EDUC 260B: Fundamentals of Programming

Winter 2024

Table of contents

# 1. Course information

| Resource | Link |
| --- | --- |
| Weekly meetings (online) | Day Time Pacific |
| Class website (public) | https://anyone-can-cook.github.io/rclass2/ |
| Questions & Discussion (private) | https://github.com/anyone-can-cook/rclass2\_student\_issues\_w23/issues |
| Announcements (private) | https://github.com/orgs/anyone-can-cook/teams/rclass2\_w23\_announcements |
| Class Zoom link | https://ucla.zoom.us/j/8458209354 |

# 2. Course description

EDUC 260B: Fundamentals of Programming is the second course in “Anyone Can Cook,” a programming/data science sequence explicitly designed for students who do not have a programming background (the first course in the sequence is [EDUC 260A: Introduction to Programming and Data Management](https://anyone-can-cook.github.io/rclass1/)). EDUC 260B primarily uses the R programming language. However, the course is organized around practical programming skills/concepts that are fundamental across modern object-oriented programming languages (e.g., Python, Javascript). Course topics include the following: organizing files, folders, and scripts; reading (importing) and writing (exporting) data; using Git and GitHub for version control and collaboration; iteration (e.g., “loops”); conditional execution; writing functions; strings and regular expressions. These general programming skills are prerequisite for flashier data science applications (e.g., web-scraping, interactive maps). Students will become proficient in programming skills/concepts through weekly problem sets, which will be completed in groups.

The course primarily use data and examples from education research. However, the course is designed to teach skills that are important for social science research more broadly and also for computational research within the humanities. **We welcome students from across the university**.

## 2.1 Prerequisite Requirements

The prerequisite is the first course in the sequence: [EDUC 260A: Introduction to Programming and Data Management](https://anyone-can-cook.github.io/rclass1/) or equivalent.

# 3. Instructor and teaching assistants

## 3.1 Instructor

**Ozan Jaquette**

* Pronouns: he/him/his
* Office: Moore Hall, Room 3038
* Email: <ozanj@ucla.edu>
* Office hours:
  + Zoom office hours:
  + And by appointment:

## 3.2 Teaching assistants

**NAME**

* Pronouns:
* Email:
* Office hours:
  + Zoom office hours:
  + And by appointment

**NAME**

* Pronouns:
* Email:
* Office hours:
  + Zoom office hours:
  + And by appointment

# 4. Course learning goals

1. Organize files, directories, and programming scripts for a research project
2. Read data (e.g., .csv files) into R; Write data from R to other formats
3. Use Git and Github for version control and collaboration
   * Learn basic Unix commands (“Terminal” for Mac users; “Bash” for PC) necessary to perform Git operations from the command line
   * Perform essential actions in Git (clone repo, commit, push, merge)
   * Use GitHub to work collaboratively in teams
4. Become proficient in manipulating string/character data using string functions and regular expressions
   * Use string functions and regular expression (regex) patterns to parse text
   * Apply regular expressions to practical applications (e.g., analyzing Twitter data, web-scraping)
5. Learn programming concepts to write efficient code that completes multiple tasks
   * Iteration using loops
   * Conditional statements
   * Writing functions
   * Functional programming

Another broad goal of the course is for students to begin developing practical proficiency in “computational thinking.” The [California Computer Science Standards](https://www.cde.ca.gov/be/st/ss/documents/compsciintroduction.docx) define computational thinking as “the human ability to formulate problems so that their solutions can be represented as computational steps or algorithms to be executed by a computer.” This course will encourage students to work on the following elements of computational thinking:

* Continue practicing elements of computational thinking described in the syllabus of [EDUC 260A: Introduction to Programming and Data Management](https://anyone-can-cook.github.io/rclass1/), the prerequisite to this course.
* For people who are new to programming, taking formal courses (like this one) and working through textbooks ([like this one](https://r4ds.had.co.nz/)) are great ways to learn programming skills and computational thinking. More advanced programmers often learn new skills by reading blog posts and tutorials on the web ([like this one](https://www.w3schools.com/html/html_intro.asp)). Therefore, a goal of this course is for you to learn how to learn on your own. As such, a substantial portion of the required reading will be blog posts and online tutorials. Once you become proficient at learning from these resources, you can learn new programming skills on your own without always having to take a formal course.

