

DEPARTMENT OF
COMMUNITY HEALTH SCIENCES

MASTERS
PROGRAMS
M.P.H.
M.S.

2020-2021

<http://chs.ph.ucla.edu>

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I. GENERAL DESCRIPTION

The Department of Community Health Sciences is concerned with health equity and well-being for all individuals and communities. To understand and foster optimal health among diverse communities, the mission of the Department is to (1) prepare students to be interdisciplinary, global leaders who can effectively address persistent and emerging public health issues, (2) conduct and disseminate innovative research on the social determinants of health, (3) translate the findings for public health practice, and (4) collaborate with communities in research and training.

The Department offers schoolwide professional (M.P.H.) and academic (M.S. and Ph.D.) degree programs. Graduates of the professional programs assume positions in the planning, administration, and evaluation of public health programs and policies. Graduates of the academic programs assume teaching, research, and administrative positions in universities, government agencies, nongovernmental organizations, international health agencies, and research centers.

The Department also offers articulated degrees in conjunction with the Latin American Studies program and the School of Medicine, and concurrent degrees with the African Area Studies program; the Departments of Asian American Studies, Social Welfare, and Urban Planning; and the School of Law.

The Department's faculty reflects the multidisciplinary nature of public health practice on both national and international levels. Students in the program likewise come from a variety of disciplinary and professional backgrounds.

A minimum of 60 units of graduate and upper division coursework is required for the M.P.H. and M.S. degrees. Candidates with a prior doctoral degree or advanced preparation in a related field may waive certain requirements for the M.P.H. or M.S. degree, but only after formal consideration and approval by the Department's faculty. Students must document that their prior coursework is relevant to specific requirements in the M.P.H. or M.S. curriculum.

Information about general rules and requirements appears in the School of Public Health Program Requirements (online at the UCLA Graduate Division website).¹ Students are responsible for the information contained in this document. Further information may be found at the Department's website: <http://chs.ph.ucla.edu>.

¹ This is the definitive statement concerning regulations for graduate programs.

See <https://grad.ucla.edu/programs/school-of-public-health/public-health/#program-requirements> for the M.P.H. and <https://grad.ucla.edu/programs/school-of-public-health/community-health-sciences-department/community-health-sciences/#program-requirements> for the M.S.

II. GENERAL PROGRAM REQUIREMENTS **FOR** **MASTER OF PUBLIC HEALTH (M.P.H.)** **AND MASTER OF SCIENCE (M.S.)**

ADMISSION REQUIREMENTS

Applicants should meet the University requirement of a Bachelor's Degree with a minimum 3.0 grade point average (B). Admission also requires:

- Satisfactory performance on the Graduate Record Exam (GRE) taken within the last five years. There is no minimum combined score requirement for the GRE. As a guideline, the average GRE scores for those offered admission to the masters program in the CHS Department over the past three years are **Verbal: 72%**, and **Quantitative: 56%**. The analytical writing section is also reviewed. MCAT or DAT scores are accepted only for applicants already holding M.D. or D.D.S. degrees, or currently enrolled in medical or dental school. LSAT scores are accepted only for applicants to the joint J.D./M.P.H. program.
- A minimum score of 87 on the Test of English as a Foreign Language (TOEFL), taken within the last three years, for students whose undergraduate degree is from an institution where the primary language of instruction is not English.
- Prior work experience in community health or health education is strongly considered in the evaluation of applicants for admission. Public health work experience is strongly preferred.
- Three letters of recommendation, which should come from professors (preferably two of the three) and employers, and should address past performance and potential as a masters student in public health.
- A statement of purpose outlining academic background, personal and work experience, educational goals, and career goals as they relate to the focus of the program.
- A current resume.

The program has many more qualified applicants than can be admitted, so meeting the above minimum requirements does not ensure admission.

For application materials, please see the Fielding School of Public Health's website at <http://ph.ucla.edu/prospective-students/application-checklist-and-submission-instructions>. All application materials for the School's graduate programs are available online for electronic submission at <https://grad.ucla.edu> and at www.sophas.org. Students are admitted to the M.P.H. and M.S. programs for the Fall Quarter only.

LENGTH OF STUDY PERIOD

The M.P.H. and M.S. degrees are normally obtained after six academic quarters (two years) of full-time study. The M.P.H. also requires a 400-hour internship, usually completed in the summer between the first and second years. The length of the course of study depends upon the academic background and experience of the candidate.

ADVISORS

Students are assigned a Faculty Advisor on the basis of probable compatibility of interests and availability of faculty. This assignment is made before the start of Fall Quarter. Students' interests mature and change as they progress through the program. As a result, the student and/or the advisor may decide that the student should either change advisors *or* work with a different faculty member on independent study courses (CHS 596). Such changes can be initiated only after consultation with, and approval by, the original and new faculty advisors. Formally changing advisors requires a blue petition.

ACADEMIC COURSE LOAD

A normal load is 12 units per quarter; a minimum of 8 and maximum of 18 units are permitted. Only graded courses (i.e., not Pass/Fail or Satisfactory/Unsatisfactory) can be counted toward the degree requirements. Undergraduate-level courses (numbered 100-199) taken outside the School must have applicable content and be approved by the student's advisor prior to registration to count toward the degree requirements. Students must petition to take additional units above the quarterly maximum allowed. A blue petition (available through the Student Affairs Officer) must be signed first by the student's advisor, then by the Chair/Vice Chair before it is filed in the Student Affairs Office. Students must maintain an average of no less than 3.0 (B) in all required and elective courses during graduate residence at the University of California.

COURSE AND UNIT REQUIREMENTS

A full course is defined as four units. A total of at least 60 graduate (200-series or higher) and upper-division (100-series) units, taken for a grade (not Pass/Fail or Satisfactory/Unsatisfactory), is required for graduation. All students must take at least six full graduate courses. For the M.P.H. degree, **at least eight units must be 400-series courses**. Only one 596 course (four units) taken in any department at UCLA may be applied toward the six graduate courses. The 597 and 598 courses may not be applied toward the M.P.H. degree; only four units of CHS 598 may be applied toward the M.S. degree. Up to eight units taken through UCLA Extension may be applied toward the degree if taken before the student is enrolled in the Department, and this requires a blue petition for approval (see below).

No fewer than 32 units must be taken in the Department. A maximum of 12 elective units from outside the Department may count toward the 60 units.

It is possible, but not routine, for candidates with a prior doctoral degree or advanced preparation in a related field to waive certain requirements for the M.P.H. or M.S. degree. Candidates must document how their previous doctoral work is relevant to specific requirements in the M.P.H. or M.S. curriculum. The request and documentation must be formally considered and approved by the Department's faculty.

BLUE PETITION

The blue petition is a form submitted to explain a student's request to be exempted from any rule or regulation of the masters program. It is the only way to obtain formal approval from the department, the school, the Registrar, or whoever has authority to grant a particular request. A petition to waive a course must be signed by the instructor of record, as well as by the student's advisor and Department Chair/Vice

Chair. The blue petition may be obtained only from the Student Affairs Officer (SAO). All petitions should be filed as soon as possible.

COMPREHENSIVE EXAMINATION

All M.P.H. students **must** successfully pass the CHS Department's Comprehensive Exam. The Comprehensive Exam is held once each Fall and Spring quarter. For additional details, see Appendix V. M.S. students who opt to complete the research paper instead of a masters thesis must also pass the Comprehensive Exam.

FILING FEE

The filing fee allows students to pay a nominal fee to complete their final degree requirements—comprehensive exam for M.P.H. students, and report/thesis for M.S. students—in their final quarter instead of paying full tuition and fees. All other degree requirements **must** be completed, meaning that students must complete all required coursework and advance to candidacy during the quarter **before** they intend to be on filing fee. While on filing fee, students cannot enroll in courses, work as an Academic Apprentice Personnel (AAP) (i.e. GSR, TA) or student staff title, or receive financial aid (loans, fellowships). Certain student services are also suspended. Students may be on filing fee status only once. If students are unsuccessful in passing the comprehensive exam and/or submitting the M.S. report/filing the M.S. thesis during the filing fee usage quarter, they are not eligible to apply for filing fee status again and must reapply for admission to continue their masters program. A student seeking to use the filing fee must submit a completed application with all necessary approvals by the established 5 p.m. PT deadline of the Filing Fee usage term. For Fall, Winter, and Spring academic terms, the application deadline is the Tuesday of Week 1 of the Filing Fee usage term.

Eligibility Criteria:

1. All formal requirements for the degree, except for taking the masters comprehensive examination and/or submitting the M.S. report, or filing the M.S. thesis, must be completed before the first day of classes;
2. Since last being registered and up to the first day of classes, the combined use of University facilities and faculty time must not exceed 12 hours;
3. During the quarter in question, the thesis committee must have suggested only stylistic and/or typographical changes in the M.S. thesis OR M.S. report; and
4. The student must have been registered in the previous academic term.

For full information please see <https://grad.ucla.edu/academics/graduate-study/filing-fee-application/>.

ADVANCEMENT TO CANDIDACY FOR GRADUATION

Students who wish to graduate must petition for advancement to candidacy. Advancement to candidacy is a requirement for all M.P.H. and M.S. degree students; a workshop for it is held at the beginning of a student's second Winter quarter. If a student misses the workshop, the petition for advancement to candidacy is available from the Student Affairs Officer. It must be completed, signed by the student's advisor, and returned to the Student Affairs Office. The deadline for Advancement to Candidacy for Fall or Winter quarter is generally the first week of that quarter. The Student Affairs Office regularly notifies potential graduates of the specific due dates. Students going on filing fee must advance to candidacy the previous quarter before the quarter they apply for filing fee.

DISQUALIFICATION AND APPEAL

Failure to maintain a 3.0 grade point average may result in dismissal. Students experiencing academic difficulty should immediately consult their advisor to discuss ways of improving their coursework. A student whose grade point average has fallen below this standard must achieve a 3.0 by the end of the following term. Failure to complete required coursework within seven terms of enrollment may result in termination. The conditions that could result in this action, along with procedures for appeal, are described in detail on the UCLA website, under "Standards and Procedures for Graduate Study at UCLA": <http://www.gdnet.ucla.edu/gasaa/library/spintro.htm>. A student may appeal dismissal directly to the CHS Department (their advisor and the Chair/Vice Chair).

