**UCLA Center for Community Engagement**

**Global Health 195CE**

**Summer Session A10**

**2025 Syllabus**

**Graduate Instructor:** Sarah Paust

**Faculty Sponsor:** Ippolytos Kalofonos

**Email:**

**Office Hours:**

**Location:** Zoom

**COURSE DESCRIPTION**

*4 credits/units, online only*

Global Health 195CE is designed around an individual internship experience. The course is open to all majors and fulfills an elective requirement for the Global Health Minor. It may fulfill electives for any of the programs housed in the International Institute by petition to the program chair. GH 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 undergrads@international.ucla.edu to have the course reflected on DARS.

This course will offer you the opportunity to apply global health theories and concepts to your internship experience. We hope that this will help you understand the importance of taking a contextual approach to health as well as the role of the social, political, and economic forces on health. You will take your academic knowledge beyond the classroom, and in your papers and during one-on-one meetings, you will analyze your organization and work experience within a global context. The course requires active participation at an approved off-campus field site for a minimum of 80 hours, weekly response papers, biweekly discussions with the Graduate Instructor, and a final research paper.

**Prerequisites and eligibility**

Students are eligible to enroll in Global Health 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

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. International & Area Studies 195CE cannot be taken for retrospective internships.

Off-campus, non-profit 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.

**Learning outcomes**

Students enrolled in this course will be able to:

1. Define and apply the following core concepts: *global health, political economy of health, biosocial approach to health,* and *medical pluralism.*
2. Apply academic knowledge and critical thinking skills to address situations and challenges as a result of globalization and the 21st century
3. Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from inquiry into global health
4. Articulate, in conversation and in writing, the meaning and connections between core concepts, such as global health, power, inequity, and social determinants of health.
5. Critically assess the implications, both positive and negative, of industries, organizations, and individuals on global and local health.

**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 supervisor
2. Learning agreement signed between you and your supervisor
3. Signed timesheet documenting 80-100 hours worked at an off-campus site

**GRADING SCALE**

|  |  |
| --- | --- |
| A+ A | 98-10093-97  |
| 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. 5 biweekly individual appointments – 30%
2. 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 weekly response papers, 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 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.

**Weekly response papers** (40% of grade)
Response papers are to be **1-page minimum, single-spaced**, and complete with APA or Chicago format if using in-text citations. Beginning the weekend after Week 2, these must be uploaded by **Saturday at 11:59 pm at the end of each week**. There are 8 response papers in total and each weekly paper is worth 5% 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 weekly response papers 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. This is not an extended response paper but a research-based argumentative analysis and should be structured around a Biosocial or Social Medicine framework. You must use a minimum of 5 sources, with at least 3 academic sources (e.g., book chapters or academic journal articles) and 2 reputably 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.

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 11:59 PM

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 7th 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 |
| **Total** |  | **30** |

**SCHEDULE OF ASSIGNMENTS**

Week 1: Introduction

CCE Welcome Packet: (materials given to you after the first intake meeting)

1) Enrollment instructions.

2) Safety Guidelines.

3) Timesheet

**Readings:**

* 1. Farmer, P., Kim, J. Y., Kleinman, A., & Basilico, M. (2013). “Preface” & “Introduction: A Biosocial Approach to Global Health” in *Reimagining global health: an introduction* (Vol. 26). Univ of California Press. 1-15.
	2. Fassin, Didier (2012). “That Obscure Object of Global Health” in *Medical Anthropology at the Intersections*. Duke University Press. 95-116

**No Response Paper Due:** Please take this time to familiarize yourself with the Bruinlearn website including upcoming course assignments.

Week 2: Your Internship

**Readings**:

1. Birn, Holtz, & Pillay.Political Economy of Health and Development. 2017. Chapter 3 of *Textbook of Global Health*, Oxford University Press 4th Edition,pgs. 89-130.

