

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

Department & Course Number Nursing/Law Undergraduate M98T
 Course Title Criminal Justice and Forensic Issues in Later Life

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.

The course explore aspects of elder abuse, which is a social phenomena rooted in violence and ageism. We will also examine society's response to elder abuse through policy and research.

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

Carolyn E. Ziminski, RN, BSN (Teaching Fellow, Doctoral Student)
 Linda R. Phillips, RN, PhD (Professor, Audrienne H. Moseley Endowed Chair in Nursing, Faculty Adviser)

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 The class is designed to examine different methodological, theoretical and policy issues surrounding different types of victimization facing the elderly.

Integrative Learning This course includes literature from all the disciplines which contribute to

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| | elder abuse knowledge, including forensics, nursing, medicine, social work, and law. |
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| □ Ethical Implications | There is a week in the course dedicated to examining and reflecting on the ethical research and practice issues surround violence and victimization against the elderly. |
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| □ Cultural Diversity | The second week of the course is dedicated to examining the role of gender, race/ethnicity and sexual orientation in victimization, research and practice. Students will be encouraged to think about these roles in subsequent week’s discussions. Students will also be required to consider these factors in writing their term paper. |
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| □ Critical Thinking | Each week students will be asked to critically think about their assigned readings and provide their assessments of the issues during in-class discussion. They will also be asked to apply their new knowledge to assessments of media articles/videos for each weekly moodle discussion. |
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| □ Rhetorical Effectiveness | Students will demonstrate this skill through their written assignments in which students will draft-and-rewrite a term paper which they will work on all quarter. Students will be provided constructive feedback on their paper drafts and be required to thoughtfully incorporate it in the final papers. |
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| □ Problem-solving | In the draft-and-rewrite term paper assignment, students’ drafts will focus on describing the current knowledge on their selected problem. In the final paper students will critically appraise the current knowledge and describe what knowledge is needed to properly address their selected problem. Students will be provided with constructive feedback on their drafts to help them with their final papers. Additionally, in class students will examine policies relevant to that week’s assignment and discuss what information is needed to enhance current policy. Students will incorporate this policy analysis skill in their final papers. |
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| □ Library & Information Literacy | Students will do an in-class presentation on their research process including databases used, search terms, and results. Students will self-critique their success and be provided with feedback on how to efficiently do a literature review. Students will also submit updated references list periodically throughout the course. |
|----------------------------------|--|

(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)
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1. General Review & Preparation:	1	(hours)
2. Reading	5	(hours)
3. Group Projects:	NA	(hours)
4. Preparation for Quizzes & Exams:	NA	(hours)

5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>2.5</u>	(hours)
7. Research Activity:	<u>2.5</u>	(hours)

(B) TOTAL Out-of-class time per week 12 **(HOURS)**

GRAND TOTAL (A) + (B) must equal 15 hours/week _15_____

Nursing/Law Undergraduate M98T

Criminal Justice and Forensic Issues in Later Life

Course Description:

Forensics is a much broader field than popular television may have you believe, involving many more disciplines and applications. The word 'forensic' means pertaining to courts of law and forensic science is then the application of science to the law. Forensics is used to study both *accidents* and *assaults* in both the *living* and the *dead*. In legal cases, forensics influences the investigation and court proceedings. However for older victims of crime forensic science is underdeveloped, not always used or used inappropriately. This class will examine the state of forensic science for older adults, policy protecting older adults and the ways the two intersect.

Course Objectives:

1. Understand the differences in the policies aimed at community-dwelling elders and elders in long term care.
2. Appreciate the different contexts in which elder abuse can take place.
3. Critically analyze the multiple variables which can increase an older adult's vulnerability to victimization.
4. Understand the barriers and opportunities to developing useful forensic markers for elder abuse.
5. Understand the need for forensics in successfully intervening and prosecuting elder abuse.

Required reading:

1. Bonnie, R. J., & Wallace, R. (Eds.). (2003). *Elder Mistreatment: Abuse, Neglect, and Exploitation in an Aging America*. Washington DC: National Academies Press.
2. Other required readings will be posted on moodle.

