COURSE SYLLABUS

A. Overview

| Course description | Tutorial, to be arranged; fieldwork, eight to 10 hours. Limited to Public Health minors. Internship in corporate, governmental, or nonprofit setting coordinated through Center for Community Engagement. Students complete weekly written assignments, attend biweekly meetings with graduate student coordinator, and write final research paper. Faculty of record and graduate student instructor construct series of reading assignments that examine issues related to working in the field of public health. Individual contract with supervising faculty member required. Letter grading. |
| Prerequisites | Enrollment in Public Health minor. |
| Instructor | Graduate Student Instructor  
Mariam Karapetyan  
MPH Candidate in Community Health Sciences  
Email: mkarapetyan01@g.ucla.edu |
| Faculty of Record | Kyle Stewart McJunkin, MDiv, PhD  
Assistant Dean, Academic Programs  
UCLA Fielding School of Public Health  
Email: kmcjunkin@ph.ucla.edu |
| Class days, times, location | Zoom meetings scheduled in advance. |
| Office hours | TBD. |
| Required readings | Please read all required readings each week. Reading assignments are listed in the course schedule found at the end of this syllabus; any updates will be posted on the course website (https://ccle.ucla.edu/course/). |
| Course format | The format of this course includes off campus internship work with an approved community, governmental, or corporate placement, weekly written assignments, biweekly meetings with graduate student instructor, and a final research paper. |
| Course website | https://ccle.ucla.edu/course/. |
| All assignments will be posted on the course website. If you are unable to access the course website, please contact the graduate student instructor. |
| UCLA ADA Policy and Contact | Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at:  
A255 Murphy Hall |
B. Learning Objectives

The UCLA Center for Community Engagement has identified the following global learning objectives for all 195CE courses:

1. Define and apply the following core concepts: civic engagement, social responsibility, environmental responsibility, (racial/gender) equity, and governance.
2. Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st century work environments.
3. Write a research paper integrating real world experience into a disciplinary framework.
4. Explore how off-campus, experiential learning contributes to an undergraduate’s intellectual, personal, and professional development and informs future career choices.

In developing this course, the UCLA Fielding School of Public Health uses the public health foundational domains, competencies, and cross-cutting concepts and experiences established by the Council on Education for Public Health (please see https://media.ceph.org/documents/2021.Criteria.pdf). For this course, students will cover the following domains, competencies, and experiential activities:

<table>
<thead>
<tr>
<th>D9. Foundational Domains</th>
<th>Reading/Assessment</th>
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</table>
| D9.4. The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice | Reading  
Week 2: Theory at a Glance (2005)  
Week 5: Community based practice and research: collaboration and sharing power (2004)  
Assessment |
<table>
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<tr>
<th>D9.5. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations</th>
<th>Week 5: Written analysis of CBPR at internship placement</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Week 5: Community based practice and research: collaboration and sharing power (2004)</strong></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Week 5: Written analysis of CBPR at internship placement</strong></td>
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<tr>
<th>D9.9. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities</th>
<th><strong>Week 5: Written analysis of CBPR at internship placement</strong></th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Week 3: Environmental health disparities: a framework integrating psychosocial and environmental concepts (2004)</strong></td>
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<tr>
<td><strong>Assessment</strong></td>
<td><strong>Week 3: Written analysis of health disparities and how internship placement addresses them</strong></td>
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<tr>
<th>D9.10. Basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government</th>
<th><strong>Week 8: Written policy brief on the role of healthcare legislation and the impacts on public health</strong></th>
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<tr>
<th>D9.11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology</th>
<th><strong>Week 9: Written analysis of health communication practices and strategies at internship placement</strong></th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Week 9: Why health communication is important in public health (2009)</strong></td>
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<tr>
<td><strong>Week 9: CDC Clear Communication Index: A tool For Developing and Assessing CDC Public Communication Products (2019)</strong></td>
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<tr>
<td><strong>Assessment</strong></td>
<td><strong>Week 9: Written analysis of health communication practices and strategies at internship placement</strong></td>
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</table>

