASCUA YAQUI TRIBE

HEALTH SERVICES DIVISION

May 31, 2023

Prof Eleanor Milligan
Chair of the Medical Schools Accreditation Committee
c/- Australian Medical Council
PO Box 4810
Kingston ACT 2604

RE: University of Western Australia (UWA) and University of Arizona (UArizona) Global Medical Degree Accreditation

Dear Prof Milligan:

On behalf of the Pascua Yaqui Tribe Health Services Division, we are in full support of the UArizona continuing its partnership with UWA to fully accredit the Global Medical Degree (GMD) program through the Australian Medical Council (AMC) accreditation office. The development of a GMD program comes at an opportune time, as we are in the process of developing services and facilities to fully meet the healthcare related needs of our Tribal community. These services include continued growth of primary care services, dental care, and behavioral health/mental health care as well as many primary prevention and wellness services within the community. With an educational program like this in our midst, we see this as an opportunity to train students with a focus on indigenous health with enormous potential to develop a pipeline of practitioners to serve our community.

Our Pascua Yaqui Tribe is a "638 Tribe" meaning we have self-determination around the development of our community's health care delivery system encompassing the use of government funds as well as other sources of health services funding. We provide integrated health care as well as various other public health and health improvement services for approximately 4500 tribal members living in Tucson and surrounding areas in concert with various local primary care and specialty providers.



PASCUA YAQUI TRIBE

HEALTH SERVICES DIVISION

The following Table illustrates our projected capacity for GMD students as well as the details of our integrated health services and staff.

Location	Health Services Provided	Annual Patients	Staff(FTE)	Physicians	Physician: Student Ratio	Maximum GMD Student Capacity
7474 S Camino De Oeste Tucson, AZ	-Primary Medical -Dental -Pediatrics -Clinical Pharmacy - Behavioral Health -Psychiatry	4500	100 inclusive of physicians, nurse practitioners, native healers, pharmacists, naturopathic physicians, nurses, counselors, therapists, etc	4.0 MDs	1:1	2-3

After discussion with the local GMD leadership, Pascua Yaqui is willing to support and help develop comprehensive and culturally sensitive clinical experiences for up to 2-3 medical students in collaboration with various community providers as outlined in the table above. This important work will result in a robust next generation of primary care physicians desirous of caring for indigenous and underserved populations.

Thank you for the opportunity to collaborate around this emerging partnership to accredit the Global Medical Program. Please feel free to contact us if additional information is needed.

Sincerely,

A.L. Renteria, M.D.
Medical Director/Health Programs
Pascua Yaqui Health Services Division

Reuben Howard
Director, Health Department
Pascua Yaqui Health Services



Arizona Advisory Council on Indian Health Care
801 E. Jefferson St., MD 4600, Phoenix, AZ 85034
(602) 542-5771

July 27, 2023

Prof Jane Dahlstrom
Chair of the Medical Schools Accreditation Committee
c/- Australian Medical Council
PO Box 4810
Kingston ACT 2604

RE: University of Western Australia (UWA) and University of Arizona (UArizona) Global
Medical Degree Accreditation

Dear Prof Dahlstrom:

On behalf of the American Indian Health - AHEC (AIH-AHEC) program, we are pleased to provide a letter of support for the partnership between UWA and UArizona toward a fully accredited Global Medical Degree (GMD) through the Australian Medical Council (AMC). The development of a GMD program comes at an opportune time as we are developing the new American Indian Health - AHEC to focus on increasing the number of Indigenous healthcare providers within Arizona's 22 Tribal communities. These services include continued growth of primary care services, dental care, and behavioral health/mental health care as well as many primary prevention and wellness services within the communities. The ability to provide medical students with a clinical experience within our partner Tribal Healthcare facilities will provide the opportunity to train students with a focus on Indigenous health with the potential of developing a pathway of practitioners to serve our Tribal communities.

The AIH-AHEC is a program within the Arizona Advisory Council on Indian Health Care which was established to give Tribal governments, Tribal organizations, and Urban Indian Health Care Organizations in the State of Arizona, representation in shaping Medicaid and health care policies and laws that impact the populations they serve. The mission of the Arizona Advisory Council on Indian Health Care (AACIHC) is to advocate for increasing access to high quality health care programs for all American Indians in Arizona. The AACIHC strives to be the premier resource for Tribes and Urban Indians in Arizona on American Indian health care. The GMD program is aligned with our goals and focus for improving access to healthcare for our Indigenous communities.