Grading Criteria:

Participation: 20%

Class presentation paper topic: 10%

First draft paper: 25%

Final paper: 45%

Assignment Descriptions:**Participation 20% (10+10):**

Before class each week different media articles will be posted along with a general question pertaining to that week's topic and assigned readings. Please post your response to the media article, question and any thoughts on the week's topic by midnight before class. **10%**

Preparation for class and active participation in class discussion: **10%**

Class presentation paper topic: 10%:

During week 3 you will have approximately 10 minutes to present your paper topic and research progress in class in 6 powerpoint slides. You will hand in a preliminary bibliography with 5 references. (See attached grading criteria and instructions.)

First draft paper: 25%:

First draft of your paper is due week 6 of class. This will be 8-10 pages of the total paper. You will turn in a bibliography containing 10 references. (See attached grading criteria and instructions.)

Final paper: 45%

Due finals weeks. This will be a 15-18 page researched paper on a topic of your choosing of a forensic issue. The purpose of this paper is to complete a more in depth examination from the class discussion and to think about the implications for investigation and policy. (See attached grading criteria and instructions.)

List of forensic issues to choose from include: coroner/death investigation, asphyxia, bruises, burns, broken bones, traumatic brain injury, elopement, medication errors, sexual assault examinations, financial forensics, pressure sores, starvation/malnutrition, homicide

SCHEDULE / READING ASSIGNMENTS:

Week 1	<p>Myths & Realities of Crimes against Elderly Chapter 1: Introduction – Bonnie & Wallace</p> <p>Payne. (2002). An integrated understanding of elder abuse and neglect <i>Journal of Criminal Justice</i>, 30, 6, 535-547</p> <p>Myths & Realities of Aging</p> <p>Federal & State Laws on Aging/Violence Posted on moodle.</p> <p>Need for forensic biomarkers 1: Dyer, Connolly & McFeeley “The Clinical and Medical Forensics of Elder Abuse and Neglect” in Bonnie & Wallace 2003 (pg. 339-381).</p>
Week 2	<p>Increasing Vulnerability/Risk to Violence</p> <p><u>Gender</u> Penhale (2003): Older Women, Domestic Violence, and Elder Abuse: A Review of Commonalities, Differences, and Shared Approaches, <i>Journal of Elder Abuse & Neglect</i>, 15:3-4, 163-183</p> <p><u>Culture</u> Moon, A., & Williams, O. (1993). Perceptions of Elder Abuse and Help-Seeking Patterns among African-American, Caucasian American, and Korean-American Elderly Women. <i>Gerontologist</i>, 33(3), 386-395.</p> <p>World Health Organization – Report on Elder Abuse http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap5.pdf</p> <p><u>Cognitive Status</u> Evans (2000) Some aspects of consent, the elderly and the forensic physician. <i>Journal of Clinical Forensic Medicine</i></p> <p>Wiglesworth, A., Mosqueda, L., Mulnard, R., Liao, S., Gibbs, L., & Fitzgerald, W. (2010). Screening for abuse and neglect of people with dementia. <i>Journal of the American Geriatrics Society</i>, 58(3), 493-500.</p> <p>Wiglesworth & Mosqueda (2011) People with dementia as witnesses to emotional events. https://www.ncjrs.gov/pdffiles1/nij/grants/234132.pdf</p> <p><u>LGBT</u> Cook-Daniels (1998): Lesbian, Gay Male, Bisexual and Transgendered Elders: Elder Abuse and Neglect Issues, <i>Journal of Elder Abuse & Neglect</i>, 9:2, 35-49</p>

