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Courses Request Tracking

New Course Form

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ID	Attachment
Delete:614	CJT 656 Syllabus.doc

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Select saved project to retrieve... [redacted]

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: COMMUNICATION AND INFORMATION Today's Date: 11/19/2012
- b. * Department/Division: CIS Graduate Studies
- c.
 - * Contact Person Name: Tim Sellnow Email: timsellnow@uky.edu Phone: 859-257-7805
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number: CJT 656
- c. * Full Title: Instructional Communication and Technology
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	2.5 <input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: _____		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours: _____
 - If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

Instructional communication often utilizes technology. Teaching and learning now incorporate a wide variety of technologies, ranging from supplementing traditional lectures to holding classes online with students across the world. This course carries traditional areas of concern for instructional communication and emerging technologies to explore the landscape of teaching and learning. Through readings, technology demonstrations, and discussion, the class will examine ethical, technological, professional, and scholarly questions.
- k. Prerequisites, if any:
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
- 3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

- a. * Course will be offered (check all that apply): Fall Spring Summer Winter
- b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

- a. * Will this course serve students primarily within the degree program? Yes No
- b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Instructional communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.

8. * Check the category most applicable to this course:

- Traditional -- Offered in Corresponding Departments at Universities Elsewhere
- Relatively New -- Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Graduate Certificate in Instructional Communication

- b. * Will this course be a new requirement [§] for ANY program? Yes No

If YES [§], list affected programs:

Graduate Certificate in Instructional Communication

10. Information to be Placed on Syllabus.

- a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (From SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

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CJT 656: Instructional Communication and Technology**Mondays, 6-8:30 p.m. – Grehan 223**

Instructor: Dr. Amy Gaffney

Office: Lucille Little Library 310E

Office Hours: TBA (Scheduled and virtual)

Email: amy.gaffney@uky.edu

Instructional communication, like other contexts of communication, often utilizes technology. Teaching and learning now incorporate a wide variety of technologies, ranging from supplementing traditional lectures to holding classes online with students across the world. This course marries traditional areas of concern for instructional communication and emerging technologies to explore the landscape of teaching and learning. Through readings, technology demonstrations, and discussion, the class will examine ethical, technological, professional, and scholarly questions.

Prerequisites

Graduate student standing.

Student Learning Outcomes

By the end of this course, you should be able to:

- Examine principles of instructional communication as they affect the implications of technology;
- Critically evaluate technological innovations and their potential instructional applications;
- Conduct systematic inquiry about questions concerning the relationship between technology, teaching, and learning;
- Engage in the principled and informed application of technology within your own teaching training, & development.

Course Materials

We will utilize a variety of readings in the course. We will use excerpts from some online books; other articles will be posted through BlackBoard. For excerpts from online books, I will provide a link to the book but will not post a copy of the reading to Blackboard because it is freely available. During some class periods (see schedule) I will ask you to bring articles pertinent to your area of interest (and post them on the class wiki).

The only “textbook” you need for this class is your 6th edition *Publication Manual of the American Psychological Association*

Given this course focuses on technology, I ask that you bring your computer to the classroom every week. If you have any difficulties with access to technology, please let me know. There may be times when I will ask you to get an account for particular technologies—most of these we will set up during class. **To start, you will need a blog account on a blog site of your choice.**

Online sections: If you are taking this course online, you must have a reliable high-speed internet connection, a web camera, and microphone so you can participate in video chats and real-time class meetings.

Course Policies

Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Note: Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

Online sections: Although online sections do not require the same face-to-face time that traditional sections require, there is still a commitment to participate and be actively engaged throughout each week. You will have regular assignments due through Blackboard and will also be expected to engage with your classmates through text and video.

There are also several dates noted on the calendar when we will meet synchronously through Adobe Connect. These times are required and you are expected to be present for the duration of the class "meeting."

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Disability Resource Center

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2 Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Technology Information and Resources

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

Assignments

You will have four major assignments in the course. Below you will see a synopsis for each assignment.

