

## General Education Course Information Sheet

*Please submit this sheet for each proposed course*

Department & Course Number Social Welfare/Gerontology M108  
 Course Title Biomedical, Social, & Policy Frontiers in Human Aging  
 Indicate if Seminar and/or Writing II course \_\_\_\_\_

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 X
- Social Analysis X

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)*
- Life Science X  
*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.

**Foundations of Society and Culture:** This course employs a lifecourse analytic framework on aging, which calls for both historical and social analysis. It allows students to understand how events, successes and losses at one stage of life can have important effects later in life. Further, the class will include a focus on individuals as they age within a particular socio-historical context. Attention will be given to the current cohort of college-age persons in comparison to depression-era and baby boom cohorts in the United States. It will also address how age stratification and differential access by class and racial/ethnic groups influence opportunities and resources in a society.

**Foundations of Scientific Inquiry:** As indicated by its title, this course will also engage students in an exploration of the biomedical aspects of aging. It will cover the genetics of longevity and biological theories, introducing students to experimental models involved in knowledge production, and topics such as aging at the level of the individual cell. It will also address aging body systems, the aging brain, mental health and aging, and geriatric evaluation.

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

Lené Levy-Storms, PhD, MPH, Associate Professor

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 over the next three years:

	2010-2011	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2011-2012	Fall	_____	Winter	_____	Spring	_____
		Enrollment	_____	Enrollment	_____	Enrollment	_____
	2012-2013	Fall	<u>X</u>	Winter	_____	Spring	_____
		Enrollment	<u>50</u>	Enrollment	_____	Enrollment	_____

5. GE Course Units

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

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

\_\_\_\_\_

\_\_\_\_\_

Present Number of Units: 5

Proposed Number of Units: 5

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

- ❑ General Knowledge
 

Increases in life expectancy have led to the unprecedented aging of our society. Students, therefore, need to be prepared to live longer and to work in a world with an increasingly broad age spectrum. This course will provide a critical knowledge base for students' understanding of human aging.
- ❑ Integrative Learning
 

Students will be taught that the study of aging is inherently interdisciplinary, requiring attention to biological, psychological, and social factors (i.e. adopting a bio/psycho/social perspective of aging). This involves considering human aging through the lenses of different disciplines. Students will, therefore, be called upon to synthesize theories and foci coming from diverse disciplinary perspectives.
- ❑ Ethical Implications
 

Students will be introduced to ways in which access to resources shape human aging. In this, they will be called upon to reflect on various social inequalities (e.g. those based on sex, age, class, race/ethnicity) when considering the social, political, and biomedical aspects of lifelong aging. In that this course will also address how aging is studied, ethical implications of aging theories and research methodologies will be covered.
- ❑ Cultural Diversity
 

Age stratification and differential access by class and racial/ethnic groups influence opportunities and resources in a society. The life course perspective adopted by this course is particularly valuable in addressing these issues of diversity in aging. Culture, race, ethnicity, gender, and class will be actively considered within each aging context area.
- ❑ Critical Thinking
 

Three analytical frameworks will be employed to enhance students' critical thinking about human aging. In addition to the life course perspective, discussed above, a bio/psycho/social framework, which recognizes that aging is inherently an interdisciplinary phenomenon, will be used to contextualize issues. Students will need to synthesize perspectives introduced by different disciplines. Students will also be exposed to a systems perspective framework, which will aid students in understanding aging phenomena at all levels by calling upon them to apply common characteristics of all living systems.
- ❑ Rhetorical Effectiveness
 

Students will prepare a persuasive paper and participate in a debate on end of life issues. These assignments will require students to formulate their arguments by leveraging their understandings of sociohistorical perspectives on death, medical definitions of death, legal perspectives on death, programs of care for the dying, immortality, and grief and bereavement.
- ❑ Problem-solving
 

Formulation of cohesive arguments in preparation for the end of life debate assignments, as well as completion of a policy brief and policy paper, will require students to identify and assess competing solutions to problems related to human aging.
- ❑ Library & Information Literacy
 

Students will be required to do library research to identify a scholarly article, complete with bibliographic citation, on a subject related to human aging.

