

**UCLA Center for Community Engagement**  
**RELIGN 195CE: Community Internships:**  
**Impact of Religion in the Work World**  
**Syllabus**

**Graduate Student Instructor:** Jason Araujo

**Instructor of Record:** Carol Bakhos

**Email:**

**Office Hours:**

**Location:** Remote

**COURSE DESCRIPTION**

*4 credits/units*

The undergraduate program in the Study of Religion is focused on fostering a diverse and inclusive environment, by giving students opportunities to understand the ways in which humans express themselves religiously. By learning about religions as living traditions, we come to appreciate what religions teach and how those teachings reverberate in the lives of those who affiliate with any given religion. We also come to recognize the complicated relationship between history and religion, culture and religion, society and religion, and indeed between and within religions.

RELIGN 195CE is designed around an individual internship experience. It is intended to provide students with a theoretical, analytical and experiential framework for understanding the many ways in which religion is manifest in the world of work. Religious traditions and values inspire individuals to choose professions, start organizations and work in many different sectors. The impact of religion may be seen in people's personal choices, the way they behave as professionals, and the manner in which an institution and its systems are structured. This course will have students exploring all of these issues and more.

RELIGN 195CE is open to all majors and fulfills an elective requirement for the Study of Religion majors and minors. The course is recommended for those interning in a nonprofit, governmental, educational, or social enterprise setting. Internships in business settings inspired by religious values are also appropriate. Using course readings, written assignments, field-based internship experiences and in one-on-one meetings with the course's Graduate Instructor, students will be asked to contemplate how religions' teachings and values are manifest in and through mission-oriented organizations on multiple levels. Students will consider the ways in which 'lived religions' align with their own personal experience and work experiences, and in relation to future professional aspirations.

RELIGN 195CE may be taken for a letter grade or on a pass/no pass basis, although the letter grade option is required to apply the course to a major or minor. Once the course is taken, please email [csr@humnet.ucla.edu](mailto:csr@humnet.ucla.edu) to have the course reflected on DARS.

The course requires active participation at an approved off-campus field site for a minimum of 80 - 100 hours over the course of the Quarter, multiple short writing assignments, biweekly discussions with the Graduate Instructor, and a final research paper.

## **Prerequisites and eligibility**

Students are eligible to enroll in RELIGN 195CE if they have completed at least 90 credits (Junior standing) and have a 3.0+ GPA (good academic standing). In order to enroll, students must first find an internship and create a course contract on MyUCLA. Detailed instructions can be found here: <https://communityengagement.ucla.edu/programs/internship-courses/#enrollment>. {The Study of Religion IDP has a list of nonprofit organizations to explore.)

All internships must provide students with 8-10 hours per week (80-100 hours over at least 8 weeks) of substantive, meaningful work in which students serve as the primary beneficiary of the experience. Students must be actively engaged in an internship for at least 8 weeks of the quarter in which they are enrolled.

Off-campus nonprofit organizations, government agencies, or for-profit corporate organizations are all eligible. Internships may be paid or unpaid, but must offer students training, supervision, and networking opportunities in a professional work setting. For more information on all 195CE courses and the Center for Community Engagement's (CCE) diverse activities and important role on campus, please visit [communityengagement.ucla.edu](https://communityengagement.ucla.edu).

## **Learning outcomes**

Students enrolled in this course will be able to:

1. Define and apply the following core concepts: religious values, religious ethics, business ethics, mission, goals, strategic or business plan, and governance.
2. Apply academic knowledge and critical thinking skills to address situations and challenges as a result of current events.
3. Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from inquiry into lived religions in work settings.
4. Articulate, in conversation and in writing, the meaning and connections between core concepts.
5. Critically assess the implications, both positive and negative, of industries, organizations, and individuals working from a place where they are motivated by religion or religious principles.

## **Course expectations**

Students are expected to:

- Attend all scheduled meetings and internship site visits, arrive on time, and participate fully and meaningfully.
- Complete the readings and prepare before meetings.
- Complete and submit assignments, timesheets, and any course requirements by the designated time.
- Communicate in a timely manner any concerns, queries, and conflicts with the instructor, internship coordinator, or supervisor.
- Conduct fieldnote reports after each internship site visit to contribute to the final research paper.

## **REQUIRED FORMS**

1. Course Contract created by you and signed by your internship supervisor
2. Learning agreement signed between you and your internship supervisor
3. Signed timesheet documenting 80-100 hours worked at an off-campus site

## GRADING SCALE

A+	98-100
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	00-59

You must earn at least a 73% overall for a passing grade if you take the course P/NP.