## 4.1 Course structure

**Overview**. Course structure consists of weekly **asynchronous course materials** and weekly **synchronous meetings**. Each week we will focus on a particular topic (e.g., creating variables; writing functions). For each weekly topic, students will complete a problem set. Problem sets will be completed in groups and focus on practical application of concepts/skills from the topic of the week.

**Asynchronous course materials**. Asynchronous course materials will focus on the topic for that week (e.g., processing across rows). Course materials will consist of three types of resources:

1. Detailed lecture slides (PDF or HTML) with sample code
2. Pre-recorded video lecture of the instructor working through these slides
3. The “.Rmd” file that created the PDF/HTML lecture slides.
   * The .Rmd file will contain all “code chunks” and links to all data utilized in the lecture. Thus, students will “learn by doing” in that they will run *R* code on their own computer while they work through lecture materials on their own.

**Synchronous meetings**. Synchronous class meetings will be on Zoom. Attendance during the entire period is required, but students may ask instructor/TAs for exceptions due to scheduling conflicts.

During synchronous class time, students will have the option of (A) attending live lecture from the instructor or (B) working through lecture materials/problem sets in Zoom breakout rooms in small groups (e.g., problem set groups) or on their own. For the first two weeks of class, students will not have the option of working in Zoom breakout rooms.

For students who decide to work in Zoom breakout rooms, you will use this time to work through course materials (e.g., lecture slides, video lectures) and/or the associated problem set as you see fit. The synchronous workshops are also a great time to ask questions about course material or practical applications. TAs will be moving from one breakout room to the next, providing help. Each group can develop their own approach to how they want to use the synchronous workshop time. Some groups may work relatively independently, while others may work collaboratively. Some groups may agree to work through all asynchronous lecture materials beforehand so they can devote all workshop time to making progress on the problem set. The one requirement I make: do not do the problem set before working through the associated lecture material.

## 4.2 How to succeed in this class

In just a few words, the keys to success in this class are: **start early, ask for help, help others**

Here are some substantive tips to help you succeed:

* Work through weekly asynchronous lecture materials as soon as you can
  + The weekly asynchronous lecture materials (lecture HTML, lecture .Rmd file with code, short video lecture) are the core of this course. Lecture materials are designed for you to run the code on your computer as you work through the lecture. Therefore, treat each lecture as an active learning experience rather than passively reading lecture notes.
* Start the weekly problem set early so that have time to seek help on questions you are struggling with
* If you can’t figure something out, ask for help!
  + Discuss with your problem set group
  + Ask a question on GitHub
  + Come to office hours
* Be supportive of your classmates. Together, we will create a classroom environment where we all help each other succeed!

# 5. Classroom environment

We all have a responsibility to ensure that every member of the class feels valued and safe. Be mindful that our words and body language affects others in ways we might not fully understand. We have a responsibility to express our ideas in a way that doesn’t make disparaging generalizations and doesn’t make people feel excluded. As an instructor, I am responsible for setting an example through my own conduct.

Learning the fundamentals of a new programming language can feel overwhelming! We must create an environment where students feel comfortable asking questions and talking about what they did not understand. Discomfort is part of the learning process. Unburden yourself from the weight of being an “expert.” Focus your energy on improving and helping your classmates improve.

## 5.1 Towards an anti-racist, anti-heteronormative learning experience

This course teaches R programming and working with data, tools that are often perceived as objective, independent of context and content. We must acknowledge that racism, white supremacy, and heteronormative ideas of gender identity and sexual orientation are rooted in every aspect of data. These seemingly objective rules (e.g., “the right way to handle data”) affect the way data are gathered, how variables are created, the questions asked (or not asked), etc.

In this course we will utilize data that reflect systemic gaps based on race, ethnicity, immigration status, and gender identity, among other aspects of identity. It is critical to acknowledge that the processes used to create these data (e.g., how data collected, the categories chosen to represent identity) are often based on notions of white supremacy and heteronormativity. When you encounter a data management strategy that may cause harm, we encourage you to raise concerns. It may be that your instructor/TAs may need to think more critically about strategies they have been using for a long time! It is also critical that we acknowledge that the social and economic marginalization reflected in data is rooted in systemic oppression that upholds white supremacy and heteronormativity. We should all be reflecting about our own role in upholding these systems.