	<p>Gary L. Stein, Nancy L. Beckerman & Patricia A. Sherman (2010): Lesbian and Gay Elders and Long-Term Care: Identifying the Unique Psychosocial Perspectives and Challenges, <i>Journal of Gerontological Social Work</i>, 53:5, 421-435</p> <p><i>Need for forensic biomarkers 2:</i> Pearsall (2005) Forensic biomarkers of elder abuse: What clinicians need to know. <i>Journal of Forensic Nursing</i></p>
Week 3	<p>Research Issues</p> <p>Dresser “Ethical and policy issues in research on elder abuse and neglect” In Bonnie & Wallace (2003)</p> <p>Monahan, J., Appelbaum, P. S., Mulvey, E. P., Robbins, P., & Lidz, C. W. (1993). Ethical and Legal Duties in Conducting Research on Violence: Lessons From the MacArthur Risk Assessment Study. <i>Violence & Victims</i>, 8(4), 387-396.</p> <p>Mihalic, S., & Elliott, D. (1997). If violence is domestic, does it really count?. <i>Journal Of Family Violence</i>, 12293-311.</p> <p><u>**In class presentation of paper topic.</u></p>
Week 4	<p>Elder Homicide</p> <p>Chu, L. D., & Kraus, J. F. (2004). Predicting Fatal Assault Among the Elderly Using the National Incident-Based Reporting System Crime Data. <i>Homicide Studies</i>, 8, 71-95.</p> <p>Karch, D., & Nunn, K. C. (2011). Characteristics of Elderly and Other Vulnerable Adult Victims of Homicide by a Caregiver: National Violent Death Reporting System-17 US States, 2003-2007. <i>Journal of Interpersonal Violence</i>, 26(1), 137-157.</p> <p>Collins & Presnell (2006) Elder homicide – A 20 year study. <i>American Journal of Forensic Medicine & Pathology</i>. 27(2):183-187</p> <p><i>Forensic Issues:</i></p> <p><u><i>Coroner Investigation:</i></u> Kim, Mitchell & Dyer (2007). Do medical examiners determine elder mistreatment as a cause of death? <i>Forensic Science, Medicine, and Pathology</i>, 3, 9-13</p> <p>Paranitharan & Pollanen (2009) The interaction of injury and disease in the elderly: A case report of fatal elder abuse. <i>Journal of Forensic and Legal Medicine</i></p> <p><u><i>“Wrongful” deaths:</i></u> Fracasso & Pfeiffer (2008) Fatalities related to medical restraint devices—Asphyxia is a common finding. <i>Forensic Science International</i></p>

Week 5	<p>Interpersonal Violence</p> <p><u>Late life domestic violence vs. family violence vs. caregiver violence</u></p> <p>Phillips, (2000). Domestic violence and aging women, <i>Geriatric Nursing</i>, 21, 4, 188-193</p> <p>Beach, S. R., Schulz, R., Williamson, G. M., Miller, L. S., Weiner, M. F., & Lance, C. E. (2005). Risk factors for potentially harmful informal caregiver behavior. <i>Journal of the American Geriatrics Society</i>, 53(2), 255-261.</p> <p>Chapter 5 "Risk Factors for Elder Mistreatment" in Bonnie & Wallace</p> <p>Forensic Issues:</p> <p><u>Bruises:</u></p> <p>Wiglesworth, A., Austin, R., Corona, M., Schneider, D., Liao, S., Gibbs, L., & Mosqueda, L. (2009). Bruising as a marker of physical elder abuse. <i>Journal of the American Geriatrics Society</i>, 57(7), 1191-1196.</p> <p><u>Burns:</u></p> <p>Bowden, Grant, Vogel & Prasad. (1988). The elderly, disabled and handicapped adult burned through abuse and neglect. <i>Burns</i>, 14(6), 447-450.</p> <p><u>Falls:</u></p> <p>Ziminski, Phillips & Woods (2012). Raising the index of suspicion for elder abuse: cognitive impairment, falls, and injury patterns in the emergency department. <i>Geriatric Nursing</i></p>
Week 6	<p>Long Term Care</p> <p><u>SNF vs ALF</u></p> <p>Hawes "Elder Abuse in Residential Long-Term Care Settings: What is Known and What Information is Needed?" In Bonnie & Wallace (2003)</p> <p>Gruszecki, Edwards, Powers & Davis. (2004) Investigation of elderly deaths in nursing homes by the medical examiner over a year. <i>The American Journal of Forensic Medicine and Pathology</i></p> <p>Phillips & Guo. (2011). Mistreatment in Assisted Living Facilities: Complaints, Substantiations, and Risk Factors <i>The Gerontologist</i>, 51(3): 343-353</p> <p>Forensic Issues:</p> <p><u>Elopement:</u></p> <p>Aud. (2004). Dangerous wandering: Elopements of older adults with dementia from long-term care facilities <i>AM J ALZHEIMERS DIS OTHER DEMENTIAS</i>, 19: 361-368</p> <p><u>Medications:</u></p> <p>Woods, D. L., Guo, G. F., Kim, H., & Phillips, L. R. (2010). We've Got TROUBLE Medications in Assisted Living. <i>Journal of Gerontological Nursing</i>, 36(4), 30-39.</p>