| **D10. Foundational Competencies** | **Reading/Assessment** |
| D10.1. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences | **Reading**  
Week 9: Why health communication is important in public health (2009)  
Week 9: CDC Clear Communication Index: A tool For Developing and Assessing CDC Public Communication Products (2019)  
**Assessment**  
Week 8: Create a policy brief of legislation impact on public health and internship placement  
Week 9: Written analysis of public health communication and media |
|---|---|
| D10.2. Locate, use, evaluate, and synthesize public health information | **Reading**  
Week 8: Unpacking The Sanders Medicare-For All Bill. (2017)  
**Assessment**  
Week 8: Create a policy brief of legislation impact on public health and internship placement |
| **D12. Cross-Cutting Concepts and Experiences** | **Reading/Assessment/Experience** |
| **D12.1. Advocacy for protection and promotion of the public’s health at all levels of society** | **Reading**  
Week 6: 'It's like you don't have a roadmap really': using an antiracism framework to analyze patients’ encounters in the cancer system (2021)  
**Experience**  
Discussed in meetings about placement experiences |
| **D12.2. Community dynamics** | **Reading**  
Week 5: Community based practice and research: collaboration and sharing power (2004)  
Week 5: Diné-centered research  
**Experience** |
A complete list of CEPH public health foundational domains, competencies, and cross-cutting concepts and experiences can be found in Appendix A of this syllabus.

C. Course Assignments

Weekly written assignments

1. Theory and community engagement (400 words) 10%
2. Health equity and health disparities (500 words) 10%
3. Community-based participatory research (250 words) 5%
4. Public health and healthcare (250 words) 5%
PUB HLT 195CE: Community and Corporate Internships in Public Health
Term: Spring 2022
Units: 4

5. Policy memo of Medicare for All (350 words) 10%
6. Health communication (350 words) 5%

**Final research paper or project**
1. Outline of research proposal (250 words) 5%
2. Draft research paper (1000-1200 words) 5%
3. Final research paper (2000-2500) 35%

**Participation**
1. Attending all four meetings with TA 10%
2. Timesheet* Pass/Fail
   *Failure to complete the minimum 80 hours and submitting a timesheet is an automatic failure for the course.

**Grading summary**
1. Participation 10%
2. Writing assignments (X percent each) 45%
3. Research paper 45%
   100%

**Grading Scale:** The grading scale for the course is shown below.

| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
---|---|---|---|---|---|---|---|---|---|---|---|---|

**DUE DATES**
Assignments are due weekly on Sundays at 11:59pm and must adhere to the word count expectations. Assignments must also be submitted in MS Word format, 12-point font in Times New Roman, and with one-inch margins. The documents must be uploaded to the class website. Feedback on assignments will be provided at regularly scheduled meetings. Assignments submitted late will receive a grade reduction (a half letter grade for each day). With advance notice and permission from the graduate student instructor, late assignments may be accepted without a grade penalty.

**BI-WEEKLY MEETINGS**
Schedule (in MyUCLA) and attend biweekly discussion sessions with your graduate student instructor at least four times, in addition to the intake. Come to each individual 30-minute meeting prepared to lead a one-on-one discussion about your (1) weekly assignments, (2) research paper, and/or (3) future career trajectory. This course is an upper-division independent study course and your participation score for each meeting is based not only on whether you are engaged and up-to-date on the readings and assignments, but also on how prepared you are to dig deeply and think critically about your internship experience and course assignments. Meetings that focus on superficial analysis or that consist largely of the graduate student instructor asking questions instead of the student leading the conversation will not receive full credit. Please come to meetings with an agenda or series of questions. Meetings should generally follow the following schedule:

- Meeting 1 (Weeks 3-4)
- Meeting 2 (Weeks 5-6)
- Meeting 3 (Weeks 7-8)
Meeting 4 (Weeks 9-10)

D. Course Policies and UCLA Policies

ELIGIBILITY AND ENROLLMENT
Enrolled students in the Public Health minor are eligible to enroll in Public Health 195CE if they have completed at least 90 units (junior standing) and are in good academic standing (3.0+ GPA). Senior standing students do not have a GPA requirement. Students need to secure an internship before you can begin enrolling procedures.