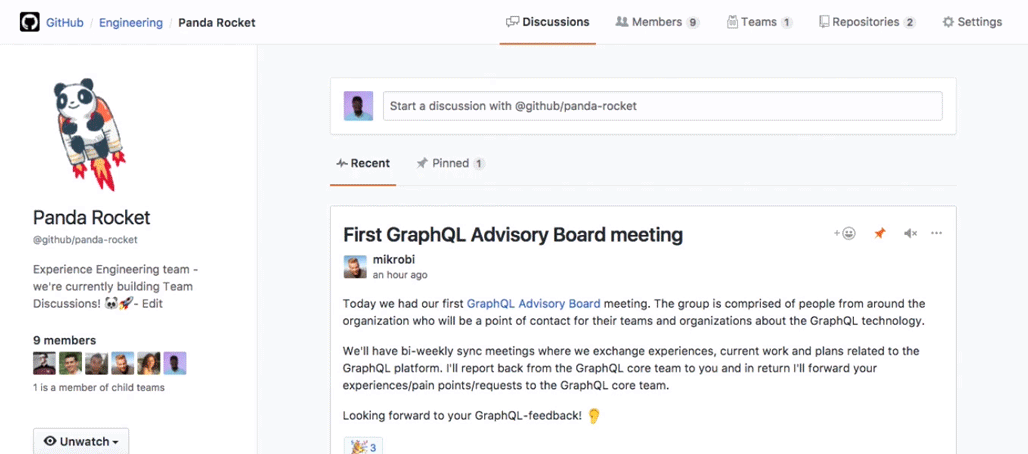
# 6. Course website and communication

## 6.1 Course website

All course related material can be found on the [course website](https://anyone-can-cook.github.io/rclass2/). Pre-recorded lecture videos, lecture notes (HTML), and .Rmd files will be posted on the class website under the associated sections. Additional resources (e.g., syllabus) may also be posted on the class website.