### Course requirements

1. 1 intake and 4 course meetings – 30%
2. 7 Weekly reflection papers – 40%
3. Final paper – 30%
4. Timesheet – 0% (required to pass the course but not graded)

### Biweekly individual appointments (30% of grade)

Schedule and attend discussion **every other week** with your instructor at least 5 times during the quarter. Come to each 30-minute meeting prepared with at least 3 discussion topics related to your experiences at your internship, your short writing assignments, field observations and final paper progress, or future career trajectory. 5 meetings are required to pass any 195CE course and failure to meet this expectation will result in an automatic grade reduction to F / Unsatisfactory. You may be advised to drop at any point in the quarter if you are no longer able to pass the course and your internship site will be notified.

Please use the MyUCLA appointment scheduling system to create appointments with me each time. A Zoom link will automatically be generated and emailed to you.

In MyUCLA, navigate to Academics > Appointments > Create Course Appointment.

You are responsible for signing up for your appointments and scheduling your 5 meetings evenly throughout the quarter (i.e., every other week). Each meeting is worth 6% of the course grade. Showing up late and/or unprepared for a meeting will result in only half-credit. If you arrive more than 10 minutes late, your appointment will be automatically canceled, and you will have to reschedule for half-credit. Repeated cancelations or missed appointments will result in a reduction of one letter grade. Any request to schedule meetings in consecutive weeks must be approved by the instructor in advance.

### Short writing assignments papers (40% of grade)

The short writing assignments are to be 2-3 pages, **double-spaced**, and complete with APA or Chicago format if using in-text citations. Beginning the weekend after Week 3, these must be uploaded by **Friday at 11:59pm PDT at the end of each week**. Late assignments will result in

a 1-point deduction for each day late. **No credit will be awarded for assignments more than 2 days late.** There are 7 short writing assignments in total and each paper is worth 5.7% of your grade. All work must be submitted to pass the class, even if it is too late to receive any credit. Submitting more than two papers over one week late is grounds for automatic “Unsatisfactory” if you are taking the course S/U.

Successful short writing assignments will have two of the following elements:

1. Reflect on the relationship between the readings and your internship – to what extent is it applicable to your work experience? Think critically about your experience with the organization, the staff, and community at large. Think about how your experiences and observations are affecting your understanding of the organization and their work. You must reference each reading at least once using only in-text citations.
2. Provide 2 questions to bring to the following discussion meeting so that you can lead a rigorous discussion of the readings/weekly prompt, as well as critically reflect on your internship experience. These questions may be directly about the readings, about ideas from your response paper(s), or about your internship experience (in some way critically connecting the course concepts to what you are experiencing at your internship site.)

### **Final research paper (30% of grade)**

In the final research paper, you will examine a topic inspired by your internship and relate it to the religious values embedded in your organization. This is not an extended short writing assignment paper but a research-based analysis. You must use a minimum of 5 sources, with at least 3 academic sources (e.g., book chapters or academic journal articles) and 2 reputable edited popular sources (e.g., newspaper or magazine articles). You can use one of the readings from class if you wish and if it is highly relevant to your topic. Finally, you will compare the religious values of shaping your organization with one other religions’ values in relation to your organization’s mission.

Mechanics of final paper:

- 8-10 pages, double-spaced, 12-point font, 1-inch margins
- Cite 5 sources: 3 academic sources, 2 possible non-academic sources
- Use APA, ASA, or Chicago-style citations
- Works cited page (not included in page limit)
- Submitted by Friday of finals week at 11:59pm PDT

Rubric for final paper

Criteria	Description	Points
Strength of thesis statement	We will workshop this during our meetings. All students must create a thesis statement that clearly articulates the overall objective of their research paper and 3 sub- arguments they will be using to demonstrate the main objective.	8
Strength of supporting points	Paper must include at least 3 main points that support your thesis statement.	8
Overall structure	Paper includes a strong introduction outlining the context and background of the issue. Paper also includes a conclusion that restates the thesis and the broader implications of the research. Supporting body paragraphs are logically organized and include appropriate transitions.	5

Quality of academic sources	Paper must include 5 sources, 3 of which must be academic sources. 2 may be high- quality journalistic sources that are pre-approved. Refer to these sources throughout the paper without an overreliance on one source. Briefly summarize the source and illustrate its relevance before engaging with the source.	5
Formatting	Title, header, page numbers. Use APA 7 <sup>th</sup> Edition, ASA, or Chicago-style in-text citations. Be consistent in the style you choose and include a separate and properly formatted bibliography/works cited/references page at the end.	4
<b>Total</b>		<b>30</b>