ACADEMIC INTEGRITY

Members of the University community are expected to credit others' ideas and information accurately, and to complete exams and projects independently when so required. A summary of types of issues that can lead to sanctions is available at <http://www.deanofstudents.ucla.edu/Portals/16/Documents/StudentGuide.pdf>. A useful guide on avoiding plagiarism is available at <http://guides.library.ucla.edu/citing>. Depending on the type of the lapse in integrity, action can be determined by the instructor in consultation with Department leadership, or may be referred to the UCLA Dean of Students for evaluation of the charges and determination of sanctions.

PROCEDURES FOR COMPLAINTS

Bias, harassment, or unfair treatment is contrary to our educational commitments and University policy. Complaints should be discussed first with the Departmental leadership (Vice Chair or Chair), with appeals at the Dean's level and finally through the Vice Chancellor's office. The formal procedure to file a campus-level complaint of illegal discrimination is at <http://www.adminpolicies.ucla.edu/pdf/230-1.pdf>.

- All gender-based discrimination, including sexual harassment, assault, and violence:
 - Title IX Team, <https://equity.ucla.edu/about-us/our-teams/civil-rights-office/title-ix/>
- All disability claims if seeking investigation:
 - ADA & 504 Compliance Office, <https://www.ada.ucla.edu/>
- All other discrimination claims:
 - Against faculty: Discrimination Prevention team of the Office of Equity, Diversity and Inclusion, <https://equity.ucla.edu/about-us/our-teams/civil-rights-office/discrimination-prevention/>

- Against staff: Staff Diversity & Compliance, <https://www.chr.ucla.edu/staff-diversity/filing-an-eeo-complaint>
- Against student: Office of Dean of Students, <http://www.deanofstudents.ucla.edu/>
- To report violent behavior or threats of harm affecting the workplace:
 - Behavioral Intervention Team, <https://www.chr.ucla.edu/behavioral-intervention-team>

The Campus Ombuds office, <http://www.ombuds.ucla.edu/>, is helpful when deciding how to handle complaints, and the Sexual Harassment Prevention office, <http://www.sexualharassment.ucla.edu>, provides a range of alternatives to the formal grievance process.

HONORS, AWARDS, AND FELLOWSHIPS

During the year, students receive announcements about the availability of various honorary and financial awards. Some of these awards require a departmental nomination. Students should discuss their eligibility for awards with their advisor.

Limited funds may be available from the School to partially subsidize travel to professional conferences at which students make presentations. Funding varies from year to year. Application instructions are provided by the Student Affairs Officer at the beginning of the academic year and should be submitted before the conference.

PROFESSIONAL DEVELOPMENT

In addition to coursework, students are encouraged to improve their professional skills through attending professional development workshops offered through the School (required as part of CHS 400) as well as self-study in areas that they are likely to need in the workforce. Employers have told us that they value the ability to use Excel for both budgeting and data analysis. A number of websites offer free training in Excel, PowerPoint, and other standard programs.

ENGLISH AS A SECOND LANGUAGE

All entering UCLA graduate students whose first language is not English and who have not otherwise satisfied the ESL requirement are required to take the English as a Second Language Placement Exam (ESLPE). Students may be exempt from this requirement, or may be required to take up to two graduate writing courses: ESL 300 and 301.. Students may take the exam only once. The ESLPE is offered ONCE every quarter during the academic year only. In Fall it is offered four times. Students must register at the Writing Programs website at www.wp.ucla.edu (under “Placement Exam Schedule” then “ESLPE”). Students must make note of the time for which they register. Students who fail to register for the scheduled exam must wait until the next exam is offered. The department does not administer individual exams. For more information, please see <https://www.internationalcenter.ucla.edu/resources/esl#graduate-students>.

STUDENTS WITH DISABILITIES

Students with documented permanent or temporary disabilities are encouraged to consult with the Center for Accessible Education (CAE), <http://www.cae.ucla.edu>, (310) 825-1501. The philosophy and mission of the program is to encourage independence, assist students in realizing their academic potential, and facilitate the elimination of physical, programmatic, and attitudinal barriers. Students are advised to register and to make arrangements for accommodations for courses (e.g., examinations) and for degree requirements (e.g., comprehensive examinations) in advance of the due dates for these requirements.

EXECUTIVE PROGRAM FOR HEALTH PROFESSIONALS

Working professionals who are unable to pursue a degree program during their regular working hours may earn the M.P.H. degree by completing coursework in once-a-month weekend sessions during the academic year. Courses are taught by faculty members in the Fielding School of Public Health. Applicants are expected to fulfill the minimum overall requirements for admission to the M.P.H. program. In addition, they must have at least three years of professional experience or its full-time equivalent. For further information, contact the Program at (310) 794-7500, or go to the Program's website at <http://mphhp.ph.ucla.edu>.

III. MASTER OF PUBLIC HEALTH (M.P.H.) DEGREE

The Master of Public Health is a professional degree in the field of public health. The objective of the program is to have the student acquire broad knowledge related to professional skills with a focus on public health practice.

The M.P.H. degree requires all students to take the schoolwide core course, four Department core courses, and four other courses within the Department (see page 9). Elective courses are used to bring the student to the minimum number of required graduate or upper-division units. A maximum of 8 elective units from outside the Department may count towards the minimum number of units. All courses for the M.P.H. degree must be taken for a letter grade.

A. School Core Courses (20 units)

8 units	● Public Health 200A	Foundations in Public Health (Fall)
8 units	● Public Health 200B	Foundations in Public Health (Winter)
4 units	● PH 401 (Fall of 2 nd Year)	Public Health as a Profession

PH 200 A and B introduce students to the foundational concepts, definitions, historical milestones, and essential methods in the core disciplines of public health. Using a mix of traditional lecture presentations, active-learning case-based classroom discussions, lab sessions, and team-based community projects, students will learn essential knowledge about public health as well as the skills needed to be effective public health professionals. This includes oral and written presentation skills for relevant audiences, data analytic skills, and multidisciplinary team-building skills working with fellow students from every department in the School.

B. Department Core Courses (16 units)

4 units	● CHS 210 (Fall only)	Community Health Sciences (must be taken in Fall of first year)
8 units	● CHS 211A (Winter only) ● CHS 211B (Spring only)	Program Planning, Research, and Evaluation in Community Health Sciences (must be taken in Winter and Spring of first year)
4 units	● CHS 400	Field Studies in Public Health (400 hours of fieldwork)

NOTES:

Students with a grade of B or lower in CHS 211 A or B should consult with their advisors to determine what supplemental courses should be taken to ensure that the degree competencies have been mastered. Students with a grade of C+ or lower in any of the department core courses are required to meet with their faculty advisor for guidance.

In addition to CHS 400, students are required to take one more 400-level course in the CHS Department. The second 400-level course may also be counted as a curricular area course (see section C below).

C. Department Required Courses (16 units)

Students are required to select *one* course from each of the *three* curricular areas of A) Public Health Practice, B) Populations, and C) Individual and Structural Influences (12 units total). The courses for these three areas are listed below. New CHS department courses will be added to these areas as appropriate. Not all CHS courses fulfill a curricular area. **No substitutions or exceptions are allowed.**

In addition, students are *required* to take at least one additional course (4 units) within CHS. An additional course that includes elements of program planning or evaluation, similar to CHS 211 A&B, is strongly *recommended* for students in the second year of the program. This additional course *does not* have to be from one of the three curricular areas. If a student enrolls in the non-CHS side of a multiple-listed course (where the letter M precedes the course number), that course will count as an outside course, not a CHS course.

A. Public Health Practice	B. Populations	C. Individual and Structural Influences
212: Advanced Social Research Methods in Health	200: Global Health Problems	220: Racism and Public Health: Social Epidemiologic Approaches
213: Research in Community and Patient Health Education	205: Immigrant Health	224: Social Determinants of Nutrition and Health
M216: Qualitative Research Methodology	M208: Introduction to Demographic Methods	227: Conceptualizing and Measuring Structural Racism
M218: Questionnaire Design and Administration	M209: Population Models and Dynamics	229: Policy and Public Health Approaches to Violence Prevention
M228: Introduction to Mixed Methods Research	226: Women's Health and Well-Being	235: Influence of Social and Physical Environment on Racial Health Disparities
238: Evolving Paradigms of Prevention: Interventions in Adolescence	231: Maternal and Child Nutrition	247: Population Change and Public Policy
257: Program Planning in Community Disaster Preparedness	M239: Race, Ethnicity, and Culture as Concepts in Practice and Research	M250: HIV/AIDS and Culture in Latin America
258: Cooperative Interagency Management in Disasters	240: Child and Reproductive Health in Communities: Global Environmental Perspective	M263: Social Demography of Los Angeles
271: Health-Related Behavior Change	246: Women's Roles and Family Health	M272: Social Epidemiology
276: Complementary and Alternative Medicine	M260: Health and Culture in Americas	284: Sociocultural Aspects of Mental Health

A. Public Health Practice	B. Populations	C. Individual and Structural Influences
282: Social Marketing for Health Promotion and Communication	M264: Latin America: Traditional Medicine, Shamanism, and Folk Illness	291: Health Policy and Aged
283: Evidence-Based Health Promotion Programs for Older Adults	290: Race, Class, Culture, and Aging	293: Social and Behavioral Research in AIDS: Roundtable Discussion
288: Health Communication in Popular Media	M294: Social and Behavioral Factors of HIV/AIDS: Global Perspective	M430: Building Advocacy Skills: Reproductive Health Focus
292: Information Technology for Health Promotion & Communication	427: Reproductive Health in Sub-Saharan Africa	440: Public Health and National Security at U.S.-Mexico Border
295: Overview of Emergency Public Health	431: Foundations of Reproductive Health	448: Nutrition Policies and Programs: Domestic and International Perspectives
441: Planning and Evaluation of Global Health Programs	432: Perinatal Healthcare: Principles, Programs, and Policies	449: Nutrition and Chronic Disease
444: Anthropometric and Dietary Aspects of Nutritional Assessment	434A: Maternal and Child Health in Developing Areas	CM470: Improving Worker Health: Social Movements, Policy Debates, and Public Health
451: Post-Disaster Community Health	447: Health and Social Context in Middle East	
484: Risk Communications	477: Health Disparities, Health Equity, and Sexual Minority Populations	
485: Resource Development for Community Health Programs		
487: Community Organization for Health		

D. Electives

(8 units)

Students must take eight units of elective courses to meet the 60-unit minimum for the M.P.H. degree. A maximum of eight units from outside the Department may count towards the 60 graduate or upper-division units. Any 100-199 level course outside the Fielding School of Public Health must be blue-petitioned to count as an elective. Courses numbered 0-99 within or outside the Fielding School of Public Health *cannot* be blue-petitioned to count as an elective. If a student enrolls in the non-CHS side of a cross-listed course, where the letter M precedes the course number, that course will count as an outside course, not a CHS course.