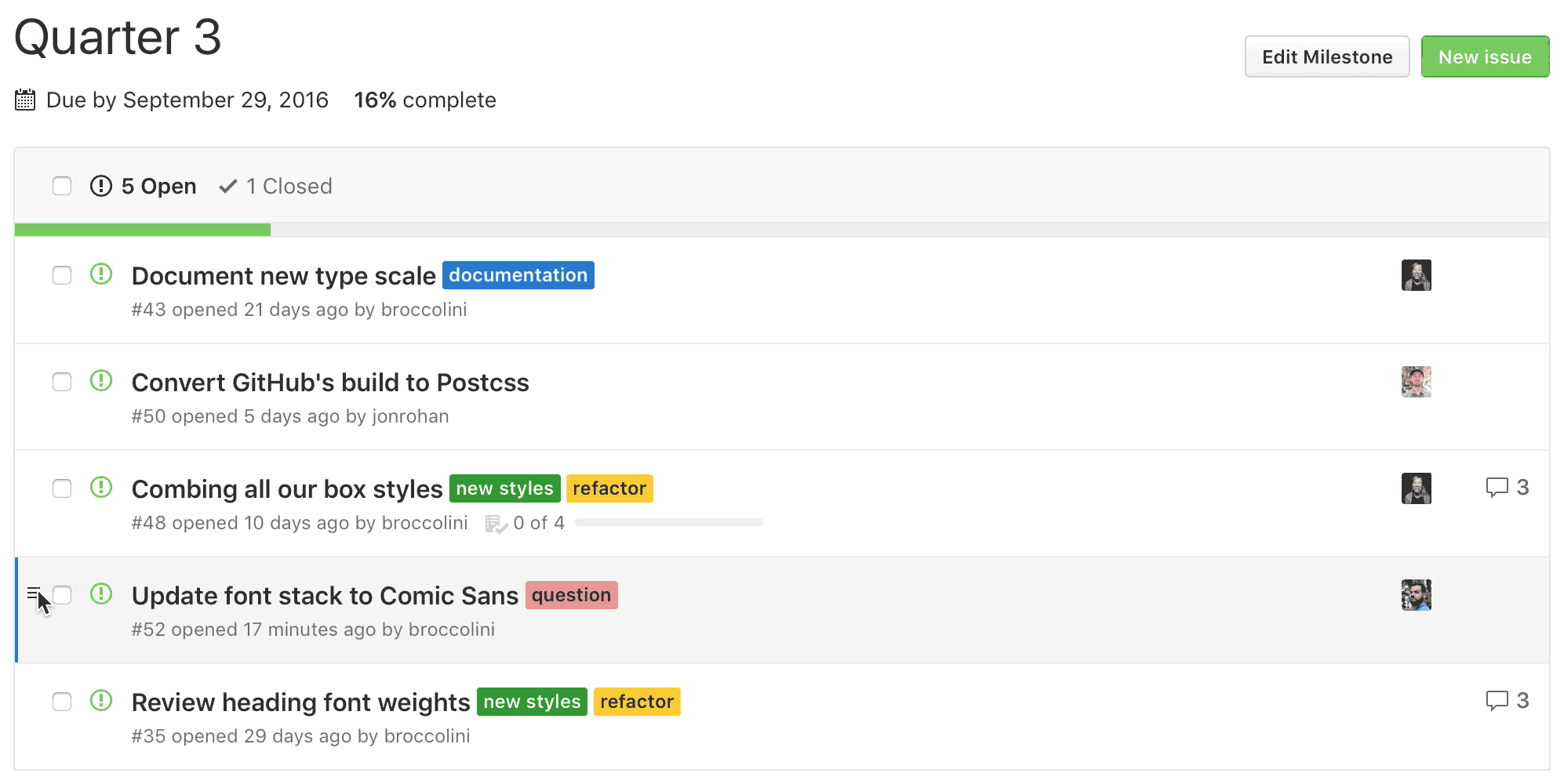
## 6.2 Course discussion

We will be using GitHub teams for class announcements [HERE](https://github.com/orgs/anyone-can-cook/teams/rclass2_w23_announcements).

* **GitHub teams**: The teaching team will post all class announcements using GitHub teams. The GitHub team discussions feature allows for quick and seamless communication to all members of an organization or team – in this case, to all students with a GitHub account enrolled in the course. Some features include:
  1. The class team can be viewed and [@mentioned](https://docs.github.com/en/articles/basic-writing-and-formatting-syntax/#mentioning-people-and-teams) by all students enrolled in the class and part of the organization.
  2. Posts can include code snippets, links, images, and references to issues which make them ideal for this class discussion and participation.   
     [](https://github.blog/2017-11-20-introducing-team-discussions/)

*Credit:* [*Introducing team discussions*](https://github.blog/2017-11-20-introducing-team-discussions/)

We will be using GitHub issues for questions and class discussion [HERE](https://github.com/anyone-can-cook/rclass2_student_issues_w23/issues).

* **GitHub issues**: GitHub issues are traditionally used by collaborators of a repository for managing tasks for a project. Our rational for using issues is twofold: 1) help track and organize questions related to course material and problem sets and 2) promote classroom participation. Students are encouraged to contribute to issues by posting questions, sharing helpful resources, and/or taking a stab at answering questions posted on issues. Some features include:
  1. Adding labels
  2. Assigning or mentioning users to an issue
  3. Referencing other issues  
      [](https://github.blog/2016-07-05-reorder-issues-within-a-milestone/)

*Credit:* [*Mastering Issues*](https://guides.github.com/features/issues/)*,* [*Reorder issues within a milestone*](https://github.blog/2016-07-05-reorder-issues-within-a-milestone/)

## 6.3 Communication with instructor and TA

If you have a personal question or issue, you can email the instructor or TA directly. Additionally, we are available for office hours or by appointment if there is anything you would like to discuss with us in private.

# 7. Course materials

Course readings will be assigned from:

* [R for Data Science](https://r4ds.had.co.nz/) by Garrett Grolemund and Hadley Wickham [**FREE!**]
* [Advanced R](https://adv-r.hadley.nz/) by Hadley Wickham [**FREE!**]
* [R Markdown: The Definative Guide](https://bookdown.org/yihui/rmarkdown/) by Yihui Xie, J. J. Allaire, and Garrett Grolemund [**FREE!**]
* Other articles/resources we post

Required software we will be using:

* [***R***](https://cloud.r-project.org/), statistical programming language [**FREE!**]
* [**RStudio**](https://rstudio.com/products/rstudio/download/), integrated development environment for R [**FREE!**]
* Link to tips for software installation [HERE](https://anyone-can-cook.github.io/rclass2/assets/resources/software_installation.pdf).

