

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Law M98TB/Disability Studies M98TB
Course Title Litigating Education: Strategic Integrated Plan for Social Change

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

A course on law and disability fits best into “Society and Culture”. The seminar focuses on contemporary issues such that it fits best under the “Social Analysis” subgroup.

3. List faculty member(s) and teaching fellow who will serve as instructor (give academic rank):

Professor Jyoti Nanda and Katherine Perez, Teaching Fellow

4. Indicate what quarter you plan to teach this course:

2012-2013 Winter X Spring _____

5. GE Course units 5

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

This course is designed to expose students to current disability and education rights policy issues and to make students think critically about the function of litigation in effectuating change. The objective is that students will leave the course with a comprehensive vision of legal problem solving.

- Integrative Learning

The goal is for students to think about litigation as a *part* of a comprehensive framework for change. Thus, while the course provides the relevant law, it also provides information on coalition building, media strategy and lobbying efforts.

- Ethical Implications

Students must think critically about the policy issues in this course. Through their own strategic integrated plans, they fashion solutions that take a holistic approach, considering how the disability community fits in the larger context of society.

- Cultural Diversity

Our discussion will not be confined to disability. We will engage intersectional issues, such as disability and class, disability and race, and disability and gender.

- Critical Thinking

This course provides newspaper articles, scholarly articles, judicial opinions and other law that students will use to individually define what the “problem” is and propose their own solution. In addition to this exercise of critical thinking, students will write bi-weekly reflection papers on the readings and will engage in critical discussion in class.

- Rhetorical Effectiveness

Students will write Op-Eds to practice persuasive writing skills. Students are expected to present their Op-Eds in class, as well as express their opinions and ideas in every class.

- Problem-solving

Students will be given a wealth of information (newspaper articles, scholarly articles, judicial opinions and other law) to use in writing their “Strategic Integrated Plan” paper. It is their duty to pull relevant information to address their proposed solution.

- Library & Information Literacy

While students will be given most of the relevant material to be successful in their final papers. Students will be expected to do some research, including but not limited to internet searches on advocacy organizations.

(A) STUDENT CONTACT PER WEEK

1. Seminar:	3	(hours)
(A) TOTAL student contact per week	3	(HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	1	(hours)
2. Reading	6	(hours)
3. Group Projects:	N/A	(hours)
4. Preparation for Quizzes & Exams:	N/A	(hours)
5. Information Literacy Exercises:	N/A	(hours)
6. Written Assignments:	4	(hours)
7. Research Activity:	1	(hours)

(B) TOTAL Out-of-class time per week

12 (HOURS)

GRAND TOTAL (A) + (B) must equal 15 hours/week

15

Litigating Education: Strategic Integrated Plan for Social Change

Syllabus and Reading List

Winter 2013

Katherine Perez
UCLA School of Law 2013
Perezk2013@lawnet.ucla.edu

This course is designed to expose you to current disability and education rights policy issues and to make you think critically about the function of litigation in effectuating change. The objective is to leave the course with a comprehensive vision of legal problem solving.

We will begin the course by reading about and discussing the landmark laws that have provided a strong legal basis for many education rights cases for the disability community. From there, the course will introduce you to three relatively new education issues for the disability community which either have been litigated in the past couple of years or are yet to be litigated.

We will then discuss how to frame these issues and organize your efforts to best meet your proposed solutions. Throughout the remainder of the course, you will be taught to read and use existing law to make your arguments to the public and in the courtrooms.

I am honored to work with you week by week to think critically about your proposed solutions. I bring my experiences as a teacher, a Peace Corps volunteer, a legislative fellow in a D.C. congressional office, a current law student and an avid disability rights advocate with me to challenge you in developing your ideas. There are no “bad” or “wrong” ideas in our class. Your opinions based off the readings and your own personal experiences are highly valued.

Grading Policy

20% In Class Participation and Discussion
15% Response Papers
15% First Installment of Paper (5-6 pages)
50% Final Paper (15-18 pages) and In-Class Presentation

One to Two Page Response Papers

You must complete the six required response papers when indicated on the syllabus. Response papers record impressions of the readings, which will be useful during our discussions. These papers also help you to start formulating ideas for your final paper. Response papers are due to me by 8:00 p.m. the evening before class meets.