Students have the option of concentrating their studies in a specific area, as described in section G, “Certifications and Specializations.”

E. Required Professional-Level Course

In addition to CHS 400 (Field Studies), students are required to take one more 400-series (401-499) course in the CHS Department. The second 400-series course may also be counted as a curricular area course (see C, above) or an elective (see D, above).

F. Field Studies

Field Studies/Fieldwork/Field Experience Requirements. All students are required to complete a practical fieldwork experience, CHS 400 (4 units), which requires a minimum of 400 hours in the field. Fieldwork takes place in a health agency or organization in the community, under the supervision of a qualified public health professional. Most students arrange to do their fieldwork experience in the summer between the two years of study, but other arrangements are possible. Students must have a GPA of at least 3.0, and must have completed CHS 210 and 211 A and B, prior to conducting fieldwork. The Department maintains a Field Program Office; the Director of Field Studies is responsible for supervising student fieldwork experiences. See Appendix III for full details and refer to the Field Studies website at <http://chs.ph.ucla.edu/academics/field-studies>.

G. Certifications and Specializations

Certificate in Population and Reproductive Health

Offered by the UCLA Bixby Center on Population and Reproductive Health, this certificate program is for students who wish to develop expertise in population and reproductive health. The certificate represents the completion of appropriate coursework and fieldwork and competency in population and reproductive health policies and programs, socioeconomic and behavioral factors, program design and evaluation, health education, and ethics and advocacy. For more information, see the Bixby Program website at <http://bixby.ucla.edu>.

Child and Family Health Leadership Training Program

The Child and Family Health Leadership Training Program is offered by the UCLA Center for Healthier Children, Families, and Communities. At least 12 units in the training program are recommended. While some of the courses focus on children and families in general, others focus on special populations, such as children with special health care needs, pregnant women and newborns, adolescents, or abused and neglected children. Students with an interest in these and other special populations can tailor their course selections accordingly with the consent of the advisor. For more information, see the Center for Healthier Children, Families and Communities website at <http://www.healthychild.ucla.edu/pages/child-family-health-leadership-training/>.

Food Studies Certificate

With food security and environmental sustainability becoming increasing global concerns, there is an urgency to educate the next generation of leaders with strong interdisciplinary foundations. The Food Studies graduate certificate program offers UCLA Ph.D., M.A., M.S., and professional school students the opportunity to investigate this growing field. The program will prepare students from diverse disciplines to address complex topics that span food cultures and histories, nutrition and public health, food policy and food justice, urban planning, and agrifood systems and the environment. For more information, see the certificate program website at <https://chs.ph.ucla.edu/ucla-food-studies-graduate-certificate-program>.

Global Health Certificate

The UCLA Center for Global and Immigrant Health will award a certificate in Global Health to any UCLA graduate or professional student who meets the coursework, fieldwork, project, and seminar requirements as described at <http://ph.ucla.edu/academics/degrees/certificates/global-health-certificate>. In conferring a Global Health Certificate, the UCLA Fielding School of Public Health recognizes a student's capability to work as a public health or health care professional with a global health perspective. For more information, contact globalhealth@ph.ucla.edu.

Specialization in Health Education/Promotion

Students focusing in health education/promotion may select coursework to meet the requirements for the Society for Public Health Education; see <http://chs.ph.ucla.edu/specializations-and-certifications>. Students completing this coursework are prepared to take the Certified Health Education Specialist national exam; see <http://www.nchec.org/>.

Specialization in Public Health and Disasters

The specialization in the area of public health and disasters explores the adverse public health effects of disasters and both the public health and emergency management principles that can be applied to reduce those effects. Students interested in specializing in this area are advised to follow an academic pathway that includes four core courses through the Center for Public Health and Disasters (CPHD). Students who satisfactorily complete the four courses will be given a letter outlining their specialization in the area of public health and disasters. In addition to these four courses, it is recommended that students meaningfully participate in a disaster-related research project or a relevant field internship, such as with an emergency or public health agency. Students who satisfactorily complete the research or internship will be given a letter outlining their specialization with distinction in the area of public health and disasters. For more information, see the CPHD website at <http://www.cphd.ucla.edu>.

For a listing of the research and training centers affiliated with the Fielding School of Public Health, see <https://ph.ucla.edu/research/centers-and-programs> .

For additional information, see the Departmental website at <http://chs.ph.ucla.edu/academics/degree-programs>.

NOTE: A student must complete all requirements before participating in commencement.

H. Articulated and Concurrent Degree Programs

The Department offers articulated degrees in conjunction with the Latin American Studies program (M.A.) and the School of Medicine (M.D.), and concurrent degrees with the African Area Studies program (M.A.); the Departments of Asian American Studies (M.A.), Social Welfare (M.S.W.), and Urban Planning (M.U.R.P.); and the School of Law (J.D.). The following is an outline of the M.P.H. degree requirements for each dual program. Students who are interested in pursuing an articulated or concurrent degree should contact the CHS Student Affairs Officer and the Student Affairs Officer of the targeted program. Please note that the articulated M.P.H.-M.D. program is open only to current UCLA medical students.

Program Requirements for the J.D./M.P.H. in Community Health Sciences Concurrent Degree

The J.D./M.P.H. program with a specialization in Community Health Sciences requires a minimum of 60 quarter units in the M.P.H. program, taken for a letter grade. All students must take at least six graduate courses. At least eight units must be 400-series courses. No fewer than 32 units must be taken in the Community Health Sciences Department.

M.P.H. in Community Health Sciences Requirements for the Concurrent J.D./M.P.H.	
REQUIRED COURSES	
Public Health 200A	8 units
Public Health 200B	8 units
Community Health Sciences 210	4 units
Community Health Sciences 211A	4 units
Community Health Sciences 211B	4 units
Community Health Sciences 400	4 units
<i>400 hours of fieldwork</i>	
Public Health Practice Course	4 units
Populations Course	4 units
Individual and Structural Influences Course	4 units
4-unit course in Community Health Sciences	4 units
Public Health 401	4 units
REQUIRED UNIT TOTAL IN THE M.P.H. PROGRAM	52
<i>See note below.</i>	
CAPSTONE	
Masters Comprehensive Exam, taken in the Fall or Spring Quarter	

The remaining eight units of the regular 60-unit requirement for the M.P.H. degree are fulfilled through courses taken for the J.D. degree. The J.D./M.P.H. program allows students to use a maximum of eight quarter units of Law coursework to be applied toward both the J.D. degree and the M.P.H. degree through a pro forma petition to the Graduate Division upon application for advancement to candidacy. Please consult with the School of Law for the J.D program requirements.

Program Requirements for the M.A. in African Studies/M.P.H. in Community Health Sciences Concurrent Degree

The M.A. in African Studies/M.P.H. program with a specialization in Community Health Sciences requires a minimum of 60 quarter units in the M.P.H. program, taken for a letter grade. All students must take at least six graduate courses. At least eight units must be 400-series courses. No fewer than 32 units must be taken in the Community Health Sciences Department.

M.P.H. in Community Health Sciences Requirements for the Concurrent M.A. in African Studies/M.P.H.	
REQUIRED COURSES	
Public Health 200A	8 units
Public Health 200B	8 units
Community Health Sciences 210	4 units
Community Health Sciences 211A	4 units
Community Health Sciences 211B	4 units
Community Health Sciences 400 <i>400 hours of fieldwork</i>	4 units
Public Health Practice Course	4 units
Populations Course	4 units
Individual and Structural Influences Course	4 units
4-unit course in Community Health Sciences	4 units
Public Health 401	4 units
REQUIRED UNIT TOTAL IN THE M.P.H. PROGRAM <i>See note below.</i>	52
CAPSTONE	
Masters Comprehensive Exam, taken in the Fall or Spring Quarter	

The remaining eight units of the regular 60-unit requirement for the M.P.H. degree are fulfilled through courses taken for the M.A. degree. The M.A. in African Studies/M.P.H. program allows students to use a maximum of eight quarter units of African Studies coursework to be applied toward both the M.A. degree in African Studies and the M.P.H. degree through a pro forma petition to the Graduate Division upon application for advancement to candidacy. Please consult with African Studies for the M.A. program requirements.

Program Requirements for the M.A. in Asian American Studies/M.P.H. in Community Health Sciences Concurrent Degree

The M.A. in Asian American Studies/M.P.H. program with a specialization in Community Health Sciences requires a minimum of 60 quarter units in the M.P.H. program, taken for a letter grade. All students must take at least six graduate courses. At least eight units must be 400-series courses. No fewer than 32 units must be taken in the Community Health Sciences Department.

M.P.H. in Community Health Sciences Requirements for the Concurrent M.A. in Asian American Studies/M.P.H.	
REQUIRED COURSES	
Public Health 200A	8 units
Public Health 200B	8 units
Community Health Sciences 210	4 units
Community Health Sciences 211A	4 units
Community Health Sciences 211B	4 units
Community Health Sciences 400 <i>400 hours of fieldwork</i>	4 units
Public Health Practice Course	4 units
Populations Course	4 units
Individual and Structural Influences Course	4 units
4-unit course in Community Health Sciences	4 units
Public Health 401	4 units
REQUIRED UNIT TOTAL IN THE M.P.H. PROGRAM <i>See note below.</i>	52
CAPSTONE Masters Comprehensive Exam, taken in the Fall or Spring Quarter	

The remaining 8 units of the regular 60-unit requirement for the M.P.H. degree are fulfilled through courses taken for the M.A. degree. The M.A. in Asian American Studies/M.P.H. program allows students to use a maximum of 8 quarter units of Asian American Studies coursework to be applied toward both the M.A. degree in Asian American Studies and the M.P.H. degree through a pro forma petition to the Graduate Division upon application for advancement to candidacy. Please consult with Asian American Studies for the M.A. requirements.

Program Requirements for the M.A. in Latin American Studies/M.P.H. in Community Health Sciences Articulated Degree

The M.A. in Latin American Studies/M.P.H. program with a specialization in Community Health Sciences requires a minimum of 60 quarter units in the M.P.H. program, taken for a letter grade. All students must take at least six graduate courses. At least eight units must be 400-series courses. No fewer than 32 units must be taken in the Community Health Sciences Department.