## 7.1 Accessibility

Google Chrome Live Caption:

* All synchronous classes will be on Zoom with captions enabled
* For videos that are posted on our website that may not already contain captioning, please enable Google Chrome Live Caption. Google Chrome live caption uses AI to caption any videos playing on your Google Chrome browser, and is simple to set up. You can find detailed instructions on how to enable live caption on this link: https://support.google.com/chrome/answer/10538231?hl=en

Should you need assistance setting this up, please come to any TA office hours or shoot us an email!

# 8. Assignments and grading

Course grade will be based on the following components:

* Weekly problem sets (90 percent of total grade)
* Participation (10 percent of total grade)

## 8.1 Problem sets (90 percent of total grade)

Students will complete 10 problem sets (the last one due during finals week). Problem sets are due by 9am each Friday, right before we start class. In general, each problem set will give you practice using the skills and concepts introduced in course materials for thate week. For example, after the lecture on joining (merging) datasets, the problem set for that week will require that students complete several different tasks involving merging data. Additionally, the weekly problem sets will require you to use data manipulation skills you learned in previous weeks. Link to problem set expectations and helpful resources [HERE](https://github.com/anyone-can-cook/rclass1/raw/master/lectures/problemset_resources/problemset_resources.pdf).

**Problem set groups**

* Students will complete problem sets in groups of 3. We highly encourage students who are abroad to form their own group to set a time to work on the problem sets together.
* We will form groups during the first synchronous class and you will keep the same group throughout the quarter. However, each student will submit their own assignment. You are encouraged to work together and get help from your group. However, it is important that you understand how to do the problem set on your own, rather than copying the solution developed by group members.
* Since you will be working together, it is understandable that answers for many questions will be the same as your group members. However, if I find compelling evidence that a student merely copied solutions from a classmate, I will consider this a violation of academic integrity and that student will receive a zero for the homework assignment.

A general strategy I recommend for completing the problem sets is as follows: (1) after lecture, do the reading associated with that lecture; (2) try doing the problem set on your own; (3) communicate with your group to work through the problem set, with a particular focus on areas group members find challenging.

**Grading policies**

* One problem set per problem set group will be graded (at random); the grade for that problem set will be the grade for all members of that problem set group
* The lowest problem-set grade will be dropped from the calculation of your final grade.
* Policy on late assignments
  + Problem sets submitted after 11:59PM on Friday will lose one percentage point (e.g., max grade becomes 99% instead of 100%)
  + Starting at 12AM Monday morning, problem sets will lose an additional percentage point for each week-day it is not submitted
    - e.g., for a problem set submitted at 10AM on Monday, the max grade becomes 98%
    - e.g., for a problem set submitted at 10AM on Tuesday, the max grade becomes 97%
  + For late submissions due to an unexpected emergency, you will not lose points. Please contact the instructor and/or TAs and we will work it out together.

## 8.2 Participation (10 percent of total grade)

Broadly, we expect students to participate by being attentive, supportive of classmates, by asking questions, and by answering questions posed by classmates.

Practically speaking, the vast majority of your participation grade will depend on weekly participation on Github. Each week, students are required to post one communication on Github. This could be asking a question about the problem set, answering a question posed by a classmate, or a post describing something you learned while working through the week’s material/problem set. If you post at least one communication on Github each week, you will earn an “A” for participation for the quarter.

In addition, students can work towards an 100% participation grade for the quarter by asking/answering questions during synchronous lecture (e.g., zoom chat) or by consistently being helpful/supportive to your classmates on Github.

## 8.3 Grading scale

| Letter Grade | Percentage |
| --- | --- |
| A | 93<=100% |
| A- | 90<93% |
| B+ | 87<90% |
| B | 83<87% |
| B- | 80<83% |
| C+ | 77<80% |
| C | 73<77% |
| C- | 70<73% |
| D | 60<70% |
| F | 0<60% |

# 9. Course topics and schedule

Below is a overview of course topics and schedule. Topics and schedule are subject to change at the discretion of the instructor. Topics may be cut if we need to devote more time to learning the most central topics. It is unlikely that additional topics will be added. The official course schedule, including weekly required reading and optional reading, will be posted on the [course website](https://anyone-can-cook.github.io/rclass2/).

