UNIVERSITY OF CALIFORNIA, LOS ANGELES **UCLA**

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HONORS PROGRAMS
HONORS & UNDERGRADUATE PROGRAMS
A-311 MURPHY HALL
405 HILGARD AVE BOX 951414
LOS ANGELES, CALIFORNIA 90095-1414

January 24, 2013

Scott Chandler, Chair
General Education Governance Committee
A265 Murphy Hall
157101

Attention: Myrna Dee F. Castillo, Program Representative

Dear Professor Chandler:

Please review the course *Personal Brain Management*, taught by Professor Robert Bilder, for three general education foundations: Foundations of Scientific Inquiry; and/or Foundations of the Arts and Humanities; and/or Foundations of Society and Culture.

Sincerely,

G. Jennifer Wilson

G. Jennifer Wilson, Ph.D.
Assist. Vice Provost for Honors
UCLA
gjwilson@college.ucla.edu
(310) 825-1752

*****HONORS COLLEGIUM****HONORS COLLEGIUM*****

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number HONORS COLLEGIUM 3

Course Title Personal brain Management

Indicate if Seminar and/or Writing II course Seminar

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

Foundations of the Arts and Humanities	X
• Literary and Cultural Analysis	
• Philosophic and Linguistic Analysis	X
• Visual and Performance Arts Analysis and Practice	
Foundations of Society and Culture	X
• Historical Analysis	
• Social Analysis	X
Foundations of Scientific Inquiry	X
• Physical Science	
With Laboratory or Demonstration Component must be 5 units (or more)	X
• 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 is an interdisciplinary Honors seminar that examines present and potential future developments in brain management through the prisms of psychology, philosophy, ethics, and science.

3. "List faculty member(s) who will serve as instructor (give academic rank):
Robert Bilder, Professor in Residence

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:

2012-2013	Fall		Winter		Spring	X
	Enrollment		Enrollment		Enrollment	
2013-2014	Fall	X	Winter		Spring	
	Enrollment		Enrollment		Enrollment	
2014-2015	Fall	X	Winter		Spring	
	Enrollment		Enrollment		Enrollment	

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.

X General Knowledge	This is a course that includes a discursive look at society and culture in a way that enhances general knowledge of information technologies and biotechnologies in the existing landscape.
X Integrative Learning	The course is interdisciplinary including neuroscience, psychology, and philosophy.
X Ethical Implications	This course examines the ethical and philosophical implications of tools claiming brain-changing effects and potential developments on brain management.
❑ Cultural Diversity	
X Critical Thinking	Students are required to think critically about complex concepts of culture, ethics, and philosophy.
X Rhetorical Effectiveness	Writing required and assessed
X Problem-solving	Course raises issues of "how?" (e.g. How do these potential future biotechnologies affecting the existing landscape of information technology?)
X Library & Information Literacy	Course requires library/web research

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

1. Lecture:	**4**	(hours)
2. Discussion Section:		(hours)
3. Labs:		(hours)
4. Experiential (service learning, internships, other):		(hours)
5. Field Trips:		(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:	**1**	(hours)
2. Reading	**3**	(hours)
3. Group Projects:		(hours)
4. Preparation for Quizzes & Exams:		(hours)
5. Information Literacy Exercises:	**1**	(hours)
6. Written Assignments: **(Amortized)**	**4**	(hours)
7. Research Activity: **(Amortized)**	**2**	(hours)
(B) TOTAL Out-of-class time per week	**11**	**(HOURS)**
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	**(HOURS)**

