

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

Department & Course Number Education 98T
 Course Title Educational Resilience: Why Context Matters
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroup(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.

This course considers the social context of educational resilience as it pertains to factors that promote and constrain resilience in education and the student experience, particularly for students from traditionally underserved backgrounds. Students will examine the research literature in the fields of psychology and education to understand the concerns, methods, and findings of scholars, as well as the implications for practice and future research.

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

Monique Corral, Teaching Fellow; Carola Suarez-Orozco, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2017-2018 Fall Enrollment _____ Winter Enrollment _____ Spring Enrollment X

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

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

<input type="checkbox"/> General Knowledge	<p>Examining classic and current research in the fields of psychology and education, students will gain an understanding of what scholars know about the construct of resilience, specifically as it pertains to educational experiences. Traditional lectures and collaborative class discussions, readings (e.g., journal articles, education and policy reports, etc.), in- and out-of-class interactive group activities, presentations, media, and a research proposal will be used to enhance learning.</p>
<input type="checkbox"/> Integrative Learning	<p>Students will gain an understanding of the prominent theories of resilience in the fields of psychology and education, specifically as it pertains to how student outcomes and educational experiences are shaped by social context.</p>
<input type="checkbox"/> Ethical Implications	<p>Students will gain an understanding of empirical research on resilience by reading research articles and participating in class discussions, including on the methods used, results obtained, and implications for practice, future research, and policy.</p>
<input type="checkbox"/> Cultural Diversity	<p>Collaborative class discussions will be used to enhance learning. Students will prepare and share discussion points from readings and a research proposal assignment with the aim of creating a supportive, non-competitive learning environment. Students will engage in collaborative projects with peers.</p>
<input type="checkbox"/> Critical Thinking	<p>Students will gain an understanding of empirical research on resilience by reading research articles and participating in class discussions, including on the methods used, results obtained, and implications for practice, future research, and policy. Students will develop a research proposal on a topic explored in class that they are interested in. The research proposal will be developed and refined with ongoing revision and feedback from both peers and the instructor.</p>
<input type="checkbox"/> Rhetorical Effectiveness	<p>Students will develop their writing and presentation skills as part of a research proposal assignment that will be developed and refined with ongoing revision and feedback from both peers and the instructor. Specific guidelines for how to develop and organize the research proposal will be covered in the course.</p>
<input type="checkbox"/> Problem-solving	<p>Students will synthesize their research proposal write-up into a presentation and conduct a presentation during class elaborating on the most meaningful/key takeaways from their research proposal.</p>
<input type="checkbox"/> Library & Information Literacy	<p>Working in collaboration with partners (i.e., group of 2-3 students), students will present on an article relevant to a reading topic. Students may choose an article of their choice, and will create a PowerPoint presentation for the class and discuss how the article is similar and different from the assigned readings for the day's topic. Additionally, the presentation will include an interactive activity for the class to participate in.</p>

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(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:	<u>1</u>	(hours)	
2. Reading	<u>3</u>	(hours)	
3. Group Projects:	<u>1</u>	(hours)	
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)	
5. Information Literacy Exercises:	<u>1</u>	(hours)	
6. Written Assignments:	<u>3</u>	(hours)	
7. Research Activity:	<u>3</u>	(hours)	
(B) TOTAL Out-of-class time per week	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">12</td></tr></table>	12	(HOURS)
12			
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">15</td></tr></table>	15	(HOURS)
15			

UNIVERSITY OF CALIFORNIA, LOS ANGELES
EDUCATION 98T – EDUCATIONAL RESILIENCE: WHY CONTEXT MATTERS (3)
SPRING 2018
MONIQUE CORRAL, M.S.

SYLLABUS

Day and Time / Location of Class:

Wednesday 1:00PM – 3:50PM / Moore 1033

Instructor Office Hours:

Wednesday 4:00PM – 5:00PM and by appointment (Moore 1033)

Instructor Contact Information:

mocorral@ucla.edu

COURSE DESCRIPTION:

Are you "resilient?" Who do you know that is "resilient?" Consider the following questions:

1. What is resilience?
2. How is resilience different from perseverance, persistence, self-efficacy, and other phenomena?
3. Are there different types of resilience?
4. What promotes and constrains resilience? What role does social context play?
5. Are some more resilient than others?
6. How can we measure resilience? Should we even measure it?