**Week 1: Organizing files, directories, and scripts**

* Introduce best practices for organizing files and directories for efficient workflow.
* Learn best practices for formatting R scripts to promote seamless collaboration and workflow.

**Week 2: git/Github- core concepts & workflow**

* Introduce shell commands in Terminal/Git Bash
* Provide git/Github workflow and underlying structure
* Learn basic git commands (e.g., git clone, git add, git commit)

**Week 3: git/Github- Git repository & working in a team**

* Continuation of git/Github overview
* Learn and practice creating local and remote Github repositories
* Understand common git commands to observe changes to your reposiory (e.g., git status, git log)

**Week 4: Programming- Iteration**

* Understand the basics of iteration with loops
* Practice different approaches to writing loops
* Loop over vectors, elements, names, or indices

**Week 5: Programming- Functions & Conditional Statements**

* Understand the basics of conditional execution
* Work with if, else, and else if statements

**Week 6: Programming- Functions & Conditional Statements continued…**

* Understand the core components of functions
* Learn to write functions

**Week 7: Programming- Purr/mapping functions**

* Learn core functional programming using the purr package
* Apple mapping functions to perform multiple tasks at once

**Week 8: Strings & Regex**

* Become proficient in manipulating string/character data using string functions and regular expressions

**Week 9: Strings & Regex continued…**

* Use string functions and regular expression (regex) patterns to parse text
* Apply regular expressions to practical applications (e.g., analyzing text data, web-scraping)

**Week 10: Databases/SQL**

* Learn about relational databases such as SQL and their utility for research

# 10. Course policies

## 10.1 Learning during a global pandemic

With the ongoing spread of the COVID-19 pandemic, we understand that right now is a challenging time for everybody. Many of us may be experiencing added stress or responsibilities that make learning and completing classwork difficult. If you are having trouble keeping up with the class, please reach out to the teaching team and we will help work out a plan with you. We understand that right now is a precarious time and in the event that you or someone in your family and/or shared living space gets sick, we ask that you please reach out to us as soon as you are able to. We want to be accommodating to everyone’s unique situation and hope to make this class an enjoyable learning experience for all.

## 10.2 Online collaboration/netiquette

You will communicate with instructors and peers virtually through a variety of tools such as GitHub, email, and Zoom web conferencing. The following guidelines will enable everyone in the course to participate and collaborate in a productive, safe environment.

* Be professional, courteous, and respectful as you would in a physical classroom.
* Online communication lacks the nonverbal cues that provide much of the meaning and nuances in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and stay on topic.
* It is expected that students may disagree with the research presented or the opinions of their fellow classmates. To disagree is fine but to disparage others’ views is unacceptable. All comments should be kept civil and thoughtful.
* It is imperative that we respect one another in this course, and all other spaces. One way to gain/show respect is to actively listen to one another. Please do not text, tweet, email, Facebook, LinkedIn, browse the internet, and such during class.
* In the unlikely event that Zoom is down, please be sure to check your email often for instructions on how we will complete that class session in an asynchronous manner.

**Class Zoom guidelines**

All synchronous class sessions will be held online, via Zoom. Below, we have outlined some general guidelines about Zoom learning. As we continue learning together, we can add to and change the below list. I’m open to your feedback and your experiences as we continue to learn how to learn via Zoom.

* **Video**: We will not require students to turn on their video during synchronous lectures. We encourage students to turn on their video only if they feel comfortable doing so – particularly during small group breakout rooms.
* **Audio**: We ask students to mute their microphones when they are not speaking. We encourage the use of earphones or headphones if you are in a space with background noise.
* **Zoom outage**: In the unlikely event that Zoom is down, the instructors will email the class with instruction for completing the class section in an asynchronous manner. Therefore, if Zoom is not functioning properly during the class period, be sure to check your email often.
* **Internet connectivity**: We understand that having access to a stable internet connection and/or electronic equipment is a privilege. With that in mind, we want to provide a space where everyone has the resources they need to do well in the class. If you have any issues with your internet connection and/or don’t have access to electronic equipment, please reach out to the instructors.