The following Table illustrates the projected capacity for GMD students as well as the details of our integrated health services with our partner Tribal healthcare facilities.

Facility	Health Services Provided	Annual Patients	Total Staff	Physicians	Physician: Student Ratio	Maximum GMD Student Capacity
Gila River Healthcare 482 Seed Farm Rd. Sacaton, AZ	-Primary Medical -Dental -Pediatrics -Specialty care -Clinical Pharmacy	120,000	800	100+	1:1	3-4
San Carlos Apache HealthCare 103 Medicine Way Road, Peridot AZ	-Primary Medical -Dental -Pediatrics -Specialty care -Clinical Pharmacy	100,000	600	75	1:1	4-5

In addition, AIH-AHEC provides clinical rotations with various residency programs as well as other health professional programs, enabling opportunities for Interdisciplinary Health Education. Our mission and strategic priorities include ongoing education and workforce development to assure the next generation of primary care physicians and health professionals are trained to truly understand and provide culturally sensitive care for Indigenous communities.

The AIH-AHEC program in partnership with the San Carlos Apache and Gila River Health Care organization are willing to support and help develop comprehensive and culturally sensitive clinical experiences for up to 7-9 medical students per year, in collaboration with various community providers as outlined in the table above. AIH-AHEC looks forward to the many opportunities to collaborate with the Global MD program and create the needed clinical experiences that will result in the next generation of primary care physicians interested in caring for Indigenous and underserved populations. Thank you for the opportunity to collaborate around this emerging partnership to accredit the Global MD. Please feel free to reach out if additional information is needed.

Most Sincerely,



Jeff Axtell, M.Ed.
Director
American Indian Health - AHEC
jeffrey.axtell@aacihc.az.gov
928-714-6925



THE UNIVERSITY OF ARIZONA
COLLEGE OF MEDICINE TUCSON

**Wassaja Carlos
Montezuma Center for
Native American Health**

June 11, 2023

Prof Eleanor Milligan
Chair of the Medical Schools Accreditation Committee
c/- Australian Medical Council
P.O. Box 4810
Kingston ACT 2604

RE: University of Western Australia (UWA) and University of Arizona (UArizona) Global Medical Degree Accreditation

Esteemed Professor Milligan:

I hope this letter of collaborative intent reaches you well. I am writing on behalf of the Wassaja Carlos Montezuma Center for Native American Health, under the College of Medicine, at the University of Arizona. It would be both an honor and privilege to collaborate with the University's Global MD to design the optimum, and culturally appropriate, curriculum for the Global MD program's Indigenous Health clerkship.

We understand that you are working closely with the Centre for Aboriginal Medical and Dental Health (CAMDH) to design an appropriate curriculum dealing with the issues of aboriginal health. It is my opinion that the Wassaja Center can provide the appropriate partnership to mirror CAMDH on our side of the ocean here at the University of Arizona. Both CAMDH and the Wassaja Center can help ensure that the issues of indigenous health care are addressed appropriately both in Australia and in the United States.

The Wassaja Center ('Center') works collaboratively with tribal communities to address Native American disparities related to health, social justice, and law and policy. We support tribal sovereignty and self-determination for American Indian, Alaskan Native, and indigenous peoples across the world. Since our inception in 1983, the Center has provided training opportunities, technical assistance, and partnered with Native communities on numerous health-related research projects to benefit the health and well-being of Native communities. Currently, we are working to expand the research and education portfolio, engage more indigenous relationships, building trust and bridging the gap of understanding.

We see the Global Medical Degree (GMD) through the Australian Medical Council (AMC) accreditation office as being critical to Indigenous communities worldwide in training our own and looking at innovative ways to share and protect our indigenous knowledge, and at the same time, grow our own to return home to aid in traditional healing.

We look forward to continued work and collaboration on our future Indigenous Health clerkship in the much-needed Global MD program. Please feel free to contact me for any additional information. Thank you.

Most Respectfully,

Christina C. Bell Andrews, JD, MPH, MBA, MA
Executive Director of the Wassaja Carlos Montezuma for Native American Health

October 24, 2023

Steve Goldschmid, MD
Assistant Vice President/Dean
University of Arizona Health Sciences
Global Medical Degree

Dear Dr. Goldschmid,

As former Chief Executive Officer of El Rio Community Health Center, one of the largest federally qualified health centers in the country and current Trustee for the Community Foundation of Southern Arizona, please accept this letter of support to establish the Global Medical Degree (GMD) program. GMD is aimed at addressing the well-documented problem of physician shortage not only within the State of Arizona but globally as well. With a focus on producing culturally competent physicians from underserved backgrounds, the hope is that these physicians will work in Native American, Indigenous, rural, and vulnerable Southern Arizona communities with a focus on primary care.