## SCHEDULE OF ASSIGNMENTS

### WEEK 1: Introduction

CCE Welcome Packet: (Course readings are available on Bruin Learn)

- 1) Enrollment instructions.
- 2) Safety Guidelines.
- 3) Timesheet

#### **Required readings:**

1. Kalinowski, B., Daniels, D., Schneider, R.C., Ecklund, E.H. (2024). "Called to Work: Developing a Framework for Understanding Spiritual Orientations Towards Work" in *Sociology of Religion: A Quarterly Review* 2024, 85:1 1–27.
2. Remen, R. N. (2021, October 25). [Helping, Fixing, or Serving?](#) - Lions Roar. *Lion's Roar: Buddhist Wisdom for Our Time*.

**No short writing assignment due:** Please take this time to familiarize yourself with the Bruin Learn website including upcoming course assignments.

### WEEK 2: Your internship and the world of work

#### **Required readings:**

1. Cohen, Aryeh, 2013. Labor, Ch 6 in *Justice in the City*, pp. 110-130. Academic Studies Press, 2013. New Perspectives in Post-Rabbinic Judaism, series editor Shaul Magid (Indiana University)
2. Instead of a second reading assignment, spend time reviewing your organization's website and other documents that your supervisor makes available to you in order to better understand your organization and how it relates to religious values. Search the internet to see what other information surfaces about your organization. Answers to the questions below will serve as a foundation to your final research paper.
  - When was the organization created and why was it created?
  - What is the organization's current purpose or mission?
  - What products or services does it provide? Find out the full range of programs, products and services the organization provides, particularly those that you may not be exposed to in your specific office or division. How do they relate to a religious mandate or religious values, if at all?
  - How large is the organization in terms of number of employees?

- How large was their revenue last year? If a non-profit or government office, how large is their budget? Where does their funding come from?
- If the organization you work for is large, how does your office fit in within their larger structure and purpose? Which other divisions of the organization do you rely on to get your specific task done? If the organization you work for is small, which other organizations, businesses or government agencies does it rely on to accomplish its tasks?
- What is the population that your organization serves? How does it identify and communicate with the population it serves? How does it learn the demands of this population and adjust the product or service to meet those demands?
- What, if any, political or cultural challenges create obstacles for the organization to achieve its goals?

**No short writing assignment due:** Please just focus on completing the readings and organizational review.

### **WEEK 3: Research question & current events in your industry**

#### **Required readings:**

1. Excerpts from *The Successful Internship* in the CCE Welcome Packet
2. Three to four recent newspaper and/or magazine articles that deal with a social, environmental, economic, or political issue confronting either your internship site or more broadly, the organization's field or industry. All your articles should be about a single issue so that you have enough information to properly answer this week's questions.

#### **Writing assignment:**

This week's writing assignment is meant to give you a sense of some challenges facing your field or industry and to think about how they may or may not be impacting your internship site. After reading through the articles you find, use the following questions to guide your 2-3 page essay-style response. *Do not answer the prompt questions one-by-one.*

1. Describe the major challenges that your organization or industry currently faces and just how widespread is this problem. Provide concrete evidence to support your argument.
2. Has your organization or industry done anything in response to these types of issues? If so, what? Be specific. Has it thus far succeeded or failed in confronting the challenges described above?
3. This question is just an opportunity for you to reflect on your role in society as a professional in your industry. The excerpts from *The Successful Internship* emphasize the importance of recognizing that professionals have certain moral and ethical obligations to society. What obligations do professionals in your industry have in regard to dealing with the issue you've identified, obligations both to the business or industry itself, and to the wider society? How do they tie back to the religious values embedded in the organization's mission?

In addition, identify and explain the research topic and specific research question you have decided to pursue for your final paper and describe how your interest in this topic is informed by your internship experience. (Paper topic **must** relate, in some way, to your internship) If you plan to petition for this course to count toward a major/minor administered by the Study of Religion, discuss how the topic is relevant to your degree program as well.

**Also due by the end of Week 3:** Reach out to a high-ranking member of your organization as a potential interviewee for the interview assignment due to take place no later than Week 5. Ask if

they would be comfortable with you recording the interview (you will be asked to submit a transcript next week).