<b>(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)</b>		
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1. Lecture:	<b>4</b>	(hours)
2. Discussion Section:	N/A	(hours)
3. Labs:	N/A	(hours)
4. Experiential (service learning, internships, other):	N/A	(hours)

5. Field Trips:           N/A           (hours)

**(A) TOTAL Student Contact Per Week**           4           **(HOURS)**

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

- |                                     |                                |         |
|-------------------------------------|--------------------------------|---------|
| 1. General Review & Preparation:    | <u>          n/a          </u> | (hours) |
| 2. Reading                          | <u>          6          </u>   | (hours) |
| 3. Group Projects:                  | <u>          .5          </u>  | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>          1          </u>   | (hours) |
| 5. Information Literacy Exercises:  | <u>          n/a          </u> | (hours) |
| 6. Written Assignments:             | <u>          2          </u>   | (hours) |
| 7. Research Activity:               | <u>          1.5          </u> | (hours) |

**(B) TOTAL Out-of-class time per week**           11           **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week**           15           **(HOURS)**

**Gerontology & Social Welfare M108**  
***Biomedical, Social and Policy Frontiers in Human Aging***  
**Winter 2012 SYLLABUS**

**Professor: Lené Levy-Storms, PhD, MPH**

Departments of Social Welfare and Medicine/Geriatrics

Email: llstorms@ucla.edu

Office: 310 825 7388

Fax: 310 206 7564

**Office hours: Wednesdays 1-2pm**

Campus location: 5226 Luskin School of Public Affairs

**Lectures**

**Day:** Monday and Wednesdays

**Time:** 3-4:50pm

**Location:** Luskin School of Public Affairs 2355

**Interdepartmental Faculty:** Interdisciplinary faculty from the Department of Medicine and related disciplines will regularly join in lecturing on the biomedical aspects of aging.

**COURSE DESCRIPTION:**

**A. Rationale**

Individual life expectancy from birth has dramatically increased, leading to an unprecedented aging of our society. Students entering college today can expect to live decades longer than their ancestors. Life expectancy in the United States has increased in the last century from 47 to 76 years. People aged 65 years or older now comprise nearly 13% of the population. This proportion will grow to 20% by the year 2025 with the maturation of the “baby boomers,” the 76 million Americans born between 1946 and 1964. Since the aging process is both biologically influenced and socially constructed, this “Age Revolution” involves both biomedical science as well as socio-cultural change. The reasons why so many are living longer have as much to do with lifestyle and social opportunities as with genes and biology. Advances in medical technology and public health have helped create this demographic transition through fundamental changes in environmental risk factors (e.g., sanitation) as well as vaccinations. Yet, our perceptions of age are deeply rooted in culture, religion, literature, music and film, all of which shape our views of the human life course. Thus, aging is a complex biological and social phenomenon; and gerontology, the study of aging, is inherently interdisciplinary. This “Age Revolution” is also creating new career opportunities in the social, behavioral and biomedical sciences, as well as in the humanities. In response to these trends, the nation’s academic institutions are moving to encourage an invigorated emphasis on age-related research and education. In addition to professional education, students need to be prepared to live longer and to work in a world with an increasingly broad age spectrum.

## B. Course Organization & Approach

In order to chart the course of human aging in a way that is based in a variety of recent research (frontiers) and yet have topics related and integrated, the following conceptual frameworks are used throughout the course. It is also the aim that these frameworks will increase the relevance of aging to the student's lives as well as enhance their critical thinking. The first perspective will be a **bio/psycho/social approach**, which is based on the recognition that aging is inherently an interdisciplinary phenomenon. The multiple disciplines will be represented by the core faculty for the cluster as well as by various guest lecturers. The course professor as well as guest lecturers will clearly articulate the fundamentals of their discipline and its contributions to and limitations for the study of aging. The interdisciplinary approach aims to assist students in their mastery of gerontological content as well as their understanding of the nature of disciplinary knowledge.

The class also aims to sensitize students at an early stage in the life cycle to the relevance of issues relating to aging throughout life. Aging is, in fact, recognized as a life-long process of human growth and development. Hence, the second approach embodied by this cluster will be the **life course perspective**, which is distinguished by the analytical framework it provides for understanding the interplay between human lives and changing social structures. This approach allows students to understand how events, successes and losses at one stage of life can have important effects later in life. Further, the class will include a focus on individuals as they age within a particular socio-historical context. Attention will be given to the current cohort of college-age persons in comparison to depression-era and baby boom cohorts in the United States. Age stratification and differential access by class and racial/ethnic groups influence opportunities and resources in a society. The life course perspective is particularly valuable in addressing these issues of diversity in aging. Culture, race, ethnicity, gender, and class will be actively considered within each aging context area.