Arizona ranks 42nd in the nation for active primary care physicians. With the growing population, the number of primary care physicians needs to more than double to address the already present critical workforce shortages. The physician shortage became more noticeable during the pandemic, especially in rural and underserved areas. Rural areas tend to have older and sicker patients, and with hospital closures and physician shortages, access to care has worsened. In addition, Arizona is the 15th poorest state in the nation with nearly 13% of the population living in poverty or without health insurance. Most of this population are represented by minorities and those living in Arizona's many rural communities. All 15 Arizona counties are designated as health professionals' shortage areas "HPSAs" and/or medically underserved areas "MUAs".

As a nurse as well as serving as the former CEO of El Rio Community Health Center for the past 15 years, I have witnessed many health care professional shortages and the long-term impact on health for those unable to access primary care as well as specialty care. The long-term implications for the health of our most vulnerable and underserved populations is daunting without expansion and targeted strategy to address physician shortages.

I am pleased to strongly support a program that aims to strategically address physician shortages. In my current role as Senior Director of Strategy for the Global Medical Degree program, I have met with various clerkship sites across the State of Arizona who are enthusiastic about supporting the program. With over 150 clerkship spots currently secured, our physician and healthcare colleagues statewide, are enthusiastic about welcoming this new medical school, continuing to collaborate around addressing workforce shortages, and supporting the training of new physicians,

Thank you for your ongoing support in addressing workforce and the health of our communities.

Sincerely,

A handwritten signature in black ink that reads "Nancy J. Johnson". The signature is written in a cursive, flowing style.

Nancy J Johnson, RN, MSN, MS, PhD



THE UNIVERSITY OF ARIZONA
MEL & ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH

Center for Rural Health

Steve Goldschmid, MD
Associate Vice President/Dean, Global MD
University of Arizona Health Sciences
1670 E Drachman Street
Tucson, AZ 85721

October 25, 2023

Re: Proposed Dual Degree Global Medical Degree Program

Dear Dr. Goldschmid:

As Director of the University of Arizona (UArizona) Center for Rural Health (AzCRH) and Senior Advisor for the Arizona Area Health Education Center (AZAHEC) Program, I write in enthusiastic support of your proposal to create a dual degree, Global Medical Doctor (M.D.) Degree program.

UArizona's mission is to continuously improve how we educate and innovate so we may lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges. The partnership between UArizona and the University of Western Australia is a dynamic, innovative program exposing students to healthcare systems in two countries. Graduates will have a deeper understanding and a worldwide perspective on how to identify and address healthcare challenges and unmet need. These students will also help address the alarming primary care physician shortage in the State of Arizona and globally.

Global MD aims to address the global primary care physician shortage, enhance access to healthcare and improve the health and well-being of all people. Through your expertise, innovation, partnership and collaboration, Global MD will train and cultivate physicians, leaders, and innovators to meet the needs of Indigenous, Native American, rural, the elderly and underserved communities in the state and globally; assist in creating environments that attract and retain primary care providers in underserved communities; and serve as an innovative model of transnational education. The Global MD vision and mission align with the UArizona and UAHS strategic plan, initiatives, and sub-initiatives.

We are eager to collaborate with you to develop pathways for individuals from Arizona's rural and urban underserved areas to navigate into this unique, innovative education and training program. Our experience and data demonstrate that recruiting individuals from these communities and providing community-based, experiential training (CBET) rotations during their health professional training increase the likelihood that they will work in Arizona's rural, urban, underserved and health professional shortage areas after graduation and later serve as community-based preceptors for our students.

I look forward to collaborating with you to build this exciting, innovative approach to educating and graduating a health care workforce for Arizona and globally.

Sincerely,

Daniel Derksen, M.D., Director, Arizona Center for Rural Health
Professor of Public Health, Mel & Enid Zuckerman College of Public Health
The University of Arizona



THE UNIVERSITY OF ARIZONA

College of Medicine

Phoenix

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November 8, 2023

Steve Goldschmid, MD
Associate Vice President/Dean
University of Arizona Health Sciences/Global MD
The University of Arizona
Health Sciences Innovation Building
1670 E. Drachman Street
Tucson, AZ 85721

Re: Global MD Approvals

Dear Dr. Goldschmid:

On behalf of the College of Medicine – Phoenix, I am writing this letter of support for the establishment of the Global Medical Degree (Global MD) program in the College of Health Sciences.

