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FEB 26 2013

UNIVERSITY OF  
KENTUCKY

## New Course Report

2/26/2013 10:20:13 AM

OFFICE OF THE  
SENATE COUNCIL

### 1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 2/26/2013

1b. Department/Division: Communication

1c. Contact Person

Name: Deanna Sellnow

Email: deanna.sellnow@uky.edu

Phone: 257-2886

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Global Dynamics

### 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: COM 390

2c. Full Title: Communication Education Abroad: (subtitle required)

2d. Transcript Title: Comm Educ Abroad

2e. Cross-listing:

2f. Meeting Patterns

OTHER: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1-6 variable

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 9

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. Course Description for Bulletin: Communication education abroad is an academically rigorous and experientially rich opportunity for students to work with a UK faculty member by participating in a formal study abroad course, research program, or service project related to one or more of many communication theories, concepts, and skills. Any communication education abroad offering will be grounded firmly in the communication discipline in ways designed to enrich one's understanding of how individual and local communication norms and practices both shape and are shaped by global trends, communication, and interactions.

2k. Prerequisites, if any: CIS 110 and CIS 111 or approval from instructor

2l. Supplementary Teaching Component: Both

3. Will this course be taught off campus? Yes

If YES, enter the off campus address: varies based on study abroad experience

4. Frequency of Course Offering: Winter,

Will the course be offered every year? Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available? Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program? No

Will it be of interest to a significant number of students outside the degree program? Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

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

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program? No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? No

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: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|KCROUCH|Kathryn F Crouch|Dept approval for ZCOURSE\_NEW COM 390|20130125

SIGNATURE|KCROUCH|Kathryn F Crouch|College approval for ZCOURSE\_NEW COM 390|20130125

SIGNATURE|WF-BATCH|Batch User|Subworkflow for GenEd Expert review|20130125

SIGNATURE|KCROUCH|Kathryn F Crouch|UKCEC Expert review ZCOURSE\_NEW COM 390|20130125

SIGNATURE|JMETT2|Joanie Ett-Mims|UKCore approval for ZCOURSE\_NEW COM 390|20130125

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_NEW COM 390|20130205

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE\_NEW COM 390|20130215

SIGNATURE|WF-BATCH|Batch User|Subworkflow for college notifications|20130225

SIGNATURE|CEMONA2|E C Monaghan|Approval resent to approvers for ZCOURSE\_NEW COM 390|20130225

**Course Review Form  
Global Dynamics**

<b>Reviewer Recommendation</b>	
Accept <input type="checkbox"/>	Revisions Needed <input type="checkbox"/>

**Course:**  
COM 390 -- Communication Education Abroad (subtitle required)

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Learning outcome 1

Readings from Chapters 1, 2, and 9 have distinct elements of origins and influences

Guest speakers/site visits

Brief Description:

The course is a study abroad experience, which grants students a certain exposure to diversity that is not experienced in the same way when such a course is taught on campus. Students will also have the opportunity to interact within their host culture through observation, site visits, and guest lectures where they can gain first-hand knowledge of how diversity and equality relate to business communication. Additionally, readings will provide students with a theoretical grounding for interpreting what they observe and hear.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Learning outcome 2

Readings

Group project

Brief Description:

Readings will provide students with a foundation for what they will experience while studying abroad. Students will actually engage in another community and its business sites, which will give them experiential learning about communication. Through interviews and other observations completed for the group project, students will come to better understand the complexities and responsibilities of intercultural communication in business settings.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Learning outcome 3

Group project

Brief Description:

The group project, which requires students to better understand one particular community within the broader culture, provides them with the opportunity to develop an understanding of the ethical dilemmas, conflicts, and trade-offs that are at play in intercultural communication, particularly when communicating for business purposes.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

All learning outcomes

Study abroad experience

Brief Description:

Students will be immersed in a culture other than their own through the study abroad experience. Although students may draw comparisons to their own cultural backgrounds, the emphasis is on understanding the host culture and its implications for intercultural business communication.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Learning outcome 4

Group project

Final project

Guests/site visits

Brief Description:

This course is highly experiential as a study abroad experience and the projects ask students to explore those local features that influence intercultural communication while placing those features in context. Additionally, students will visit business sites and hear guest speakers while abroad, which will provide an additional opportunity for deepened understanding.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- o social, cultural, and institutional change;
- o civic engagement;
- o regional, national or cross-national comparisons;
- o power and resistance.