M.P.H. in Community Health Sciences Requirements for the Articulated M.A. in Latin American Studies/M.P.H.	
REQUIRED COURSES	
Public Health 200A	8 units
Public Health 200B	8 units
Community Health Sciences 210	4 units
Community Health Sciences 211A	4 units
Community Health Sciences 211B	4 units
Community Health Sciences 400 <i>400 hours of fieldwork</i>	4 units
Public Health Practice Course	4 units
Populations Course	4 units
Individual and Structural Influences Course	4 units
4-unit course in Community Health Sciences	4 units

Public Health 401	4 units
Additional Elective(s) <i>May not be used towards the M.A. in Latin American Studies.</i>	8 units
REQUIRED UNIT TOTAL IN THE M.P.H. PROGRAM	60
CAPSTONE Masters Comprehensive Exam, taken in the Fall or Spring Quarter	

No courses or exams taken for the M.P.H. degree may apply to the M.A. degree. Please consult Latin American Studies for the M.A. program requirements.

Program Requirements for the M.D./M.P.H. in Community Health Sciences Articulated Degree

The M.D./M.P.H. program with a specialization in Community Health Sciences requires a minimum of 60 quarter units in the M.P.H. program, taken for a letter grade. All students must take at least six graduate courses. At least eight units must be 400-series courses. No fewer than 32 units must be taken in the Community Health Sciences Department.

M.P.H. in Community Health Sciences Requirements for the Articulated M.D./M.P.H.	
REQUIRED COURSES	
Public Health 200A	8 units
Public Health 200B	8 units
Community Health Sciences 210	4 units
Community Health Sciences 211A	4 units
Community Health Sciences 211B	4 units
Community Health Sciences 400 <i>400 hours of fieldwork</i>	4 units
Public Health Practice Course	4 units
Populations Course	4 units
Individual and Structural Influences Course	4 units
4-unit course in Community Health Sciences	4 units
Public Health 401 or equivalent course (via blue petition)	4 units
Additional Elective(s) <i>May not be used towards the M.D. degree.</i>	8 units
REQUIRED UNIT TOTAL IN THE M.P.H. PROGRAM	60
CAPSTONE Masters Comprehensive Exam, taken in the Fall or Spring Quarter	

No courses or exams taken for the M.P.H. degree may apply to the M.D. degree. Please see Appendix II for a sample accelerated timeline for students who must return to their medical program after 12 months. This program is only open to current UCLA medical students.

Program Requirements for the M.S.W./M.P.H. in Community Health Sciences Concurrent Degree

The M.S.W./M.P.H. program with a specialization in Community Health Sciences requires a minimum of 60 quarter units in the M.P.H. program, taken for a letter grade. All students must take at least six graduate courses. At least eight units must be 400-series courses. No fewer than 32 units must be taken in the Community Health Sciences Department.

M.P.H. in Community Health Sciences Requirements for the Concurrent M.S.W/M.P.H.	
REQUIRED COURSES	
Public Health 200A	8 units
Public Health 200B	8 units
Community Health Sciences 210	4 units
Community Health Sciences 211A	4 units
Community Health Sciences 211B	4 units
Community Health Sciences 400 <i>400 hours of fieldwork</i>	4 units
Public Health Practice Course	4 units
Populations Course	4 units
Individual and Structural Influences Course	4 units
4-unit course in Community Health Sciences	4 units
Public Health 401	4 units
REQUIRED UNIT TOTAL IN THE M.P.H. PROGRAM <i>See note below.</i>	52
CAPSTONE	
Masters Comprehensive Exam, taken in the Fall or Spring Quarter	

The remaining eight units of the regular 60-unit requirement for the M.P.H. degree are fulfilled through courses taken for the M.S.W. degree. The M.S.W./M.P.H. program allows students to use a maximum of eight quarter units of Social Welfare coursework to be applied toward both the M.S.W. degree and the M.P.H. degree through a pro forma petition to the Graduate Division upon application for advancement to candidacy. Please consult with Social Welfare for the M.S.W. program requirements.

This is a structured program. Students begin one program in their first year, begin the other program in their second year, and finish all remaining degree requirements in their third year.

Program Requirements for the M.U.R.P./M.P.H. in Community Health Sciences Concurrent Degree

The M.U.R.P./M.P.H. program with specialization in Community Health Sciences requires a minimum of at least 60 quarter units in the M.P.H. program, taken for a letter grade. All students must take at least six graduate courses. At least eight units must be 400-series courses. No fewer than 32 units must be taken in the Community Health Sciences Department.

M.P.H. in Community Health Sciences Requirements for the Concurrent M.U.R.P./M.P.H	
REQUIRED COURSES	
Public Health 200A	8 units
Public Health 200B	8 units
Community Health Sciences 210	4 units
Community Health Sciences 211A	4 units
Community Health Sciences 211B	4 units
Community Health Sciences 400 <i>400 hours of fieldwork related to both Public Health and Urban Planning</i>	4 units
Public Health Practice Course	4 units
Populations Course	4 units

Individual and Structural Influences Course	4 units
4-unit course in Community Health Sciences	4 units
Public Health 401	4 units
Additional Elective(s) <i>May not used towards the M.U.R.P. degree. See note below.</i>	4 units
REQUIRED UNIT TOTAL IN THE M.P.H. PROGRAM	56 units
CAPSTONE Masters Comprehensive Exam, taken in the Fall or Spring Quarter	

The remaining four units of the regular 60-unit requirement for the M.P.H. degree are fulfilled through courses taken for the M.U.R.P. degree. The M.U.R.P./M.P.H. program allows students to use a maximum of four quarter units of Urban Planning coursework to be applied toward both the M.U.R.P. degree and the M.P.H. degree through a pro forma petition to the Graduate Division upon application for advancement to candidacy. Please consult with Urban Planning for the M.U.R.P. program requirements.

This is a structured program. Students begin one program in their first year, begin the other program in their second year, and finish all remaining degree requirements in their third year.

I. Competencies

Upon graduation, a student with an M.P.H. should be able to do the following:

Competency	Source of Training & Evaluation
1. Analyze the social determinants of health at multiple levels to identify social or behavioral intervention opportunities.	CHS 210
2. Apply social or behavioral theories, models, or frameworks to understanding or ameliorating a public health problem.	CHS 210
3. Write a professional-level program justification for specific health problems, including a problem, a population description, and a needs assessment.	CHS 211A
4. Develop a comprehensive social or behaviorally-based intervention to address a health problem, including a basic process and outcome evaluation plan and a dissemination plan.	CHS 211 A&B
5. Describe specific program evaluation methods that have been applied to previous social or behaviorally-based public health intervention	CHS 211B
6. Explain the key ethical issues in program design and evaluation.	CHS 211 A&B
7. Critique the design of, and inferences drawn from, evaluations of existing community health interventions.	CHS 211B

Evaluation of competencies to be demonstrated through:

CHS 210: Exams

CHS 211 A&B: Exams and final projects

IV. MASTER OF SCIENCE (M.S.) DEGREE

The Master of Science in Community Health Sciences is a research-oriented degree that emphasizes community or psychosocial research within the general field of public health. It requires completing the coursework listed below and concludes with a capstone assignment which can be completed in either of two ways (details below):

Option 1: Completion of the Department comprehensive examination and a major written report on a topic selected by the student in consultation with his/her faculty advisor or another CHS faculty member (by blue petition). It can be an analysis of secondary data that may be submitted as an abstract to a scientific meeting, such as that of APHA or another professional organization.

Option 2: Development of a research project leading to a formal masters thesis. It may be original research or secondary data analysis. A concept paper is submitted to the thesis committee (two faculty members from CHS) for approval. The committee reviews the thesis, provides comments and suggestions, and signs off. There is no formal defense of the thesis. The thesis is filed with Graduate Division.

A. School of Public Health Core Requirements (12 units)

4 units	● Biostat 100A	Introduction to Biostatistics
4 units	● Biostat 100B	Introduction to Biostatistics
4 units	● Epidemiology 100	Principles of Epidemiology

Students may replace Epi 100 with Epi 200 A and B or PH 200 A and B. Students must file a blue petition for this substitution upon successfully passing the course/course series.

Course Waiver: M.S. students who have recently completed courses equivalent to one or more of the required School core courses may request a waiver examination (see pages 21-22). A student who passes a waiver examination waives only the course requirement, not the units requirement. The student must file a blue petition for the substitution.

Course Waiver Information

● Biostatistics 100A & B--Introduction to Biostatistics

NOTE: Biostatistics 100A will be offered in the Fall quarter; 100B will be offered in the Winter quarter.

The Biostatistics 100A waiver exam will be given on:

Tuesday, September 29, 2020
Time TBD

Students who want to waive the requirement for 100A must have taken a college-level course equivalent to 100A, *AND* pass the waiver examination.

To sign up, email Ms. Roxy Naranjo at rlnaranjo@ph.ucla.edu in the Biostatistics Department Office, no later than 12:00 noon, Monday, September 28, 2020, and attach a transcript showing that they have had a college-level course equivalent to Biostatistics 100A (including the use of an appropriate statistical software package), and a copy of the course syllabus. Signups are official only after the Chair of the Department of Biostatistics approves the request to take the exam. No written material may be brought to the exam. The exam is closed-book. Calculators are allowed.

Most of the subject matter for Biostatistics 100A is covered in O.J. Dunn and V.A. Clark, *Basic Statistics: A Primer for the Biomedical Sciences*, 3rd edition (D&C), or David Moore and George McCabe, *Introduction to the Practices of Statistics*, 3rd edition (M&M). Relevant material can be found in the following chapters:

<u>Topics</u>	<u>D&C (chapters)</u>	<u>M&M (chapters)</u>
Graphical Methods	3	1.1
Descriptive Statistics; Summaries	3, 4	1.2
Design, Sampling	2	3
Probability, Random Variables, Distribution	5	1.3, 4, 5
Sampling Distributions, Principles of Inference	6	6
Confidence Intervals, Test for Means	6, 7	7.1, 7.2
Inference for Proportions	8, 9	8, 9

A page of formulas will be provided. Also, methods for paired enumeration data are not fully covered in these texts, so a supplement is available. See <https://biostat.ucla.edu/100a-waiver>.

For Biostatistics 100B, there is no waiver exam. To waive out of the course, a student must present evidence of an equivalent course to the Biostatistics Department and have a blue petition signed.

● Epidemiology 100--Principles of Epidemiology

This course will be offered in Spring quarter for graduate students. . The waiver exam will be given on:

<p><u>Date TBD</u> <u>Time TBD</u></p>
--

The waiver exam is offered **ONLY ONCE EACH YEAR**, in the fall. Students who have previously taken a college- or graduate-level course in epidemiology may apply to take an exam to waive out of the course. Upon successful completion of the exam, students will not be required to take Epidemiology 100 but will be required to make up the units in accordance with their department's requirements.