HONORS COLLEGIUM PROPOSAL - PERSONAL BRAIN MANAGEMENT
INSTRUCTOR: ROBERT BILDER

Robert M. Bilder, Ph.D., ABPP
Michael E. Tennenbaum Family Professor of Psychiatry and Biobehavioral Sciences, David Geffen School of Medicine at UCLA and Professor of Psychology, UCLA College of Letters & Science; Chief of Medical Psychology-Neuropsychology, Semel Institute for Neuroscience and Human Behavior, and Stewart & Lynda Resnick Neuropsychiatric Hospital; Room
C8-849
740 Westwood Plaza
Los Angeles, CA 90095
Tel (direct): 310-825-9474
310-825-2850
Email: rbilder@mednet.ucla.edu<mailto:rbilder@mednet.ucla.edu>
>http://www.semel.ucla.edu/creativity

Proposed Course Title

Personal Brain Management

Course description

Some say the next stage of human evolution will occur at the point when we know enough about how the brain works to *systematically* alter our own thinking. Already we have available psychotherapies, educational media, and drugs that affect our brains but a new wave of information technologies and biotechnologies are rapidly changing the existing landscape. This Honors Collegium surveys available tools that claim neuroplastic "brain changing" effects, considers potential future developments, and engages students in discussing the ethical and philosophical implications of these developments.

The course begins with a basic overview of brain function, and then moves on to consider some of the "management" methods that exist already, and what methods may be developed in the future. Among these developments is *personal predictive modeling*: predicting our own future status based on individual genetic background and other elements of personal history and environmental exposures. If we can predict our own futures, this opens the door to modeling "what if" scenarios that would tell us how different choices of current actions may alter our future risks or yield greater benefits. Key principles from the science of behavior change are introduced, illustrating the importance of health-related behavior, and why health-related behavior habits are difficult to change. The course addresses methods for personal enhancement of well-being through stress management, the identification of long-term goals and values, mapping of long-term goals onto immediate actions, reinforcement learning, meditation, neurofeedback, and time management. The course emphasizes critical appraisal of tools that are already finding their way to the marketplace, and aims to help students

distinguish scientifically validated procedures from those that are not. Final lectures emphasize creative cognition and the concept of "flow", focusing on what this actually may mean in terms of brain function.

Students are expected to gain a basic understanding of neuroplasticity as it pertains to everyday behavior and to appreciate the scientific, ethical, and philosophical issues that are emerging with maturation of the technologies and knowledge relevant to applied neuroscience.

Preliminary Syllabus and Readings

1: **Course Introduction and Overview**

- Personal Brain Management
  - why now?
  - how is it different from other „self-help" methods?
- Brain orientation
  - quick summary of brain evolution
  - basic frontal-posterior (output-input) organization
  - mismatch detection, resonance and resonance failure
- Neurofeedback
  - General principles of biofeedback
  - Introduction to MyndPlay system software
- **Reading-Homework:**
  - YouTube video on PBM from TEDx San Diego, 2010: **http://youtu.be/rG494qden64**.
  - Gruzelier, J. (2009). "A theory of alpha/theta neurofeedback, creative performance enhancement, long distance functional connectivity and psychological integration." Cognitive Processing **10**(0): 101-109.
  - LaConte, S. M. (2011). "Decoding fMRI brain states in real-time." Neuroimage 56(2): 440-454.
  - Johnston, S. J., S. G. Boehm, et al. (2010). "Neurofeedback: A promising tool for the self-regulation of emotion networks." Neuroimage 49(1): 1066-1072.

2: **Personal Predictive Modeling**

- Predicting health outcomes from genes and biology
- Aging applications and face-aging software
- Predicting health outcomes from behavioral monitoring
- Predicting depression risk
- As easy as it looks?; assessing causal relations, probability calculus, counterfactuals
- **Reading-Homework**:
  - Saphire-Bernstein, S., B. M. Way, et al. (2011). "Oxytocin receptor gene (OXTR) is related to psychological resources."