The 195CE courses are set up for students with internships in a corporate, non-profit, or governmental agency. CCE defines an internship as a preprofessional experience that provides training to students so they gain new skills and can learn about a workplace under the direct supervision of a professional in the field. Internships may be paid or unpaid but must offer students training, supervision, and networking opportunities in a professional work setting. The internship must involve challenging college-level work and must take place with a supervised off-campus workplace site (no home offices).

Internships should provide students with 8-10 hours per week (80-100 hours per quarter) of work for at least eight weeks of the quarter in which they are enrolled. Public Health 195CE cannot be taken for retrospective internships.

Public Health 195CE is a contract course offered in collaboration with the Center for Community Engagement (CCE). To enroll, students first need to fill out a course contract on myUCLA.

After the course contract has been created, students are required to obtain the signature of their internship site supervisor on both the course contract and a letter of agreement which stipulates the responsibilities of UCLA and the internship site in supporting the student during the internship. Note: students are NOT responsible for acquiring signatures of the faculty of record or department chair.

Students will then need to schedule a 195CE intake appointment with the graduate student instructor via myUCLA. Once the intake appointment has been scheduled, students will receive a link to an online form to upload the signed contract and letter of agreement. During the intake appointment, the graduate student instructor will review student eligibility and provide an overview of course content and expectations. If there are any problems with the contract or enrollment, the graduate student instructor will contact you by e-mail. The deadline to enroll is Friday of Week 2. The class often fills up before then, and students are enrolled as contracts are received. Intake appointments must be completed by the Wednesday of Week 2. International students may enroll early (weeks 8-10 of preceding quarter) in order to complete CPT paperwork with the Dashew Center.

COMMUNICATION WITH INTERNSHIP PLACEMENT
To monitor the educational experience of undergraduate interns, the Center for Community Engagement communicates with internship site supervisors for mandatory check-ins at least twice each quarter and provides sites with an online evaluation of their partnership with UCLA. As a matter of policy, sites must be notified at any point in the quarter if students are in danger of not passing the
course or if they withdraw. As needed, we may also communicate with various campus stakeholders, such as the Dashew Center for International Students and Scholars, the Career Center, and Student Care Managers.

SCHEDULING MEETINGS
Once students are officially enrolled in the course, students will be able to schedule their biweekly meetings through MyUCLA by going to the "Academics" tab, "Advising & Academic Services", "Appointments". Students are required to schedule four meetings. All meetings should be scheduled at once to ensure that students receive the meeting times that work for them. Bi-weekly meetings can be scheduled for weeks 3 through 10. No meetings will be held during finals week.

ALL MEETINGS ON ZOOM
Sign up for the four individual meetings under “Appointments” on https://my.ucla.edu. A Zoom link will automatically be assigned in MyUCLA as well as in your Outlook calendar (if you have an account associated to your @ucla.edu).

ACADEMIC INTEGRITY
Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination
- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism: Presenting another’s words or ideas as if they were one’s own
- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else’s computer file as your own
- Unauthorized use of someone else’s data in completing a computer exercise
Multiple Submissions: Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter.

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty
  - Taking a quiz, exam, or similar evaluation in place of another person
  - Allowing another student to copy from you
  - Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise
  - Altering data to support research
  - Presenting results from research that was not performed
  - Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, don't take chances – ask your professor.

Alternatives to Academic Dishonesty
  - Seek out help – Meet with your professor, ask for assistance as needed.
  - Ask for an extension – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
  - See a counselor at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.

E. Course Outline

Please note that this syllabus is subject to change. Please check course website for updates.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to 195CE and your internship</th>
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<td></td>
<td>No readings or response.</td>
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<td>Submit all course enrollment paperwork by Friday of Week 2</td>
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<tr>
<th>Week 2</th>
<th>Connecting theory to community engagement</th>
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<td>Objective: Public health practice benefits greatly from theoretical frameworks that can guide research as well as the development and implementation of public health programs and policies. This week’s</td>
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readings will introduce you to several theories that are commonly used in public health and will assist you in understanding your organization and the work you do at your placement.

