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DESCRIPTION OF DOCTORAL PROGRAM

This document describes the doctoral program (Ph.D.) in the Department of Community Health Sciences (CHS), Fielding School of Public Health (FSPH), University of California, Los Angeles. It details specific departmental requirements and expectations. Information about general rules and requirements appears in the School of Public Health Program Requirements (online at the UCLA website). 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](http://chs.ph.ucla.edu).

The doctoral program consists of a period of intense self-development under faculty guidance. Some of this development involves formal classroom activity, but a large share of the learning takes place informally, in non-credit seminars, in self-study, in employment on research projects and as teaching assistants, and in seeking out opportunities for interaction with faculty and other professionals on the UCLA campus. Since each student has a unique background and plan for his/her future career, doctoral training is individualized, tailored to the interests and needs of the particular student. The responsibility of translating program requirements into an individualized program lies with the student and the faculty who are working with the student, including the faculty advisor, Guidance Committee, and Doctoral Committee.

I. PROGRAM OVERVIEW

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 doctoral program trains students to assume the highest level of professional responsibilities. The degree provides the skills and knowledge necessary for:

- The direct application of information, research, and technology to community health problems.
- Promoting public and policy maker awareness of community health problems, devising and advocating public policies to address those problems, and monitoring the implementation of policies.
- Community organizing and community development to address health problems.
- The design, implementation, and evaluation of community-based public health interventions.
- Teaching and research at research and other academic institutions.
- Research in government and independent agencies and research centers.
- Overseeing research and demonstration grants in private foundations and government.

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1 This is the definitive statement concerning regulations for graduate programs. See [https://grad.ucla.edu/programs/school-of-public-health/community-health-sciences-department/community-health-sciences/#program-requirements](https://grad.ucla.edu/programs/school-of-public-health/community-health-sciences-department/community-health-sciences/#program-requirements) for the Ph.D.
Students are expected to emphasize some of these elements more than others according to their career objectives.

The doctoral program encompasses the following major elements:

- Course work in the major and minor fields
- Written qualifying examinations
- Proposal for the dissertation
- Oral qualifying examination on the proposal for the dissertation (advancement to candidacy)
- Dissertation
- Oral defense of the dissertation

Extensive supplemental information for current doctoral students about being a doctoral student at UCLA, other CHS doctoral students, jobs and funding opportunities, and departmental administration are available at the password-protected site (log in through the Department’s website, \text{http://chs.ph.ucla.edu}). Contact the Student Affairs Officer if you need the log-in information. Writing workshops and other resources are available through the UCLA Graduate Writing Center, \text{http://gsrc.ucla.edu/gwc/}.

A. Advising

Students are advised by the following faculty:

- \textit{The advisor} and later \textit{the doctoral committee chair}, who assist the student in developing his/her particular career interests and who supervise the student’s course work, preparation for examinations, proposal and dissertation.

- \textit{The three-person guidance committee}, who assist the student in developing his/her particular career interests and who supervise the student’s course work and assist the student in defining his/her interests.

- \textit{The four-person doctoral committee}, who assist the student in the preparation of the proposal and the dissertation, and who evaluate these documents during oral examinations.

These committees are chosen by the student in consultation with his/her advisor, and must be approved by the Department Chair. A student’s advisor may, but will not necessarily, become chair of the dissertation committee, if research interests and activities are compatible.

These persons and committees and the Department Doctoral Committee also evaluate the student’s progress, making decisions regarding the quality of his/her scholarly work. In addition, the departmental faculty review the student’s achievements annually.
B. 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 doctoral 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. The blue petition may be obtained only from the Student Affairs Officer (SAO). All petitions should be filed as soon as possible.

C. Time to Degree

Maximum allowable time for the attainment of the degree is twenty-four quarters of enrollment or eight years. This limitation includes quarters enrolled in previous graduate study at a UC campus prior to admission to the doctoral degree program; it also includes any Leaves of Absence. However, the approved normative time-to-degree is eighteen quarters (six years). It is expected that the student will normally complete course work by the end of the third year in residence (nine quarters); complete written and oral qualifying examinations and advance to candidacy by the middle of the fourth year in residence (11 quarters); and complete the dissertation and defense by the end of the sixth year (18 quarters).

D. Filing Fee

The filing fee allows students to pay a nominal fee to complete their final degree requirements (dissertation defense and file) in their final quarter instead of paying full tuition and fees. 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 completing all degree requirements 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 doctoral 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 filing the dissertation and/or taking the doctoral final oral examination, 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 dissertation committee must have suggested only stylistic and/or typographical changes in the dissertation; 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/.

E. Termination of Graduate Study and Appeal

If a student fails to meet degree requirements, he or she may be recommended for termination of graduate studies. 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: http://www.gdnet.ucla.edu/gasaa/library/spintro.htm.
F. 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.

G. 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:
- All disability claims if seeking investigation:
  - ADA & 504 Compliance Office, https://www.ada.ucla.edu/
- All other discrimination claims:
  - 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.

H. 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.
I. 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.

J. Students with Disabilities

Students with documented permanent or temporary disabilities are encouraged to consult with the Center for Accessible Education (CAE) at 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 course (e.g., examinations) and degree requirements (e.g., written qualifying examinations) in advance of the due dates for these requirements.

II. ADMISSION REQUIREMENTS

In addition to the University minimum requirements, the department requires:

- A masters degree in public health or other appropriate degree in a related field with a grade-point average of at least 3.5 for graduate studies.
- 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 percentiles for those offered admission to the doctoral program in the CHS Department over the past three years are Verbal 79%, Quantitative 60%, and an Analytic Writing score of 4.7.
- 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.
- A current curriculum vitae.
- An example of published or other written work, such as a term paper or other substantial academic writing, preferably with the applicant as the sole author.
- Acceptance by an initial doctoral advisor in the department.

The Department also requires:

- Three letters of recommendation that should come from professors (preferably two of the three) and employers, addressing past performance and potential as a doctoral student in public health.
• A clear statement of purpose, outlining goals, research interests, and career objectives as they relate to the focus of the doctoral program. This statement should include all of the following elements:
  o a description of research experience;
  o discussion of current substantive interests;
  o a brief description of a potential research project that might serve as a dissertation;
  o a statement of career goals;
  o an explanation of why the applicant is seeking doctoral training specifically in CHS;
  o some sense of who the applicant is as an individual.

It is recommended that applicants contact in advance one or more members of the faculty whom they are considering as advisors. It is also recommended that applicants contact the Chair (or another member) of the CHS Doctoral Committee to ensure that there is a good match between the student’s interest and the program, especially with regard to career.

Although not required for admission, research-related as well as applied work experience in the field is viewed favorably when competing applications are judged. Relevant experience may partially compensate for deficiencies in prior academic achievement, but it is nonetheless essential that the applicant demonstrate the ability to do advanced scholarly work.

For application materials, go to the Student Affairs 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 doctoral programs in the Fall Quarter only.