With the launch of AZ Healthy Tomorrow by the Arizona Board of Regents, our goal has been to build Arizona's health care workforce to alleviate the critical staffing shortage and limited access to primary care in underserved communities in Arizona. Global MD's mission and vision strongly align with this initiative. We are delighted to support you and the College of Health Sciences as you build additional healthcare workforce for rural and indigenous communities in Arizona and around the world.

In our recent meeting, it was great to hear first-hand how the program came to be, where it stands now and how we can work together in the future. We are excited to collaborate with Global MD to meet the health care needs of our communities.

Sincerely,

Fredric E. Wondisford, MD, MS, MBA
Dean, University of Arizona College of Medicine - Phoenix



THE UNIVERSITY OF ARIZONA
R. Ken Coit
College of Pharmacy

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November 8, 2023

Steve Goldschmid, MD
Associate Vice President/Dean
University of Arizona Health Sciences/Global MD
The University of Arizona
Health Sciences Innovation Building
1670 E. Drachman Street
Tucson, AZ 85721

Re: Global MD Approvals

Dear Dr. Goldschmid:

I am writing this letter of support for the Global MD program related to your institutional and state approvals and the planned move to the College of Health Sciences. The R. Ken Coit College of Pharmacy is focused on creating solutions to improve access to better patient care, and the mission and vision for Global MD align strongly with our focus. We are delighted to support you and the College of Health Sciences as you build an additional health workforce for rural and indigenous communities in Arizona and around the world. We welcome the opportunity to explore opportunities for collaboration as we all seek to prepare the next generation of healthcare providers to serve our state.

Sincerely,

Rick G. Schnellmann, Ph.D.
Dean Endowed Chair
Howard J. Schaeffer Endowed Chair
Professor of Pharmacology and Toxicology
schnell@pharmacy.arizona.edu



THE UNIVERSITY OF ARIZONA
College of Nursing

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November 1, 2023

Steve Goldschmid, MD
Associate Vice President/Dean
University of Arizona Health Sciences/Global MD
The University of Arizona
Health Sciences Innovation Building
1670 E. Drachman Street
Tucson, AZ 85721

Re: Global MD Approvals

Dear Dr. Goldschmid:

I am writing this letter of support for the Global MD program related to your institutional and state approvals, as well as the planned move to the College of Health Sciences. The mission and vision for Global MD has strong alignment with our focus on leading the advancement of nursing for transforming healthcare in our community. We are excited to collaborate with you and the College of Health Sciences related to partnering on clinical training sites. The early success of Dr. Nancy Johnson's outreach for rural and indigenous partners gives us confidence in the potential we may all have to meet the health care needs of our communities. Our Family Nurse Practitioner students will benefit from this collaborative as well as the potential inter-professional experiences they will have working with your students.

Sincerely,

Hyochol Brian Ahn, PhD, APRN, ANP-BC, FAAN
Dean and Professor
The University of Arizona College of Nursing
1305 N Martin Avenue, Tucson, AZ 85721-0203



THE UNIVERSITY OF ARIZONA

Mel & Enid Zuckerman
College of Public Health

OFFICE OF THE DEAN

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November 7, 2023

Steve Goldschmid, MD
Associate Vice President/Dean
University of Arizona Health Sciences/Global MD
The University of Arizona
Health Sciences Innovation Building
1670 E. Drachman Street
Tucson, AZ 85721

Re: Global MD Approvals

Dear Dr. Goldschmid:

As Dean of the Mel and Enid Zuckerman College of Public Health (MEZCOPH), I am writing this letter to express our support for the Global MD program related to your institutional and state approvals, as well as the planned move to the College of Health Sciences.

The Mel and Enid Zuckerman College of Public Health is dedicated to pursuing diverse solutions to enhance health, and this includes our strong collaboration with rural and tribal communities across Arizona. Our primary goal is to advance health equity. For instance, our One Health initiative integrates research on animals, the environment, and humans to establish a more robust knowledge base for the betterment of health for all.

We support the College of Health Sciences as you build this global collaborative approach to medical education across universities. We understand the importance of building a global healthcare workforce that reflects the challenges of diverse global communities, this new program will provide opportunities to find solutions to these global issues. We welcome the opportunity to explore collaborative efforts in addressing emerging global health challenges, aligning with our Global Health programs.

Sincerely,

Iman Hakim

Iman A. Hakim, Dean
Mel and Enid Zuckerman Endowed Chair in Public Health