**Reading: Total 14 pages**
- The Successful Internship in the CCE Welcome Packet
  - Ecological Perspective (pp. 10-12)
  - Individual or intrapersonal: Health Belief Model (pp. 13-14)
  - Interpersonal Level: Social Cognitive Theory (pp. 19-21)
  - Community Level: Community Organization (pp. 22-27)

**Writing assignment (400 words):**
- Using the socio-ecological framework described in the Glantz text, identify which level your organization lies in (intrapersonal, interpersonal, community) and why. (250 words)
- Describe your role in the organization and reflect on what you hope to accomplish through the internship. (150 words)

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**Week 3 The path to achieving health equity through public health**

**Objective:**
Public health professionals and organizations often develop programs, policies, and services with the intention of improving health equity. Systemic inequity negatively impacts population health with marginalized communities often being the most affected. This week’s readings will introduce you to health inequities in various contexts with COVID-19 as an example of how health problems differ across the population.

**Reading: Total 10 pages**

**Writing assignment (500 words):**
- Describe how the concepts of health inequity, inequality, and disparity are similar and different? Why is it important to differentiate these concepts? (250 words)
- How does your organization see its role in addressing health disparities? Please provide examples of services, practices, or statements. (250 words)

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**Week 4 Developing your research paper**

**Objective:** You will develop a proposal for your research paper and submit it for approval.

**Reading:**
- Watch: [https://youtu.be/166FXhGd9T4](https://youtu.be/166FXhGd9T4)

**Written assignment (250 words):**
- Develop a 1-page research proposal by answering the following questions:
  1. Describe your research topic and include background information.
<table>
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<tr>
<th>Week 5</th>
<th>Community-based participatory research (CBPR) in public health</th>
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<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td>Community-based participatory research, or CBPR, is an effective public health research method that brings researchers and community members together as partners in addressing diseases and conditions disproportionately affecting a community. Despite CBPR’s benefits, the approach is not without special challenges relating to ethical, cultural, and scientific issues. This week’s readings will introduce you to CBPR and the benefits and challenges public health practitioners face when working with communities.</td>
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</table>
  → Only read pg. 103 - 114  
  https://doi.org/10.1177/10901981211011926 |
| **Writing assignment; two options (250 words):** | - **OPTION 1:** Does your organization engage in community-based participatory research? Describe a recent or notable project (i.e., its origins, participants, project, outcome) and identify effective strategies used in the partnership or challenges the participants faced. (250 words)  
- **OPTION 2:** If your organization does not engage in CBPR, please describe a project you think your organization might benefit from if CBPR was used. What is the project? Who are the participants? What is the desired outcomes? Identify potential challenges and how CBPR may address them. (250 words) |

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<th>Week 6</th>
<th>Is public health the same as healthcare?</th>
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<tr>
<td><strong>Objective:</strong></td>
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</table>
The field of public health is understood as the health promotion of populations and disease prevention through policy, education, and research while healthcare at the individual level is mainly focuses on the diagnosis and treatment of disease. This week’s readings will introduce you to how healthcare and public health are framed and how your organization participates in promoting the health of individuals and/or communities.

**Reading: Total 19 pages**

**Written assignment (250 words):**
- Describe your organization’s role in healthcare and how they are engaged in public health work through policy, education, and research. What is your role as an intern and how has this experience informed your thinking to date? (250 words)

**Week 7**
**Research paper progress**

Objective: You will submit a 4 to 5-page draft of your research paper.

**Reading:**
- None

**Written assignment (1000-1250 words):**
- Submit a 4 to 5-page draft of your research paper following APA format. It should include a title page and reference list which do not count towards the page limit.

**Resources:**

**Week 8**
**A case study of how healthcare legislation impacts public health**

Objective: The 2017 Medicare For All (MFA) legislation called for dramatic changes to the US healthcare system which would have directly impacted healthcare providers, insurance, and public health. Please read both articles to familiarize yourself with the proposed legislation.

**Reading: Total 21 pages**

**Written assignment (350 words):**
- Please write a policy brief discussing the known or potential impacts of Medicare for All's (MFA) on your internship site. If the MFA would have no impact, please write a policy brief discussing your stance on the proposed bill, what you like/dislike and why, and propose alternatives, if appropriate. (350 words)

**Week 9 | Communicating public health**

**Objective**: Health communication is a vital component of public health programs in order to improve quality of life for individuals and populations. This week, you will learn the importance of effective health communications, guidelines of creating content, and how to deconstruct messages conveyed in media.