	<p><u>Reporting:</u> Ziminski, (2011). Elder abuse and neglect investigation in california long term care facilities. <i>On the Edge: Official Newsletter of the International Association of Forensic Nurses</i>: http://www.iafn.org/displaycommon.cfm?an=1&subarticlenbr=685</p> <p>**Draft of paper due**</p>
Week 7	<p>Sexual Abuse</p> <p>Ramsey-Klawnski, Teaster, Mendiondo, Marcum, Abner (2008). Sexual Predators Who Target Elders: Findings from the First National Study of Sexual Abuse in Care Facilities, <i>Journal of Elder Abuse & Neglect</i>, 20, 4</p> <p>Burgess, Ramsey-Klawnsnik & Greogorian (2008). Comparing Routes of Reporting in Elder Sexual Abuse Cases, <i>Journal of Elder Abuse & Neglect</i> , 20, 4</p> <p>Bledsoe (2006). Criminal offenders residing in long-term care facilities. <i>Journal of Forensic Nursing</i>, 2,3, 142-146</p> <p>Forensic Issues: <i>SANE Exam for Older Women – Guest Speaker</i></p> <p>Templeton (2005) Sexual assault of a postmenopausal woman. <i>Journal of clinical forensic medicine</i></p> <p>Burgess, Hanrahan & Baker. (2005). Forensic Markers in Elder Female Sexual Abuse Cases. <i>Clinics in Geriatric Medicine</i>, 21, 2</p>
Week 8	<p>Financial Abuse</p> <p>Hafemeister “Financial Abuse of the Elderly in Domestic Settings” In Bonnie & Wallace (2003)</p> <p>Malks, Buckmaster & Cunningham, (2008). Combating Elder Financial Abuse–A Multi-Disciplinary Approach to a Growing Problem, <i>Journal of Elder Abuse & Neglect</i> , 15, 3-4</p> <p><u>Scams vs. Known Perps</u> http://www.fbi.gov/scams-safety/fraud/seniors http://www.nasaa.org/1733/eiffe/ http://www.ovc.gov/publications/bulletins/elderfraud_case/welcome.html</p> <p><u>Role of public guardian</u> LA Country Public Guardian Guide: http://file.lacounty.gov/dmh/cms1_162215.pdf</p> <p>Forensic Issues: <u>Undue Influence:</u> http://www.centeronelderabuse.org/docs/AutonomyCapacityl.pdf</p>