This 5 unit course will also explore aging from multiple levels, ranging from the individual cell to society. A **systems perspective**, which identifies common characteristics of all living systems, will aid students in understanding aging phenomena at all levels.

### **COURSE AIMS AND OBJECTIVES:**

The *Biomedical, Social and Policy Frontiers in Human Aging* course objectives include:

- To illustrate the interdisciplinary relationship between:
  - Biological foundations of aging,
  - Psychological and social constructions of aging,
  - Policy implications of aging;
- To explore diversity in human aging across the life course;
- To sensitize students to principles of successful and intergenerational aging;
- To appreciate continuity of aging over the life span within a socio-historical context;
- To introduce viable career opportunities in the fields of gerontology and geriatrics.

## C. Required Course Texts

Hooyman, N.R. & Kiyak, H.A. (2011). *Social Gerontology: A Multidisciplinary Perspective* (9th ed.). Boston: Allyn & Bacon.

## D. Course Website

The Website is an integral component of the class and you should visit it often to keep current on all aspects of the course.

<https://ccle.ucla.edu/course/view.php?name=12W-SOCWLFM108-1>

### E. Course Credit

Students will earn 5 course units and fulfill the core, required course for the Gerontology Interdisciplinary Minor.

### F. Student Assignments and Grading Policy

#### **Grading**

- 40% exams (2 exams) Note: Second exam will be during Finals Week
- 15% elder life review project
- 5% ageism paper #1
- 10% policy paper #2
- 15 % debate and paper #3
- 15% research article annotated bib and presentation

#### ***Late papers, missed exams, missed lectures***

- Late papers will not be accepted and there will be no make-up exams. It is your responsibility to attend all lectures.
- Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with Dr. Levy-Storms.

#### ***Academic Integrity***

- Academic dishonesty will not be tolerated. All members of the team will strictly follow UCLA policy if cheating or plagiarism is suspected. Students will be referred to the Dean of Students and a formal hearing may be held. See the following URL for detailed information:  
<http://www.deanofstudents.ucla.edu/integrity.html>
- The maximum penalty for academic dishonesty is expulsion from UCLA.  
**DO NOT CHEAT OR PLAGIARIZE!** It is not worth it!

### G. Course Weekly Outline

The following outline presents the topics to be covered in the class. During lecture, key aging issues will be presented in-depth. Students are expected to complete all readings before lecture on the date of the assigned readings.

#### **WEEK ONE:**

**Monday,  
1/9/12**

#### **HUMAN AGING FRONTIERS: INTRODUCTION AND FRAMEWORKS**

- Attitudes about aging and ageism
- Life span and life expectancy
- A systems framework
- Biopsychosocial perspective
- Life course perspective
- The longevity revolution and you

#### **Reading assignment:**

p. 1-19 (the study of aging); 325-328 (social constructionism);  
324-325 (life-course perspective)

#### **Ageism Paper Assigned**

Wednesday,  
1/11/12

## GLOBAL IMPACTS OF THE LONGEVITY REVOLUTION

- Demography of aging in the USA
- Worldwide aging
- Domestic and international demographic shift
- The epidemiologic transition

### Reading assignment:

p. 22-30 (USA); 43-51 (global)

## WEEK TWO:

Monday,  
1/16/12

## **HOLIDAY—MARTIN LUTHER KING DAY**

Wednesday,  
1/18/12

## RESEARCH AND PSYCHOSOCIAL THEORIES OF AGING

- Research in Aging
- Psychological theories of aging
- Developmental theories of aging
- Social theories of aging

### Reading assignment:

p. 30- 39 (research methods); p. 52-54 (modernization theory), 215-220 (stage theories), 312-333 (note p. 324-328 assigned for previous lectures)