#### **WEEK 4: Preparing for the interview**

##### **Required Reading:**

1. Jacob, S. A., & Furgerson, S. P. (2012). Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research. *Qualitative Report*, 17.
2. Rowley, J. (2012). Conducting research interviews. *Management Research Review*, 35(3/4), 260–271.
3. Kheng, Christina (2021) "Towards a Normative Philosophical Foundation for Management: Contributions from the Catholic Faith Tradition," *Journal of Religion and Business Ethics*: Vol. 4, Article 5. Available at: <https://via.library.depaul.edu/jrbe/vol4/iss2/5>

##### **Writing Assignment:**

This writing assignment is intended to prepare you to interview a staff member at your interview site, which you will do in Week 5. This is a chance to learn more about the staff person and their professional journey, the organization, your research topic, or any other topics that interest you that this person might have thoughts or opinions about. It is recommended that you try to interview the highest ranked individual to whom you can get access, such as an executive (someone in a 'C' suite – CEO, COO, CFO, etc.), owner, or department head. If you cannot get access to any of those professionals, your immediate supervisor may also serve in this role. This is an opportunity for you to sit down and structure a conversation in a way that you might not otherwise be able to do. It also serves as a great way for senior members of the organization to meet you.

For the week's writing assignment, please write 1-2 pages outlining who you might interview, what you already know about them, and why you want to talk with them. You should also submit a draft interview guide with 10-15 questions that you will use next week when you conduct the interview. Include at least one question that connects to the person's religious values and how, if at all, they connect to their work. You do not need to stick to the questions during the interview. It is usually best to use these as a broad structure, but to allow the conversation to naturally flow.

\*\*\*If you haven't already, at the beginning of this week you should reach out to the staff member you'd like to interview to set up a time for the following week.

#### **WEEK 5: Paper Outline**

##### **No Readings**

##### **Conduct interview**

##### **Written assignment: Paper Outline or Annotated Bibliography**

Option 1: Draft a "Topic Outline" of your paper. Outlines should be formatted to include a thesis statement and a minimum of three main points that support your thesis' argument. Keep in mind that this is an initial outline and there will most likely be modifications and restructuring.

Option 2: Write an annotated bibliography providing 3 scholarly articles relevant to your

research and summarize the main points of those articles (research question, methods, findings, discussion) in 2-3 sentences for each article. Be sure to indicate how each article will help support your paper's argument briefly in 2-3 sentences.

Papers should focus on fundamental issues that affect the mission of the organization for which you're interning and those of similar organizations regionally and nationally. Papers should also explore how the religious teachings and values at the heart of your organization have guided it and the field it's in over time. Finally, choose one other faith tradition outside of the scope of your organization's structure and compare that tradition's teachings and values related to the issue you're focusing on with those of the tradition/s central to your organization.

### **Week 6: Ethics shaping your internship and field**

#### **Required readings:**

- 1) Byerly, Robin T. (2014) "Sitting in the Hoop of the People: Linking Lakota Values and Business Ethics," Journal of Religion and Business Ethics: Vol. 3, Article 6. Available at: <https://via.library.depaul.edu/jrbe/vol3/iss1/6>
- 2) Cheung, Daniel and Bauer, Jacob N. (2021) "Greed, Self-Interest and Business Ethics – A Comparative Discussion of Gandhi and Novak," Journal of Religion and Business Ethics: Vol. 4, Article 2. Available at: <https://via.library.depaul.edu/jrbe/vol4/iss2/2>

**Writing assignment:** Based on what you have observed while working at your internship and the assigned readings for this week, describe some of the different ways of understanding and responding to a single societal challenge that exists in the setting where your organization works. In what ways do these various understandings lead to different responses to particular issues from individuals, families, healers, clinicians, organizations, policies, etc.? Do these differences ever lead to conflicts? How are those manifested? How are the differences navigated by different actors? Are the differences complementary in any way, rather than being exclusively in conflict? Are there any unintended consequences of your organization's programmatic intervention/s?

### **WEEK 7: Final paper draft**

**Research Paper Draft:** Please submit the following:

1. Five or more pages of your final research paper.
2. An updated bibliography.
3. An updated outline.

### **WEEKS 8 & 9: Group writing workshop & paper exchange and/or reflection**

This group exercise will take place for you either Week 8 or Week 9, depending on whether you have odd or even weekly meeting schedules with me.