III. ADVISING

A. Academic Advisor

An academic advisor is assigned to each new student by the Department Chair upon the recommendation of the faculty. The advisor supervises the student’s completion of course work and preparation for the written qualifying examinations. The advisor usually serves as the chair of the guidance committee and the dissertation committee, although changes occur if the focus of the student’s studies changes over time. To change advisors, the student files a blue petition that is signed by both the current and new advisors, requesting the change.

B. Guidance Committee

Purpose. This committee functions as a group to assist in tailoring the program to the student’s needs and objectives. The student is responsible for informing the committee about his/her progress and should turn to the committee first in the event that special assistance or intervention is required. Its members should be selected to ensure a good match between the student’s interests and the faculty members’ areas of expertise. Students should meet with potential members in advance of forming the committee to ensure compatibility in substance, method, and style.

Procedure. This committee must be fully established by the second year of graduate study. The three-member committee consists of the student’s advisor, a second faculty member in CHS, and the student’s advisor in the minor field. Its members must be full-time faculty with appointments in the professorial series (tenured, tenure-eligible, in-residence, acting, or emeritus). The student and the advisor (who also
serves as chair of the guidance committee) work together to nominate the remaining committee members. The membership of the committee must be approved by the Department Chair. The student then files Doctoral Form 1, “Petition to Establish a Three-Member Guidance Committee and Study in Minor Field for the Ph.D.” (available from SAO).

C. Doctoral Committee

**Purpose.** The doctoral committee guides the student’s progress toward completion of the dissertation. This includes preparation of the proposal, administration of the oral qualifying examination, preparation of the dissertation, and administration of the final oral examination.

**Procedure.** This committee is established after the written qualifying examinations have been completed. It is advisable that this committee be established at least three months prior to the oral examination.

The committee consists of at least four faculty members including the Chair, who hold professorial appointments at UCLA. Eligible faculty are those in the tenure-eligible series, the in-residence series, and acting or emeriti in these series. Two of the faculty must be tenured. Three of the four must hold appointments in Community Health Sciences; one must be an outside member who holds no appointment in the School of Public Health; one of the four must be from the minor field. None of the four may hold an adjunct professor or lecturer position.

The student first selects the doctoral committee chair, who also serves as the advisor. The student and chair then work together to nominate the remaining committee members. The composition of the committee must be approved by the Department Chair and transmitted to the Dean of the Graduate Division, who makes the final committee appointments. Procedures for composition and appointment of doctoral committees are prescribed by the Graduate Council. The student then files the “Nomination of Doctoral Committee” form (online at [http://www.gdnet.ucla.edu/gasaa/library/docnomin.pdf](http://www.gdnet.ucla.edu/gasaa/library/docnomin.pdf)). The Doctoral Committee must be approved by the Dean of the Graduate Division before a student may hold the oral qualifying exam (defense of dissertation proposal).

**Guidelines for Advisor/Chair of Doctoral Committee.** As part of the normal faculty advising of doctoral students, it is expected that faculty, in their role as chair, will work actively with the student to assure timely and successful completion of the program. These activities include but are not limited to the following:

1. Have frequent and regular meetings with the student. Assist the student in annual planning (via IDP) and provide relevant updates to department faculty and the CHS Doctoral Committee.
2. Advise and monitor performance in coursework.
3. Provide feedback to the student about their performance and progress.
5. Read student materials thoroughly and in a timely manner.
6. Engage the student in research activities whenever possible and feasible.
7. Apply departmental criteria to evaluate whether the student is prepared to advance to the next stage.

Additional guidelines and benchmarks for faculty advisor/chair can be found in Appendix I of this handbook (see page 29).

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2 A limited number of adjunct faculty hold waivers from the Graduate Division that allow them to be regular members of doctoral committees. The department SAO has a list of those faculty.
IV. COURSE REQUIREMENTS

A. Completion of Prerequisites

Students who have not taken the following courses (or their equivalents) are required to do so: CHS 212; Biostatistics 100B and 406, and at least one epidemiology course. These courses do not count toward the minimum course requirements for the doctoral degree, and must be taken for a letter grade.

If the student does not have a masters degree in public health, the following courses are also required. These courses do not count toward the minimum course requirements for the doctoral degree, and must be taken for a letter grade.

- School core courses: Biostatistics 100A, Epidemiology 100
- CHS core courses: CHS 210, 211A, and 211B.

B. Doctoral Course Requirements

- Students are required to take Doctoral Roundtable (CHS 286) every quarter for the first two years of doctoral study.

- Students are required to take a minimum of 48 units, taken for a letter grade (not Pass/Fail or Satisfactory/Unsatisfactory) and receive a B-minus or better, in residence in the doctoral program. Only four units of individual studies (596) taken at any department in UCLA for a letter grade may be counted toward this requirement; the Doctoral Roundtable does not fulfill any of this requirement.³

Notes:

Students may submit a blue petition to substitute a more advanced course for a prerequisite or required course, except for CHS 219, CHS 270 A&B, and CHS 286, which may not be waived.

Courses that are multiple-listed in other departments (CHS M###) count toward requirements for the department of the faculty member's primary appointment, even if the student enrolls through another department. For example, a course taught by a CHS professor and multiple-listed in Psychology always counts as a CHS course, not a Psychology minor course. A multiple-listed course taught by an Anthropology professor will count towards an Anthropology minor, even if the number is CHS M###. The same course(s) cannot count toward both the minor and methods requirements.

³ Students who have received a masters degree at UCLA should note that courses required for completion of that degree may not be re-used for credit in the doctoral program.
Within the 48-unit minimum, course requirements for the Ph.D. are as follows:

Students are **required** to take the two-quarter theory course, CHS 270 A&B, Foundations of Community Health Sciences, in the Winter and Spring of their first year.

Students are **required** to take CHS 219, Theory-Based Data Analysis, in their second year.

Students are **required** to take PH 201, if they do not have a degree from a CEPH accredited school of public health, in the Fall of their first year.

The Ph.D. is a research degree. Students are expected to take substantial course work in research methodology (e.g., data collection) and statistics (e.g., data analysis). The type of methods studied should be appropriate to the kind of research that will be conducted for the dissertation and thereafter.

Students minor in a Ph.D.-granting department outside the FSPH in a discipline relevant to Community Health Sciences. The minor should provide a theoretical foundation and, therefore, may **not** be in methodology or statistics. Four graduate-level courses (16 units) are required, and must not include a 596 course. Students must consult with their advisors before declaring a minor. Final approval of minor courses rests with the Department Chair/Vice Chair via Doctoral Form 1.