1. Scholarship of Teaching and Learning Research Project (50%)

You will be completing a research project (under 20 pages) within the scholarship of teaching tradition—which involves systematic inquiry of questions about your teaching and your students' learning. The scholarship of teaching and learning moves beyond good teaching or scholarly teaching (teaching grounded in disciplinary scholarship on the topic) and involves a focused inquiry process and reflective practice about one's own teaching as it is related to student learning—with an eye towards public dissemination, peer review, and iterative improvement. Your project will culminate in a potential conference submission or publication and a conference panel presentation (for the class). You will submit this project through Blackboard by the date listed on the calendar.

2. Techno-teaching Philosophy (20%)

Your task is to create a teaching philosophy that is technologically manifested in the medium and form of your choice. This techno-teaching philosophy should be no longer than five minutes long (or should take your reader/viewer no longer than 5 minutes to get through) and should provide insight into who you are as a teacher, what your beliefs are about teaching and learning, your style of classroom interaction, and your commitments in terms of assessing student learning. This

project will allow you to experiment with using technologies in order to convey a message and will provide you with an opportunity to engage (as a learner) in a technological innovation process. Your end product should be a link that you can put on a professional website for future job prospects. At the end of the semester, we will have a roundtable day where you will share your philosophies with faculty and other graduate students as an opportunity to hone your skills in talking about technology and teaching. Your philosophy will be posted online (through the forum of your choice) and linked to your blog and a Blackboard submission.

3.a. Teaching Technology Activity – Traditional Section (20%)

You will have the opportunity to teach the class about a particular technological innovation and its potential educational uses. You will have 30 minutes to teach the class about this technology. In your teaching time, you should provide the class with a clear description of the technology, describe and provide concrete examples of its potential instructional and pedagogical uses, and engage the class in a critical analysis of the technology. Your product—the teaching activity—should provide new teachers with insight and instruction on potential technology tools for classroom use as well as an understanding of how that technology intersects with instructional communication research.

Early in the semester, we will discuss the technologies that we are interested in learning more about and you will have your choice of technologies. The date on which you present will be determined by the course topic most pertinent to your technology. These dates will be designated in class.

--or--

3.b. Teaching Technology Activity – Online Section (20%)

You will have the opportunity to teach the class about a particular technological innovation and its potential educational uses. You will prepare a lesson (with appropriate activities) that requires approximately 30 minutes for the class to complete in which the class will learn about your technology and its potential uses in the classroom. During this time, you should provide the class with a clear description of the technology, describe and provide concrete examples of its potential instructional and pedagogical uses, and engage the class in a critical analysis of the technology. Your product—the teaching activity—should provide new teachers with insight and instruction on potential technology tools for classroom use as well as an understanding of how that technology intersects with instructional communication research.

Early in the semester, we will discuss the technologies that we are interested in learning more about and you will have your choice of technologies. The date on which you present will be determined by the course topic most pertinent to your technology. These dates will be designated in class.

4.a. Weekly Reading Blogs and Responses -- Traditional Section (10%)

To enhance and spark our discussions about the readings, we will use a blog to post responses and questions about class readings and topics. You can choose whichever blog site you would like to host your blog, but should link it to the course wiki. Your reading responses should be approximately 500 words in length. Blogs can be traditional (written texts) or you might also want to experiment with other ways of responding that could include podcasting or other types of media. You will need to complete a total of ten blog entries during the course of the semester. You should read and respond to the blog entries of your classmates, fostering an ongoing discussion that can continue outside of the classroom. This product, your blog, should be considered part of your scholarly development (and hence should be able to be linked on your professional website).