Week 9	<p>Neglect</p> <p>Collins & Presnell. (2007). Elder neglect and the pathophysiology of aging. <i>The American Journal of Forensic Medicine and Pathology</i></p> <p>Strasser & Fulmer. (2007). The Clinical Presentation of Elder Neglect: What We Know and What We Can Do <i>Journal of the American Psychiatric Nurses Association, 12: 340-349</i></p> <p>Dyer et al., (2008). The Key Elements of Elder Neglect: A Survey of Adult Protective Service Workers, <i>Journal of Elder Abuse & Neglect , 17, 4</i></p> <p>Forensic Issues: <u>Pressure Sores</u> Kim A. Collins; Allan T. Bennett; Randy Hanzlick; and the Autopsy Committee of the College of American Pathologists. (2000). Elder Abuse and Neglect, <i>Arch Intern Med.</i> 160(11):1567-1569.</p> <p>Di Maio, Di Maio. (2002) Homicide by decubitus ulcers. <i>Am J Forensic Med Pathol.</i> ;23(1):1-4.</p> <p><u>Starvation, Hygiene, Suffocation:</u> Akaza, K., Bunai, Y., Tsujinaka, M., Nakamura, I., Nagai, A., Tsukata, Y., & Ohya, I. (2003). Elder abuse and neglect: social problems revealed from 15 autopsy cases. <i>Legal medicine,</i> 5(1), 7-14.</p>
Week 10	<p>Interventions & Responding</p> <p>Heisler (2002) Elder abuse and the criminal justice system: new awareness, new responses. <i>Generations</i></p> <p>Wolfe "Elder Abuse Intervention: Lessons from Child Abuse and Domestic Violence Initiatives" In Bonnie & Wallace (2003)</p> <p>Elder Abuse Forensic Centers & Multidisciplinary Team Responses</p> <p>Wiglesworth, A., Mosqueda, L., & Burnight, K. (2006). Findings From an Elder Abuse Forensic Center. <i>Gerontologist, 46(2), 277-283.</i></p> <p>Dong & Simon (2011). Enhancing National Policy and Programs to Address Elder Abuse, <i>JAMA.</i> 305(23):2460-2461.</p> <p><u>**Paper due finals week**</u></p>

Class presentation paper topic: 10%:

This assignment is designed to help you get started with your paper!

Please choose a topic from one of the suggested topics on the syllabus. Use the provided literature search guidelines in completing this assignment. In 6 powerpoint slides you are to present your topic and research methods.

1. Topic of interest? (choose from list, be specific if you want to look at a certain population)
2. Databases searched? (use at least 2)
3. Search Terms used? (use at least 2 different combinations)
4. Types of articles found? (case studies, research articles, government reports, etc?)
5. Thoughts about how to expand your research process? (what have you learned? Where/how should you look next?)
6. Thoughts about how to expand/refine your research topic? (After reading the articles is there a specific question that comes to mind for your paper? Do you know how you may organize your paper?)

Criteria	Points Available	Points Received
Slide 1 – Stated topic of interest	5 points	
Slide 2 – Used 2 different databases	10 points	
Slide 3 – Used 2 different combinations of search terms	20 points	
Slide 4 – Found and classified 5 different articles	25 points	
Slide 5 – Reflected on research process	15 points	
Slide 6 – Reflect on research topic/paper	10 points	
Presented 6 organized slides, kept in time limit	5 points	
HANDS IN reference list with the 5 <i>articles</i> found during this search	10 points	

First draft paper: 25%:

First draft of your paper is due week 6 of class. This will be 8-10 pages of the total paper. You will also turn in a bibliography containing 10 references. This should be an outline of your ideas and arguments. You will be provided with constructive feedback you are expected to incorporate into your final paper.

The final paper description is: The purpose of this paper is to complete a more in depth examination from the class discussion and to think about the implications for investigation and policy.

List of forensic issues to choose from include: coroner/death investigation, asphyxia, bruises, burns, broken bones, traumatic brain injury, elopement, medication errors, sexual assault examinations, financial forensics, pressure sores, starvation/malnutrition, homicide

The primary purpose of the paper is to demonstrate your ability to analyze gerontology issues in relation to victimization, forensics, and policy. Describe the issues/controversies you believe should be addressed by researchers or policy makers to better serve older adults.

Introduction	TOTAL = 30%	-----
Provide overview of the victims, forensic marker/issues and arguments that will be presented.	15%	
Provide justification for why these issues are important and should be addressed.	15%	
Body	TOTAL = 50%	-----
Organized and outlined a review of the literature	10%	
Organized and outlined the key issues surrounding the forensic marker	10%	
Appropriately incorporated literature from other areas in relation to the forensic marker into outline (i.e. child abuse, accidental falls, etc.)	10%	
Discusses vulnerable groups that can be affected by the forensic issues	10%	
Identifies and describes policies that are (or could be) associated with the forensic issue and victim population	10%	
Writing	TOTAL = 20%	-----
Grammar, Clarity, Organization	5%	
Bibliography of multiple sources (case studies, government reports, research, media) with 10 references	15%	
	100 POINTS AVAILABLE	POINTS RECEIVED

Final paper: 45%

Due finals weeks. This will be a 15-18 page researched paper on a topic of your choosing of a forensic issue. The purpose of this paper is to complete a more in depth examination from the class discussion and to think about the implications for investigation and policy.