In this seminar, we will explore these questions and many others. Examining classic and current research in the fields of psychology and education, you will gain an understanding of what scholars know about the construct of resilience, specifically as it pertains to education and the student experience. Traditional lectures and collaborative class discussions, readings (e.g., journal articles, education and policy reports, etc.), in- and out-of-class interactive group activities, presentations, media, and a research proposal will be used to enhance learning. This seminar is geared for undergraduates with an interest in understanding the role of resilience in the student experience, particularly among students from traditionally underserved backgrounds.

LEARNING OBJECTIVES:

- Gain an understanding of the prominent theories of resilience emphasizing the interplay of internal and external factors that shape resilience and the context of education.
- Gain an understanding of empirical research on resilience by reading research articles and participating in class discussions, including on the methods used, results obtained, and implications for practice, future research, and policy.
- Engage in collegial and collaborative discussions and projects with peers.
- Gain strategies for improving critical and conceptual reading skills with scholarly work from the fields of psychology and education.
- Develop writing skills as part of a research proposal assignment that will be developed and refined with ongoing revision and feedback from both peers and the instructor.

ATTENDANCE AND PARTICIPATION:

The seminar has been designed to be an engaging, meaningful, and collaborative learning experience. Expectations include class attendance and arriving to class on time, active input in class discussions and activities, and cooperating in creating a supportive, non-competitive learning environment. You are expected to have read assigned readings prior to the beginning of each class, and should be prepared to **engage in discussions and ask questions during class** so that we are learning collaboratively (i.e., learning from one another).

Attending and participating in class discussions as well as preparing and sharing **two discussion points** each class from the readings and/or your research proposal is required (i.e., **beginning Week 3**, you will prepare and share two points to discuss during each class; your discussion points can be related to the readings and/or can connect the readings to your developing research proposal and progress). To get **full attendance credit** for each class session, you are expected to be present and to participate, and to share your discussion points during discussions. Additionally, you will meet with the instructor twice during the quarter (e.g., during office hours); at least once to discuss your research proposal topic and progress. Participation will be worth 10% of your final grade.

ASSIGNMENTS:

Reading Topic Presentation

Working in collaboration with 1-2 partners (i.e., group of 2-3), you and your partner(s) will present on one reading topic during the quarter:

- The presentation will be on an article that is relevant to the day's topic. You may choose an article of your choice. You will create a PowerPoint presentation for the class and discuss the article's **introduction, methods, results, and discussion** sections. You will address how the article is **similar and different** from the assigned readings for the day's topic. Additionally, your presentation will include an **interactive activity** for the class to participate in. The presentation should be **25-30 minutes**.
- Presentations will **begin Week 3**. You will sign up for a reading topic presentation during Week 1 or Week 2's class.

Research Proposal Write-Up

You will develop a research proposal on a topic explored in class that you are interested in. The topic should be interdisciplinary in nature with both a psychological and educational lens. Specific guidelines for the assignment and **how to develop and organize the research proposal** will be covered in **Week 2 and Week 3**. Your proposal should include the following sections: Introduction; Literature Review; Research Design and Methods; Preliminary Implications; and Discussion. Your research proposal will be developed and refined with ongoing revision and feedback from both your peers and the instructor. You will discuss your research topic and progress with the instructor during office hours. Additionally, we will have a guest presentation by the Undergraduate Writing Center (UWC). You will be oriented to UWC's services so that you may seek assistance from them if you would like.

- **Length Requirements, etc.:** **10-12 pages**; **double-spaced**; **12-point font**; follow **APA guidelines** for **in-text citations, references**, etc.; minimum of **5 primary sources**; include **reference page** (does **not** count toward page requirement).
- **Development/Revision Timeline:**
 - **Week 4:** You will share your developing research proposal ideas with the class.
 - **Week 6:** You will discuss your research proposal topic with the class.