To petition to take the exam, students must provide proof (e.g., a photocopy of transcript) that they have taken a course equivalent to Epidemiology 100 and provide a course description from the school's catalog or a course syllabus. Requests to take the exam must be approved by the Administrator of the Exam or the Department Chair for Epidemiology.

If you are interested in taking the Epi 100 Waiver Exam, please submit in a single pdf document titled: ***Last Name, First Initial_2019Epi100Waiver:***

1. a course description from the school's catalog or the course syllabus, and
2. proof (e.g., unofficial transcript) of having taken a course equivalent to Epidemiology 100.

Information about how to sign up for the waiver exam will be provided once the date and the time of the exam is determined. Questions may be directed to Joy Miller, jdmiller@ph.ucla.edu.

B. Department Requirements (48 units)

4 units	● Biostat 406	Applied Multivariate Biostatistics
4 units	● CHS 210 (Fall only)	Community Health Sciences (must be taken in Fall of first year)
8 units	● CHS 211A (Winter only) ● CHS 211B ² (Spring only)	Program Planning, Research, and Evaluation in Community Health Sciences (must be taken in Winter & Spring of first year)
4 units	● CHS 212	Advanced Social Research Methods in Health (or equivalent course approved by instructor of 212)
4 units	● PH 201	Fundamentals of Public Health
24 units	● Electives	Selected in consultation with advisor

NOTES: MS students who do not have a degree from a CEPH accredited school of public health are required to take PH 201, which is offered every Fall quarter.

Except for CHS 598, courses taken for S/U grading may not be applied toward the degree requirements. All graduate courses especially designed for programs leading to graduate degrees other than the M.A., M.S., and Ph.D. are numbered in the 400 series. These may not be used to satisfy the minimum graduate course requirements for M.S. degrees.

ONLY ONE COURSE OF 4 UNITS
FROM THE FOLLOWING MAY BE APPLIED TOWARD THE M.S. DEGREE:

- CHS 596 Directed Individual Study or Research (must be taken for a letter grade)
- CHS 598 Master's Thesis Research (may be taken for an S/U grade)

² Biostat 100A or Epi 100 is a requisite for 211B. Please plan accordingly.

1. Comprehensive Examination Option

If the comprehensive examination/report option is selected, the student's advisor (or another CHS faculty member, appointed via blue petition) will oversee the student's work. It is recommended that this faculty member be designated no later than the end of the student's final Fall Quarter. The preparation of a major written research paper is required. The student is expected to submit the report to the designated faculty member two weeks prior to the finals week of the student's final quarter, to allow sufficient time for the faculty member to read and review the report. If the report is approved, the faculty member will notify the student. The student must then obtain the Masters Report Form from the Student Affairs Officer, and gather the signature of the faculty member, who will approve and certify successful completion of all degree requirements. The signed form must be submitted to the Student Affairs Officer by the last day of the student's final quarter.

In addition, the student must pass the Department comprehensive exam (offered once each Fall and Spring quarter). A candidate who fails may retake the examination *once*. For additional details, see Appendix V.

2. Masters Thesis Option

If the thesis option is selected, a Thesis Committee is established. It is recommended that the committee be nominated and appointed no later than the end of the student's final Fall Quarter. The committee approves the thesis prospectus *before* the student files for advancement to candidacy, typically before the start of the student's final Spring Quarter.

Approval from the UCLA Human Subjects committee must also be obtained before any data collection or analysis starts (see page 37).

The Masters Thesis Committee is appointed by the Dean of the Graduate Program after consultation with the student and upon nomination by the Chair of the Department. The student must contact the Department's Student Affairs Officer to obtain the appropriate committee nomination form. The committee must be officially approved by the UCLA Graduate Division before the student may file the thesis.

Selection of the Thesis Committee must meet the following requirements:

- 1) A minimum of three (3) UCLA faculty members must be selected from the following ranks:
 - Professor (any rank, regular series)
 - Professor Emeritus
 - Professor-in-Residence (any rank)
- 2) The Chair of the committee and one other member must hold academic appointments in Community Health Sciences. One of the minimum three members may be faculty from another UC campus who holds one of the above ranks.
- 3) Additional members holding any of the above ranks may be appointed to the committee and shall have the same voting rights and responsibilities.
- 4) An Adjunct Professor may serve as a fourth outside member. A Lecturer may be added to the committee as an outside member, but may not act as Chair.

Upon completion, the thesis is filed electronically with Graduate Division; see <http://www.grad.ucla.edu/gasaa/library/thesisintro.htm>. The student must abide by the appropriate filing deadline.

Distinction between Masters Thesis and Masters Paper

The *thesis* is similar to a doctoral dissertation but shorter and more limited in scope, usually consisting of one study with one to three research questions that can be addressed with empirical data. The research carried out for the thesis may be an original data collection or secondary analysis of existing data. Similar to the dissertation, the *thesis* should include the following chapters: (1) a short introduction that outlines the significance of the problem, reviews the relevant literature, and states the study hypotheses; (2) a description of the methods including sample, methods of data collection, measures, and data analysis plan; (3) a results section that outlines the data analyses carried out for the study and the findings of those analyses; and (4) a discussion that includes the summary, interpretation, and implications of the findings. The thesis is shorter than a dissertation, usually about 50-60 double-spaced pages. It must exhibit expertise in each of the competencies for the M.S. degree.

The research *paper* can take one of three forms:

1) A *paper* differs from a *thesis* by proposing a research study but not necessarily conducting it or analyzing data. This proposal is for a study with one to three research questions that could be addressed with empirical data. The paper should include: (1) an introductory portion that outlines the significance of the problem, provides a detailed and critical literature review that presents the context for the research question, and states the hypotheses; (2) a method section that describes how the research question could be conducted; (3) a results section that outlines the type of data analyses that would be necessary and potential outcomes of those analyses; and (4) a discussion section that includes an interpretation of potential outcomes and their implications. These sections resemble those of a journal article (as distinct from being separate chapters as in the thesis).

2) The *paper*, as described above, could be focused on an existent, secondary data set and include analyses. In that case, the analytical strategy and results would be emphasized, and would be more limited in scope than a thesis.

3) The *paper* could focus on a comprehensive theoretical analysis, synthesizing the current knowledge, which goes well beyond a literature review.

The *paper* is shorter than a *thesis*, usually about 20-25 double-spaced pages. An assignment completed as part of a course does not fulfill the requirement for a masters paper and cannot be used unless the masters paper is substantially transformed from the course paper.

C. COMPETENCIES

Upon graduation, a student with an M.S. should be able to do the following:

Competency	Source of Training & Evaluation
1. Critique the underlying assumptions behind demographic categories such as gender, race, or class.	CHS 210
2. Apply social or behavioral theories of health determinants to community health research questions.	CHS 210 CHS 212
3. Select and apply research methods to plan and conduct community health research.	CHS 211 A&B CHS 212
4. Determine how research goals, methods, and analysis should be adapted to a specific population.	CHS 211 A CHS 212
5. Conduct analysis of public health and community health data, interpret findings, and draw conclusions about community health research questions.	CHS 212

Evaluation of competencies to be demonstrated through:

CHS 211 A&B: Exams and final projects

Other Courses: Exams and assignments

TABLE I
CHS DEPARTMENT COURSES OFFERED 2020-21

As of 9/14/2020‡

FALL 2020	WINTER 2021 (TENTATIVE)	SPRING 2021 (TENTATIVE)
132 Health, Disease & Health Services in Latin America (Taub) 200 Global Health Problems (von Ehrenstein) (B) 210 Community Health Sciences (Macinko) 212 Advanced Social Research Methods in Health (Kuhn) (A) 219 Theory-Based Data Analysis (Upchurch) (*) 220 Racism & Public Health: Social Epidemiologic Approaches (Ford) (C) 224 Social Determinants of Nutrition & Health (Wang) (C) 235 Influence of Social and Physical Environment on Racial Health Disparities (Gee) (C) 238 Evolving Paradigms of Prevention: Interventions in Adolescence (D'Amico) (A) M263 Social Demography of Los Angeles (Pebley) (C) 286 Doctoral Roundtable in CHS (TBA) (*) 288 Health Communication in Popular Media (Glik) (A) 290 Race, Class, Culture, & Aging (Wallace) (A) 440 Public Health & National Security at US-Mexico Border (Stratton) (C)	200 Global Health Problems (von Ehrenstein) (B) 205 Immigrant Health (Wallace) (B) 211A Program Planning, Research, & Evaluation in Community Health Sciences (Gipson/PreliP) M216 Qualitative Research Methodology (George) (A) M217 Current Issues in Food Studies (Wang) 227 Conceptualizing and Measuring Structural Racism (Gee) (C) 231 Maternal & Child Nutrition (Herman) (B) 247 Population Change & Public Policy (Sudhinaraset) (C) M260 Health & Culture in Americas (Taub) (B) 270A Foundations of Community Health Sciences (Ford) (*) 276 Complementary & Alternative Medicine (Upchurch) (A) 286 Doctoral Roundtable in CHS (TBA) (*) 296 s. 3 Advanced Research Topics in CHS: Primary Health Care (Macinko) 427 Reproductive Health in Sub-Saharan Africa (Tavrow) (B) 444 Anthropometric and Dietary Aspects of Nutritional Assessment (Wang) (A)	211B Program Planning, Research, & Evaluation in Community Health Sciences (Kuhn/Wallace) 225 Writing for Publication in Public Health (Gee) (*) 229 Policy & Public Health Approaches to Violence Prevention (Wagman) (C) 240 Child & Reproductive Health in Communities (von Ehrenstein) (B) 246 Women's Roles & Family Health (Tavrow) (B) M250 HIV/AIDS & Culture in Latin America (Taub) (C) 258 Cooperative Interagency Management in Disasters (Stratton) (A) M264 Latin America: Traditional Medicine, Shamanism, & Folk Illness (Taub) (B) 270B Foundations of Community Health Sciences (Pebley) (*) 286 Doctoral Roundtable in CHS (TBD) (*) 296 s. 1 Advanced Research Topics in CHS (Sudhinaraset) M430 Building Advocacy Skills: Reproductive Health Focus (Elginer) (C) 431 Foundations of Reproductive Health (Gipson) (B) 448 Nutrition Policies & Programs: Domestic & International Perspectives (Wang) (C) 449 Nutrition & Chronic Disease (Hunnes) (C) 485 Resource Development for Community Health Programs (PreliP) (A) (new course) Public Health Critical Race Praxis (Ford) (new course) Qualitative Research: Analysis and Dissemination (Gipson)

Bold: Department core courses

Curricular Area indicated:

(A) Public Health Practice

(B) Populations

(C) Individual and Structural Influences

(*) None; course is designed for doctoral students

‡ NOTE: Course offerings subject to change. Check the Registrar's Schedule for updates: <https://sa.ucla.edu/ro/Public/SOC>.