**No Response Paper Due:** Please just focus on completing the readings.

Week 3: Research Question & Your Organization in a Changing Society

**Readings**:

1. Bridget Hanna & Arthur Kleinman, 2013. Unpacking Global Health: Theory and Critique, Ch 2 in *Reimagining Global Health: An Introduction,* pp. **15–32**. Berkeley: University of California Press

**Response Paper Prompt:** What are the health challenges that your organization faces / confronts / addresses? Choose one of the central health challenges and describe how it might be understood and responded to from each of the three approaches in Birn et al 2017 (hint: see table 3-2 on page 108). Similarly, consider the health challenge from different perspectives: local, national and global (see Fassin 2012 from week 1). Finally, how does your organization conceptualize the health challenge along these lines? How do you account for your organization taking that particular perspective?

 Second, 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 International Institute, discuss how the topic is relevant to your degree program as well.

**Also due by end of Week 3:** Reach out to a high-ranking member of your organization as a potential interviewee for the interview assignment due Week 7.

Week 4: Paper Outline

**No Readings**

**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 health equity and healthcare around the world. Papers may also explore how cultural, social, and environmental factors and issues of health equity influence the patterns of disease among people and populations with emphasis on health in low-resource settings for local, regional, or international contexts.

Week 5: Challenges in the Field

**Readings**:

1. Ippolytos Kalofonos 2018. Hunger in the AIDS Economy of Central Mozambique. Chapter 23 of Brown & Closser, *Foundations of Global Health*, Oxford University Press, 2018: 213-220.
2. Libbet Crandon. 1986. Medical Dialogue and the Political Economy of Medical Pluralism: A Case from Rural Highland Bolivia. *American Ethnologist*. 13 (3): 463-476

**Response Paper Prompt**: 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 an individual health challenge that exist in the setting where your organization works. In what ways do these various understandings lead to different responses to particular health 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 health intervention?

Week 6: 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.

Week 7: Informational Interview

**Readings:**

1. Birn, Holtz, & Pillay. Building Healthy Societies: From Ideas to Action. 2017. Chapter 13 of *Textbook of Global Health*, Oxford University Press 4th Edition, pgs. 565-602.
2. Fisher, William F. (1997). "Doing good? The politics and anti-politics of NGO practices." *Annual review of anthropology* 26.1: 439-464.

**Response Paper Prompt:** This week you will interview a high-ranking employee in your organization. ***Students must reach out to a potential interviewee by the end of week 2.*** Take this as an opportunity to both learn about the field and as a chance to build your professional network. When you interview the employee, please include some questions related to, a) the skills and values needed to succeed in their field or industry, b) their own professional experience, and c) how they understand the benefit their company/field provides to society.

You do not need to submit a typed transcript of your interview (record the interview if you can with the person’s consent – this will make writing much easier later), but you are strongly encouraged to take notes because you will need to summarize the responses you receive. After completing your interview, summarize what you learned.

Here are some sample questions you can include:

* What are the main skills necessary for success in this line of work and what are the values that individuals who succeed in this line of work possess?
* What does success and progress look like in this line of work?
* What are some challenges to the organization and to organizations like this?
* How would you describe the ethos/culture of the organization?

Week 8: Group Writing Workshop & Paper Exchange

**Group Writing Workshop (Optional)**

In this week you will have the opportunity to meet in a group with me and other IASTD 195CE students in place of one of your bi-weekly meetings. 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.

**Response Paper Prompt:** Please choose one of the below options.

**OPTION 1: Paper Exchange (HIGHLY RECOMMENDED)**

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 respondingto your classmates' writing aims, attempts, and aspirations.)

**OPTION 2: Response Paper Prompt:**

Please answer the following questions in response to the readings from Week 7. What are your thoughts about Corporate Social Responsibility? Do you think that offsetting the social and environmental consequences of a businesses’ activities is a successful strategy? What are alternative strategies to combatting the social and environmental consequences of a globalized world?

Week 9: Reflection

**Response Paper Prompt**: The last response paper should reflect your overall internship experience. Think critically about the tasks of you and your supervisors. What did you learn about your field? Did it meet your expectations? Would you continue in the field? Why or why not? What did you learn about how international dynamics impact the 21st century workforce?

**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 assignment, you will be asked to share information about your internship site and your role as student intern.

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/

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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

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/

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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), visit the CAE at A255 Murphy Hall, or contact them by phone at (310) 825-1501. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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, (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, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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), ‘Ahiihirom (Elders) and ‘Eyoohiinkem (our relatives/relations) past, present and emerging