- **Week 8:** You will submit a draft (hardcopy) of your proposal, which will be reviewed by both another student in the class and the instructor. Based on the feedback received and your developing ideas, you will revise your proposal.
- **Finals Week:** Your final proposal will be submitted on turnitin.com.

Research Proposal Presentation

You will synthesize your research proposal write-up into a presentation and conduct a **5-6 minute** presentation during class elaborating on your most meaningful/key takeaways from your research proposal. The research proposal sections discussed above will form the majority of the content for your presentation.

OVERVIEW OF ASSIGNMENTS WITH POINTS:

Assignment

Class Participation/Discussion Points + 2 Office Hour Visits
 Reading Topic Presentation
 Research Proposal – Draft
 Research Proposal – Final
 Research Proposal Presentation

Points (Percentage of Grade)

10 points (10%)
 15 points (15%)
 20 points (20%)
 35 points (35%)
20 points (20%)
100 points (100%)

POLICIES:

Late or Missed Assignments: Late assignments will be penalized one half of a letter grade (5%) for each day late. Class Participation/Discussion Points and Reading Topic Presentation points cannot be made up due to an absence, except in specific cases (e.g., serious illness). If serious unforeseen circumstances arise that will not allow you to submit assignments on time, please talk with me as soon as possible so that we can discuss accommodations.

Academic Integrity: Students are expected to comply with university policies of academic honesty and integrity. Plagiarism and cheating will not be tolerated and will be reported to the Dean of Students. Any violations to any other university policies will be reported as well.

Accommodation Policy: UCLA, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability, please see the Office of Student Disabilities, to make arrangements for classroom accommodations.

SEMINAR SCHEDULE

Please note that all topics and all assignment due dates are tentative and are subject to change depending upon class progress and instructor's discretion. Students will be informed of any changes made to the schedule. Readings must be completed before the beginning of each class session!

WK	TOPIC/QUESTIONS TO CONSIDER	CLASS ACTIVITIES	READING	ASSIGNMENT(S) DUE
1	Defining Resilience: -What is resilience? -What are the underlying mechanisms of resilience? -What factors promote and constrain resilience? -Why is a resilience framework important?	-Introductions -Class Overview & Syllabus -Reading Topic Presentation Sign-Ups	-Luthar, S. S., Cicchetti, D., & Becker, B. (2000) -Masten, A. S. (2001) -Rutter, M. (1987)	
2	Educational Resilience: Resilience in the Context of Education: -What is educational resilience? -What role does context play? -How is educational resilience different from a more general construct of resilience and other types of resilience? -How is educational resilience different from other education-related phenomena (e.g., persistence, academic achievement)? -Why is educational resilience an important construct?	-Writing a Research Proposal (Part 1) -Reading Topic Presentation Sign-Ups	-Comings, J. (2007) -Stack-Cutler, H. L., Parrila, R. K., & Torppa, M. (2015) -Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993)	
3	Resilience among Communities from Traditionally Underserved Backgrounds: -Are these communities resilient? -What promotes and constrains their resilience? -Why is using a resilience framework important in work with these communities?	-Writing a Research Proposal (Part 2) -2 Discussion Points Begin -Reading Topic Presentations Begin	-Floyd, C. (1996) -Lukes, M. (2014) -Tuck, E. (2011)	
4	Resilience across Contexts: -What role does resilience play in other contexts (e.g., family, community, healthcare, mental health, etc.)? -Why is using a resilience framework important in work	-Undergraduate Writing Center (UWC) Guest Presentation -2 Discussion Points -Reading Topic Presentation -Discussion/Reflection:	-Aisenberg, E., & Herrenkohl, T. (2008) -Rumbaut, R. G., & Komaie, G. (2010) -Wang, M. C.,	-Share: Research Proposal Ideas