**NOTE:** Only graded courses (not Pass/Fail or Satisfactory/Unsatisfactory) may be counted toward the degree requirements.
Recommended courses in methodology & statistics (beyond those specifically required):

**Biostatistics**
- Biostat 201 A&B: Topics in Applied Regression*
- Biostat M403B: Computer Management and Analysis of Health Data Using SAS*
- Biostat 411: Analysis of Correlated Data*

**Community Health Sciences**
- CHS M216: Qualitative Research Methodology
- CHS M228: Introduction to Mixed Methods Research*

**Education**
- Educ 211A: Education and Psychological Measurement: Underlying Theory and Practice*
- Educ 211B: Education and Psychological Measurement: Generalizability Theory*
- Educ 222A: Introduction to Qualitative Methods and Design Issues in Educational Research*
- Educ 222B: Participant-Observation Field Methods*
- Educ 222C: Qualitative Data Reduction and Analysis*
- Educ 222D: Qualitative Inquiry: Special Topics*
- Educ 228: Observation Methods and Longitudinal Studies*
- Educ 230A: Linear Statistical Models in Social Science Research: Multiple Regression Analysis*
- Educ 230B: Linear Statistical Models in Social Science Research: Analysis of Designed Experiments*
- Educ 230C: Linear Statistical Models in Social Science Research: Analysis of Designed Experiments*
- Educ 231A: Toolkit for Quantitative Methods Research*
- Educ M231B: Factor Analysis*
- Educ 231C: Analysis of Categorical and Other Nonnormal Data*
- Educ 231D: Advanced Quantitative Models in Nonexperimental Research: Multilevel Analysis*
- Educ M231E: Statistical Analysis with Latent Variables*
- Educ 255A: Seminar: Special Topics—Measurement*
- Educ 255B: Seminar: Special Topics—Design*
- Educ 255C: Seminar: Special Topics—Data Analysis*

**Epidemiology**
- Epi 200A: Methods I: Basic Concepts and Study Designs
- Epi 200B: Methods II: Prediction and Validity*
- Epi 200C: Methods III: Analysis*
- Epi 410: Management of Epidemiologic Data*

**Health Policy & Management**
- HPM M233: Health Policy Analysis*
- HPM 237C: Issues in Health Services Methodologies*
- HPM 239A: Special Topics in Health Services: Introduction to Decision Analysis and Cost-Effectiveness Analysis*
HPM 239B  Special Topics in Health Services: Advanced Topics in Decision Analysis and Cost-Effectiveness Analysis*
HPM M422  Practices of Evaluation in Health Services: Theory and Methodology*

Nursing
Nursing 205A  Introduction to Qualitative Methods in Research*  
(note: 205A or CHS M216 is prerequisite for 205 B&C)
Nursing 205B  Advanced Qualitative Research: Grounded Theory Methodology I*  
(note: 205B is prerequisite for 205C)
Nursing 205C  Advanced Qualitative Research: Grounded Theory Methodology II*

Psychology
Psych 250 A&B  Advanced Psychological Statistics
Psych 252A  Multivariate Analysis*
Psych 252B  Discrete Multivariate Analysis*
Psych M253  Factor Analysis*  
(note: students are not allowed to use their own data)
Psych 254A  Computing Methods for Psychology*
Psych 255A  Quantitative Aspects of Assessment*
Psych 255B  Item Response Theory*
Psych 256A  Introduction to Multilevel Modeling*
Psych 256B  Advanced Multilevel Modeling*
Psych M257  Multivariate Analysis with Latent Variables

Social Welfare
Soc Wlf 286B  Advanced Research Methods

Sociology
Soc 212 A&B  Quantitative Data Analysis*
Soc 212C  Study Design and Other Issues in Quantitative Data Analysis
Soc M213A  Introduction to Demographic Methods*
Soc 216 A&B  Survey Research Design*
Soc 217A  Analyzing Ethnographies
Soc 217 B&C  Ethnographic Fieldwork*
Soc 239 A &B  Social Stratification, Mobility, and Inequality*
Soc 285 A,B,C  Special Topics in Sociology

Urban Planning
UP M204  Research Design and Methods for Social Policy
UP M206A  Introduction to Geographic Information Systems*
UP M206B  Advanced Geographic Information Systems*
UP 207  Applied Microeconomics for Urban Planning*
UP 208B  Introduction to Research Design
UP M215  Spatial Statistics
UP 220 A&B  Quantitative Analysis in Urban Planning I, II*
UP 229  Special Topics in Planning Methods
UP 237A  Sectoral Analysis
UP 298  Special Topics in Emerging Planning Issues

*Courses with asterisks have recommended or enforced requisites. Details can be found in the course descriptions: [https://www.registrar.ucla.edu/Academics/Course-Descriptions](https://www.registrar.ucla.edu/Academics/Course-Descriptions).
The following courses meet the requirement, but generally are not open to students in Public Health:

**Anthropology**
- Anthro 239: Selected Topics in Field Ethnography
- Anthro 252B: Ethnographic Methods in Language, Interaction, and Culture
- Anthro 282: Research Design in Cultural Anthropology
- Anthro 284B: Quantitative Research Methodology

**Economics**
- Econ 203A: Introduction to Econometrics I
- Econ 203B: Introduction to Econometrics II
- Econ 203C: Introduction to Econometrics III

A summary of the coursework requirements appears in Table 1. Table 2 summarizes the other requirements of the program.

**Notes:**

Not all of these courses are offered every year. In addition to reading the course description on the Registrar’s site, please check with each department or instructor to find out when a course will be offered, to clarify what the prerequisites are, and to determine which statistical/analytical software is used. Refer to the Schedule of Classes each quarter for additional courses and seminars in other departments. The website [https://socialsciences.ucla.edu/](https://socialsciences.ucla.edu/) is also a good source of information on Sociology courses.

For a comprehensive listing of statistics courses currently offered at UCLA, see [https://stats.idre.ucla.edu/ucla/departments-offering-applied-statistics-courses-at-ucla/](https://stats.idre.ucla.edu/ucla/departments-offering-applied-statistics-courses-at-ucla/).
# Table 1. Doctoral Degree Coursework Summary
## Department of Community Health Sciences

### A. Prerequisites

(All students must complete these courses. They do not count toward the required 48 units.)

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics 100A &amp; B (Fall, Winter)</td>
<td></td>
</tr>
<tr>
<td>CHS 212, Advanced Social Research Methods in Health (Winter)</td>
<td></td>
</tr>
<tr>
<td>Biostatistics 406, Applied Multivariate Statistics (Spring)</td>
<td></td>
</tr>
<tr>
<td>An epidemiology course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 270 A&amp;B, Foundations of CHS (Winter, Spring)</td>
<td>Required FIRST year</td>
</tr>
<tr>
<td>CHS 219, Theory-Based Data Analysis</td>
<td>Required SECOND year</td>
</tr>
<tr>
<td>2 additional methods courses (8 units)</td>
<td>As determined by guidance committee, recommend at least 4 courses in this area</td>
</tr>
<tr>
<td>2 additional statistics courses (8 units)</td>
<td>In 1 department outside FSPH</td>
</tr>
<tr>
<td>4 courses for minor (16 units)</td>
<td></td>
</tr>
<tr>
<td>CHS 596, Directed Individual Study or Research</td>
<td>Optional, 4 units maximum</td>
</tr>
<tr>
<td>PH 201 (Fall)</td>
<td>PH 201 is required if student does not have a degree from a CEPH accredited school of public health. It is recommended that this requirement be fulfilled during the FIRST year (Fall).</td>
</tr>
</tbody>
</table>

