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| Courses | Request Tracking |

Course Change Form

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Open in full window to print or save

Attachments:

Browse_ ⬛⬛⬛

	ID	Attachment
Delete	680	EDC 619 Syllabus Fall 2011.docx
Delete	706	EDC619 Distance Learning Form.docx

First   1   Last

Select saved project to retrieve...   ▾ ⬛⬛ ⬛⬛

NOTE. Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number:	EDC - Curriculum and Instruction EDC 619 - ASSESMNT OF READING GROWTH & DEVELOPMENT	*Proposed Prefix & Number:*	EDC619
*	What type of change is being proposed?		☐ Major Change ☑ Major -- Add Distance Learning · Minor - change in number within the same hundred series, exception 600-799 is the same "hundred series" · Minor - editorial change in course title or description which does not imply change in content or emphasis · Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) · Minor - a cross listing of a course as described above	

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

1.	**General Information**			
a.	Submitted by the College of: College of Education		Today's Date: 10/30/2012	
b.	Department/Division:	Education Curriculum & Instr		
c.*	Is there a change in "ownership" of the course?			
	○ Yes ⊙ No If YES, what college/department will offer the course instead? Select...			
e.*	* Contact Person Name: Christine A. Mallozzi Email: christine.mallozzi@uky.e Phone: 257-4127			
	* Responsible Faculty ID (if different from Contact) Email: Phone:			
f.*	Requested Effective Date:	☐ Semester Following Approval	OR	Specific Term: [2] Fall 2012
2.	**Designation and Description of Proposed Course.**			
a.	Current Distance Learning(DL) Status:	○ N/A ○ Already approved for DL* ⊙ Please Add ○ Please Drop		
	*If already approved for DL, the Distance Learning Form must also be submitted _unless_ the department affirms (by checking this box) that the proposed changes do not affect DL delivery.			
b.	Full Title:	ASSESSMENT OF READING GROWTH AND DEVELOPMENT	*Proposed Title: *	Assessment of Reading Growth and Development
c.	Current Transcript Title (if full title is more than 40 characters):		ASSESMNT OF READING GROWTH & DEVELOPMENT	
c.	*Proposed Transcript Title (if full title is more than 40 characters).*			
d.	Current Cross-listing:	☑ N/A	OR	Currently[3] Cross-listed with (Prefix & Number): none
	Proposed – ADD[3] Cross-listing (Prefix & Number):			

Proposed – REMOVE [34] Cross-listing (Prefix & Number):

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours [9] for each meeting pattern type.

Current:	Lecture 8	Laboratory[5]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

Proposed: *	Lecture 8	Laboratory[5]	Recitation	Discussion -11.5	Indep. Study
	Clinical 18	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

f.	Current Grading System:	Graduate School Grade Scale
	Proposed Grading System:*	⊙ Letter (A, B, C, etc.) ○ Pass/Fail

g.	Current number of credit hours:	3	Proposed number of credit hours:*	3

h.*	Currently, is this course repeatable for additional credit?	○ Yes ⊙ No
*	Proposed to be 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

i. Current Course Description for Bulletin:

Clinical techniques for the diagnosis of reading disabilities. A course designed to develop both theoretical understandings and operational skills in clinical diagnosis of reading problems. Classroom application of the techniques is discussed. Lecture, two hours; laboratory, two hours.

* Proposed Course Description for Bulletin:

Clinical techniques for the diagnosis of reading disabilities. A course designed to develop both theoretical understandings and operational skills in clinical diagnosis of reading problems. Classroom application of the techniques is discussed. Prereq: EDC 330 or 533 or 534 or equivalent.

j. Current Prerequisites, if any:

Prereq: EDC 330, or EDC 533, or EDC 534, or permission of instructor.