Proc Natl Acad Sci U S A. 10.1073/pnas.1113137108
- Alloy, L. B., L. Y. Abramson, et al. (2006). "Prospective incidence of first onsets and recurrences of depression in individuals at high and low cognitive risk for depression." Journal of Abnormal Psychology 115(1): 145.
- Kendler, K. S. and C. O. Gardner (2010). "Dependent Stressful Life Events and Prior Depressive Episodes in the Prediction of Major Depression: The Problem of Causal Inference in Psychiatric Epidemiology." Arch Gen Psychiatry 67(11): 1120-1127.
- Implications of DNA scanning: **"My Genome Myself" by Pinker (http://www.nytimes.com/2009/01/11/magazine/11Genome-t.html)**
- **"DNA as Destiny" by Duncan (http://www.wired.com/wired/archive/10.11/dna.html?pg=4&topic=&topic_set=)**

3: – **Basics of Behavior Change**
- Stages of Change model: Prochaska
  - Stages: Precontemplative, Contemplative, Preparation, Action, Maintenance
  - Matching treatments to stages of change
- Brain-based theories of reward, learning and decision-making
- **Reading-Homework:**
  - Prochaska, J. O. (2008). "Decision Making in the Transtheoretical Model of Behavior Change." Medical Decision Making 28(6): 845-849.
  - Rushworth, M. F. S., M. P. Noonan, et al. (2011). "Frontal Cortex and Reward-Guided Learning and Decision-Making." Neuron 70(6): 1054-1069.
  - Prochaska, J. O. (2008). "Multiple Health Behavior Research represents the future of preventive medicine." Preventive Medicine 46(3): 281-285.

4: **Self-Monitoring: Experience Sampling and Logging**
- Mood monitor, c/o Margie Morris
- Affectiva tools, measuring skin conductance and facial expression for marketing, personal development?
- The quantified self movement
- **Reading-Homework:**
  - Fletcher, R. R., K. Dobson, et al. (2010). "iCalm: Wearable sensor and network architecture for wirelessly communicating and logging autonomic activity." Information Technology in Biomedicine, IEEE Transactions on **14**(2): 215-223.

- Mehta, R. (2011). "The Self-Quantification Movement–Implications For Health Care Professionals." SelfCare Journal **2**(3): 87-92.
- Li, I., A. K. Dey, et al. (2011). Understanding my data, myself: supporting self-reflection with ubicomp technologies. (10 pages)
- Moraveji, N., R. Akasaka, et al. (2011). The role of commitment devices and self-shaping in persuasive technology, ACM.

5: **Brain Training & Neuroplasticity**

- Education as brain training
- Psychotherapy as brain training
- Brave new world of on-line brain training exercises – panacea or snake oil?
- See Lumosity, Posit Science, Google "brain training"
- **Reading-Homework**:
  - Jaeggi, S. M., M. Buschkuehl, et al. (2008). "Improving fluid intelligence with training on working memory." Proceedings of the National Academy of Sciences 105(19): 6829. [see also "Brain Workshop" where you can download and play the game that yielded generalized improvement…]
  - Bryck, R. L. and P. A. Fisher (2011). "Training the brain: Practical applications of neural plasticity from the intersection of cognitive neuroscience, developmental psychology, and prevention science." American Psychologist.
  - Sagi, Y., I. Tavor, et al. (2012). "Learning in the Fast Lane: New Insights into Neuroplasticity." Neuron 73(6): 1195-1203.

6: **IBZ To GTD**

- InBoxZero: a mantra for the multi-taskers of the world (see Merlin Mann website/video)
- Getting Things Done (GTD): David Allen‟s system, with a focus on "stress-free" productivity
- How the brain works in responsive (under stimulus control) versus projectional (under volitional control) modes, and how this relates to our inbox loads and fixation on incoming messages rather than our own plans and goals
- **Reading-Homework:**
  - GTD – Finding Your Inside Time (PDF), Getting Email Under Control (PDF), and Micro-Managing Your Mind.
  - Allen, D. (2001). Getting things done, Viking. Part 1: pages 1-82.