Date/location on syllabus of such evidence:

Learning outcome 5

Group project

Brief description:

The group project is an opportunity for students to go in-depth with a sub-culture of the larger host culture. In doing so, they will uncover elements of civic engagement, change, power, and

comparisons to their home culture. Students will get first-hand exposure to the experience of the sub-culture and will be able to relate that

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:  
Final Project

Brief description:  
The final project, worth 20% of the course grade, will serve as an artifact of the myriad experiences.

The non-US focus constitutes at least 50% of the course.

Brief Description:  
The study abroad experience takes the focus from the US to the host culture (London).

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:  
Final project and related class periods

Brief description:  
The final project requires primary and secondary sources. Two class periods (the first meeting and one approximately halfway through) will have explicit description of sources and information literacy. A variety of information sources will be introduced, including primary sources such as observation.

Reviewer Comments:

**COM 390: Communication Education Abroad - Global Workplace Communication in London (3 credits)**

Department of Communication  
University of Kentucky  
Summer 1 2013 Syllabus

**Instructor:** Matthew Deffendall

**Email:** mbdeff2@email.uky.edu

**Class time:** Course will be taught abroad on location in London, England from 5/16 – 6/4, 2013; class meets Monday-Thursday from 8 a.m. to 12 p.m.

**Office:** TBD

**Office hours:** Tuesdays from 2-4 p.m.

**Director of Undergraduate Studies:**

**Dr. Deanna Sellnow**  
235 Grehan Bldg. 0042  
859.257.2886  
Deanna.Sellnow@uky.edu

### **COURSE GOAL AND RATIONALE**

Global Workplace Communication in London is designed to help students navigate the culturally diverse business environment by developing cultural sensitivity and cultural competence. While on location in London, students will draw upon global communication theories and historical paths of global communication to understand workplace communication similarities and differences in the US and England. Students will experience in-person and virtual interactions with professionals and organizations operating internationally. Students will learn about the global economy, law, and the politics of global communication. The course is designed with a dual approach consisting of both theory and application that allows students the opportunity to critically evaluate the intricacies of workplace communication issues through site visits at businesses in London and an education abroad experience.

### **STUDENT LEARNING OUTCOMES**

By the end of the semester, students will be able to:

1. Define intercultural communication.
2. Explain how intercultural communication theories operate internationally with a specific focus on workplace communication in London.
3. Compare and contrast verbal and nonverbal communication in workplace interactions in the US and other countries with a specific focus on businesses in London.
4. Describe the relationships among economics, law, and politics in workplace communication in the US and other countries with a specific focus on England.
5. Identify examples of how corporations in the US and London have adjusted to and are continuing to adjust to globalization.



## REQUIRED MATERIALS

Kamalipour, Y. A. (Ed.). (2007). *Global Communication*, (2nd ed.). Belmont, CA: Thomson/Wadsworth. ISBN: 0-495-05027-X

### 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 is 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 individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. 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 for essays and papers and in the form of "oral footnotes" in public speeches. 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.*

### Accommodations Due to Disability

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.

### **Class Conduct**

This course will be taught abroad and include site visits to businesses. We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. This means you are to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to your instructor outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, silence your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course. In addition all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at <http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm>

### **Education Abroad Travel Policies and Procedures**

Because this course will be delivered on-site in London from 5/16 – 6/4, 2013, students will abide by all policies set forth by the UK Education Abroad program. These policies are detailed in Administrative Regulation (AR) 4:9 and can be accessed as they pertain to Education Abroad at UK at the following Web sites:

[http://www.uky.edu/educationabroad/faculty/program\\_development.html](http://www.uky.edu/educationabroad/faculty/program_development.html) and  
[http://www.uky.edu/educationabroad/health\\_safety/policies.html](http://www.uky.edu/educationabroad/health_safety/policies.html)

## **CLASSROOM POLICIES**

### **Attendance**

ATTENDANCE IS REQUIRED. Class attendance and participation are important in accomplishing the goals of this course. Reading, class discussions, group workshops, and in-class activities increase both your understanding of interpersonal communication theory and the development of your interpersonal communication skills. In order to receive credit for attendance you must attend for the ENTIRE class period. Tardiness is unprofessional and displays disrespect toward your instructor and classmates. Consequently, you will be counted absent if you are tardy unless YOU clear it with your instructor.