APPENDIX I. SAMPLE COURSE PLAN AND DEGREE CHECKLISTS

Note: This is only an example and does not account for unanticipated changes in course offerings, or for the individualized timing of the field experience (M.P.H.) or research (M.S.).

Sample Course Plan for an M.P.H. Student in Community Health Sciences

YEAR 1 FALL	YEAR 1 WINTER	YEAR 1 SPRING
CHS 210 (must be taken Fall quarter of first year)	CHS 211A (must be taken Winter quarter of first year)	CHS 211B (must be taken Spring quarter of first year)
PH 200A (must be taken Fall quarter of first year)	PH 200B (must be taken Winter quarter of first year)	Dept. required course*
		Elective
SUMMER 400 hours of Fieldwork		
YEAR 2 FALL	YEAR 2 WINTER	YEAR 2 SPRING
CHS 400 (enrolled only)	Dept. required course*	Additional elective
PH 401	Dept. required course*	Additional elective
Dept. required course*	Additional elective	Additional elective
Elective		+ Comprehensive exam

*See page 9-10, section C.

Sample Course Plan for an M.S. Student in Community Health Sciences

YEAR 1 FALL	YEAR 1 WINTER	YEAR 1 SPRING
CHS 210 (must be taken Fall quarter of first year)	CHS 211A (must be taken Winter quarter of first year)	CHS 211B (must be taken Spring quarter of first year)
Biostat 100A	Biostat 100B	Biostat 406
PH 201	Elective	EPI 100
YEAR 2 FALL	YEAR 2 WINTER	YEAR 2 SPRING
CHS 212	Elective	Elective
Elective	Elective	Submit Report +
Elective	Report or Thesis Research	Comprehensive exam OR File Thesis

DEPARTMENT OF COMMUNITY HEALTH SCIENCES
M.P.H. DEGREE REQUIREMENTS CHECKLIST

<i>Requirement</i>	<i>Quarter Completed</i>
FSPH CORE COURSES	
Public Health 200A (8 units)	
Public Health 200B (8 units)	<hr/>
PH 401 (4 units)	<hr/>
CHS DEPARTMENT CORE COURSES	
CHS 210 (4 units)	
CHS 211A (4 units)	<hr/>
CHS 211B (4 units)	<hr/>
CHS 400 (4 units)	<hr/>
CHS REQUIRED COURSES	
Public Health Practice (4 units) <i>Course:</i>	
Populations (4 units) <i>Course:</i>	<hr/>
Individual and Structural Influences (4 units) <i>Course:</i>	<hr/>
Additional 4-unit course in CHS (4 units)	<hr/>
ELECTIVES (8 units minimum)	
<i>Course:</i>	
<i>Course:</i>	<hr/>
<i>Course:</i>	<hr/>
<i>Course:</i>	<hr/>
COMPREHENSIVE EXAM	<hr/>
Second 400-level course in CHS <i>Can be from "CHS Required Courses" or "Electives"</i>	<i>Course:</i> <hr/>

DEPARTMENT OF COMMUNITY HEALTH SCIENCES
M.S. DEGREE REQUIREMENTS CHECKLIST

<i>Requirement</i>	<i>Quarter Completed</i>
FSPH CORE COURSES	
Biostatistics 100A (4 units)	
Biostatistics 100B (4 units)	<hr/>
Epidemiology 100 (4 units)	<hr/>
DEPARTMENT REQUIRED COURSES	
Biostatistics 406 (4 units)	
CHS 210 (4 units)	<hr/>
CHS 211A (4 units)	<hr/>
CHS 211B (4 units)	<hr/>
CHS 212 (4 units)	<hr/>
PH 201 (4 units)	<hr/>
ELECTIVES (24 units minimum)	
Course: <hr/>	Course: <hr/>
Course: <hr/>	Course: <hr/>
Course: <hr/>	Course: <hr/>
OPTION 1: REPORT & COMPREHENSIVE EXAM	
If faculty advisor will not be providing guidance for report, submit blue petition to designate CHS faculty member who will be providing guidance for report.	
Comprehensive Exam	<hr/>
Submit report to faculty advisor or designated CHS faculty member	<hr/>
OPTION 2: MASTERS THESIS	
Form thesis committee	
File thesis	<hr/>
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APPENDIX II. ACCELERATED MPH POLICIES FOR MEDICAL SCHOOL STUDENTS

The M.P.H. in the Department of Community Health Sciences is designed as a two-year program (six academic quarters). The Department **does not** offer a one-year program (nine or 12 months), nor will special accommodations be made to guarantee completion earlier than six academic quarters. However, it is possible for students to complete the program in less than six academic quarters. Students must complete a total of 60 units. These include: 16 units of core courses in the Fielding School of Public Health, 36 units of core/required courses in Community Health Sciences, and 8 units of graduate elective courses.

In addition to the coursework, M.P.H. Community Health Science students must complete 400 hours of fieldwork. Fieldwork is completed in the summer, and students enroll in four units of CHS 400 during the following Fall quarter to receive credit for the fieldwork. Students are not permitted to begin their fieldwork until they have completed CHS 210, 211A, and 211B. Therefore, completing fieldwork will take a minimum of 10 weeks past the Spring Quarter, typically ending around the middle of August. No exceptions are made and it is up to the student to accommodate this requirement. Finally, during the second Fall quarter, the student may be eligible to take the Masters Comprehensive Examination. Assuming that 56 units of required coursework are completed, excluding CHS 400, students do not have to be in residence at UCLA to take the exam or while enrolled in CHS 400. University policy requires a student to be registered in the final term in which the student expects to receive the degree. Guidelines for completion based on medical program are below:

UCLA Medical Student

Current UCLA medical students will need to enroll in CHS 400 ("Field Studies") during the quarter in which they complete their field work. Please discuss your plans with the CHS Department's Student Affairs Officer early.

UC Medical Student (non-UCLA)

Students in a medical program from another UC may complete the M.P.H. by either the end of their second Fall Quarter or their second Summer Session, depending on their medical school schedule.

- To complete the M.P.H. program by the end of their second Fall Quarter, students must either 1) enroll in CHS 400 in the Summer, complete their field work in the Summer, and take the Comprehensive Exam at the start of Fall Quarter OR 2) register and enroll at UCLA and their home campus in the Fall Quarter, pay both campus fees, complete their field work by the end of Fall Quarter, and take the Comprehensive Exam during Fall Quarter. Please discuss your plans with the CHS Department's Student Affairs Officer early.
- Students from another UC who are not able to complete their field work in the first Summer due to their medical school schedule must 1) file a leave of absence from UCLA for their entire second M.P.H. year, 2) return to their home campus UC to resume and complete their fourth year of medical school, and 3) return to UCLA in the Summer after completion of their medical program in order to complete field studies and take the Comprehensive Exam. Please discuss your plans with the CHS Department's Student Affairs Officer early.

Non-UC Medical Student

Students in a non-UC medical program must be registered and enrolled in their final quarter.

Degree completion in less than six academic quarters

A sample degree timeline is below for students aiming to complete the program earlier than six academic quarters. Students are required to manage their own schedules. The department recommends meeting with the Student Affairs Officer regularly to plan their coursework.

YEAR 1 FALL	YEAR 1 WINTER	YEAR 1 SPRING	SUMMER	YEAR 2 FALL
CHS 210	CHS 211A	CHS 211B	400 Hours of Fieldwork	CHS 400 (enrolled only)
PH 200A	PH 200B	Dept. Required Course		Comprehensive Examination
Dept. Required Course	Dept. Required Course	CHS Elective		
PH 401**	Elective	Elective		
UNITS: 20*	UNITS: 20*	UNITS: 16	UNITS: 0	UNITS: 4

** Any student who wishes to enroll in more than 18 units per quarter must first receive permission from their academic advisor via blue petition.*

*** Because PH 401 will not be available until starting Fall 2021, MPH-MD students on the accelerated track may waive out of this requirement and instead take an elective course.*

CHS 210, 211A, and 211B are CHS department core courses which must be taken in the quarters and sequence indicated above. Department Required Courses and electives may be interchanged within quarters, depending on when courses of interest are offered.

APPENDIX III. GUIDE TO FIELD EXPERIENCE (CHS 400)

Field Studies experience is required for all M.P.H. students. Students are required to (1) complete a minimum of 400 qualifying hours of an internship, (2) have a GPA of at least 3.0, and (3) complete CHS 210 and 211 A&B before beginning their Field Studies internship.

Before making arrangements for a Field Studies internship, the student must consult the Director of Field Studies, who will advise the student regarding the internship's suitability and the availability of field supervision. A Field Studies Syllabus will be distributed to all M.P.H. students. All students must submit required documentation and receive written approval from the Director of Field Studies prior to beginning internship hours. *All students must also submit a field studies agreement and scope of work plan with the Director of Field Studies as outlined in the syllabus.*

Basic Purpose of the Field Studies Experience. Field Studies gives students firsthand experience within a health or health-related social service agency or community program in elements of planning, program implementation, and evaluation, and/or policy research, development, and analysis. Through Field Studies internships, students will become familiar with the operation of the agency or program, its goals, policies, administrative structure, types of health professionals employed, and population served. Field Studies experience is required for all MPH students. Students must attend required meetings, submit required deliverables, and complete a minimum of 400 internship hours.

Agency Requirements. Overall, the internship should provide the student with a wide variety of organization experiences. Ideally, the tenor of the internship should be one of apprenticeship within the organization, or of collaboration between the student and a "preceptor." The preceptor, an individual within the organization who is responsible for giving guidance and advice to the student, is an essential prerequisite for a suitable internship. Preceptors must have an M.P.H. or related advanced degree. A related advanced degree may be substituted only with prior approval from the Director of Field Studies. Preceptors must also have at least three years of relevant public health experience, have an ability to meet with students at least once per week and provide guidance throughout the internship, and be present on site for most of the week. Organizations and preceptors must register with the Department of Community Health Sciences annually.

Scope of Work and Contract. All students are required to complete a scope of work plan and contract, which must be submitted and approved by the Director of Field Studies by the deadlines listed in the syllabus.

Report on the Field Experience. Students must submit a final written report on the Field Studies experience at the completion of the internship. Students are also required to submit weekly written logs which reflect on internship activities and include a response to the weekly prompts. Weekly logs help track progress towards reaching the objectives in the scope of work. Prompts provide an opportunity for students to talk to professionals about public health practice, reflect on experiences and the public health profession, and grow professionally. The logs also provide important feedback about students' experiences to the Director of Field Studies.