- Heylighen, F. and C. Vidal (2008). "Getting things done: the science behind stress-free productivity." Long Range Planning **41**(6): 585-605.
- Core Dump exercise from GTD

7: **Mobile Health and Psychotherapy**

- mHealth overview and future directions
- mHealth applications for brain health, psychological health
- Behavioral Activation and Cognitive Therapies
  - BAT: principles of aligning long-term goals & values with immediate actions
  - CBT: principles of re-evaluating one"s own thoughts
- **Reading-Homework:**
  - Morris, M. E., Q. Kathawala, et al. (2010). "Mobile therapy: Case study evaluations of a cell phone application for emotional self-awareness." Journal of Medical Internet Research **12**(2): e10.
  - Estrin, D. and I. Sim (2010). "Open mHealth Architecture: An Engine for Health Care Innovation." Science **330**(6005): 759.
  - Newman, M. W., D. Lauterbach, et al. (2011). It's not that I don't have problems, I'm just not putting them on Facebook: Challenges and Opportunities in Using Online Social Networks for Health, ACM.
  - Eysenbach, G. (2011). "CONSORT-EHEALTH: Improving and Standardizing Evaluation Reports of Web-based and Mobile Health Interventions." Journal of Medical Internet Research **13**(4).

8: **Buddhism & the Brain**

- Developing mind control; the last few eons of experience
- Modern links of Buddhism & neuroscience
- Mindful awareness, brain function, and health
- The Yerkes-Dodson Law: inverted U curve relating anxiety or arousal to performance
- How to find the “sweet spot” of arousal with respect to your proficiency in a given task

- **Reading-Homework**:
  - Lutz, A., H. A. Slagter, et al. (2008). "Attention regulation and monitoring in meditation." Trends in Cognitive Sciences 12(4): 163-169.
  - Treadway, M. T. and S. W. Lazar (2009). The Neurobiology of Mindfulness. Clinical Handbook of Mindfulness. F. Didonna, Springer New York: 45-57.
  - Ott, U., B. K. Hölzel, et al. (2011). Brain Structure and Meditation: How Spiritual Practice Shapes the Brain. Neuroscience, Consciousness and Spirituality. H. Walach, S. Schmidt and W. B. Jonas, Springer Netherlands. 1: 119-128.
  - Kaszniak, A. W. (2011). "Meditation, Mindfulness, Cognition, and Emotion: Implications for Community-Based Older Adult Programs." Enhancing Cognitive Fitness in Adults: 85-104.

9: **Brain & Creativity**

- Creativity defined: novelty & utility
- Big C and little c
- Dimensions of creative cognition: generation, working memory, response inhibition
- Persistence, Openness, and Dis-Agreeableness – plus the 10,000 hour effect
- Flow and the psychology of optimal experience
- **Reading-Homework:**
  - M. Csikszentmihalyi, Creativity: Flow and the Psychology of Discovery and Invention, “Enhancing Personal Creativity” (chapter)
  - Liane Gabora, Revenge of the ‘Neurds’: Characterizing Creative Thought in terms of the Structure and Dynamics of Memory, Creativity Research Journal (see http://www.vub.ac.be/CLEA/liane/papers/neurds.htm)
  - Dietrich, A. and R. Kanso (2010). "A review of EEG, ERP, and neuroimaging studies of creativity and insight." Psychol Bull **136**(5): 822-848.
  - Arden, R., R. S. Chavez, et al. (2010). "Neuroimaging creativity: A psychometric view." Behavioural Brain Research **214**(2): 143-156.
  - Seligman, M. E. P. and M. Csikszentmihalyi (2000). "Positive psychology: An introduction." American Psychologist **55**(1): 5-14.