Additional electives to achieve a *minimum* of 48 units

| CHS 286, Doctoral Roundtable (S/U, 4 units; required for the first two years of doctoral study, does not count towards 48 units) |                             |

Courses required for students with an MPH/MSPH that is NOT in Community Health

(do not count toward required 48 units):

<table>
<thead>
<tr>
<th>Those with a non-Community Health MPH/MSPH</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 210 (Fall)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Those with <strong>no</strong> MPH/MSPH also add (do not count towards 48 units):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostat 100A (Fall)</td>
<td></td>
</tr>
<tr>
<td>CHS 211 A &amp; B (Winter, Spring)</td>
<td></td>
</tr>
<tr>
<td>Epi 100 (Winter)</td>
<td></td>
</tr>
</tbody>
</table>
Table 2. Doctoral Degree Requirements (in Addition to Coursework)

<table>
<thead>
<tr>
<th>Exams</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor area exam</td>
<td>Given by minor advisor following approval of Form 1</td>
</tr>
<tr>
<td>“Departmental/Major” exam (Ph.D.) (must be filed with doctoral committee after passed)</td>
<td>Written exam arranged by the Department Doctoral Committee and administered at the end of the 2nd year</td>
</tr>
<tr>
<td>Oral exam (defense of dissertation proposal)</td>
<td>Committee = 3 CHS faculty(^4) + 1 outside faculty (minimum 4 members including 2 tenured faculty); additional faculty, including adjuncts, may be added. The Committee must be approved by the Dean of the Graduate Division before the exam may be held.</td>
</tr>
<tr>
<td>Dissertation defense (Graduate Division has a package on how to file dissertation)</td>
<td>Same as oral exam above</td>
</tr>
</tbody>
</table>


Table 3. Required Forms and Timing

*Note: students are responsible for obtaining forms and bringing them to exams.*

<table>
<thead>
<tr>
<th>Action</th>
<th>Form to File with Student Affairs</th>
<th>When to File Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominate guidance committee</td>
<td>Form 1 (Establish guidance committee) (from SAO)</td>
<td>During second year of doctoral program</td>
</tr>
<tr>
<td>Report on completion of qualifying exams</td>
<td>Form 2 (Departmental/Major exam) (Department will file form on student’s behalf) Form 3 (Minor exam) (from CHS doctoral-only website)</td>
<td>After the completion of each exam</td>
</tr>
<tr>
<td>Nominate doctoral committee</td>
<td>“Nomination of Doctoral Committee” at <a href="https://grad.ucla.edu/gasaa/library/docnomin.pdf">https://grad.ucla.edu/gasaa/library/docnomin.pdf</a></td>
<td>Submit form a minimum of 4 weeks before oral exam to the SAO</td>
</tr>
<tr>
<td>Report on oral exam</td>
<td>“Report on the Oral Qualifying Examination” (from SAO)</td>
<td>When oral proposal defense is completed</td>
</tr>
<tr>
<td>File dissertation</td>
<td>See <a href="http://www.grad.ucla.edu/gasaa/library/thesisintro.htm">http://www.grad.ucla.edu/gasaa/library/thesisintro.htm</a></td>
<td>By June 1 to participate in graduation ceremonies</td>
</tr>
</tbody>
</table>

Maximum allowable time to degree: 8 years (including prior UCLA graduate work)

(Rev 8/19)

\(^4\) A limited number of adjunct faculty hold waivers from the Graduate Division that allow them to be regular members of doctoral committees. The department SAO has a list of those faculty.
The table in Appendix I (see page 29) describes quarterly and annual benchmarks for doctoral students, faculty advisors, and the CHS Doctoral Committee. Students are encouraged to review this table in detail, and at regular intervals, with their advisors to assure they are on track with regard to these benchmarks throughout the program.

**Professional Development Activities**

Students are strongly encouraged to participate in professional development activities above and beyond coursework and other degree requirements. The activities listed below provide opportunities for professional socialization and experiences that are considered central to a research-oriented career. Before completing the doctoral program, students are encouraged to:

1. Present (e.g., poster, oral presentation) at a minimum of two professional meetings, such as those of the American Public Health Association or another appropriate professional organization.

2. Participate in manuscript development leading to peer-review journal articles. Optimally, one of the presentations should result in a first-author manuscript submission. Minimally, it is advised that the student have at least a co-author publication with a faculty member.

3. Gain additional research experience working as a Graduate Student Researcher (GSR) on a research project. Research skills to be acquired include issues in study design and data collection, data management and cleaning, software expertise, and executing statistical analyses.

4. Gain teaching experience as a Teaching Assistant.

**V. WRITTEN QUALIFYING EXAMINATION**

Preparation for these examinations entails a period of intense, individualized self-study. The purpose of this preparation is to develop a firm, basic knowledge in the areas of examination, a knowledge that goes considerably beyond that acquired solely through coursework. In addition, relevant methodological proficiency is to be demonstrated. Although the student consults with faculty advisors during this period, the ability to identify major issues, to integrate problem areas, and to locate relevant source materials is considered to be the essence of development as a doctoral candidate. Intellectual independence, self-initiation, and the ability to take charge of a body of knowledge with confidence and critical acumen are qualities to be developed prior to these examinations.

The two Ph.D. exams are (a) a minor exam which is taken in the student’s minor department (outside FSPH) and (b) a departmental or major exam given to all Ph.D. students at the end of their second year (Spring quarter), administered by the CHS Doctoral Committee. Examinations are graded on a Pass/Fail basis and may be repeated only once. Both examinations must be completed in a satisfactory manner prior to the preparation of the proposal for the dissertation.

The departmental major exam is given by the CHS Doctoral Committee (see Table 2). The committee reviews all doctoral examinations given in the department and makes an annual report to the full faculty.
Table 4. Doctoral Degree Examination Summary for the Ph.D.

Exam 1: Minor Exam

Goal
Provides an assessment of the student’s preparation in the minor field of study.

Content
Students are expected to demonstrate mastery over the course work for their minor discipline.

Format
It is administered by the minor department, usually by the minor member of the guidance committee. In many instances, each student takes an individualized examination; in some instances the examination is a paper.

Preparation
Depends upon the requirements of the minor department as suggested by the minor member of the Guidance Committee.

Timing
This examination is taken after the completion of course work for the minor, usually by the end of the third year (nine quarters) of doctoral studies and prior to the second examination.

Form
Form 3, “Report on the Minor Field Qualifying Examination for the Ph.D.” (from CHS doctoral-only website).

Exam 2: Departmental/Major Exam

Goal
Provides an assessment of the student’s substantive knowledge of theory and methods that are common to the disciplines that comprise Community Health Sciences.

Content
Students are expected to demonstrate mastery of material presented in required departmental doctoral courses and ability to understand and critically apply basic methods for conducting research, including the statistical analysis of quantitative data.