List of forensic issues to choose from include: coroner/death investigation, asphyxia, bruises, burns, broken bones, traumatic brain injury, elopement, medication errors, sexual assault examinations, financial forensics, pressure sores, starvation/malnutrition, homicide

The primary purpose of the paper is to demonstrate your ability to analyze gerontology issues in relation to victimization, forensics, and policy. Describe the issues/controversies you believe should be addressed by researchers or policy makers to better serve older adults.

Introduction	TOTAL = 10%	-----
Provide overview of the victims, forensic marker/issues and arguments that will be presented.	5%	
Provide justification for why these issues are important and should be addressed.	5%	
Body- In depth examination of forensic topic:	TOTAL = 55%	-----
Provides a thorough review of the literature and key issues surrounding the forensic marker	15%	
Critically analyzes the usefulness, appropriateness, pros and cons of the literature from other areas in relation to the forensic marker (i.e. child abuse, accidental falls, etc.)	15%	
Critically analyzes ways in which risk factors/vulnerable groups can influence forensic issue	15%	
Critically analyzes the policies which are (or could be) associated with the forensic issue and the victims of this population	10%	
Conclusion: Discuss the economic, political, and social implications/ramifications associated with the issues. (i.e. What kind of money is being lost? What are the outcomes of this violence? Who are the stakeholders for these victims?)	10%	

Human rights concerns?)		
Writing	TOTAL = 25%	-----
Incorporates feedback from rough draft:	10%	
Grammar, Clarity, Organization	10%	
Use of multiple sources (case studies, government reports, research, media) with at least 12 references	5%	
	100	
	POINTS AVAILABLE	POINTS RECEIVED



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New Course Proposal

	Nursing M98T Criminal Justice and Forensic Issues in Later Life	
Course Number	Nursing M98T	
Multiple Listed With	Law Undergraduate M98T	
Title	Criminal Justice and Forensic Issues in Later Life	
Short Title	LGL JUSTIC-LATR LIF	
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 Law M98T.) Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of state of forensic science for older adults, policy protecting older adults, and ways both intersect. Analysis of research, policy, and media in discussing ways to protect older adults from victimization. Letter grading.	
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows.	
Syllabus	File Community Health Sci M98T syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.	
Supplemental Information	Professor Linda Phillips is the faculty mentor for this seminar.	
Grading Structure	participation: 20% class presentation paper topic: 10% first draft paper: 25% final paper: 45%	
Effective Date	Winter 2013	
Discontinue Date	Summer 1 2013	
Instructor	Name	Title
	Carolyn E. Ziminski	Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
Department	Nursing	
Contact	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 7/24/2012 12:05:12 PM
Changes:	Description
Comments:	Edited course description into official version.
Role:	Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441
Status:	Added to SRS on 7/18/2012 9:31:31 AM
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 7/17/2012 3:36:19 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office
Role:	FEC Chair or Designee - Kaufman, Eleanor K. (eleanork@ucla.edu) - 68155
Status:	Approved on 7/15/2012 11:56:51 PM
Changes:	No Changes Made
Comments:	a few typos in syllabus; note that for final paper the "body" adds up to 65%, not 55%, of grade.
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/11/2012 2:57:09 PM
Changes:	No Changes Made
Comments:	Routing to Eleanor Kaufman for FEC approval
Role:	Department/School Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 5/22/2012 2:28:35 PM
Changes:	Multiple List, Effective Date
Comments:	on behalf of Professor Kathleen Komar, chair, CUTF Program
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 5/22/2012 1:47:13 PM
Changes:	No Changes Made
Comments:	per request, routing back to Cathie Gentile.
Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 5/21/2012 2:12:35 PM

Changes:	No Changes Made
Comments:	on behalf of Professor Kathleen L. Komar, chair, CUTF Program
Role:	Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Submitted on 5/21/2012 2:11:33 PM
Comments:	Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 206-7045