* Proposed Prerequisites, if any:

Prereq: EDC 330, or EDC 533, or EDC 534, or permission of instructor.

k.	Current Supplementary Teaching Component, if any:	○ Community-Based Experience ○ Service Learning ○ Both
	Proposed Supplementary Teaching Component:	○ Community-Based Experience ○ Service Learning ○ Both ○ No Change

3.	Currently, is this course taught off campus?	⊙ Yes ○ No
*	Proposed to be taught off campus?	⊙ Yes ○ No

If YES, enter the off campus address: The Carnegie Center for Literacy and Learning at 251 West 2nd Street Lexington, KY 40507 (859) 254-4175

4.*	Are significant changes in content/student learning outcomes of the course being proposed?	○ Yes ◉ No
	If YES, explain and offer brief rationale:	

5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ◉ No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement[Z] for ANY program?	○ Yes ◉ No
	If YES[Z], list the program(s) here:	

6.	Information to be Placed on Syllabus.	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

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

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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

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

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments

UNIVERSITY OF KENTUCKY
College of Education - Department of
Curriculum & Instruction
Course Syllabus for EDC 619[*] - "Assessment of Reading Growth & Development"
Fall Semester, 2011

Instructor: Christine A. Mallozzi
Contact Info: *Email: christine.mallozzi@uky.edu Mailbox: 335 Dickey Hall
                        *Phone: (cell) 706-983-9581 (office) 859-257-4127
Class Meetings: Monday & Wednesday, 4:30 p.m. - 6:30 p.m., 323 Dickey Hall (Aug. 24-
                        31) & Carnegie Center (Sept. 7-end of semester)
Office Hours: Mondays & Wednesdays, 6:30 p.m. – 7:00 p.m., or by appointment
                        321 Dickey Hall

Course Overview

This course focuses on clinical techniques for the diagnosis of reading disabilities and difficulties. It is a course designed to develop both theoretical understandings and operational skills in clinical diagnosis of reading problems. Classroom applications of the techniques are discussed. This course is a combination of lecture and application with a student client. Prerequisites: EDC 330 or 533, or 534 or consent of instructor.

Course Objectives

The course is designed to develop both theoretical understandings and operational skills in clinical diagnosis of reading problems. Classroom application of the techniques is discussed. Prereq: EDC 330 or 533, or 534 or consent of instructor.

Specific academic objectives for this course are that the students will:
1. Extend their knowledge of literacy and literacy learning through course readings, discussions, and researching a literacy-related topic of their choice (Experienced Teacher Standards 1, 2, 8, 9)
2. Examine and critique literacy assessments, reflecting not only on their technical validity and reliability but also their ecological validity (ETS 2, 6, 7)
3. Design and implement an assessment/instructional plan for the clinic client and keep a journal of assessment activity that includes a reflection after each session (ETS 3, 4, 5, 6, 7)
4. Create a case report that documents the results of all assessments implemented with the client and includes statements of the client's literacy strengths and literacy challenges based on assessment data. Clinicians will share this report in a conference with the client's parents/guardian (ETS 6, 8)
5. Share research reports with class members as a way of informing colleagues (ETS 1, 2, 8, 9)
6. Lead discussion regarding required readings (ETS 1, 2, 8, 9)

* This course syllabus is a general plan for the course; deviations announced to the class by the1 instructor may be necessary.

Preparation of Written Work

Regarding formatting of more formal assignments (e.g., Case Report, Family Literacy Presentation), certain written work should be typed and double-spaced with 12-point font and one-inch margins. In some cases, APA (6th ed.) guidelines should be followed. Please submit assignments electronically.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Practicing and prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

Cheating, Plagiarism, and Academic Honesty

Cheating and plagiarism are serious offenses that lead to significant consequences. To better understand issues and consequences of cheating and plagiarism, please read the pdf. "Plagiarism: What is it?" (http://www.uky.edu/Ombud/Plagiarism.pdf)from the UK Office of Academic Ombud Services and UK's New Academic Offenses Policy (http://www.uky.edu/Ombud/acadoffenses/index.htm). The goal to create a culture of academic honesty is the responsibility of all students.

Disability Statement/Accommodations

Any student with a disability or disabilities who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 2 Alumni Gym, or call 859-257-2754.

Course Requirements and Assessments

1. **Professionalism** – Because this class is geared toward your professional development, you will earn approx. one point for each week of the semester for exhibiting the professionalism expected of educators, described as: criteria to be determined on the first day of class by students & instructor and to be listed below. *10 points*   Due date: Ongoing

Paste professionalism criteria here.