**Since our class meets in a compressed time period, your attendance is expected at all classes and site visits. For each unexcused absence, 25 points will be deducted from your final grade. You cannot make up work missed for unexcused absences – you simply receive a zero.**

The *Students Rights and Responsibilities Handbook* defines an excused absence as the following:  
1. Illness of the student or serious illness of a member of the student's immediate family;

2. The death of a member of the student's immediate family;
3. Trips for members of student organizations sponsored by academic unit, trips for University classes, and trips for participation in intercollegiate athletic events;
4. Major Religious holidays.

### Readings

Your reading assignments are included in the course schedule. Assigned chapters **should be read before class** so you will be able to make a contribution to the class discussions and activities and perform well on the quizzes and exams. You may also be assigned online readings in addition to the textbook. If you do not do the reading, do not expect to benefit substantially from the course. Class sessions are used to **supplement** rather than to **repeat** the reading material assigned.

### Written Work

You will be expected to use current **APA 6<sup>th</sup> Edition** style guidelines for all written work. Use of appropriate grammatical skills in your written work is very important. Your written work will be evaluated on both content and mechanics. Good writing should be reasonably free of mistakes and without composition errors, which are called gross errors (sentence fragments, run-on sentences, subject-verb disagreement, misspelled words, and typographical errors which result in such errors). **PLEASE** proofread your papers; do not leave it up to your computer software.

All of your work **MUST BE TYPED** (using no more than 12 point type with 1 inch margins on all sides per APA) and double-spaced--unless otherwise indicated by the instructor. Submit all written assignments before class on the designated due date. Failure to meet written work guidelines will result in a grade penalty.

### Assignment Due Dates

It is **your responsibility** to submit all assignments on or before the designated due dates. In the event of an emergency, please contact your instructor by email or telephone (leave a voice mail) as soon as possible.

### **LATE HOMEWORK IS NOT ACCEPTED AND WILL RECEIVE A GRADE OF ZERO.**

Moreover, there is **NO EXCUSE** for submitting assignments late when you know in advance that you will be missing class. In the event of an unanticipated **EMERGENCY** – and if it is *feasible* – students who provide proper written documentation for their absence may have up to two days after the absence to submit written assignments. Please note that this policy **ONLY** applies to University approved absences. Moreover, please be aware that some assignments (e.g., in-class exercises) **cannot** be made up

### Instructor's Absence

If the instructor is late for class, please remain in the classroom for 15 minutes. In the event of an emergency and your instructor has cancelled class, an email will be sent to you if at all possible and the department office will be notified to post a notice on the classroom door. In case of inclement weather, please check the local news and the website for cancellation notices.

### Contacting Your Instructor

Please use email as a primary means of contact. Allow 24 hours response time. Use basic courtesy when emailing.

### **Grievance Procedure**

If you have tried to resolve an issue with your instructor and are not satisfied, you should contact Dr. Deanna Sellnow, the Director of Undergraduate Studies in Communication at 859-257-2886 or [Deanna.Sellnow@uky.edu](mailto:Deanna.Sellnow@uky.edu) for an appointment.

## **GRADED ASSIGNMENTS**

### **Initial Paper**

Prior to the first class, students will be asked to submit a one-page, single-spaced paper on your “reasons for taking this course.” Bring the paper to the first class meeting.

### **Quizzes**

Students will complete three quizzes based on readings throughout the term.

### **Attendance and Class Participation**

100 points of your grade for this class will be based on attendance and in-class participation activities. These activities are not always announced beforehand and cannot be made up. These activities will serve as opportunities for you to enhance your knowledge on class subject matter while working with peers in class.

### **Journal**

Students will complete journal entries as a reflection of the site visits to businesses and guest lecture experiences. Journal entries must be at least one page in length and include a connection between the readings and the site visits.

### **Group Project**

Students will be assigned groups to examine various communities in the London area. The groups will be asked to visit the neighborhood and examine communication practices in the community. From newspapers, flyers, and conversations with residents, groups will examine local and international issues from the perspective of the members of the community. Groups will meet outside of class to visit the neighborhoods and engage in visits to business in the community, dine at local restaurants and immerse themselves in the local culture. Groups will be asked to compile an oral and visual presentation for the class about their community to share on the class meeting. A rubric for this assignment will be provided by the instructor.