**Reading: Total 35 pages**

- Flyer: Have you been exposed to or tested positive for COVID-19? Kentucky Department of Public Health

**Written assignment (350 words):**

- Practice deconstructing public health communications with three examples of media. You are provided with two and will need to find a third on your own. I recommend looking into examples at your organization.
- For each flyer, please answer the following **Center for Media Literacy: Five Key Deconstruction Questions (2005):**
  1. Who created this message?
  2. What creative techniques are used to attract my attention?
  3. How might different people understand this message differently?
  4. What values, lifestyles and points of view are represented in, or omitted from, this message?
  5. Why is this message being sent?

**Week 10 | Research paper submission**

**Reading:**
- None

**Written assignment:**

- Submit your research paper after going through this checklist:
  - [ ] Title page is included
  - [ ] Reference page is included
  - [ ] Minimum of 3 sources are cited
  - [ ] Citations follow APA format
  - [ ] Paper is 8-10 pages
Appendix A

Council on Education for Public Health (CEPH) Foundational Domains, Foundational Competencies, and Cross-Cutting Concepts and Experiences for Undergraduate Students

This course will be mindful of these domains, competencies, concepts, and experiences.

<table>
<thead>
<tr>
<th>D9. Public Health Bachelor’s Degree Foundational Domains</th>
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<tr>
<td>The requirements for the public health major provide instruction in the following domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework.</td>
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<tr>
<td>1. the concepts and applications of basic statistics</td>
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<td>2. the foundations of biological and life sciences</td>
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<tr>
<td>3. the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society</td>
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<tr>
<td>4. the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice</td>
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<tr>
<td>5. the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations</td>
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<tr>
<td>6. the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course</td>
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<tr>
<td>7. the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities</td>
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<tr>
<td>8. the fundamental concepts and features of project implementation, including planning, assessment, and evaluation</td>
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<tr>
<td>9. the fundamental characteristics and organizational structures of the U.S. health system as well as the differences between systems in other countries</td>
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<td>10. basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government</td>
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<td>11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology</td>
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<tr>
<th>D10. Public Health Bachelor’s Degree Foundational Competencies</th>
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<td>Students must demonstrate the following competencies:</td>
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<td>1. communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences</td>
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<tr>
<td>2. locate, use, evaluate, and synthesize public health information</td>
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<tr>
<th>D12. Public Health Bachelor’s Degree Cross-Cutting Concepts and Experiences</th>
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<tbody>
<tr>
<td>The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education, and lifelong</td>
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learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:

1. advocacy for protection and promotion of the public’s health at all levels of society
2. community dynamics
3. critical thinking and creativity
4. cultural contexts in which public health professionals work
5. ethical decision making as related to self and society
6. independent work and a personal work ethic
7. networking
8. organizational dynamics
9. professionalism
10. research methods
11. systems thinking
12. teamwork and leadership
REQUIRED RESPONSES BY ACADEMIC SENATE FOR COURSES THAT WILL CONTINUE TO OPERATE IN A REMOTE FORMAT

(A) What is the academic rationale for delivering this course fully online? In pre-pandemic times, 195CE internship courses were generally offered in-person at the Center for Community Engagement in Murphy Hall with a Graduate Student Instructor (GSI) meeting students enrolled in this contract course for five 30-minute sessions over the quarter. Generally, summer session 195CE courses incorporated remote contact between the GSI and enrolled students, since students were pursuing internships in global locations.

The 195CE program transitioned to fully remote instruction during the COVID-19 pandemic and has continued to be successful. 195CE Internship Courses offer juniors and seniors the opportunity to receive academic credit for an internship of at least 80 hours per quarter. The course includes weekly readings and bi-weekly writing assignments as well as a final project. The student meets with a Graduate Student Instructor every other week for a total of five 30-minute sessions during the quarter. Both students and GSIs have reported the benefits of having 1:1 meetings via Zoom. Compared to pre-pandemic times, we have seen the pedagogical value of private meetings via Zoom at the scheduling convenience of both students and GSIs.