Assessed by observation & anecdotal notes taken by instructor during class:

Sarah Sept. 18th	Emily Sept. 18th	Daniel Sept. 18th	Nicole Sept. 18th
__Present __Late __ Left Early Sarah was attentive for most of the class. She participated frequently in whole group and in small group.	__Present __Late __ Left Early Emily arrived late and nodded off during most of the class. She huffed and rolled her eyes when I explained the class requirements.	__Present __Late __ Left Early Daniel kept quiet throughout the class but appeared attentive. He participated in small group by offering to take notes.	__Present __Late __ Left Early Nicole arranged to speak with me during my office hours about her case study. She offered questions and suggestions in whole group.

* This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

4. **Case Report** – You will complete a case report per reader with whom you work. Part of the assessment & instructional path is to report results to the stakeholders in the educational situation. In this working with the reader, the stakeholders are a home representative, the child's teacher(s), your instructor, and you. These people are your audience for this report, although not all audience members will be equally interested in all sections. You will write a report of the assessments, instruction, results, summary, and recommendations for the future. You also will provide a "refrigerator sheet" that will assist people at home who want to continue to support the reader.

25 points per case report Due date: Dec. 1st (draft) & Dec. 8th (final)
Assessed with an analytical rubric & holistic rubric.

Case Report Rubric						
trait/score	4	3	2	1	weight	=
Background information on student *(a matter of completeness)*	Section is complete with the reader's age, grade level, school, content area(s) for session instruction, pertinent ethnic, cultural, racial information, gender, and other important information.	Section includes all components but contains inaccurate information, lacks detail, or lacks clarity.	Section has one or two missing components.	Section has three or more missing components.	÷2	
Assessment results, Instruction, & reader performance *(a matter of effectiveness)*	Section is highly effective in making connections across assessment results, instruction, and reader performance.	Section is effective in making connections across assessment results, instruction, and reader performance.	Section is moderately effective in making connections across assessment results, instruction, and reader performance.	Section is ineffective in making connections across assessment results, instruction, and reader performance or section contains inaccurate information.	x2	
Summary *(a matter of clarity)*	Section is exceptionally clear in providing the most important summative information regarding reader.	Section is generally clear in providing the most important summative information regarding reader.	Section lacks clarity in providing the most important summative information regarding reader.	Section is unclear in providing the most important summative information regarding reader.	x1	
Recommendations for future instruction and home involvement *(a matter of clarity)*	Section is exceptionally clear in providing precise recommendations for instruction and home involvement.	Section is generally clear in providing precise recommendations for instruction and home involvement.	Section lacks clarity in providing precise recommendations for instruction and home involvement.	Section is unclear in providing precise recommendations for instruction and home involvement or is incomplete.	x1	
One-sided refrigerator sheet *(a matter of effectiveness)*	Refrigerator sheet is highly effective in communicating and encouraging home literacy involvement.	Refrigerator sheet is effective in communicating and encouraging home literacy involvement.	Refrigerator sheet is moderately effective in communicating and encouraging home literacy involvement.	Refrigerator sheet is ineffective in communicating and encouraging home literacy involvement.	x1	
Score Earned						