~~--or--~~

4.b. Weekly Reading Blogs and Responses -- Online Section (10%)

To enhance and spark our discussions about the readings, we will use a blog to post responses and questions about class readings and topics. You can choose whichever blog site you would like to host your blog, but should link it to the course wiki. Your reading responses should be approximately 500 words in length. Additionally, you are expected to respond to discussion questions posted by the instructor. Blogs can be traditional (written texts) or you might also want to experiment with other ways of responding that could include podcasting or other types of media. Due to the nature of an online class, you are expected to post each week, no later than Wednesday at 5 p.m. You should read and respond to the blog entries of your classmates, fostering an ongoing discussion that can continue outside of the classroom. This product, your blog, should be considered part of your scholarly development (and hence should be able to be linked on your professional website).

Grading

Final grades will be assigned using the following scale, with no rounding:

90-100% = A

80-89.9% = B

70-79.9% = C

There are no opportunities for make-up work or extra credit. You are expected to be responsible for your own work and for ensuring that you understand the assignments.

Tentative Schedule

Online section: Weeks noted as synchronous meetings will require you to be present for a synchronous meeting on that Wednesday at 6:30 p.m. for approximately 90 minutes. Access details will be posted to Blackboard in advance of the first meeting.

Week and Topic	Reading Assignment	Special Notes/Preparation
<p>Week 1 Historical and Philosophical Foundations <i>Synchronous Meeting</i></p>	<ol style="list-style-type: none"> 1. Lane & Shelton's 2001 "the centrality of communication education" 2. Bailey & Cotlar's 1994 "Teaching via the Internet" 3. Morreale et al.'s 2010 "The basic communication course" 	<p>View: The Machine is Us/ing Us RSS in Plain English Wikis in Plain English Blogs in Plain English</p>
<p>Week 2 Have students really changed? Exploring assumptions about our students and teaching</p>	<ol style="list-style-type: none"> 1. Is it age or IT? From <i>Educating the net generation</i> (online book) 2. The gathering cloud, from <i>The Tower and the Cloud</i> (online book) 3. Peruse The Horizon Report (2009) 	<p>View: A Vision of Students Today Technology Fear Factor in Education</p> <p>Come prepared with a couple of questions you might use for your final project. Project Lab: SoTL, IRB, Research Questions and Methodologies</p>
<p>Week 3 Contexts of Instructional Communication: Technology's impact on in-class communication</p>	<ol style="list-style-type: none"> 1. Rummel & Krämer's 2010 "Computer-Supported Instructional Communication" 2. Tamim et al.'s 2011 "What forty years of research says about the impact of technology on learning" (PDF) 3. Ellison et al.'s (2008) "Blogging in the classroom" 	
<p>Week 4 Contexts of Instructional Communication: Technology's impact when classes are not face-to-face <i>Synchronous Meeting</i></p>	<ol style="list-style-type: none"> 1. Schwier et al.'s 2002 "The interplay of content and community" 2. Allen's 2006 "Is the rush to provide on-line instruction" 3. Wittwer, Nückles & Renkl's (2010) "Using a Diagnosis-Based Approach to Individualize" 	