## **Ageism Paper Due at beginning of class**

## WEEK THREE:

Monday,  
1/23/12

## **THE FUTURE OF AGING: CIVIC ENGAGEMENT AND TECHNOLOGY**

- Successful aging and other concepts
- Culture and meaning in late-life
- Religion and spirituality
- Civic engagement and contribution
- Technology and aging environments
- Age and intergenerational friendly communities

### Reading Assignment:

pp. 224-229, 374-375, 473-477, 493-496, 515-540  
Additional articles posted on course website

## **Life Review Assignment Introduced**



Wednesday,  
1/25/12

**THE POLITICS AND POLICIES OF AGING**  
**Dr. Fernando Torres-Gil**

- Cohorts and voting behavior
- Political debates about the aged
- Intergenerational conflict
- Activism of older adults
- Social Security
- Medicare/Medicaid
- Health care delivery system
- Long-term care

**Reading assignment:**

p. 532-540 (political participation); p. 718-727 (politics of productivity vs. entitlement); p. 687 - 717 (social services and programs); 731 - 771 (health and long-term care, Medicare and Medicaid)

**WEEK FOUR:**

Monday,  
1/30/12

**DIVERSITY, INEQUALITY AND AGING**

- Social class
- Gender inequality
- Race/ethnicity
- Multiple jeopardy

**Reading assignment:**

p. 51-64 (older immigrants); 603-612 (elders of color); 655-658(older women)

Wednesday,  
2/1/12

**BIOLOGY LECTURE: MIND AND BODY; MENTAL HEALTH AND AGING**

**Guest Lecturer: Dr. Lynn Woods, UCLA School of Nursing**

- Mind/body connections
- Stressors and the stress response
- Stress across the life course
- Healthy and unhealthy personalities
- Depression and anxiety
- Psychological well-being

**Reading assignment:**

Sapolsky article (posted on course website)

Gorman article (link posted on course website)

p. 91-93 (changes in sleep patterns with aging); 220-241 (from trait theories of personality to chronic mental illness)

## **WEEK FIVE:**

**Monday,  
2/6/12**

### **RELATIONSHIPS, INTIMACY, FAMILIES AND CAREGIVING**

- Social networks
- Social support
- Sexuality and intimacy
- Grandparents
- Caregiving

#### **Reading assignment:**

p. 339 - 378 (social supports); p. 276-304 (sexuality in older adulthood); 394 - 410 (caregiving)

#### **Policy Paper Assigned**

**Wednesday,  
2/8/12**

### **Research Article Assignment Described & EXAM #1**

## **WEEK SIX:**

**Monday,  
2/13/12**

### **WORK & RETIREMENT**

- Paid and unpaid work
- Gender and labor
- Intergenerational markets
- Retirement financing
- Retirement planning

#### **Reading Assignment:**

pp. 493-514

**Wednesday,  
2/15/12**

### **BIOLOGY LECTURE: AGING BODY SYSTEMS I**

**Guest faculty: Dr. Maristela Garcia, Department of Medicine, Division of Geriatrics,  
UCLA Geffen School of Medicine**

- Cardiovascular system
- Atherosclerosis and the immune system
- Life style effects
- The aging senses
- Sight, sound, touch, taste, and smell

#### **Reading assignment:**

p. 78 - 83 (physiological changes with age)  
Libby article (posted on course website)  
pp. 93-109 (senses)

**WEEK SEVEN:**

**Monday,  
2/20/12**

**HOLIDAY—PRESIDENTS' DAY**

**Wednesday,  
2/22/12**

**BIOLOGY LECTURE : GENETICS OF LONGEVITY & BIOLOGICAL THEORIES OF AGING**

**Guest faculty: Dr. Rita Effros, PhD, Department of Pathology and Laboratory Medicine, UCLA School of Medicine**

- Genes and lifespan
- Experimental models
- Evolution of lifespan
- Components of the cell
- Aging at the level of the individual cell
- An illustrative case: Cancer

**Reading assignment:**

19-25 (centenarians); 71-78 (theories of aging); 131-132 (cancer)

**Policy Paper Due at beginning of class**

**WEEK EIGHT:**

**Monday,  
2/27/12**

**DEATH & DYING**

- Sociohistorical perspective on death
- Medical definitions of death
- Legal perspectives on death
- Programs of care for the dying
- Immortality
- Grief and Bereavement