10: **You And Your Machines**

- Dialectic – Ray Kurzweil (The Singularity is Near) versus Jaron Lanier: You Are Not a Gadget
- Ethical implications of modifying brain function
- **Reading-Homework**:
  - excerpt from “You Are Not a Gadget” by Jaron Lanier
  - Newman, M. W., D. Lauterbach, et al. (2011). It's not that I don't have problems, I'm just not putting them on Facebook:

HONORS COLLEGIUM PROPOSAL - PERSONAL BRAIN MANAGEMENT
INSTRUCTOR: ROBERT BILDER

Challenges and Opportunities in Using Online Social Networks for Health, ACM.

Grading

(a) Participation in class discussion: 30%

(b) Paper on personal brain management – this can address any of the key topics covered in class (e.g., Predictive modeling; Science of behavior change; Buddhism & neuroscience; Ethics of brain management; topic must be approved in advance by instructor); Preliminary topic proposals are due by Week 3; final topic proposal is due Week 5; final paper is due week 10. Expected length approximately 5000 words (~10 pages @ 500-600 words per page); format for this assignment will be reviewed in the first class. 30%

(c) Personal experience logging and log of interactive brain training or neurofeedback experiences (approximately 1 hour to complete each log X 8 weekly logs, each contributes 5%; 40%

Disciplines/majors to which the course might be considered particularly relevant:

Psychology, other Life Sciences, Public Health, Medical Sciences

Proposed number of units:

5 units

Proposed enrollment:

30 students

Preferred Quarter that the course be offered (Fall, Winter, Spring);

Fall

Proposed class meeting schedule:

Seminar twice per week (Tu, Th); 2 hours/class

Indication of whether or not the course will require TA support:

No

Suggestion of whether the course should be upper or lower:

Lower division

One page Curriculum Vitae:

Robert M. Bilder, Ph.D., ABPP
RBILDER@MEDNET.UCLA.EDU

Education:

6/74 Deerfield Academy; Deerfield, MA
5/78 Columbia College, Columbia University - B.A.; Major, Biology/Psychology
9/84 City College, City University of New York, Department of Psychology - Ph.D.;

Program/Track: Experimental Cognition/Human Neuropsychology
6/82 Division of Neuropsychology, New York State Neurological Institute, Columbia-Presbyterian Medical Center; Internship in Clinical Neuropsychology

Professional Experience:

9/08 – present Michael E. Tennenbaum Family Endowed Chair in Creativity Research, UCLA Department of Psychiatry & Biobehavioral Sciences

1/03 – present Professor (In Residence) of Psychiatry & Biobehavioral Sciences and Psychology, David Geffen School of Medicine, UCLA; and UCLA College of Letters & Science

1/03 – present Chief of Medical Psychology-Neuropsychology – Stewart & Lynda Resnick Neuropsychiatric Hospital at UCLA

5/96 – 12/02 Research Scientist; Associate Director for Human Research - Center for Advanced Brain Imaging, Nathan S. Kline Institute for Psychiatric Research

10/89 – 12/02 Assistant (89-94), to Associate (95-2002) Professor of Psychiatry - Albert Einstein College of Medicine of Yeshiva University

1/88 – 12/02 Chief of Clinical Neuropsychology, Assistant to Associate Attending Psychologist - Department of Psychiatry, Hillside Hospital Division of North Shore – Long Island Jewish Health System

1/87 - 12/02 Adjunct Assistant to Associate Professor - Department of Psychology, City College of the City University of New York

11/84 - 12/87 Instructor of Clinical Psychology - Department of Psychiatry, Columbia University College of Physicians & Surgeons

Selected Professional Activities:

American Academy of Clinical Neuropsychology (AACN); Member Board of Directors (2007-present)

American Psychological Association (APA); Division 40: Clinical Neuropsychology; Member (ex-officio) of Science Advisory Committee (SAC) (2007-2010); Division 40 Representative to APA Council of Representatives (Jan 2011-Dec 2014); Science Leadership Conference (2008, 2010)

Research Grants: Past – 37 awards, 21 from NIH; Current/Active – 10 awards, 8 from NIH