#### **Group Writing Workshop**

In this week you will have the opportunity to meet in a group with me and other RELIGN 195CE students. The purpose of the meeting will be to share your research paper topics ideas, and arguments and ask questions. We will learn how other students are approaching different topics by listening and providing constructive feedback to each other. If you choose to participate, please prepare a 2-3 min oral presentation about your research topic: Think about how to present your questions, your research topic, the larger issue you would like to address, the specific issue(s) you would like to focus on, the ways in which you plan to



address your topic, and how you plan to write about/structure it. You will then receive oral feedback from your peers.

### **Paper Exchange**

Feedback from peers is a very important part of the academic process. This week you will have the opportunity to submit your 5-page draft for feedback from one of your peers.

Address the following:

- A. strengths,
- B. weaknesses
- C. suggestions for moving forward

(Remember: writing is a sensitive, personal, and challenging process for many of us. Please be *constructive* in responding to your classmates' writing aims, attempts, and aspirations.)

### **WEEK 9: Reflection**

#### **Required Reading:**

- 1) Knight Johnson, Lenore M. (2018) "The Church as Workplace: Navigating Competing Ideas and Practices Within Religious Employment Institutions," Journal of Religion and Society: Vol. 20. Available at:  
<https://cdr.creighton.edu/server/api/core/bitstreams/8b457c17-3315-4795-9344-a9df5409da9c/content>

**Written assignment:** The last short written assignment should reflect your overall internship experience. Think critically about the tasks in which both you and your supervisors are engaged. How aligned or misaligned are tasks with the values articulated in the mission statement. What did you learn about your field? Did it meet your expectations? Were you surprised by anything? Would you continue in the field? Why or why not?

#### **UCLA Collaboratory: Summary Report of your Internship Production**

The Center for Community Engagement is launching an effort to collect data more systematically on the internship sites, activities, and production that UCLA student interns contribute to these companies and organizations. We plan to create a directory of internship sites to inspire and guide future students seeking internships. In addition, the department offering the 195CE course will review your summary report of activities and output, and select 1-5 internships to showcase on the UCLA Collaboratory, an online platform that features UCLA's community engaged work.

#### **Assignment Details**

To complete this mandatory assignment, you will be asked to share information about your internship site and your role as student intern through a Google survey (link forthcoming).

### **WEEK 10: Final research paper**

**Final Research Paper:** Papers will be graded on the following criteria:

- **Strength of Thesis Statement**
- **Strength of Supporting Points:** must include at least three main points that support your thesis argument.
- **Overall Structure:** including a strong introduction and conclusion.
- **Quality of Academic Sources:** must include at least five academic and journalistic sources (journals, books, magazines, or newspapers) using Chicago Manual of Style

(CMS) footnotes or American Psychological Association (APA) style parenthetical citations. Be consistent in the style you use and include a separate and properly formatted bibliography. Three out of five sources must be **academic (book or journal) sources**.

- **Correct formatting:**

- Title
- Header
- Page numbers, 10 pages double-spaced 12pt times new roman font
- Works cited page (not included in page count)

### **Recommended Writing Tools:**

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>

The Elements of Style – Strunk and White <http://www.gutenberg.org/ebooks/37134/>

The Chicago Manual of Style Online: <http://www.chicagomanualofstyle.org/home.html/>

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## **UCLA UNIVERSITY-WIDE ADVISORIES AND POLICIES**

### **Academic Integrity and Student Conduct**

All policies in the UCLA Student Code of Conduct regarding academic integrity apply to this course, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action.

With its status as a world class search institution, it is critical that the University uphold the highest standards of integrity both inside and outside the classroom. As a student and member of the UCLA community, you are expected to demonstrate integrity in all of your academic endeavors. Accordingly, when accusations of academic dishonesty occur, the Office of the Dean of Students is charged with investigating and adjudicating suspected violations.

Academic dishonesty, includes but is not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic misconduct.

If you have any questions about documentation, quotations, and related matters, please do not hesitate to ask your instructor before submitting your work. Please also refer to the UCLA Rules of Student Conduct at the below website:

<http://www.deanofstudents.ucla.edu/Student-Conduct>

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### **Artificial Intelligence and AI-generated Work**

Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam computer program, oral presentation, or other work) must either be the student's own work, or must clearly acknowledge the source. (UCLA Student Conduct Code, Section 102.01c: Academic Dishonesty—Plagiarism.) Students who represent as their own AI-generated output will be subject to the plagiarism penalties and policies outlined by the Dean of Students.