	with these contexts?	Research Proposal Progress	Haertel, G. D., & Walberg, H. J. (1993)	
5	The Measurement of Resilience: Quantitative Approaches: -What is quantitative research? -How have researchers measured resilience using quantitative approaches? -What are the implications of using these approaches (e.g., ethics, validity, reliability)?	-2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Friborg, O., Hjemdal, O., Rosenvinge, J. H., & Martinussen, M. (2003) -Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008) -Tugade, M. M., & Fredrickson, B. L. (2004)	
6	The Measurement of Resilience: Qualitative and Mixed Methods Approaches: -What is qualitative research? -What is mixed methods research? -How have researchers measured resilience using qualitative and mixed methods approaches? -What are the implications of using these approaches?	-2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Clonan-Roy, K., Jacobs, C. E., & Nakkula, M. J. (2016) -Lieber, E. (2009) -Werner, E. E. (1989)	-Discuss: Research Proposal Topic
7	Resilience and Implications for Practice: -How can resilience research inform educational practices (e.g., classroom/school context, teacher-student interactions, services, etc.)?	-2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Malecki, C. K., & Demaray, M. K. (2003) -Nakkula, M. (2013) -Van de Pol, J., Volman, M., & Beishuizen, J. (2010)	
8	Resilience and Implications for Future Research: -Where is the field of resilience headed? -What are the research gaps? -What direction should emerging scholars take it? -What ideas do you have for future work?	-Research Proposal Draft: Peer Review using Rubric -2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Kia-Keating, M., Dowdy, E., Morgan, M. L., & Noam, G. G. (2011) -Pickard, A. (2013)	-Research Proposal Write-Up DRAFT
9	Resilience and Implications for Policy: -How can research on resilience inform policy (e.g., classroom/school/district level and	-2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal	-Amrein, A. L., & Berliner, D. C. (2002)	

	beyond)?	Progress		
10	Course Synthesis: -What have you learned about the construct of resilience and research in the field of resilience? -How has your learning informed your developing research interests/next steps?	-Research Proposal Presentations		-Research Proposal Presentation

REQUIRED READINGS

WEEK 1: Defining Resilience

- Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child development*, 71(3), 543-562.
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American psychologist*, 56(3), 227-238.
- Rutter, M. (1987). Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry*, 57(3), 316-331.

WEEK 2: Educational Resilience: Resilience in the Context of Education

- Comings, J. (2007). Persistence: Helping adult education students reach their goals. *Review of Adult Learning and Literacy*, 23-46.
- Stack-Cutler, H. L., Parrila, R. K., & Torppa, M. (2015). Using a multidimensional measure of resilience to explain life satisfaction and academic achievement of adults with reading difficulties. *Journal of Learning Disabilities*, 48(6), 646-657.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). Educational resilience in inner cities. In K. L. Alves-Zervos & J. R. Shafer (Eds.), *Syntheses of research and practice: Implications for achieving schooling success for children at risk* (pp. 136-167). Washington, DC: Office of Educational Research and Improvement.

WEEK 3: Resilience among Communities from Traditionally Underserved Backgrounds

- Floyd, C. (1996). Achieving despite the odds: A study of resilience among a group of African American high school seniors. *Journal of Negro Education*, 181-189.
- Lukes, M. (2014). Pushouts, shutouts, and holdouts: Educational experiences of Latino immigrant young adults in New York City. *Urban Education*, 49(7), 806-834.
- Tuck, E. (2011). Humiliating ironies and dangerous dignities: A dialectic of school pushout. *International Journal of Qualitative Studies in Education*, 24(7), 817-827.

WEEK 4: Resilience across Contexts

- Aisenberg, E., & Herrenkohl, T. (2008). Community violence in context: Risk and resilience in children and families. *Journal of Interpersonal Violence*, 23(3), 296-315.
- Rumbaut, R. G., & Komaie, G. (2010). Immigration and adult transitions. *The Future of Children*, 20(1), 43-66.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). The effectiveness of collaborative school-linked services. In K. L. Alves-Zervos & J. R. Shafer (Eds.), *Syntheses of research and practice: Implications for achieving schooling success for children at risk* (pp. 168-258). Washington, DC: Office of Educational Research and Improvement.