### **Midterm Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Final Grade

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on number of points accumulated—NOT PERCENTAGES. No extra credit is offered in this course. Final grades are not rounded up and are **NOT** negotiable.

### POINT DISTRIBUTION

Initial Paper	25 points
Attendance and Class Participation	100 points
Quizzes (3)	75 points
Group Project	100 points
Final Paper	100 points
Journal	100 points
<b>TOTAL POINTS POSSIBLE</b>	<b>500 POINTS</b>

### GRADING SCALE

A	450-500
B	400-449
C	350-399
D	300-349
E	0-299

### Tentative Weekly Schedule

DATE	TOPIC	ASSIGNMENTS
5-16	Course Introduction and Overview <ul style="list-style-type: none"><li>Chapter 1: Historical Paths of Global Communication</li><li>Chapter 2: Global Communication Theory</li></ul>	Turn in Initial Paper
5-20	<i>Business Site Visit/ Guest Lecture</i>	Complete Journal Assignment #1
5-21	<b>QUIZ 1</b> <ul style="list-style-type: none"><li>Chapter 3: Global Economy</li><li>Chapter 4: Transnational Corporations</li><li>Chapter 5: Global Communication Law</li></ul>	Review group assignments
5-22	<i>Business Site Visit/ Guest Lecture</i>	Complete Journal Assignment #2
5-23	<b>QUIZ 2</b> <ul style="list-style-type: none"><li>Chapter 6: Global News</li><li>Chapter 7: International Broadcasting</li><li>Chapter 8: Implications of the Internet</li></ul>	<b>Meet in groups outside of class to complete project</b>
5-27	<i>Business Site Visit/ Guest Lecture</i>	Complete Journal Assignment #3

5-28	<ul style="list-style-type: none"> <li>• Chapter 9: Milestones in Communication</li> <li>• Chapter 10: Politics of Global Communication</li> </ul>	
5-29	<i>Business Site Visit/ Guest Lecture</i>	Complete Journal Assignment #4
5-30	<b>QUIZ 3</b> <ul style="list-style-type: none"> <li>• Chapter 11: Global Communication and Propaganda</li> <li>• Chapter 12: Global Advertising and Public Relations</li> </ul>	
6-3	<i>Business Site Visit/ Guest Lecture</i>	Complete Journal Assignment #5
6-4	<b>GROUPS PRESENTATIONS</b> <ul style="list-style-type: none"> <li>• Chapter 13: Communication and Culture</li> <li>• Chapter 14: Patterns in Global Communication</li> </ul>	<b>Course evaluations and Final Paper is due</b>

Details of Course/Program ID(COM 390)

WORKITEM ID	Workflow Status	Date	Time
000011093666	DEPARTMENT RECEIVED	2012-10-19	14:01 PM
000011093685	DEPARTMENT APPROVED	2012-10-19	14:23 PM
000011098491	RECEIVED BY COLLEGE	2012-10-19	14:23 PM
000011098493	APPROVED BY COLLEGE	2012-10-24	14:56 PM
000011139252	RECEIVED BY UKCEC AREA EXPERTS	2012-10-24	14:56 PM
000011139188	REVISED BY UKCEC AREA EXPERT	2012-12-17	10:45 AM
000011639284	RECEIVED BY UKCEC	2012-12-17	10:45 AM

- Agent for task
- ▶ Amy Gaffney
  - ▶ E C Monaghan
  - ▶ Juliana McDonald
  - ▶ Laura L Stafford
  - ▶ Batch User

From:  Croudy, Kathy  
 To:  Stafford, Laura L;  Monaghan, Charlene E;  Gaffney, Amy;  McDonald, Juliane  
 Cc:  Sellnow, Deanna D;  O'Hair, Dany;  Thuringer, Christopher P;  Et; Joanne H;  Beattie, Ruth E  
 Subject: Restart COM 390 course request after error

Hello everyone,

The course request for COM 390 encountered an error. I am restarting the workflow and will perform administrative overrides for the college and UKCEC area expert approvals that were obtained prior to the error. This will return the request to UKCEC level for their approval processing.

Laura and Charlene, Amy and Juliana - you will receive email notifications that say you need to approve this request again, but you should just ignore them.

Thank you for your understanding.

Kathy C.

Sent: Fri 12/25/2013 10:11 AM