Format
This standardized examination is administered and graded by the CHS Doctoral Committee. The examination consists of two parts. Part I seeks to determine the student’s ability to integrate and synthesize the key theoretical material presented in those courses required by the department for the completion of the doctoral degree. Part I will be given in a “take-home” format with 14 days allowed for completion. The length of response is fixed, 20 pages double-spaced, exclusive of references. Part II seeks to evaluate whether the student is able to critically understand and apply research methods used in current published research in community health sciences. Part II is given “in class” and students will have four (4) hours to complete their work.

Preparation
Students should review material from their departmental coursework, especially CHS 270A, CHS 270B and CHS 219, and material from the four methodological courses that are prerequisites for the doctoral program (CHS 212, Biostatistics 100A, 100B, and 406, or their equivalents). In addition, it is recommended that students complete at least one of the required methods courses and one of the required statistics courses prior to taking the exam, as well as at least one course in their minor.
Exam 2: Departmental/Major Exam (continued)

Timing
The major examination is taken at the end (Spring quarter) of the second year of doctoral studies. Under unusual circumstances requiring the completion of a blue petition signed by both the student’s advisor and the Chair of the Doctoral Committee, the examination may be postponed to the end of the third year of doctoral studies. Only one extension is permitted. A student who fails the examination can retake it once at the end of the third year.

Form
Form 2, “Report on the Completion of the Departmental/Major Qualifying Exam for the Ph.D.” (from CHS doctoral-only website)
Guidelines for the Ph.D. Departmental/Major Exam

The Departmental Exam is taken at the end of the student’s second year (Spring quarter). The examination consists of two parts. Part I seeks to determine the student’s ability to integrate and synthesize the key theoretical material presented in the courses required by the department for the completion of the doctoral degree. Part I will be given in a “take-home” format with 14 days allowed for completion. The length of response is fixed, 20 pages double-spaced, exclusive of references. Part II seeks to evaluate whether the student is able to critically understand and apply research methods used in current published research in community health sciences. Part II is given “in class” and students will have four (4) hours to complete their work.

Grading of the exam will be as follows:

- The CHS Doctoral Committee will review and grade the exam as quickly as possible after the exam is administered.

- Each section (Part I and Part II) will be given a numeric score. The student must pass both sections of the exam to receive a passing grade. A written substantive critique of the exam is required for a failing grade. Comments on the exam will also be provided for a student who passes.

- A student who fails the exam is permitted to take it a second time but must wait at least one quarter before doing so. However, the student must retake the exam within one year of the original exam date. The second exam will be entirely new questions for both Part I and II.

- A student who fails the second exam will be dropped from the doctoral program.
VI. DISSERTATION OPTIONS

Traditional and Three-Paper Options
In CHS, a doctoral student, with the consent of their doctoral committee, may choose to write either a traditional dissertation or a three-paper dissertation. Regardless of which format you and your committee choose, you must still fulfill all of the requirements for the doctoral dissertation described in the Doctoral Handbook. Specifically, you must:

1. Establish a doctoral committee. See section III-C.
2. Write a dissertation proposal that outlines the subject matter and structure of your dissertation and demonstrates to your committee members that the proposed dissertation is feasible and appropriate, and that you have the materials, background, and skills needed to complete the dissertation. See section VII.
3. Successfully defend your proposal (oral qualifying examination) in front of your committee. Your committee chair can provide guidance about the normal format of this defense, but in general you should prepare a brief presentation of your dissertation proposal and be prepared to answer questions and discuss plans for your dissertation in detail. Both during the preparation of the proposal and during the exam, your committee can require changes in the structure and/or content of the dissertation. See section VIII.
4. Once your exam is successfully completed and your committee has signed off, you must do the research associated with the topic(s) of your dissertation. At this point, you are considered a doctoral candidate.
5. Prepare a final draft of the dissertation. For the traditional dissertation, this typically includes an introduction and conclusion plus chapters presenting your theoretical background, methods and data, and main findings. For the three-paper option, this typically includes an introduction tying together the issues in the three papers from a theoretical and/or policy perspective, a conclusion which includes the findings from the three papers and how they are related to a larger issue or issues, and the three papers. (A three-paper option dissertation may also include other chapters describing, for example, common data or methods used in the three papers.) Note that the specific format of your dissertation chapters (for either the traditional dissertation or three-paper option) must be agreed to by all members of your committee. See section IX.
6. Have a final oral exam in which you defend your dissertation in front of your committee. At this point, regardless of the format you choose, your committee may require changes in any part of the dissertation before they will agree to sign off on it. See section X.
7. Turn in the completed dissertation in format specified by UCLA to Grad Division. See https://grad.ucla.edu/academics/graduate-study/file-your-thesis-or-dissertation/.

These rules apply to both the traditional dissertation format and the three-paper option. The difference is the format of the dissertation itself. As noted above, typically, a traditional dissertation addresses one central overarching issue in multiple chapters; in contrast, a three-paper dissertation generally consists of three papers of publishable quality on different, but generally related, topics, plus an introduction and conclusion tying the three papers together. The intent of the three-paper option is not to allow a student to take three papers that he/she has already published on diverse topics and put them together as a dissertation. Rather, a dissertation of either format is a part of doctoral training in which a student works with an experienced group of faculty to design, carry out, and write up in a professional manner an original piece of work.
A. Purpose

The proposal for the dissertation describes the research question to be addressed, the methods that will be used to examine relevant data, and the probable contribution to the field. It should demonstrate that the work has scientific merit and substantive importance. The proposal should also demonstrate that the student has mastered the substantive content and methods required to conduct the research.

B. Format

The proposal includes:

- A statement of the problem
- A presentation of the background and explanation of the significance
- A review and critique of the literature (theory and research)
- A description of the specific aims of the proposed research
- A discussion of the methods to be used to collect and analyze data
- An evaluation of the strengths and limitations of the proposed research

C. Procedures

The student develops the proposal in consultation with the chair of his/her doctoral committee. The proposal is circulated to other members of the committee after it has been approved by the committee chair. The proposal is revised as appropriate in response to the comments made by committee members.
VIII. ORAL QUALIFYING EXAMINATION

The oral qualifying examination is a defense of the proposal for the dissertation.

Notes on Scheduling Exams:
The student’s Doctoral Committee must be officially approved by the Dean of the Graduate Division before the oral qualifying exam may be held.

Major exams, proposal defenses, and dissertation defenses normally occur only during the academic year. They do not occur during quarter breaks or the summer break except under exceptional and compelling circumstances (blue petition required).

A. Goal

The purpose of this examination is twofold: to evaluate the research being proposed for the dissertation and to assess the student’s ability to conduct this research.

B. Content

The exam focuses on the proposal for the dissertation. It also includes the following as appropriate: theory and background research relevant to the proposed research beyond that reviewed in the proposal; methodological and analytic considerations pertinent to the proposed research, irrespective of whether these issues have been covered in the proposal; and feasibility. The proposed research must make an original contribution of merit to the field.