Op-Ed Assignment

In week 8 of our course, you will submit and present an Op-Ed (abbreviated from “opposite the editorial page”). Op-Eds are a great mechanism to publish your opinions to a wide audience about your specific cause. Since typical Op-Eds are 750 words or less, it is important to be clear, concise and direct with your opinion. Op-Eds are opinions (not necessarily based on raw facts or research), so you can be personal and conversational. Being controversial and/or outrageous is not a requirement, and in fact can be off-putting. If the point is to make others seriously consider your opinion, then it should maintain logical analysis. You will present your Op-Ed in class.

15-18 Page Final Paper

Each student must submit a first and final installment of your required seminar papers. You may pick from the three issue areas presented in week 2 of the course as the problem you will tackle in your paper. The first installment is due on week 5. It will cover the introduction and statement of the problem. The final paper is due on the last day of class. It will include a revised version of your first installment compiled with the rest of the assignment. Below is a description of the components of your paper. You will be expected to give an oral presentation of your paper during the last week of class.

Paper Title: Strategic Integrated Plan to Address (Issue) _____

Select from the following issues during week 2:

- (1) Special Education in Juvenile Halls,
- (2) Special Education in Charter Schools, or
- (3) The Use of Service Animals for Children with Disabilities in Schools

Paper Components:

1. Introduction (1 page)

Concise statement on the problem and your proposed solutions. Introductions should be persuasive and succinct. Assume that you must captivate your reader for them to continue reading your proposal.

2. Problem (4-5 pages)

Longer analysis of the background of the problem. Discussion must include but is not limited to: Who is affected by this problem and how? What are the causes of the problem? What are the possible solutions? Who has the power to remedy the problem? What are the alternative framings of the problem and solutions and consequences of each framing?

3. Organizing/Coalition Building (2-3 pages)

Discussion on organizing groups and building coalitions to support resolution of the issue. What groups of people, organizations, coalitions or networks currently exist (are already

organized) that might support your clients' efforts? How might you engage them? What categories of people not yet organized might be mobilized or organized to support your clients' efforts? What institutions or organizations might facilitate that mobilizing or organizing? What existing groups might be opposed to your clients' position? How might you neutralize or diminish their opposition?

4. Media (2-3 pages)

What is the overall purpose of your media effort? List the types of media you will use and state the audiences for each type of media. What content will you provide to each audience and how will you frame your issues? Provide an example of an Op-Ed piece to address your issue.

5. Lobbying (2-3 pages)

Who are the targets of your lobbying efforts? What strategies will you use to engage your targeted audience? Who will you take to lobby with you? Who will speak? What will your message be? What information will you leave with the people you lobby? What goals do you have for your lobbying efforts?

6. Litigation effort (2-3 pages)

What role will litigation play in your plan? Will you use individual case representation or a class action lawsuit? What are the legal arguments you will make? How will you compare and distinguish precedential cases?

7. Conclusion and Reflection (1 page)

Summarize your plan in a concise page. Include the tensions and synergies of your organizing, media, lobbying and litigation efforts. Describe the ultimate goal (solution) to your problem and why your plan is strong.

Week #1: Charting the Legal Framework for Education and Disability Rights

Assignment:

Just before President H.W. Bush signed the Americans with Disabilities Act (ADA), a civil rights law that prohibits discrimination based on disability, he stated, “[l]et the shameful wall of exclusion finally come tumbling down.” Congress enacted the ADA in 1990 “to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” 42 U.S.C. § 12101(b)(1). Three months later, the president also signed the Individuals with Disabilities Education Act, which governs how schools should provide special education to students with disabilities. Along with Section 504 of the Rehabilitation Act of 1973 and numerous other state and federal laws, individuals with disabilities have the legal right to not be discriminated against because of their disability.

Read the following statutes (or laws) and the following cases that apply those statutes. In 1-2 pages, write about your personal experience with disability *or* you can reflect on the readings.

Readings:

Statutes:

Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C.A. § 794 (1973).

Title II of the Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §§ 12131-12134 (1990) (Abbreviated).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq. (1990) (Abbreviated).