Before the pandemic, the Center for Community Engagement had provided cubicle space for GSIs, and at any given time, there would typically be four GSIs meeting with their students in extremely close proximity, with limited privacy, and a highly distracted environment for teaching and learning.

The 195CE internship courses have grown from 9 to 14 in the past two years, with at least 2 additional departments launching 195CE courses this academic year. This desirable growth enables many more students to receive academic credit for their internships, but this growth which co-occurred with the pandemic, has taken us beyond the physical capacity to provide appropriate instructional space for these 1:1 meetings. In addition, the Undergraduate Council approved a new Quarter in Washington program design, that has students in Washington, D.C.-based internships simultaneously enrolled in a 195CE with remote, synchronous contact with their GSI. Furthermore, the International Education Office has created a new summer Global Internships Program, similar to the UCDC model, where students are engaged in internships around the world and remotely, and synchronously, connecting with their GSI.

While the 1:1 instructional meetings with the GSIs will be offered remotely and synchronously via Zoom, the internships themselves (whether local, in Washington, or around the world) are reverting to in-person experiences, with some organizations still offering remote or hybrid internships.

The shift to remote, synchronous instructional interaction between the GSI and students has proven not only to be effective pedagogically, but has also extended the opportunity for internship course experiences to students in local, national and international internships.

(B) What is the projected enrollment of the fully online course? Some 195CE internship courses have 15 students total (25% Graduate Student Instructor appointment), but most have up to 30 students total (50% Graduate Student Instructor appointment).
(C) What opportunities will students have to interact synchronously with the instructor, TA’s, and fellow students? How will students ask questions, exchange ideas and gauge their own progress relative to others? Students and GSIs will interact synchronously for all their 1:1 meetings throughout the quarter. These are independent contract courses so unless it has been designed in the syllabus by a specific department, there is not a time when students meet as a group.

(D) What technologies will be employed? How will you ensure that all students understand and have access to this technology, including students with disabilities? Please include a statement from the responsible campus organization, ensuring the availability of this technology or committing the resources to obtain it. Students will need access to a computer or device with the internet to access Zoom. Laptop rentals are available via the UCLA Library. CAE has provided excellent resources, including captioning services, that will be used for students with CAE accommodations as needed: https://cae.ucla.edu/announcements-events/accommodations-for-cae-students

(E) How will the fully online course ensure equal access to students with disabilities? The internship contract courses are open to all eligible students. The experience of teaching over the last 18 months during the COVID pandemic demonstrates that online instruction can provide equal, if not easier access to students with disabilities.

(F) How does a fully online version of this course fit into the overall program for the major/minor? Internships may be in-person, hybrid, or remote, but allowing the 1:1 GSI and student meetings to occur online allows for students to access their GSI from any location at a specified meeting time and does not require they must meet in-person in Murphy Hall. We believe this is an advantage to increasing enrollment in each 195CE course and reaching students who would not have been as interested or able to enroll due to outside commitments and other restrictions.

(G) What role will TAs play? How will they receive the training necessary to deliver the course in a fully online format? Is the expected TA workload in line with norms for similar in-person courses? GSIs are the main instructors for these courses, under the sponsorship of a faculty of record in each sponsoring department. The Center for Community Engagement staff and Senior TA Coordinator provide training and ongoing supervision and support to all the GSIs. The Center staff and Senior TA Coordinator adapted the pre-pandemic GSI orientation and bi-weekly meeting agendas and training to the conditions of remote instruction in Spring 2020. This shift has proven to be quite successful for training and supporting the GSIs. The GSI workload has not changed during this shift to remote student contact, with the exception of the GSI not commuting to campus to hold office hours in Murphy Hall.

(H) How will midterms and final exams be administered? What efforts will be made to ensure academic integrity among students? There are no midterms and final exams. There are weekly reading and writing assignments and a final paper or project. Students use CCLE to turn in their assignments and grading structures are outlined in the 195CE syllabi. GSIs utilize the Turnitin feature of CCLE to monitor academic integrity of written assignments.

(I.) What form will lectures take? Will they be synchronous or pre-recorded? If pre-recorded, will they be updated for each course offering? 195CE internship courses are not lecture based. All 1:1 meetings between the GSI and students enrolled in the contract course will be synchronous.