C. Format

The exam is administered by the student’s doctoral committee. The student presents a brief overview of the research, describing its significance, the contribution that the work will make to the field, the methods to be used to collect and analyze data, and the strengths and limitations of the work. This presentation is followed by an extended question-and-answer period. The student is not allowed to provide food or drinks, although the chair may do so. The exam typically lasts two hours.

All committee members must be present; there are no exceptions to this rule. One member (not the chair) may attend by Zoom or similar means; Graduate Division must approve attendance by Zoom prior to the exam. The student should consult with the Department’s Student Affairs Officer well in advance of the exam date. The examination is evaluated on a Pass/Fail basis; all members must vote, and at least three members of the committee must approve the proposal. It may be repeated once if a majority of the committee so recommends. Only the student and committee members may attend this examination.

D. Preparation

The student submits the written proposal to his/her doctoral committee, meets with each member of the committee to obtain feedback, and revises the proposal as appropriate. The entire proposal is to be circulated to the full committee only after the student’s advisor/chair agrees that it is ready for distribution and has signed off on the contents of the full proposal. Students are advised to allow sufficient time prior to the oral examination to obtain feedback from committee members, generally at
least four weeks before the defense date. Students are expected to give their presentation at the CHS Doctoral Roundtable prior to the oral examination.

E. **Timing**

The oral qualifying examination is taken when the dissertation proposal is completed and after the written qualifying examinations have been successfully completed. Sufficient time must be allocated for committee members to read the proposal. It is recommended that the proposal be circulated at least four weeks prior to the exam date so that the student can respond to any comments and suggestions in the hearing. A faculty committee member can refuse to participate in the exam if these deadlines are not met. The minimum time required by most faculty is two weeks prior to the examination. Students are advised to plan ahead because it is sometimes difficult to schedule a time when all committee members can meet. Students usually take this examination by the middle of the fourth year in residence (11 quarters). Students are encouraged to review the timeline and benchmarks in Appendix I (see page 29) for further details.

F. **Standards for Student Performance: Proposal and Oral Qualifying Examination**

**Criteria.**
1. The proposed work must be scientifically meritorious. It should address a significant public health problem, be original, and use rigorous methods. The proposed research should be suitable for eventual publication in a peer-review journal.
2. The proposed research must be of sufficient scope, generally equivalent to three peer-review journal articles or a book (irrespective of whether the three-paper option is used).
3. The student must demonstrate that he or she has the expertise necessary to conduct the study. For instance: has experience with the method of data collection and study design, or had taken a course in the proposed method of analysis. This expertise should be described in the proposal and demonstrated at the oral qualifying exam in the presentation and responses to questions.

**Standards on Grade.**
The preliminary oral exam results in a pass or fail. In rare instances a provisional pass may be used when there are minor issues that the committee wants resolved before the research proceeds. This option should not be used when substantial changes are needed to satisfy one or more of the above criteria.

G. **Form**

“Report on the Oral Qualifying Examination and Request for Advancement to Doctoral Candidacy” (from Student Affairs Officer). All committee members must sign this form at the time of the exam.

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**STUDENTS ARE ADVANCED TO CANDIDACY AFTER PASSING THE ORAL QUALIFYING EXAM.**
IX. THE DISSERTATION

A. Purpose

The dissertation reports the results of the research conducted on the basis of the proposal. The dissertation should demonstrate the scientific merit of the work itself and the student’s mastery over its substance and methods. It must demonstrate that the student is qualified to conduct independent research.

B. Format

Details for the physical appearance of the dissertation are prescribed by the Graduate Division; students should consult the Thesis and Dissertation Filing Requirements at http://www.grad.ucla.edu/gasaa/library/thesisintro.htm. With regard to its content, the dissertation should include information similar to the proposal, with the difference being that it is a report on the finished work. The length of the dissertation is dictated by the nature of the research. An optional format of three related publishable papers may be pursued, if agreed to by the student’s committee at the proposal stage.

C. Procedures

The student develops the dissertation in consultation with the chair of his/her doctoral committee, with assistance from other committee members as appropriate. The draft of the dissertation is circulated to other members of the committee after it has been approved by the committee chair. It is revised as appropriate in response to the recommendations made by committee members. All members of the doctoral committee must read and certify that the dissertation satisfies the degree requirements. The time required to conduct the research and prepare the dissertation depends upon the nature of the research, but it is not unusual for students to take one to two years. During this period, the student enrolls in CHS 599, Doctoral Dissertation Research.

A LIST OF TITLES OF RECENT DISSERTATIONS IS AVAILABLE ON THE CHS WEBSITE.
X. FINAL ORAL EXAMINATION

The final oral examination is a defense of the dissertation.

Note on Scheduling Exams:
Major exams, proposal defenses, and dissertation defenses normally occur only during the academic year. They do not occur during quarter breaks or the summer break except under exceptional and compelling circumstances (blue petition required).

A. Goal

The purpose of this examination is twofold: to evaluate the research conducted for the dissertation and to assess the student’s ability to conduct independent research.

B. Content

The exam focuses on the dissertation.

C. Format

The exam is administered by the student’s doctoral committee. The student presents a brief overview of the research, describing its significance, contribution to the field, methods used to collect and analyze data, substantive findings, and the strengths and limitations of the work. This presentation is followed by an extended question-and-answer period. The student is not allowed to provide food or drinks, although the chair may do so. The exam typically lasts two hours.

All committee members must be present; there are no exceptions to this rule. One member (not the chair) may attend by Zoom or similar means; Graduate Division must approve attendance by Zoom prior to the exam. The student should consult with the Department’s Student Affairs Officer well in advance of the exam date. The examination is evaluated on a Pass/Fail basis. It may be repeated once if a majority of the committee so recommends. This examination is open to the UCLA community and may be attended by other faculty and students, although this rarely occurs.

This examination is required for all doctoral students.

D. Preparation

The student submits the dissertation to the doctoral committee, meets with each member of the committee to obtain feedback, and revises the dissertation as appropriate. The student is advised to allow sufficient time prior to the oral examination to obtain feedback from committee members.
E. Timing

The defense of the dissertation occurs when the dissertation is *completed and approved* by the chair of the dissertation committee. Sufficient time must be allocated for committee members to read the dissertation. Students are advised to allow sufficient time prior to the final dissertation defense date to obtain feedback from committee members; specifically, a minimum of four weeks prior to the dissertation defense date is recommended. If input has already been received during the writing process from committee members, a minimum of two weeks prior to the dissertation defense date is required. A faculty committee member may refuse to participate in the final defense exam if these deadlines are not met. Students are advised to plan ahead because it is sometimes difficult to schedule a time when all committee members can meet. Students usually take this examination by the end of the sixth year (18 quarters). Students are advised to allow several weeks between the dissertation defense and the filing deadline, to allow time for any final changes and formatting. Students are encouraged to review the timeline and benchmarks highlighted in Appendix I (see page 29) for further information and detail.

F. Form

“Report on the Final Oral Examination for the Ph.D. Degree” (from Student Affairs Officer). All committee members must sign this form at the time of the exam.