WEEK 5: The Measurement of Resilience: Quantitative Approaches

- Friberg, O., Hjemdal, O., Rosenvinge, J. H., & Martinussen, M. (2003). A new rating scale for adult resilience: What are the central protective resources behind healthy adjustment? *International Journal of Methods in Psychiatric Research*, 12(2), 65-76.
- Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine*, 15(3), 194-200.

- Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, 86(2), 320-333.

WEEK 6: The Measurement of Resilience: Qualitative and Mixed Methods Approaches

- Clonan-Roy, K., Jacobs, C. E., & Nakkula, M. J. (2016). Towards a model of positive youth development specific to girls of color: Perspectives on development, resilience, and empowerment. *Gender Issues*, 33(2), 96-121.
- Lieber, E. (2009). Mixing qualitative and quantitative methods: Insights into design and analysis issues. *Journal of Ethnographic & Qualitative Research*, 3(4), 218-227.
- Werner, E. E. (1989). High-risk children in young adulthood: A longitudinal study from birth to 32 years. *American Journal of Orthopsychiatry*, 59(1), 72-81.

WEEK 7: Resilience and Implications for Practice

- Malecki, C. K., & Demaray, M. K. (2003). What type of support do they need? Investigating Student adjustment as related to emotional, informational, appraisal, and instrumental support. *School Psychology Quarterly*, 18(3), 231-252.
- Nakkula, M. (2013). A crooked path to success. *Phi Delta Kappan*, 94(6), 60-63.
- Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–student interaction: A decade of research. *Educational Psychology Review*, 22(3), 271-296.

WEEK 8: Resilience and Implications for Future Research

- Kia-Keating, M., Dowdy, E., Morgan, M. L., & Noam, G. G. (2011). Protecting and promoting: An integrative conceptual model for healthy development of adolescents. *Journal of Adolescent Health*, 48(3), 220-228.
- Pickard, A. (2013). Attrition happens: Towards an acknowledgement and accommodation perspective of adult literacy student dropout. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 2(2), 114-126.

WEEK 9: Resilience and Implications for Policy

- Amrein, A. L., & Berliner, D. C. (2002). High-stakes testing, uncertainty, and student learning. *Education Policy Analysis Archives*, 10(18), 1-74.

WEEK 10: Research Proposal Presentations and Course Synthesis



New Course Proposal

Education 98T Educational Resilience: Why Context Matters

Course Number	Education 98T
Title	Educational Resilience: Why Context Matters
Short Title	EDUC RESILIENCE
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	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.
Course Description	Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. What is resilience? What promotes and constrains resilience? What role does social context play in educational resilience? Discussion and examination of research from psychology and education on resilience as it pertains to educational experiences, particularly for students from underserved backgrounds. Letter grading.
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows
Syllabus	File Corral Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	Instructor (Monique Corral) UID: 304354086 Professor Carola Suarez-Orozco is the faculty mentor for this course.
Grading Structure	Class Participation/Discussion Points + 2 Office Hour Visitd (10%) Reading Topic Presentation (15%) Research Proposal ? Draft (20%) Research Proposal ? Final (35%) Research Proposal Presentation (20%)
Effective Date	Spring 2018
Discontinue Date	Summer 1 2018
Instructor	Name: Monique Corral Title: Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Department	Education
Contact	Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu
Routing Help	

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 8/31/2017 10:59:12 AM

Changes: Description

Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Hiatt, Michelle N (MHIATT@REGISTRAR.UCLA.EDU) - 310-825-12

Status: Added to SRS on 8/30/2017 2:11:36 PM

Changes: Short Title

Comments: No Comments

Role: FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Approved on 8/25/2017 4:15:43 PM

Changes: No Changes Made

Comments: Approved by College FEC Chair, Joe Bristow. Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173

Status: Approved on 8/20/2017 8:03:22 PM

Changes: No Changes Made

Comments: No Comments

Role: FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 8/4/2017 4:38:58 PM

Changes: No Changes Made

Comments: Routing to Joe Bristow for FEC approval.

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 7/14/2017 6:07:42 PM

Changes: Grading Structure

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 7/14/2017 3:37:25 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) 825-6704