Publications: 174 **Invited Lectures**: 148 **Published Abstracts/Presentations**: 257

Psychology 1/23/86-9/30/03; New York, Reg. #8527 (inactive 9/30/03-

Licensure: present)
1/30/03-present; California, PSY#18879

SELECTED HONORS AND SPECIAL AWARDS: Barmack Prize for doctoral thesis, City College of the City University of New York, 1984/1985; Young Investigator Award, International Congress on Schizophrenia Research, 1989; NARSAD - Young Investigator Award, 1992-1994; Winter Workshop on Schizophrenia - Young Scientist Award, 1994; Tennenbaum Family Creativity Initiative Award, 2003; American Psychiatric Institute for Research and Education, Mentor for Resident Research Scholar, 2005; David Geffen School of Medicine, Department of Psychiatry & Biobehavioral Sciences Teaching Award, Outstanding Research Mentor, 2009-2010.

UCLA Course Inventory Management System

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New Course Proposal

	Honors Collegium 3 **Personal Brain Management**
Course Number	**Honors Collegium 3**
Title	**Personal Brain Management**
Short Title	**BRAIN MANAGEMENT**
Units	Fixed: **5**
Grading Basis	**Letter grade or Passed/Not Passed**
Instructional Format	**Seminar - 4 hours per week**
TIE Code	**SEMT - Seminar (Topical) [T]**
GE Requirement	**No**
Major or Minor Requirement	**No**
Requisites	**Designed for College Honors students**
Course Description	**Seminar, four hours. Designed for College Honors students. Available psychotherapies, educational media, and drugs can alter our way of thinking. New wave of information technologies and biotechnologies is changing existing landscape. Survey of available tools that claim neuroplastic brain-changing effects, consideration of future developments, and engagement of students in discussion on ethical and philosophical implications of these developments. P/NP or letter grading.**
Justification	**This is an interdisciplinary course in neuroscience, psychology,and philosophy offered out of the Semel Institute and designed for students in College Honors. It is part of the series of Honors courses called the Honors Collegium. After some revisions on the (complex) readings, it has been unanimously approved by the Honors Faculty Advisory Committee, whose members come from disciplines across the campus, and by its Chair.**
Syllabus	File *012Bildercollegiumfinal.docx* was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	
Grading Structure	**8 weekly logs of 2 - 3 pages interactive brain training: 5% each = 40%** **Interactive class discussion: 30%** **10 - 12 page paper on brain management: 30%**
Effective Date	**Fall 2012**

Instructor	Name	Title
	Bilder, Robert	**Professor**
Quarters Taught	☑ Fall ☐ Winter ☐ Spring ☐ Summer	
Department	**Honors Collegium**	
Contact	Name	E-mail
	G JENNIFER WILSON	**gjwilson@college.ucla.edu**
Routing Help		

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 7/23/2012 10:09:17 PM
Changes:	Description
Comments:	Edited course description into official version.
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 7/2/2012 3:05:21 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 7/2/2012 2:49:31 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Approved on 7/2/2012 2:47:29 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/27/2012 11:05:16 AM
Changes:	No Changes Made
Comments:	Routing to Michael Meranze for FEC approval
Role:	Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 58510
Status:	Approved on 6/25/2012 2:45:07 PM
Changes:	No Changes Made
Comments:	This approval is being forwarded on behalf of Judith L. Smith, Dean and Vice Provost for Undergraduate Education.
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Approved on 6/13/2012 4:34:13 PM
Changes:	Grading Structure
Comments:	Per GJ Wilson, this course is approved by Robert Gurval, chaif of the Honors Collegium FAC. Routing to Manuela Friedmann for Dean Smith's approval.

Role:	Initiator/Submitter - Wilson, G Jennifer (gjwilson@college.ucla.edu) - 51752
Status:	Submitted on 6/12/2012 1:33:30 PM
Comments:	Initiated a New Course Proposal

Back to Course List

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