<p>Week 5 Technology and Alternative Learning Contexts</p>	<ol style="list-style-type: none"> 1. Chapters 2, 4, and 6 from <u>Learning Spaces</u> (online book) 2. Stephens & Mottet's 2008 "Interactivity in a web conference" 3. Selections from <i>Technology-based health promotion</i> (PDF) 	
<p>Week 6 Building interpersonal relationships with the help of technology <i>Synchronous Meeting</i></p>	<ol style="list-style-type: none"> 1. Kim & Bonk's (2010) "Instructional Immediacy in Online Faculty Experiences" 2. Selections from Druin's <i>Mobile technology for children: designing for interaction and learning</i> 3. Roblyer et al.'s (2010) "Findings on Facebook in higher education" 	<p>Project Lab: Research project updates</p>
<p>Week 7 Out-of-Class Communication and Technology</p>	<ol style="list-style-type: none"> 1. Stephens et al.'s 2009 "R U Able to Meet Me" 2. Mazer et al.'s 2007 "I'll see you on Facebook" 3. Sheer's 2007 "Can Email Communication Enhance Professor-Student Relationship and Student Evaluation of Professor?: Some Empirical Evidence" 4. Aguilar-Roca et al.'s 2009 "Two minute training in class significantly increases the use of professional formatting" 	<p>Project Lab: Techno-teaching philosophy lab</p>
<p>Week 8 Students' perceptions of teachers who use technology</p>	<ol style="list-style-type: none"> 1. Schrodtt & Witt's 2006 "Students' attributions of instructor credibility" 2. Witt & Schrodtt's 2006 "The influence of instructional technology use" 3. Bassili's (2008) "Media richness and social norms in the choice to attend lectures or to watch them online" 	
<p>Week 9 Teacher misbehaviors: Digital edition <i>Synchronous Meeting</i></p>	<ol style="list-style-type: none"> 1. Kearney et al.'s 1991 "College teacher misbehaviors" 2. Semlak's 2008 "Through the years" 3. Mazer et al.'s 2009 "The effects of teacher self-disclosures" 	
<p>Week 10 Student incivility with technology</p>	<ol style="list-style-type: none"> 1. Campbell's 2006 "Perceptions of Mobile Phones" 2. Wei et al.'s 2010 "Students' silent messages" 	

<p>Week 11 Power and equality issues in technology-rich instruction</p>	<ol style="list-style-type: none"> 1. Plumm's 2006 "Technology in the classroom" 2. Reeves, Herrington, and Oliver's (2005) "Design research: A socially responsible approach..." 	
<p>Week 12 Using technology to enhance participation</p> <p><i>Synchronous Meeting</i></p>	<ol style="list-style-type: none"> 1. Vess's 2005 "Asynchronous discussion" 2. Wang et al.'s 2008 "The impact of mobile learning" 3. Schmid's 2008 "Potential pedagogical benefits" 	<p>Project lab: Techno-teaching philosophy</p>
<p>Week 13 From classmates to colleagues: Using technology for student-to-student interactions</p>	<ol style="list-style-type: none"> 1. Rocca's 2010 "Student participation" 2. Picciano's 2002 "Beyond student perceptions: Issues of interaction, presence, and performance" 3. Fried's 2008 "In-class laptop use and its effects on student learning" 4. Caspi et al.'s 2008 "Participation in class and in online discussions" 	<p><i>Meet via discussion board for first half of class</i></p> <p>Project Lab: Projects</p>
<p>Week 14 Where have we come from and where are we going? Posing the instructional communication and technology questions that matter</p>	<ol style="list-style-type: none"> 1. Salinas (2008). "From Dewey to Gates: A model to integrate psychoeducational principles in the selection and use of instructional technology" 2. Powell & Powell's (2010) "Technology and Instructional Communication" chapter 3. Bennett et al.'s 2008 "The 'digital natives' debate" 4. Abbott's 2009 "Meeting faculty expectations in learning space design" 	
<p>Week 15 Techno-teaching Philosophy Roundtables (Presentations with guests)</p> <p><i>Synchronous Meeting</i></p>		<p>Techno-teaching philosophy due today</p>

<p>Final Exam Period</p> <p>Mini-presentations on final project</p> <p><i>Synchronous Meeting</i></p>		<p>FINAL PROJECT DUE (SoTL)</p>
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Courses Request Tracking

eCATS Request Tracking

No Filter
 Filter By College Name
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Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
<input checked="" type="radio"/> CJT 616	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 636	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 646	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 656	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012

Details of Course/Program ID(CJT 656)

WORKITEM ID	Workflow Status	Date	Time
000010840347	DEPARTMENT RECEIVED	2012-09-14	11:10 AM
000010840351	Department Approved	2012-09-18	16:16 PM
000010859511	Received by College	2012-09-18	16:16 PM
000010859513	Approved by College	2012-09-25	14:28 PM
000010828469	Received by GC	2012-09-25	14:28 PM
000010920471	Approved by GC	2012-11-15	19:13 PM

<input checked="" type="radio"/> CJT 726	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
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