**Reading Assignment posted on course website:**

Chap. 13; Additional Moody: pp. 123-150

**Wednesday,  
2/29/12**

**STUDENT RESEARCH ARTICLE PRESENTATIONS  
TURN IN HARD COPY ARTICLE SUMMARY  
AND POWER POINT PRESENTATION**

**DEBATE PAPERS ASSIGNED**

**WEEK NINE:**

Monday,  
3/5/12

**BIOLOGY LECTURE: THE AGING BRAIN**

Guest faculty: Gary Small, MD, Professor of Clinical Psychiatry,  
Director, UCLA Center on Aging

- The brain/central nervous system
- Dementia
- Technological advances in studying the human brain

**Reading assignment:**

p. 179 - 186 (through factors that may influence intelligence); p. 190-202 (starting with learning and memory in everyday life); p. 241 - 250 (dementia and Alzheimer's Disease - read through end of stages of Alzheimer's Disease)

Wednesday,  
3/7/12

**BIOLOGY (CLINICAL) LECTURE: GERIATRIC EVALUATION**

Guest Faculty: David Reuben MD, Chief, Geriatrics Division, UCLA

- Functioning
- Comprehensive Geriatric Assessment
- Medicine and Aging
- Activities of Daily Living

**Reading Assignment:**

pp. 117-119 and 150-152

Reuben (2009) article posted on course website

**WEEK TEN:**

Monday,  
3/12/12

**BIOLOGY LECTURE: AGING BODY SYSTEMS II**

Guest faculty: Dr. Rita Effros, PhD, Department of Pathology and Laboratory Medicine,  
UCLA School of Medicine

- Immune system
- Vaccines
- Skin & musculoskeletal systems
- Neuroendocrine system
- Type 2 diabetes, obesity epidemic

**Reading assignment:**

p. 145 - 148 ( HIV and aging); Effros Chapter on website; p. 76 (growth hormones), p. 79-80 (aging in body composition), p. 90 (endocrine system), p. 135-138 (estrogen and osteoporosis), p. 139-141 (diabetes and obesity)

Wednesday,  
3/14/12

**END OF LIFE DEBATES**

**DEBATE PAPERS DUE END OF CLASS**

**WEEK ELEVEN:**

**\*\*Final Exam on March 20 from 8-11am\*\***  
**Life Review Assignment DUE March 22 by 5pm**

## New Course Proposal

	<b>Social Welfare M108 Biomedical, Social, and Policy Frontiers in Human Aging</b>
<a href="#">Course Number</a>	<b>Social Welfare M108</b>
<a href="#">Multiple Listed With</a>	<b>Gerontology M108</b>
<a href="#">Title</a>	<b>Biomedical, Social, and Policy Frontiers in Human Aging</b>
<a href="#">Short Title</a>	<b>BIOMED/SOC/POL AGNG</b>
<a href="#">Units</a>	Fixed: <b>5</b>
<a href="#">Grading Basis</a>	<b>Letter grade only</b>
<a href="#">Instructional Format</a>	<b>Lecture - 4 hours per week</b>
<a href="#">TIE Code</a>	<b>LECN - Lecture (No Supplementary Activity) [T]</b>
<a href="#">GE Requirement</a>	<b>No</b>
<a href="#">Major or Minor Requirement</a>	<b>Yes</b>
<a href="#">Requisites</a>	<b>Upper Division only with enforcement.</b>
<a href="#">Course Description</a>	<b>(Same as Gerontology M108.) Lecture, four hours. Limited to juniors/seniors. Course of human aging charted in ways that are based on variety of recent research frontiers. Use of conceptual frameworks to increase relevance of aging to students' lives and enhance their critical thinking -- biopsychosocial approach that is based on recognition that aging is inherently interdisciplinary phenomenon, and life course perspective that is distinguished by analytical framework it provides for understanding interplay between human lives and changing social structures, and allows students to understand how events, successes, and losses at one stage of life can have important effects later in life. Focus on individuals as they age within one particular sociohistorical context. Letter grading.</b>
<a href="#">Justification</a>	<b>This is the new core course for the newly proposed Gerontology Minor. Proposal for the minor will be submitted soon. The course has been approved by the Social Welfare Curriculum Committee.</b>
<a href="#">Syllabus</a>	File <a href="#">GMP-CoreCourse.doc</a> was previously uploaded. You may view the file by clicking on the file name.
<a href="#">Supplemental Information</a>	
<a href="#">Grading Structure</a>	<b>? 40% exams (2 exams) ? 15% elder life review project ? 5 % brief paper #1 ? 10% policy paper #2 ? 10 % debate and paper #3 ? 10% research article annotated bib and presentation ? 10% participation</b>