Application of the ADA and Section 504:

Bingham v. Oregon Sch. Activities Ass'n, 37 F. Supp. 2d 1189 (D. Or. 1999) vacated in part sub nom. Bingham v. Ediger, 20 F. App'x 720 (9th Cir. 2001).

Application of the IDEA:

Sacramento City Unified Sch. Dist., Bd. of Educ. v. Rachel H. By & Through Holland, 14 F.3d 1398, 1405 (9th Cir. 1994).

Week #2: Identifying the “Problems” and Spotting the Legal Implications

Assignment:

Read the following articles. Pick one of the three issues (service animals in schools, special education in juvenile hall, or special education in charter schools) based on your interest in the subject. Then, write a 1-2 page reflection paper on the topic based on the readings.

Readings:*Service Animals in Schools:*

Eileen Frere, *Cypress family fights for autism service dogs in schools*, ABC 7, June 16, 2011, http://abclocal.go.com/kabc/story?section=news/local/orange_county&id=8195448.

Michael Mello, *School, boy's fight over service dog hits court*, OC REGISTER, June 13, 2011, <http://www.oregister.com/articles/school-304297-dog-district.html>.

Sentinels of Safety: Service Dogs Ensure Safety and Enhance Freedom and Well-Being for Families with Autistic Children, QUAL. HEALTH RESEARCH, Oct. 27, 2008, <http://qhr.sagepub.com/content/18/12/1642.....6>.

Special Education in Juvenile Hall:

Noam N. Levey, *Reform is Locked out of Juvenile Hall*, L.A. TIMES, August 21, 2006, <http://articles.latimes.com/2006/aug/21/local/me-juvenile21>.

Susannah Rosenblatt, *County weighs detention camp school reforms*, L.A. TIMES, June 19, 2007, <http://articles.latimes.com/2007/jun/19/local/me-schools19>.

Garrett Therolf, *Former detainees sue over alleged education breakdown at juvenile camp*, L.A. TIMES, January 13, 2010, <http://articles.latimes.com/2010/jan/13/local/la-me-aclu-probation13-2010jan13>.

Special Education in Charter Schools:

Bill Turque, *Advocate Accuse D.C. Charter Schools of Excluding the Disabled*, THE WASHINGTON POST, May 12, 2011, http://www.washingtonpost.com/local/education/dc-charter-schools-exclude-the-disabled-advocates-say/2011/05/12/AFVgcV1G_story.html.

Larry Abramson, *Does New Orleans Welcome Disabled Students?*, NPR, November 15, 2011, <http://www.npr.org/2011/11/15/142138523/does-new-orleans-welcome-disabled-students>.

Nirvi Shah, *Are L.A. Charter Schools Screening Out Special Ed. Students?*, EDUCATION WEEK, June 15, 2011, http://blogs.edweek.org/edweek/speced/2011/06/special_ed_students_at_charter.html.

Week #3: Framing Issues and Persuasive Legal Writing

Assignment:

After reading the handouts, discuss the following questions in 1-2 pages. What is “framing” and what are “causal stories?” To what end(s) do those utilizing frames and causal stories seek to achieve? What causal stories and frames will you use to describe your policy issue? What

solutions do your causal stories and frames implicate and what are the consequences of each of your causal stories and frames?

Readings:

John M. Broder, *Seeking to Save the Planet, with a Thesaurus*, N.Y. TIMES, May 1, 2009, <http://www.nytimes.com/2009/05/02/us/politics/02enviro.html>.

Deborah A. Stone, *Causal Stories and the Formation of Policy Agendas*, POLITICAL SCIENCE QUARTERLY, Vol. 104, No. 2. (Summer, 1989), pp. 281-300.

Framing Public Issues, FRAMEWORKS INSTITUTE, 2002, <http://www.frameworksinstitute.org/assets/files/PDF/FramingPublicIssuesfinal.pdf>.

Complaint, Casey A., et al. v. Robles, et al., CV10-00192-CHKCFMOF, U.S. District Court for the Central District of California, January 12, 2010 – *Intro only*.

Week #4: Strategic Litigation Plan: Media, Lobbying, Organizing and Litigation

Assignment:

Read the following handouts. Discuss in a 1-2 page response how new media (e.g. Facebook, Twitter, blogs, etc.) can facilitate media, lobbying, organizing, and litigation efforts. Also discuss how media, lobbying, organizing and litigation interact. Reflect on how you can use these mediums to solve to your policy issue.