Upon completion, the dissertation is filed electronically with Graduate Division; see the *Thesis and Dissertation Filing Requirements* at [http://www.grad.ucla.edu/gasaa/library/thesisintro.htm](http://www.grad.ucla.edu/gasaa/library/thesisintro.htm).

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**FILING THE DISSERTATION COMPLETES THE DOCTORAL DEGREE.**

**STUDENTS MUST COMPLETE ALL REQUIREMENTS BEFORE THE DISSERTATION FILING DEADLINE**

([https://grad.ucla.edu/gasaa/library/thesismtg.htm](https://grad.ucla.edu/gasaa/library/thesismtg.htm))

**TO BE ABLE TO PARTICIPATE IN THE COMMENCEMENT CEREMONY.**
XI. COMPETENCIES

Upon graduation, a student with a Ph.D. should be able to do the following:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Source of Training &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and critique social, behavioral, or public health theories</td>
<td>CHS 270 A</td>
</tr>
<tr>
<td>about the social determinants of health or health behavior and apply</td>
<td></td>
</tr>
<tr>
<td>these theories to an area of research.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate the ability to apply advanced research methods (including</td>
<td>CHS 219</td>
</tr>
<tr>
<td>research design and implementation, data analysis, and statistics) in the</td>
<td></td>
</tr>
<tr>
<td>social or behavioral sciences.</td>
<td></td>
</tr>
<tr>
<td>3. Formulate a research question and testable hypotheses on an important</td>
<td>CHS 270B</td>
</tr>
<tr>
<td>community health topic, and design an empirical study to answer it.</td>
<td></td>
</tr>
<tr>
<td>4. Design a research project that is responsive to concerns about public</td>
<td>CHS 270B</td>
</tr>
<tr>
<td>health research among diverse social groups, including cultural, racial/</td>
<td></td>
</tr>
<tr>
<td>ethnic, national origin, linguistic, gender, sexual orientation, and</td>
<td></td>
</tr>
<tr>
<td>community groups.</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate a comprehensive knowledge of ethics in public health</td>
<td>CITI Human Subjects Research</td>
</tr>
<tr>
<td>research.</td>
<td>Training (CHS 219)</td>
</tr>
</tbody>
</table>

Evaluation of competencies to be demonstrated through course exams and papers.

THE DOCTORAL THESIS MUST EXHIBIT EXPERTISE IN EACH OF THE COMPETENCIES FOR THAT DEGREE.
### FALL 2020

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>132</td>
<td>Health, Disease &amp; Health Services in Latin America (Taub)</td>
</tr>
<tr>
<td>200</td>
<td>Global Health Problems (von Ehrenstein)</td>
</tr>
<tr>
<td>210</td>
<td>Community Health Sciences (Macinko)</td>
</tr>
<tr>
<td>212</td>
<td>Advanced Social Research Methods in Health (Kuhn)</td>
</tr>
<tr>
<td>219</td>
<td>Theory-Based Data Analysis (Upchurch)</td>
</tr>
<tr>
<td>220</td>
<td>Racism &amp; Public Health: Social Epidemiologic Approaches (Ford)</td>
</tr>
<tr>
<td>224</td>
<td>Social Determinants of Nutrition &amp; Health (Wang)</td>
</tr>
<tr>
<td>235</td>
<td>Influence of Social and Physical Environment on Racial Health Disparities (Gee)</td>
</tr>
<tr>
<td>238</td>
<td>Evolving Paradigms of Prevention: Interventions in Adolescence (D’Amico)</td>
</tr>
<tr>
<td>M263</td>
<td>Social Demography of Los Angeles (Pebley)</td>
</tr>
<tr>
<td><strong>286</strong></td>
<td><strong>Doctoral Roundtable in CHS (TBA)</strong></td>
</tr>
<tr>
<td>288</td>
<td>Health Communication in Popular Media (Glik)</td>
</tr>
<tr>
<td>290</td>
<td>Race, Class, Culture, &amp; Aging (Wallace)</td>
</tr>
<tr>
<td>440</td>
<td>Public Health &amp; National Security at US-Mexico Border (Stratton)</td>
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</table>

### WINTER 2021 (TENTATIVE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>Global Health Problems (von Ehrenstein)</td>
</tr>
<tr>
<td>205</td>
<td>Immigrant Health (Wallace)</td>
</tr>
<tr>
<td>211A</td>
<td>Program Planning, Research, &amp; Evaluation in Community Health Sciences (Gipson/Prelip)</td>
</tr>
<tr>
<td>M216</td>
<td>Qualitative Research Methodology (George)</td>
</tr>
<tr>
<td>M217</td>
<td>Current Issues in Food Studies (Wang)</td>
</tr>
<tr>
<td>227</td>
<td>Conceptualizing and Measuring Structural Racism (Gee)</td>
</tr>
<tr>
<td>231</td>
<td>Maternal &amp; Child Nutrition (Herman)</td>
</tr>
<tr>
<td>247</td>
<td>Population Change &amp; Public Policy (Sudhinaraset)</td>
</tr>
<tr>
<td>M260</td>
<td>Health &amp; Culture in Americas (Taub)</td>
</tr>
<tr>
<td><strong>270A</strong></td>
<td><strong>Foundations of Community Health Sciences (Ford)</strong></td>
</tr>
<tr>
<td>276</td>
<td>Complementary &amp; Alternative Medicine (Upchurch)</td>
</tr>
<tr>
<td><strong>286</strong></td>
<td><strong>Doctoral Roundtable in CHS (TBA)</strong></td>
</tr>
<tr>
<td>296 s. 3</td>
<td>Advanced Research Topics in CHS: Primary Health Care (Macinko)</td>
</tr>
<tr>
<td>427</td>
<td>Reproductive Health in Sub-Saharan Africa (Tavrow)</td>
</tr>
<tr>
<td>444</td>
<td>Anthropometric and Dietary Aspects of Nutritional Assessment (Wang)</td>
</tr>
</tbody>
</table>