## 10.3 Academic accomodations

**Center for Accessible Education**

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE). When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit https://www.cae.ucla.edu/.

Located in A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; http://www.cae.ucla.edu/

* Due to COVID-19, the CAE office is closed for in-person meetings
* CAE counselor, resources, and services are still available via email / virtual appointment
* Stay up-to-date with CAE newsletters & announcements at https://www.cae.ucla.edu/announcements-events/student

## 10.4 Academic integrity

**UCLA policy**

* 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.

**This class**

* Given that 90% of course grade is based on problem sets, the primary academic honesty concern that could come up in this class is copying problem set solutions from somebody else and passing this in as your own work.

# 11. Campus resources

## 11.1 Counseling and Psychological Services (CAPS)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus.

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

* CAPS is open and has transitioned to Telehealth services ONLY
* Open Mon – Thurs: 8am-6pm and Fri: 8am-5pm
* As always, 24/7 crisis support is always available by phone at (310) 825-0768

## 11.2 Discrimination

UCLA is committed to maintaining a campus community that provides the stronget possible support for the intellectual and personal growth of all its members- students, faculty, and staff. Acts intended to create a hostile climate are unacceptable.

* To file an online incident report, visit: https://equity.ucla.edu/report-an-incident/

## 11.3 LGBTQ resource center

The LGBTQ resource center provides a range of education and advocacy services supporting intersectional identity development. It fosters unity; wellness; and an open, safe, inclusive environment for lesbian, gay, bisexual, intersex, transgender, queer, asexual, questioning, and same-gender-loving students, their families, and the entire campus community. Find it in the Student Activities Center, or via email lgbt@lgbt.ucla.edu.

* Visit their website for more information: https://www.lgbt.ucla.edu/ and virtual upcoming events

## 11.4 International students

The Dashew Center provides a range of programs to promote cross-cultural learning, language improvement, and cultural adjustment. Their programs include trips in the LA area, performances, and on-campus events and workshops.

* Due to COVID-19, the Dashew Center has transitioned its operations to a remote setting
* Visit their website for more information: https://www.internationalcenter.ucla.edu/
* For COVID updates, visit https://www.internationalcenter.ucla.edu/covid-19-updates

## 11.5 UCLA Undocumented Student Program

This program provides a safe space for undergraduate and graduate undocument students. USP supports the UndocuBruin community through personalized services and resources, programs, and workshops.

* Visit their website for more information: https://www.usp.ucla.edu/
* You can reach USP at usp@saonet.ucla.edu

## 11.6 Student legal services

UCLA Student Legal Services provides a range of legal support to all registered and enrolled UCLA students. Some of their services include:

* Landlord/Tenant Relations (Including challenges during COVID)
* Accident and Injury Problems
* Domestic Violence and Harassment
* Divorces and Other Family Law Matter

Due to COVID, Student legal Services is closed to walk-ins.

* All services are by appointment only
* For more information visit their website: http://www.studentlegal.ucla.edu/index.php

## 11.7 Students with Dependents

UCLA Students with Dependents provides support to UCLA studens who are parents, guardians, and caregivers. Some of their services include:

* Information, referrals, and support to navigate UCLA (childcare, family housing, financial aid)
* Access to information about resources within the larger community
* On-site application and verification for CalFresh (food stamps) & MediCal and assistance with Cal Works/GAIN
* A quiet study space
* Family friendly graduation celebration in June

For more information visit their website: https://www.swd.ucla.edu/

## 11.8 Campus maps

**Lactation Rooms**

* [Map to lactation rooms on campus](https://ucla.app.box.com/v/2019-lactation-map)

**Gender Inclusive restrooms**

* [Map to gender inclusive restrooms](https://www.lgbt.ucla.edu/Portals/38/Documents/GIRR%20Map%2007-2019%20Compressed.pdf)

**Campus accessibility**

* [Campus accessibility map](http://map.ucla.edu/downloads/pdf/Access_08_21_15.pdf)

## 11.9 Title IX Resources

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, there are a variety of resources to assist you.

* **CONFIDENTIAL RESOURCES**:You can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, A233 Murphy Hall, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. Counseling and Psychological Services (CAPS) also provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768.
* **NON-CONFIDENTIAL RESOURCES**: You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2255 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. These offices may be required to pursue an official investigation.

*Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.*