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## **Course Accommodations & Campus Resources**

UCLA provides a wide range of resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultation: <http://www.studentincrisis.ucla.edu/Who-can-Help>. If you need to request an academic accommodation based on a documented disability related to your work in this course, please contact the Center for Accessible Education as soon as possible. CAE can be reached at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). You can learn more about their services by exploring their website at <http://www.cae.ucla.edu/>. Students should also notify their Graduate Student Instructor about any issues as soon as possible so that appropriate accommodations can be arranged with CAE well in advance of assignment due dates.

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## **Using Zoom Video Conferencing**

You are required to use Zoom (<https://ucla.zoom.us/>) for your biweekly meetings, so take the time to familiarize yourself with it before our meeting. You may choose to use Zoom on your mobile device or computer. Your video must be on during your meetings.

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## **Remote Learning Privacy**

The UCLA Student Code of Conduct, which includes Section 102.28: Expectation of Privacy, makes it clear that taking any screenshots or sharing any recorded materials or slides with anyone outside of this course is not allowed, as each of us has a 'reasonable expectation of privacy.' If you have concerns about participating over Zoom, please feel free to contact me.

## **University of California Diversity Statement**

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in a complex and pluralistic society. Ideas, and practices based on those ideas, can be made

richer by the process of being born and nurtured in a diverse community. The university can model a process of proposing and testing ideas through respectful, civil communication. Educational excellence that incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

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## **Resources for Student Well-Being, Social Belonging & Academic Success**

UCLA has a multitude of resources and services available to all undergraduates, many of which are listed below. Please explore these resources and services so you know what's available to you.

### **Health & Wellness Resources**

Arthur Ashe Student Health and Wellness Center for medical services;  
<http://www.studenthealth.ucla.edu/default.aspx>

### **Counseling and Psychological Services (CAPS)**

Students in distress may speak directly with a counselor 24/7 at (310) 825-0768, or may call 911; located in Wooden Center West; [www.caps.ucla.edu](http://www.caps.ucla.edu)

### **Healthy Campus Initiative**

Promotes living well on campus through its seven areas: BEWell, BreatheWell, EatWell, EngageWell, MindWell, MoveWell, and ResearchWell;  
learn more at <http://healthy.ucla.edu/>

**Mindful Awareness Research Center (MARC):** The mission of the Mindful Awareness Research Center (MARC) is to disseminate mindful awareness across the lifespan through education and research. UCLA students can take mindfulness classes for free!

<https://www.uclahealth.org/marc/>

**Recreation and FitWell:** Explores healthy lifestyle choices at the John Wooden Center in the areas of fitness and exercise, nutrition and weight management, stress management, and general health education; learn more at: <http://www.recreation.ucla.edu/fitwell>

**RISE – Resilience in Your Student Experience:** The mission of the UCLA campus and student resilience program is to promote resilience skills — emphasizing connection and belonging, service, self-efficacy and mastery, and self-reflection. Visit their website to learn about our Resilience Peer Network, join our collaboration with the UCLA Depression Grand Challenge (DGC), discover the DGC's STAND Program for Screening & Treatment for Anxiety and Depression, explore Mindful UCLA, check out new resilience-building programs in the RISE space in Lu Valle Commons, and get inspired – discover & join campus partners that support resilience: <https://www.resilience.ucla.edu/>

Food Security: UCLA and the Los Angeles region more broadly both provide several resources for students who do not have the financial means to consistently purchase nutritious food. Access information about these resources and links to campus resources here: <http://eatwell.healthy.ucla.edu/food-security-2/>

Free Meals: <http://www.brc.ucla.edu/Resources>

Bruin Hub: cityLAB and a unique team of administrators and advocates at UCLA have launched a new hub at the John Wooden Center that provides spaces of rest and community for an underserved group on campus—students with long and extreme commutes and students experiencing housing insecurity. <https://citylab.ucla.edu/bruin-hub>

Sexual Violence Prevention and Response: Access FAQs, resources, information, and learn about how to report an incident: <http://sexualviolence.universityofcalifornia.edu/>

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### **Accommodations and Accessibility for Students With Disabilities**

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request.

For more information, please visit the CAE website ([www.cae.ucla.edu](http://www.cae.ucla.edu)), visit the CAE at A255 Murphy Hall, or contact them by phone at (310) 825-1501.

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### **Title IX**

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 330 De Neve Dr., [CAREadvocate@careprogram.ucla.edu](mailto:CAREadvocate@careprogram.ucla.edu), (310) 206-2465.

In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, [titleix@equity.ucla.edu](mailto:titleix@equity.ucla.edu), (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

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### **Land Acknowledgement**

The Faculty and Staff at UCLA acknowledges the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands). As a land grant institution, we pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging

