

**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.

<p>□ General Knowledge</p>	<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>
<p>□ Integrative Learning</p>	<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>
<p>□ Ethical Implications</p>	<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>
<p>□ Cultural Diversity</p>	<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>
<p>□ Critical Thinking</p>	<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>
<p>□ Rhetorical Effectiveness</p>	<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>
<p>□ Problem-solving</p>	<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>
<p>□ Library &amp; Information Literacy</p>	<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>(B) TOTAL Out-of-class time per week</b>	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;"><b>12</b></td></tr></table>	<b>12</b>	<b>(HOURS)</b>
<b>12</b>			
<b>GRAND TOTAL (A) + (B) must equal at least 15 hours/week</b>	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="text-align: center;">15</td></tr></table>	15	<b>(HOURS)</b>
15			

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

**SYLLABUS**

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**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

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**COURSE DESCRIPTION:**

In this seminar, we will examine contexts of human development that are central to the educational experiences and outcomes of students. A range of contexts will be examined with a primary focus on proximal contexts such as families and classrooms and how they shape the experiences and outcomes of students in schools today. We will explore how family and classroom contexts may promote and constrain educational resilience, a productive construct that moves beyond an exclusive focus on student deficits and sheds light on the accomplishments students make along their educational trajectories. Readings and discussions will emphasize education and developmental psychology perspectives, and other disciplines such as sociology, social work, and public policy. Topics that will be examined include the influence of families and life circumstances on educational outcomes, the role of the classroom context and student-teacher relationships in educational experiences, and the experiences of traditionally underserved students. Traditional lectures and collaborative class discussions, readings, in- and out-of-class group activities, presentations, media, and a research proposal will be used to enhance learning.

**LEARNING OBJECTIVES:**

- Gain an understanding of the prominent theories central to the educational experiences and outcomes of students.
- Evaluate the role of contexts of development that are central to the experiences and outcomes of students today.
- Gain an understanding of educational resilience as a construct that emphasizes the interplay of factors that promote and constrain the outcomes of students.
- Gain an understanding of empirical research by reading research articles and participating in class discussions, including on the methods used, results obtained, and implications for future research, practice, 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 education and developmental psychology.
- 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 an education 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, Reading Topic Presentation, and Research Proposal 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	<b>Introduction</b> -Why should we care about the educational experiences and outcomes of students?	-Introductions -Class Overview and Syllabus -Reading Topic Presentation Sign-Ups	-Bridge, R. G. (1979) -Rutter, M. (1982)	
2	<b>Education in Development</b> -What role does education play in human development? -How are contexts of development shaping the experiences and outcomes of students in schools today?	-Writing a Research Proposal (Part 1) -Reading Topic Presentation Sign-Ups	-Bronfenbrenner, U. (1977) -Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003) -Vygotsky, L. S. (1980)	
3	<b>Educational Resilience</b> -What is educational resilience? -How is educational resilience different from the more general construct of resilience? -What factors promote and constrain resilience? -How is educational resilience different from other education-related phenomena (e.g., persistence, academic achievement)?	-Writing a Research Proposal (Part 2) -2 Discussion Points Begin -Reading Topic Presentations Begin	-Doll, B. (2013) -Masten, A. S. (2001) -Pianta, R. C., & Walsh, D. J. (1998) -Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993)	
4	<b>Role of Family Context in Education</b> -How do families and life circumstances shape the educational experiences and outcomes of students?	-Undergraduate Writing Center (UWC) Guest Presentation -2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Booth, A., & Dunn, J. F. (2013) -Bronfenbrenner, U. (1986) -Davis-Kean, P. E. (2005) -Fan, X., & Chen, M. (2001)	<b>-Share: Research Proposal Ideas</b>
5	<b>Role of Classroom Context in Education</b> -How does the classroom context and student-teacher relationships shape the	-2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Crosnoe, R., Johnson, M. K., & Elder Jr, G. H. (2004)	

	experiences and outcomes of students?		-Malecki, C. K., & Demaray, M. K. (2003) -Van de Pol, J., Volman, M., & Beishuizen, J. (2010)	
6	<b>Other Pivotal Contexts in Education</b> -What other contexts of development are central to the experiences and outcomes of students (e.g., neighborhood, peers, school and education policy, etc.)?	-2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Rutter, M. (1982) -Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993)	<b>-Discuss: Research Proposal Topic</b>
7	<b>Research in Education: Quantitative Approaches</b> -What is quantitative research? -How do researchers measure educational outcomes 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	-Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018) -Muijs, D. (2010)	
8	<b>Research in Education: Qualitative and Mixed Methods Approaches</b> -What is qualitative research? -What is mixed methods research? -How do researchers measure educational outcomes using qualitative and mixed methods approaches? -What are the implications of using these approaches?	-Research Proposal Draft: Peer Review using Rubric -2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018) -Lieber, E. (2009)	<b>-Research Proposal Write-Up DRAFT</b>
9	<b>Implications for Future Research, Practice, and Policy</b> -What are the research gaps? -What direction should emerging scholars take? -What ideas do you have for future work? -How can educational research inform educational practices (e.g., classroom/school context, teacher-student interactions, services, etc.)? -How can educational research inform policy (e.g., classroom/school/district level and beyond)?	-2 Discussion Points -Reading Topic Presentation -Discussion/Reflection: Research Proposal Progress	-Amrein, A. L., & Berliner, D. C. (2002) -Elmore, R. F. (2004) -Kia-Keating, M., Dowdy, E., Morgan, M. L., & Noam, G. G. (2011)	

10	<b>Course Synthesis</b> -What have you learned about the experiences and outcomes of students and the role different contexts play? -How has your learning informed your developing research interests/next steps?	-Research Proposal Presentations		<b>-Research Proposal Presentation</b>
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## **REQUIRED READINGS**

### **WEEK 1: Introduction: Why Should We Care About the Educational Experiences and Outcomes of Students?**

- Select readings from: Bridge, R. G. (1979). The determinants of educational outcomes: The impact of families, peers, teachers, and schools.
- Select readings from: Rutter, M. (1982). *Fifteen thousand hours: Secondary schools and their effects on children*. Harvard University Press.

### **WEEK 2: Education in Development**

- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513.
- Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.
- Select readings from: Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Harvard University Press.

### **WEEK 3: Educational Resilience**

- Doll, B. (2013). Enhancing resilience in classrooms. In *Handbook of Resilience in Children* (pp. 399-409). Springer US.
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227-238.
- Pianta, R. C., & Walsh, D. J. (1998). Applying the construct of resilience in schools: Cautions from a developmental systems perspective. *School Psychology Review*, 27(3), 407.
- 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 4: Role of Family Context in Education**

- Select readings from: Booth, A., & Dunn, J. F. (Eds.). (2013). *Family-school links: How do they affect educational outcomes?*. Routledge.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723.
- Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.

**WEEK 5: Role of Classroom Context in Education**

- Crosnoe, R., Johnson, M. K., & Elder Jr, G. H. (2004). Intergenerational bonding in school: The behavioral and contextual correlates of student-teacher relationships. *Sociology of Education*, 77(1), 60-81.
- 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.
- 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 6: Other Pivotal Contexts in Education**

- Select readings from: Rutter, M. (1982). *Fifteen thousand hours: Secondary schools and their effects on children*. Harvard University Press.
- Select readings from: 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 7: Research in Education: Quantitative Approaches**

- Select readings from: Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.
- Select readings from: Muijs, D. (2010). *Doing quantitative research in education with SPSS*. Sage.

**WEEK 8: Research in Education: Qualitative and Mixed Methods Approaches**

- Select readings from: Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.
- Lieber, E. (2009). Mixing qualitative and quantitative methods: Insights into design and analysis issues. *Journal of Ethnographic and Qualitative Research*, 3(4), 218-227.

**WEEK 9: Implications for Future Research, Practice, and Policy**

- Select readings from: Amrein, A. L., & Berliner, D. C. (2002). High-stakes testing, uncertainty, and student learning. *Education Policy Analysis Archives*, 10(18), 1-74.
- Select readings from: Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*. Harvard Education Press.
- 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.

**WEEK 10: Research Proposal Presentations and Course Synthesis**



# New Course Proposal

## Education 98T Educational Resilience: Why Context Matters

<b>Course Number</b>	Education 98T
<b>Title</b>	Educational Resilience: Why Context Matters
<b>Short Title</b>	EDUC RESILIENCE
<b>Units</b>	Fixed: 5
<b>Grading Basis</b>	Letter grade only
<b>Instructional Format</b>	Seminar - 3 hours per week
<b>TIE Code</b>	SEMT - Seminar (Topical) [T]
<b>GE Requirement</b>	Yes
<b>Major or Minor Requirement</b>	No
<b>Requisites</b>	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.
<b>Course Description</b>	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.
<b>Justification</b>	Part of the series of seminars offered through the Collegium of University Teaching Fellows
<b>Syllabus</b>	File <a href="#">Corral Syllabus.pdf</a> was previously uploaded. You may view the file by clicking on the file name.
<b>Supplemental Information</b>	<b>Instructor (Monique Corral) UID: 304354086</b>  Professor Carola Suarez-Orozco is the faculty mentor for this course.
<b>Grading Structure</b>	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%)
<b>Effective Date</b>	Spring 2018
<b>Discontinue Date</b>	Summer 1 2018
<b>Instructor</b>	Name: <b>Monique Corral</b> Title: <b>Teaching Fellow</b>
<b>Quarters Taught</b>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
<b>Department</b>	Education
<b>Contact</b>	Name: <b>MICHELLE CHEN</b> E-mail: <b>mchen@oid.ucla.edu</b>
<b>Routing Help</b>	

### 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](mailto:cims@registrar.ucla.edu) or (310) 825-6704