Grade for the Field Experience. CHS 400 is a 4-unit course. The hours and location will be arranged with instructor approval. To receive academic credit, students enroll in the course CHS 400 during a quarter of their choice, provided eligibility criteria are met. To be eligible to enroll, students must have either: 1) already completed the minimum 400 qualifying internship hours and submitted all deliverables, or 2) will be completing all required hours and associated deliverables during the quarter in which they are enrolling. A Permission to Enroll (PTE) number will be required to register for CHS 400; students should request this number from the Director of Field Studies.

In order for a student to receive a grade in CHS 400, the student must both complete their required internship hours and submit a signed timesheet. The grade for CHS 400 will be based primarily on the student's completion of the internship, professionalism, and completion of deliverables. In addition, the agency preceptor will complete an evaluation of the student's work, which will be considered in the final grade. The grading structure, including all deliverables and deadlines, is listed in the syllabus.

Field Studies Information. Students will be invited to a CCLE Collaboration Site containing additional details about Field Studies, resources, and assignment submission pages. There are required departmental meetings that will help prepare students for their Field Studies experience. Students may also schedule office hours with the Director of Field Studies.

APPENDIX IV. GUIDE TO DIRECTED INDIVIDUAL STUDY (CHS 596)

The Directed Individual Study is designed to give interested CHS students the opportunity to undertake field research into a problem related to their study objectives. The research project is conducted under the guidance of the student's advisor or another qualified faculty member. The faculty member(s) of record assign(s) the final grade. CHS 596 must be taken for a letter grade if the student wishes to apply it towards the 60 units for the M.P.H or M.S. degree. Only the first four units of a 596 course taken in any department will count towards the degree. The project usually represents the work of an individual student, but joint research projects may be approved, provided that clear-cut responsibilities are demarcated.

The form of a Directed Individual Study is flexible, and various models are acceptable. Often its emphasis is on: **a)** identification of a significant problem in public health science or practice in any field of the Department's interests; **b)** development and implementation of a research design; **c)** analysis and presentation of the data obtained in terms of significance and implication for the study setting and potential for application. Original data can be collected by observation, from questionnaires, or from records, or existent data sets may be analyzed to answer a question of interest to the student.

Carrying out the Directed Individual Study usually requires that a student, the advisor of record, and any other faculty with whom the student(s) is/are working do the following:

1. Discuss and decide upon a problem of ***particular interest to the student***. The student and advisor must work together to create a contract that outlines the requirements/deliverables that the student must complete, a timeline, and the basis for grading. Both the student and advisor will sign the contract and file it with the Department's Student Affairs Officer ***before*** the student enrolls in the course. The number of units is dependent on the estimated amount of time needed to work on the individual study per week. One unit is approximately two hours of work per week.
2. With the help of the advisor, select an agency/field setting or data set where the question can practically be investigated.
3. Ascertain whether the site can, in fact, be used.
4. If necessary, submit forms to the Human Subjects Committee. To avoid delays, this should be done at least six weeks before the research project is started.
5. Develop, periodically discuss and, if necessary, modify the research plan. The first part of this process can be completed as part of the requirements for CHS 211 A&B, if desired.
6. Conduct the study.
7. Complete a written report on the Directed Individual Study.

Directed Individual Studies can address either general or specific questions; e.g., the effectiveness of a new family planning service or an evaluation of a Health Department Clinic (general); the role of the

pediatrician in counseling parents of handicapped children; the utilization of nutrition counseling by pregnant Mexican-American women (specific). Whatever the scope, the student should develop a sound method of collecting and analyzing data relevant to the research questions posed.

Time Frame. Students who are interested in conducting a Directed Individual Study should start to think about potential content areas and sites in which the Directed Individual Study can be carried out as soon as they begin the M.P.H. degree program. A typical student might begin to develop a content area as part of one or more courses taken during the first two quarters at the School. Exploration of a topic may be generated by exposure to subject matter as part of a course, term papers or other exercises designed to fulfill course requirements, discussion with advisors or other students, and/or by exposure to clinical or work settings. When possible, students should use CHS 211 A&B as a forum for “practicing” their ideas within the format of a research design. This design can sometimes be adapted and/or modified for use in completing the Directed Individual Study. Data for analysis of the problem are sometimes collected during the summer, particularly if the student plans to do the study outside the United States. Analysis of the data, interpretation, and write-up are usually completed during the second year of residence.

All students are urged to consult their advisors, other faculty members, and their fellow students while planning and implementing their Directed Individual Studies.

Human Subjects Approval. Please see Appendix VI.

APPENDIX V. COMPREHENSIVE EXAMINATION (CAPSTONE REQUIREMENT)

The Masters Comprehensive Examination is given twice a year, during the Fall and Spring quarters. The date and time (take-home exam, beginning on a Friday to Monday, halfway through the quarter) are announced in an Official Information Memo distributed during the first week of the Fall and Spring quarters. To sign up for the exam, students must follow the instructions in the Official Information Memo.

The exam draws on knowledge from all required courses and tests the student's ability to fulfill each of the departmental competencies. The exam has two parts. The first part requires the student to critically assess the research literature. Several research articles are provided; the student chooses one to write an article critique. The second part asks the student to create a health program. This program should draw upon the student's skills in planning and evaluation. The written examination will be marked High Pass, Pass, Low Pass, or Fail. A grade of High Pass, Pass, or Low Pass is needed to pass the comprehensive exam.

Successful completion of the Exam:

1. Fulfills the Council on Education for Public Health accreditation requirements that "each student demonstrates skills and integration of knowledge through a culminating experience" in order for an M.P.H. degree to be granted;
2. Enables the student to demonstrate competence in the basic knowledge and skills provided in the coursework for the Department of Community Health Sciences and the other FSPH Departments (including the relevant 100-level courses), and to show that they have met the FSPH CHS Competencies for the M.P.H. Degree.

Eligibility Requirements:

Students must meet the following eligibility requirements in order to take the exam:

M.P.H. students will be eligible to take the exam only if:

- A. They have a cumulative GPA of at least 3.0

AND

- B. They have passed CHS 400 **OR** submitted all field studies deliverables to the Field Studies Supervisor by the comprehensive exam signup deadline. Verification of completed field studies will be done by the Field Studies Supervisor and Student Affairs Officer when a student signs up to take the exam.

AND

- C. They have completed:

1. the Schoolwide core courses (Public Health 200 A&B)

and

2. the Department core (CHS 210, 211A, 211B)

and

3. One course from each of the three curricular areas; see section C under M.P.H. requirements.

EXCEPTION: M.P.H. students may be enrolled in **no more than two** of the required courses listed in item C3 during the quarter in which they take the exam. All other requirements must be completed.

M.S. students will be eligible to take the exam only if:

- A. They have a cumulative GPA of at least 3.0

AND

- B. They submit a waiver signed by the student and the student's faculty advisor

AND

- C. They have completed:

1. the three Schoolwide core courses (Biostat 100A, Biostat 100B, EPI 100)
and
2. the Department core curriculum (CHS 210, 211A, 211B)
and
3. three courses from the remaining Department Requirements (Biostat 406, CHS 212) and/or electives.

EXCEPTION: M.S. students may be enrolled in **no more than two** of the required courses listed in items C1 and C3 during the quarter in which they take the exam. All other requirements must be completed.

A student who fails the exam must retake it at the next scheduled exam date. **Students may retake the exam only once.** If a student wishes to retake the exam, the student first must meet with the Chair of the Committee to develop a written plan for preparing for the second (and final) exam; a copy of this plan is to be filed with the CHS Student Affairs Officer. It is highly recommended that the student complete a mock exam, which will be evaluated in writing by the Committee. The Committee may also recommend tutoring, as well as recommend services from appropriate campus resources such as the Graduate Student Resource Center, the Office for Students with Disabilities, and Counseling and Psychological Services. A student who wishes to appeal a failing grade should direct the appeal to the Chair of the Masters Comprehensive Exam Committee, explaining why the scoring of the exam was in error. The Comprehensive Exam Committee will review the appeal and will reply within 30 days of receiving the appeal.

Please note that students must pass the comprehensive exam and complete all course requirements by the end of their final Spring Quarter to be allowed to participate in the Commencement ceremony.

APPENDIX VI. HUMAN SUBJECTS APPROVAL

A student must secure written approval from the Human Subjects committee *prior to undertaking any study* involving human subjects, and after consultation with his/her advisor. The student will be required to submit an outline of the proposed study, using the appropriate forms available from the Dean's Office or from the Office of the Human Research Protection Program website: <http://ohrpp.research.ucla.edu>. This will apply to the Directed Individual Study (CHS 596) and to other field research studies. If the student determines that an exemption is warranted, a "Statement of Exemption" form must be submitted for approval. ***It is the student's responsibility to complete and submit the Human Subjects Committee Approval Application or exemption at least six weeks prior to the proposed date of commencement of research.***

CHS DEPARTMENT FACULTY AND THEIR RESEARCH INTERESTS

Core Faculty

HIRAM BELTRÁN-SÁNCHEZ, Ph.D.
Associate Professor
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Demography of health and aging, with particular focus on Latin American countries; biodemographic patterns of health in adult populations in high- and low-income countries; developing and applying demographic methods to investigate health inequalities using macro and micro data.

CHANDRA L. FORD, Ph.D.
Professor
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Health equity; social epidemiology/social determinants of health; health implications of racism; conceptualization & measurement of race, ethnicity and related constructs; Public Health Critical Race Praxis (PHCRP)/Critical Race Theory; the HIV care continuum; HIV and aging; sexual minority health; access to care.

GILBERT C. GEE, Ph.D.
Professor
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Structural and interpersonal racism; health inequalities; racial, ethnic, and immigrant populations; life course; stress; neighborhoods; Asian Americans.

JESSICA D. GIPSON, Ph.D., M.P.H.
Associate Professor
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Global sexual and reproductive health; maternal health; fertility preferences; family planning; unintended pregnancy; abortion; HIV/AIDS; influence of gender and socio-cultural context on couple communication, reproductive decision-making and outcomes; mixed-method research.

DEBORAH C. GLIK, Sc.D.
Professor
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Health communication research including implementation and evaluation of an FAS prevention campaign; pretesting and scripting of bioterrorism preparedness messages; risk communication for environmental hazards; entertainment media advocacy in areas of childhood disease prevention, injury prevention, smoking, and disaster preparedness; development of multimedia health curricula for children, patients, and providers.