Readings:

Media:

Considerations at the Intersection: Community Organizing and Strategic Communications, THE SPIN PROJECT, <http://www.spinproject.org/downloads/OrganizingAndCommunications.pdf>.

Lobbying:

WILLARD C. RICHAN, *Chapter 5: Understanding Policymakers*, LOBBYING FOR SOCIAL CHANGE, (2nd ed. 2006).

WILLARD C. RICHAN, *Chapter 7: Preparing the Case*, LOBBYING FOR SOCIAL CHANGE, (2nd ed. 2006).

Organizing/Coalition Building:

L. COHEN, ET AL., *Developing Effective Coalitions: An Eight-step Guide*, COMMUNITY HEALTH EDUCATION & PROMOTION: A GUIDE TO PROGRAM DESIGN AND EVALUATION 144-161 (2nd ed. 2002).

Litigation:

Paul R. Tremblay, *Acting "A Very Moral Type of God": Triage Among Poor Clients*, 67 FORDHAM L. REV. 2475, (1999).

Justine A. Dunlap, *I Don't Want to Play God—A Response to Professor Tremblay*, 67 FORDHAM L. REV. 2601 (1999).

Week #5 Reading Statutes and Cases

Assignment:

Read the “Statutes Handout” and *Arc of Wash. State Inc. v. Braddock* case. Note the court’s reading of the statutes in the case. How does the court interpret the statutes it cites? If this case were good law, or “precedent,” how would you use or distinguish this case to favor your clients? We will discuss these questions in depth in class. No response paper is due to allow you time to finish the first installment of your paper.

First installment of paper due:

This installment includes the “introduction” and the “problem.” The introduction is a concise statement of the problem and your solution. The introduction should not exceed 1 page, double-spaced. The problem explores the background and nature of the issue and includes potential frames. Ask yourself: *Who is affected by this problem and how? What are the causes of the problem? What are the possible solutions? Who has the power to remedy the problem? What are the alternative framings of the problem, including solutions and consequences of each framing?* The problem should be 4-5 pages, double-spaced.

Readings:*General Statutes:*

42 U.S.C.A. § 12101(b)(1) (2009).
 28 C.F.R. § 35.130 (2011).
 Cal. Gov't Code § 11135(a) (2012).
 28 C.F.R. § 35.130(b)(7) (2011).
 Cal. Educ. Code § 56000(a)-(b) (2007).

Charter Schools Statutes:

20 U.S.C.A. § 1413(a)(5)(A) (2005).
 Cal. Educ. Code § 47601(a)-(f) (1998).
 Cal. Educ. Code § 47646 (2008).

Service Animals Statutes:

28 C.F.R. § 35.136 (2011).
 28 C.F.R. § 35.136(g) (2011).
 28 C.F.R. § 35.104 (2011).
 28 C.F.R. § 35.130(e)(1) (2011).

28 C.F.R. § 35.137(a) (2011).

Juvenile Halls Statutes:

Cal. Educ. Code § 48645.2 (1977).

Cal. Educ. Code § 56150 (1985).

Cal. Welf. & Inst. Code § 889 (1998).

Cal. Welf. & Inst. Code § 886.5(a) (1998).

CA ST FAM JUV Rule 5.651(b)(1)(E) (2012).

Case Law:

Arc of Wash. State Inc. v. Braddock, 427 F.3d 615, 618 (9th Cir. 2005).

Week #6: Legal Writing – Discussing Cases

Assignment:

Read the cases for your issue and write a 1-2 page paper answering the questions below according to your issue area.

For **service animals**, discuss what “fundamental alterations” and “undue burdens” are and are not and discuss what the court found in *PGA Tour*. Do you think the courts’ decisions in *Sullivan*, *Crowder*, and *Lockett* have precedential value for a case about a student with Autism who wants to bring his service animal to school with him? What language in *Sullivan* and *Crowder* support your case?

For **special education in charter schools**, how do you distinguish the holdings of *Flour Bluff* and *Ojai Unified* to a situation where a student with a cognitive disability who needs a special day class and is being pushed out of a charter school? What are the difficulties or benefits of the *Rachel H.* factors in making your case? Lastly, what language in the *S.S.* and *R.B.* cases is helping in making your case?