### SPRING 2021 (TENTATIVE)

<table>
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<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>211B</td>
<td>Program Planning, Research, &amp; Evaluation in Community Health Sciences (Kuhn/Wallace)</td>
</tr>
<tr>
<td><strong>225</strong></td>
<td><strong>Writing for Publication in Public Health (Gee)</strong></td>
</tr>
<tr>
<td>229</td>
<td>Policy &amp; Public Health Approaches to Violence Prevention (Wagman)</td>
</tr>
<tr>
<td>240</td>
<td>Child &amp; Reproductive Health in Communities (von Ehrenstein)</td>
</tr>
<tr>
<td>246</td>
<td>Women’s Roles &amp; Family Health (Tavrow)</td>
</tr>
<tr>
<td>M250</td>
<td>HIV/AIDS &amp; Culture in Latin America (Taub)</td>
</tr>
<tr>
<td>258</td>
<td>Cooperative Interagency Management in Disasters (Stratton)</td>
</tr>
<tr>
<td>M264</td>
<td>Latin America: Traditional Medicine, Shamanism, &amp; Folk Illness (Taub)</td>
</tr>
<tr>
<td><strong>270B</strong></td>
<td><strong>Foundations of Community Health Sciences (Pebley)</strong></td>
</tr>
<tr>
<td><strong>286</strong></td>
<td><strong>Doctoral Roundtable in CHS (TBA)</strong></td>
</tr>
<tr>
<td>296 s. 1</td>
<td>Advanced Research Topics in CHS (Sudhinaraset)</td>
</tr>
<tr>
<td>M430</td>
<td>Building Advocacy Skills: Reproductive Health Focus (Elginer)</td>
</tr>
<tr>
<td>431</td>
<td>Foundations of Reproductive Health (Gipson)</td>
</tr>
<tr>
<td>448</td>
<td>Nutrition Policies &amp; Programs: Domestic &amp; International Perspectives (Wang)</td>
</tr>
<tr>
<td>449</td>
<td>Nutrition &amp; Chronic Disease (Hunnes)</td>
</tr>
<tr>
<td>485</td>
<td>Resource Development for Community Health Programs (Prelip)</td>
</tr>
<tr>
<td></td>
<td>(new course) Public Health Critical Race Praxis (Ford)</td>
</tr>
<tr>
<td></td>
<td>(new course) Qualitative Research: Analysis and Dissemination (Gipson)</td>
</tr>
</tbody>
</table>

**Bold:** Courses are designed for doctoral students

‡ NOTE: Course offerings subject to change. Check the Registrar’s Schedule for updates: [https://sa.ucla.edu/ro/public/soc/](https://sa.ucla.edu/ro/public/soc/).
## APPENDIX I.
### ANNUAL AND QUARTERLY BENCHMARKS FOR DOCTORAL STUDENTS, FACULTY ADVISORS, AND DEPARTMENT DOCTORAL COMMITTEE

<table>
<thead>
<tr>
<th>YEAR 01</th>
<th>STUDENT</th>
<th>ADVISOR</th>
<th>DEPT. DOCTORAL COMMITTEE</th>
</tr>
</thead>
</table>
| FALL    | • Complete IDP to set goals in collaboration with advisor  
          • Submit IDP electronically to SAO | • Assist student with IDP and discuss plans to achieve goals | • Orientation for new students  
          • Monitor implementation of IDP |
| SPRING  | • Submit materials for First Year Review (Fyr) early in Spring qtr. (transcript; copies of original written materials from doctoral-level courses; 1-page statement summarizing progress toward goals for year)  
          • Review Fall IDP with advisor  
          • Submit any additional progress materials to SAO if needed | • Assist student in preparation of Fyr materials  
          • After full faculty review, discuss with student  
          • Write letter to student summarizing faculty review re: Fyr. Co-signed by dept. chair.  
          • Review student IDP & discuss with student  
          • Complete & submit faculty IDP report to SAO | • Facilitate administration of Fyr  
          • Review & discuss FYRs of all first year students at faculty meetings  
          • Assure Fyr letters are written by advisors  
          • Review IDP & faculty IDP report  
          • Send Warning Letters as necessary |

<table>
<thead>
<tr>
<th>YEAR 02</th>
<th>STUDENT</th>
<th>ADVISOR</th>
<th>DEPT. DOCTORAL COMMITTEE</th>
</tr>
</thead>
</table>
| FALL    | • Same as Fall Year 01  
          • Ph.D.: Continue preparation for 2nd Year Departmental Exam  
          • | • Same as Fall Year 01  
          • Ph.D.: Advise re: preparation for 2nd year exam; Guidance Committee | • Monitor implementation of IDP |
| SPRING  | • Review Fall IDP with advisor  
          • Establish Guidance Committee  
          • Ph.D.: 2nd Year Departmental Exam (standardized, given to all 2nd year Ph.D. students). See Doctoral Handbook for details.* | • Review student IDP & discuss with student  
          • Complete & submit faculty IDP report to SAO  
          • Ph.D.: Advise re: preparation for 2nd year exam; Guidance Committee | • Review IDP & faculty IDP report  
          • Send Warning Letters as necessary  
          • Ph.D.: Administer & grade 2nd Year Departmental Exam |
<table>
<thead>
<tr>
<th></th>
<th>STUDENT</th>
<th>ADVISOR</th>
<th>DEPT. DOCTORAL COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 03</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **FALL**         | • Same as Fall Y01  
• Ph.D.: Prepare for Minor Exam  | • Same as Fall Y01  
• Advise re: Minor Exam or CHS Research Exam  | • Monitor implementation of IDP  
•                                             |
| **SPRING**       | • Review Fall IDP with advisors  
• Ph.D.: Prepare for Minor Exam*  | • Review student IDP & discuss with student  
• Complete & submit faculty IDP report to SAO  
• Advise re: Minor Exam or CHS Research Exam  | • Review IDP & faculty IDP report  
• Send warning letters as necessary  
•                                             |
| **YEAR 04**      |         |         |                          |
| **FALL**         | • Same as Fall Y01  
• Prepare for Oral Qualifying Exam  | • Same as Fall Y01  
• Advise & work with student on Oral Qualifying Exam  | • Monitor implementation of IDP  
•                                             |
| **SPRING**       | • Review Fall IDP with advisor  
• Oral Qualifying Exam  | • Review student IDP & discuss with student  
• Complete & submit faculty IDP report to SAO  
• Advise & work with student in preparation of Oral Qualifying Exam  | • Review IDP & faculty IDP report  
• Send warning letters as necessary  
•                                             |
| **YEAR 05 & BEYOND** | • Prepare & review IDP  
• Dissertation work  
• Final defense  | • Assist & review IDP  
• Ongoing advising re: dissertation work  | • Review IDP & faculty IDP report  
• Send warning letters as necessary  
•                                             |

**NOTES:**
* These are expected deadlines and key benchmarks by Graduate Division and/or the Department of Community Health Sciences and are described elsewhere in the CHS Doctoral Handbook.
CHS DEPARTMENT FACULTY
AND THEIR RESEARCH INTERESTS

Core Faculty

HIRAM BELTRÁN-SÁNCHEZ, Ph.D.
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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.

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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.

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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).

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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.

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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.

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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.

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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

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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.

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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.

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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.

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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.

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Gerontontology 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.

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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.

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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.

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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.

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Planning and evaluation of patient- and community-based health education programs; international health; adherence to medical recommendations; STI/HIV-AIDS prevention; hypertension, diabetes, and tuberculosis control (adolescents and adults).

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Nutrition research and intervention studies in Africa to improve growth, cognition, and school performance of Kenyan children and currently of HIV+ mothers and their children to slow disease progress and improve nutrition.

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Public health impact of disasters; program planning and evaluation; international health; health in the Latino community.

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The impact of stress on health; psychological response to natural and human-perpetrated disasters; obesity prevention for students and personnel in the Los Angeles Unified School District; health promotion in minority communities, with particular emphasis on chronic disease prevention.

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