RANDALL KUHN, Ph.D.
Associate Professor
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Global health; health and development; migration, health and well-being; program evaluation and research design; forecasting; survey design; analysis of administrative data; South Asia and Middle East.

JAMES A. MACINKO, Ph.D.
Professor
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Global health; public health policy with a focus on regulation of alcohol, tobacco, and firearms; health services research focusing on primary health care organization, financing and delivery; health inequalities and social determinants of health; Latin America and Brazil.

ANNE R. PEBLEY, Ph.D.
Professor
pebley@ucla.edu

Social inequality and determinants of health, both globally and in the US; immigration from Mexico and Central America and its consequences for health; social stratification in labor force history and Latino-white differences in old age functional limitations; neighborhood change in Los Angeles and family and child well-being; reproductive health in the Tibetan region of China.

MICHAEL L. PRELIP, D.P.A., M.P.H., C.H.E.S.
Professor, Department Chair
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Development and evaluation of community nutrition; health communication; health promotion interventions. Current projects include physical education in low-income schools; changing the food environment by engaging small business owners; using systems sciences to understand interventions' impact on obesity in young children; development of health literacy measures for West African youth. Works both locally and internationally (West Africa and Mexico).

MAY SUDHINARASET, Ph.D.
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Global sexual and reproductive health, maternal health, family planning, and abortion; social determinants of health; global migration; health services, health equity; social contexts of adolescents and migrant youth; social policies and immigrant youth in the US; Asian and Pacific Islanders; Myanmar, Kenya, India, Asia.

COURTNEY S. THOMAS TOBIN, Ph.D.
Assistant Professor
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Psychosocial Stress and Coping; African Americans; racial and SES health disparities; aging and the life course; mental-physical health comorbidities; maternal and child health; psychobiology of stress; biomarkers.

DAWN M. UPCHURCH, Ph.D., L.Ac.
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Women's health and health disparities; social and behavioral determinants of women's health; psychosocial stressors and health; biopsychosocial models of women's health; biomarkers and allostatic load; complementary and alternative medicine; acupuncture.

ONDINE S. VON EHRENSTEIN, Ph.D., M.P.H., M.S.
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Global health; reproductive, perinatal and child health and development; environmental and lifestyle factors; life-course and reproductive epidemiology; child health disparities; biomarkers in population research; policy impacts.

JENNIFER A. WAGMAN, Ph.D, M.H.S.
Assistant Professor
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Social epidemiology; qualitative research; population-based research; research ethics; intimate partner violence; campus-based sexual assault and dating violence; HIV/AIDS; congenital syphilis; alcohol and substance use problems; global health; Uganda and sub-Saharan Africa; sexual and reproductive health and rights; addressing violence in the health sector; gender disparities in health.

STEVEN P. WALLACE, Ph.D.
Professor
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Access to health care and health equity for older people, including projects that identify inequities in health status and in the use of health services for Latino, African American, Asian American, and American Indian elders; analyses of public policies that impact older adults; access to health care and public policies for immigrants; organizational capacity building projects in communities of color; and projects that investigate equity of access for the elderly to health resources within and between countries in Latin America.

MAY C. WANG, Dr.P.H.
Professor
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Social and physical environmental determinants of diet-related conditions with a focus on childhood obesity; immigrant food-related behaviors; evaluations of nutrition programs for children.

Affiliated Faculty

MARION TAYLOR BAER, Ph.D., R.D.
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Nutrition policies and programs (domestic); maternal and child health; access to care, especially primary and preventive care, for children with special needs; nutritional status of children with developmental disabilities.

NEAL A. BAER, M.D., A.M., Ed.M.
Adjunct Professor
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Health communications; promoting health among high-risk populations; identifying how to reach popular audiences with health messages.

MATTHEW R. BEYMER, Ph.D., M.P.H.
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Behavioral and social health in the U.S. military with current projects in suicide, food security, sleep hygiene, and mental health outcomes; previous work was in sexual health in lesbian, gay, bisexual, transgender, and non-binary populations in the United States; has projects throughout the United States as well as Asia and Europe.

DIANA M. BONTÁ, Dr.P.H., R.N.
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Public health leadership and program development; managerial and policy solutions to community health issues.

ELIZABETH D'AMICO, Ph.D.
Adjunct Professor
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Adolescents, alcohol, marijuana, tobacco use; child health, juvenile delinquency, substance use prevention.

ALINA H. DORIAN, Ph.D.
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Associate Dean for Public Health Practice, and
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Emergency public health (domestic & international); disaster relief; health education and health systems management; child health; reproductive health.

DAVID EISENMAN, M.D., M.S.H.S.
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Climate change; community partnered research; community resilience; disasters; evaluation; heat waves; mental health in primary care; trauma; violence prevention.

SHEBA M. GEORGE, Ph.D.
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Health disparities relative to race/ethnicity, gender and culture-based differences; health communication and health literacy; sociotechnical challenges in use of health information technologies such as telemedicine and mobile technologies among multicultural underserved populations; cancer and Asian Americans; qualitative and quantitative social research methodology and community-based participatory research approaches.

KIMBERLY D. GREGORY, M.D., M.P.H.
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Health services research; maternal quality of care; cesarean delivery (appropriateness); VBAC; health disparities in pregnancy outcomes.

RON J. HALBERT, M.D., M.P.H.
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Preventive medicine; clinical informatics; value in healthcare; program evaluation; respiratory epidemiology; pharmaceutical and biotech industry; intentional disasters.

DENA R. HERMAN, Ph.D., M.P.H., R.D.
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Maternal and child health; nutritional assessment with a focus on dietary quality; food security; health disparities of underserved populations; international nutrition.

DANA E. HUNNES, Ph.D., M.P.H., R.D.
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Climate change, sustainable dietary patterns, and food security, specifically how the impacts of global climate change and variability affect the ability to grow sufficient food and calories in developing countries; in particular, Ethiopia.

ROBERT J. KIM-FARLEY, M.D., M.P.H.
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Medical Epidemiologist with the Centers for Disease Control and Prevention (CDC) on assignment to the Los Angeles County Department of Health Services Bioterrorism office. Reduction, elimination and eradication of communicable diseases; international public health; epidemiology for evidence-based health policy; mitigation of, preparedness for, and response to the natural occurrence, accidental release, or the deliberate use of biological agents.

CATHY M. LANG, Ph.D., M.P.H.
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Health communication research, in particular the design and evaluation of digital and traditional forms of health education materials.

ILAN H. MEYER, Ph.D.
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Health disparities and the impact of stress and psychological factors on health and illness on the LGBT community.

NATALIE D. MUTH, M.D., M.P.H., R.D.N., F.A.A.P.
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Nutrition, obesity, physical activity and exercise, motivational interviewing and behavior change, pediatrics and child health.

MICHAEL A. RODRIGUEZ, M.D., M.P.H.
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Family medicine; violence prevention; immigrant health; access to health care for underserved populations; Latino and Latin American communities.

MARY JANE ROTHERAM-BORUS, Ph.D.
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Child and community psychology and psychiatry. Design, implementation and dissemination of cognitive behavioral interventions for multiple populations, including high risk youth and families. Development and implementation of programs promoting healthy lifestyles for families, and decreasing risk of negative health and mental health outcomes for high risk populations. Research interests also include HIV/AIDS prevention with adolescents, suicide among adolescents, homeless youths, assessment and modification of children's social skills, ethnic identity, group processes, and cross-ethnic interactions.

SHIRA C. SHAFIR, Ph.D., M.P.H.
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Infectious disease epidemiology and infectious disease disasters in public health, public health workforce development and evaluation, social entrepreneurship and public-private partnerships in public health; current projects include: development, monitoring and evaluation of a large-scale public health workforce development program for COVID-19 response in the State of California.

WENDELIN M. SLUSSER, M.D., M.S.
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Breastfeeding policy and promotion; international maternal and child health; child nutrition with a focus on school based intervention programs; pediatric residency education with a focus on community pediatrics.

SAMUEL J. STRATTON, M.D., M.P.H.
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Health risk assessment for local community disaster hazards using verified models; defining priority rural Public Health issues including demographics of access to health care at the US-Mexico Border; health care sector capacity in public health disasters, or the ability of the acute health care system to develop "surge" capacity in disasters; exploration of current research techniques and methods used in public health disaster research.

BONNIE TAUB, Ph.D.
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Health, culture, and human rights in Latin America; women and children's health; traditional medicine practices worldwide; food studies; cultural awareness training of clinicians and educators.

PAULA A. TAVROW, Ph.D.
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Reproductive health in sub-Saharan Africa, particularly of adolescents; community-based approaches to improve women and children's health in sub-Saharan Africa; performance of health providers in under-resourced clinics and hospitals.

VALENTINE M. VILLA, Ph.D.
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Gerontology and aging; Health Disparities among the Older adult population; the Impact of racism / discrimination on health; the differential Impact of public policy on Diverse populations; social, health, and economic issues affecting minority elderly and their families.

DEBORAH R. YOUNG, Ph.D.
Adjunct Professor
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Physical activity, obesity prevention; her current projects include a telephone-based motivational interview intervention trial to increase physical activity among adults with prediabetes or diabetes; evaluating the effects of sugary beverage taxes on weight and diabetes outcomes, comparing CA cities with the tax with cities without the tax; much of her work has been conducted in populations with high racial and ethnic diversity; her work is state-based and national.

ELIZABETH YZQUIERDO, M.P.H., Ed.D.
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Higher education; recruitment and retention of underrepresented students in health professions.

Emeritus Faculty

MICHAEL S. GOLDSTEIN, Ph.D.
Professor Emeritus
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Sociology of medicine and health promotion; complementary and alternative medicine.

MARJORIE KAGAWA-SINGER, Ph.D., M.A., M.N., R.N.
Research Professor / Professor Emerita
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Health disparities in cancer control among diverse ethnic populations; development of cross-culturally valid concepts and measures to expand existing behavior theories in public health using qualitative research methods, and applied through intervention studies primarily in the Asian American communities; cultural competency training for health professionals; doctor/patient communication; end-of-life care in multicultural populations.

SNEHENDU B. KAR, Dr.P.H., M.Sc.
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Multicultural health communication, global health education and promotion; women's empowerment and leadership development.

VIRGINIA C. LI, Ph.D., M.P.H.
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International health emphasizing women's reproductive health and HIV prevention in China; reproductive health indicators for rural areas of developing countries. Presently piloting tobacco substitution strategies in China.

DONALD E. MORISKY, Sc.D., M.S.P.H., Sc.M.
Professor Emeritus
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