Do you think the court includes children in juvenile halls in *Hartzell* when the court states that the state Constitution grants every child a fundamental right to an education and requires that all California children have "equal access to a public education system that will teach them the skills they need to succeed as productive members of modern society"? What do the *In re Angela* and *C.M.* cases tell you about the rights to **special education access in juvenile halls**? What does the settlement agreement tell you about how special education should function in juvenile halls in Los Angeles?

Readings:

Service Animals:

Sullivan v. Vallejo Unif. Sch. Dist., 731 F. Supp. 947, 958 (E.D. Cal. 1990).

Crowder v. Kitagawa, 81 F.3d 1480, 1483 (9th Cir. 1996).

PGA Tour, Inc. v. Martin, 532 U.S. 661, 121 S. Ct. 1879, 149 L. Ed. 2d 904 (2001).

Lockett v. Catalina Channel Express, Inc., 496 F.3d 1061 (2010).

Special Education in Charter Schools:

Flour Bluff Indep. Sch. Dist. v. Katherine M. by Lesa T., 91 F.3d 689, 690 (5th Cir. 1996).

Ojai Unified School District v. Jackson, 4 F.3d 1467 (9th Cir. 1993).

Sacramento City Unified Sch. Dist., Bd. of Educ. v. Rachel H. By & Through Holland, 14 F.3d 1398, 1404 (9th Cir. 1994).

S.S. v. Howard Rd. Acad., 562 F. Supp. 2d 126, 128 (D.D.C. 2008).

R.B. ex rel. Parent v. Mastery Charter Sch., 762 F. Supp. 2d 745, 759 (E.D. Pa. 2010).

Special Education in Juvenile Halls:

Hartzell v. Connell, 35 Cal. 3d 899, 906-09 (1984).

In re Angela M., 111 Cal. App. 4th 1392, 4 Cal. Rptr. 3d 809 (2003).

Los Angeles County Office of Educ. v. C.M., CV 10-4702 CAS RCX, 2011 WL 1584314 (C.D. Cal. Apr. 22, 2011).

Settlement Agreement, “Agreement Between the United States, Los Angeles County, and the Los Angeles County Office of Education to Resolve the United States Investigation Regarding Conditions of Confinement in the Los Angeles County Office of Education,” http://www.justice.gov/crt/about/spl/documents/split_setagree_lajuvhall_8-12-04.pdf.

Week #7: Adjudication

Assignment:

Read the following handout. In 1-2 pages write a reflection on what you think Kennedy means when he says, “the judge is both free and bound—free to deploy work in any direction but limited by the pseudo-objectivity of the rule-as-applied, which he may or may not be able to.” What does Balkin mean when he states, “[t]o be free is to be able to participate in a number of existing language games of normative discourse, and by participating in them to transform them as well[?]” What are “stock stories” according to Professor Lopez?

Readings:

Jack M. Balkin, *The Promise of Legal Semiotics*, 69 U. TEXAS L. REV. 1831 (1991).

Duncan Kennedy, *Freedom and Constraint in Adjudication: A Critical Phenomenology*, CRITICAL LEGAL STUDIES, http://www.fd.unl.pt/docentes_docs/ma/amh_MA_7545.pdf.

Gerald Lopez, *Lay Lawyering*, 32 UCLA LAW REVIEW 1-60 (1984).

Week #8: Op-Eds

Assignment:

Read the following as examples of Op-Eds (abbreviated from “opposite the editorial page”). Newspapers use Op-Eds to publish the opinions of those who are not on the newspaper staff. One day you may chose to write an Op-Ed and seek to publish it in the name of your cause. In no more than 750 words, construct your own Op-Ed based on your topic. You will present your Op-Ed in class.

Readings:

Paul Steinberg, *Asperger’s History of Overdiagnosis*, N.Y. TIMES, January 31, 2012, <http://www.nytimes.com/2012/02/01/opinion/aspergers-history-of-over-diagnosis.html?scp=10&sq=disability&st=Search>.