<b>Effective Date</b>	<b>Winter 2012</b>	
<b>Instructor</b>	Name	Title
	<b>Lené Levy-Storms</b>	<b>Associate Professor</b>
<b>Quarters Taught</b>	Fall Winter Spring Summer	
<b>Department</b>	<b>Social Welfare</b>	
<b>Contact</b>	Name	E-mail
	<b>MICHELLE BROOKS</b>	<a href="mailto:brooks@publicaffairs.ucla.edu">brooks@publicaffairs.ucla.edu</a>
<b>Routing Help</b>		

## ROUTING STATUS

<b>Role:</b>	Registrar's Office
<b>Status:</b>	Processing Completed
<b>Role:</b>	Registrar's Publications Office - Hennig, Leann Jean ( <a href="mailto:lhennig@registrar.ucla.edu">lhennig@registrar.ucla.edu</a> ) - 56704
<b>Status:</b>	Added to SRS on 10/27/2011 12:18:49 PM
<b>Changes:</b>	Title, Description
<b>Comments:</b>	Edited course description into official version; corrected title.
<b>Role:</b>	Registrar's Scheduling Office - Bartholomew, Janet Gosser ( <a href="mailto:jbartholomew@registrar.ucla.edu">jbartholomew@registrar.ucla.edu</a> ) - 51441
<b>Status:</b>	Added to SRS on 10/11/2011 1:45:42 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	No Comments
<b>Role:</b>	FEC School Coordinator - Castillo, Myrna Dee Figurac ( <a href="mailto:mcastillo@college.ucla.edu">mcastillo@college.ucla.edu</a> ) - 45040
<b>Status:</b>	Returned for Additional Info on 10/10/2011 3:26:40 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	Routing to Doug Thomson in the Registrar's Office
<b>Role:</b>	FEC Chair or Designee - Meranze, Michael ( <a href="mailto:meranze@history.ucla.edu">meranze@history.ucla.edu</a> ) - 52671
<b>Status:</b>	Approved on 10/10/2011 12:43:25 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	No Comments
<b>Role:</b>	L&S FEC Coordinator - Castillo, Myrna Dee Figurac ( <a href="mailto:mcastillo@college.ucla.edu">mcastillo@college.ucla.edu</a> ) - 45040
<b>Status:</b>	Returned for Additional Info on 10/10/2011 10:23:20 AM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	Routing to Michael Meranze for FEC approval
<b>Role:</b>	Dean College/School or Designee - Loukaitou-Sideris, Anastasi ( <a href="mailto:sideris@ucla.edu">sideris@ucla.edu</a> ) - 69679
<b>Status:</b>	Approved on 9/30/2011 11:00:38 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	No Comments

<b>Role:</b>	UgC Coordinator - Paul, Stanley Mitchell ( <a href="mailto:paul@publicaffairs.ucla.edu">paul@publicaffairs.ucla.edu</a> ) - 68966
<b>Status:</b>	Returned for Additional Info on 9/30/2011 3:03:23 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	Re-routing to Associate Dean, Academic Affairs, Anastasia Louktaïtou-Sideris
<b>Role:</b>	Department Chair or Designee - Torres-Gil, Fernando M ( <a href="mailto:torres@publicaffairs.ucla.edu">torres@publicaffairs.ucla.edu</a> ) - 61994
<b>Status:</b>	Approved on 9/29/2011 3:43:13 PM
<b>Changes:</b>	No Changes Made
<b>Comments:</b>	No Comments
<b>Role:</b>	Initiator/Submitter - Brooks, Michelle J ( <a href="mailto:brooks@publicaffairs.ucla.edu">brooks@publicaffairs.ucla.edu</a> ) - 51429
<b>Status:</b>	Submitted on 9/13/2011 2:59:41 PM
<b>Comments:</b>	Initiated a New Course Proposal