Sally L. Satel, *The Wrong Way to Help Veterans*, N.Y. TIMES, August 19, 2011, <http://www.nytimes.com/2011/08/20/opinion/the-wrong-way-to-help-veterans.html?scp=8&sq=disability&st=Search>.

Week #9: Guest Speaker

Assignment:

Read the handout “Letter to Judge Friedman,” which prompted the Department of Justice to review the Juvenile Halls. This in turn set litigation into motion resulting in a settlement agreement that improved the conditions for the youth. Also read Margaret Brandow’s biography and be prepared to engage with the speaker by preparing three questions to ask.

Readings:

Handout, “Letter to Judge Friedman”
Handout, Margaret Brandow, Biography

Week #10 Student Presentations

Assignment:

During the last week of class, each student will give a brief 6-minute oral presentation on his or her final paper topic. Students are expected to allow 1 minute for questions and answers.

Revised first installment combined with the second installment of the paper is due.



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New Course Proposal

	Law Undergraduate M98TB Litigating Disability: Strategic Integrated Plan for Social Change				
Course Number	Law Undergraduate M98TB				
Multiple Listed With	Disability Studies M98TB				
Title	Litigating Disability: Strategic Integrated Plan for Social Change				
Short Title	DISBLTY-LAW&SOC CHG				
Units	Fixed: 5				
Grading Basis	Letter grade only				
Instructional Format	Seminar - 3 hours per week				
TIE Code	SEMT - Seminar (Topical) [T]				
GE Requirement	Yes				
Major or Minor Requirement	No				
Requisites	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.				
Course Description	(Same as Disability Studies M98TB.) Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exploration of strategic plans for social change. Topics include current disability and education rights issues. Students analyze relevant law and build plans to engage media, organizing, lobbying, and litigation efforts in their proposed solutions. Letter grading.				
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows Program				
Syllabus	File Disability Studies 98Tb syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information	Professor Jyoti Nanda is the faculty mentor for this seminar.				
Grading Structure	20% participation 15% response papers 15% 1st installment of paper (5-6 pages) 50% final paper and in-class presentation				
Effective Date	Winter 2013				
Discontinue Date	Summer 1 2013				
Instructor	<table border="0"> <tr> <td>Name</td> <td>Title</td> </tr> <tr> <td>Katherine Perez</td> <td>Teaching Fellow</td> </tr> </table>	Name	Title	Katherine Perez	Teaching Fellow
Name	Title				
Katherine Perez	Teaching Fellow				
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer				
Department	Law				
Contact	<table border="0"> <tr> <td>Name</td> <td>E-mail</td> </tr> </table>	Name	E-mail		
Name	E-mail				

[Routing Help](#) CATHERINE GENTILE

cgentile@oid.ucla.edu

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704

Status: Added to SRS on 8/2/2012 3:33:00 PM

Changes: Subject Area, Description

Comments: Edited course description into official version; changed subject area to UG Law.

Role: Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441

Status: Added to SRS on 7/23/2012 3:04:44 PM

Changes: Short Title

Comments: Added a short title.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 7/13/2012 3:53:23 PM

Changes: No Changes Made

Comments: Routing to Doug Thomson in the Registrar's Office

Role: CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

Status: Approved on 7/11/2012 9:35:58 AM

Changes: Title

Comments: approved with new course title.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 7/10/2012 11:57:37 AM

Changes: No Changes Made

Comments: Routing to Cathie Gentile, per request.

Role: FEC Chair or Designee - Kaufman, Eleanor K. (eleanork@ucla.edu) - 68155

Status: Approved on 7/8/2012 1:05:02 AM

Changes: No Changes Made

Comments: Best to indicate on syllabus how readings that don't have internet links will be distributed--all by handout or is there a course reader? Also for the seemingly very long sets of readings, it might be helpful to indicate how many pages each selection is and/or reduce.

Role: L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040

Status: Returned for Additional Info on 6/7/2012 12:18:10 PM

Changes: No Changes Made

Comments: Routing to Eleanor Kaufman for FEC approval

Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 5/23/2012 12:05:35 PM
Changes:	No Changes Made
Comments:	approved on behalf of Professor Kathleen Komar, chair, CUTF Program

Role:	Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Submitted on 5/23/2012 12:04:41 PM
Comments:	Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045