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Content Calendar

	DATE	TOPIC	READINGS DUE	PAGE TOTAL	TASKS DUE
General assessment, instructional, & family literacy concepts to get you started	#1a Aug. 24	Introductions, Course Overview, General concepts of assessment, Professionalism			
	#2a Aug. 29	San Diego Quick Assessment, Informal Reading Inventories Administration of QRI Tour the clinic materials	McKenna & Stahl: Ch. 7 (Word lists pp. 168-169; all pp.180-185) Leslie & Caldwell, Sect. 1-12 (pp. 1-90)	97 pages (A reading guide is available for Leslie & Caldwell)	
	#2b Aug. 31	QRI, Miscue Analysis **MEET AT CARNEGIE CENTER – 251 W. 2nd St.**	Wilde, Ch. 6 -8 (pp. 37-79	42 pages	
	#3a Sept. 5	NO CLASS	LABOR DAY		
	#3b Sept. 7	Reading identities & affective factors, Principles of tutoring, Practicing QRI	McKenna & Stahl, Ch. 9 (pp. 204-245) Roller, Ch. 4 (pp. 56-72)	57 pages	*Tutoring plan #1 due Saturday the 11th, 11:59 p.m.*
	#4a Sept. 12	Kidwatching, Concepts About Print, Session #1a with reader, reflection, debriefing	Owocki & Goodman, Ch. 1 (pp. 1-14) Clay, Ch. 4 (pp. 37-48)	23 pages	
	#4b Sept. 14	Reader-School-Home Triad Session #1b with reader, reflection, debriefing	Allen (2007) Hall (2006) BSBR pp.vii-28	44 pages	
	#5a Sept. 19	Conferring, Tying assessment to instruction	Mallozzi (2011) Allen (2009), Ch. 4 (pp. 94-116) Strickland, Ch. 1 (p. 1-18)	47 pages	*First part of Assessment chart due Tutoring plan #2 due Saturday the 18th, 11:59 p.m.*
	#5b Sept. 21	Scaffolding	Walker (2005) Mokhtari (2010) Routman (1999)	8 pages	
	#6a Sept. 26	Assessing emergent literacy, alphabetic knowledge, ELLs Session #2a with reader, reflection, debriefing	Clay (2002), Ch. 5 & 6 (p. 49-120) Lenski (2006)	93 pages	
	#6b Sept. 28	Word lists, Cloze, Woodcock Reading Mastery Test Session #2b with reader, reflection, debriefing	Goodman (1965) McKenna & Picard (2006) Goodman (2006) Spear-Swerling (2004)	40 pages	*Tutoring plan #3 due Saturday the 25th, 11:59 p.m.*

* This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

	DATE	TOPIC	READINGS DUE	PAGE TOTAL
#11b Nov. 2	Session #8a with reader	BSBR pp. 67-95	28 pages	
#12a Nov. 7	Vocabulary Session #8b with reader	Stahl & Bravo (2010) Pearson et al. (2007)	28 pages	*Tutoring plan #9 due Saturday Nov. 6th, 11:59 p.m.*
#12b Nov. 9	Vocabulary Session #9a with reader	Kearns & Biemiller (2010) Restrepo et al. (2006)	24 pages	
#13a Nov. 14	Session #9b with reader	BSBR pp. 96-123	27 pages	*Tutoring plan #10 due Saturday Nov. 13th, 11:59 p.m.*
#13b Nov. 16	Session #10a with reader	Case report examples	TBA	*Reflective Essay due*
#14a Nov. 21	Session #10b with reader	BSBR pp. 124-152	28 pages	Tutoring plan #11 due Saturday Nov. 20st, 11:59 p.m.
Nov.23	Session #11a with reader	Case report examples	TBA	
#15a Nov. 28	NO CLASS	THANKSGIVING BREAK		
#15b Nov. 30	Catch-up day Session #12a with reader	TBA (Catch-up day)		
#16a Dec.5	Workshop drafts Session #11b with reader			*Case report draft due*
#16b Dec. 7	Make up day for tutoring			
	(Last class) Celebration			*Case report due*

* This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

20. Helman, L., Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F. (2011). Getting started: The assessment of orthographic development. In *Words their way with English learners: Word study for phonics, vocabulary, and spelling* (pp. 23-49). Boston, MA: Pearson.

21. Opitz, M. F. (2007). *Don't speed. Read! 12 steps to smart and sensible fluency instruction.* New York: Scholastic. [pp. 18-33]

22. Riedel, B. W. (2007). The relation between DIBELS, reading comprehension, and vocabulary in urban first-grade students. *Reading research quarterly, 42,* 546-562.

23. Samuels, S. J. (2007). The DIBELS tests: Is speed of barking at print what we mean by fluency? *Reading research quarterly, 42,* 563-566.

24. Riedel, B. W. (2007). A response to Samuels. *Reading research quarterly, 42,* 567.

25. Valencia, S. et al. (2010). Oral reading fluency assessment: Issues of construct, criterion, and consequential validity. Reading research quarterly, 45, 270-291. doi.org/10.1598/RRQ.45.3.1

26. Almasi, J. F. (2003). *Teaching strategic processes in reading.* New York, NY: Guildford.

27. Keenan (2008). Reading comprehension tests vary in the skills they assess: Differential dependence on decoding and oral comprehension. *Scientific studies of reading, 12,* 281-300. doi: 10.1080/10888430802132279

28. Feine, J. & MacMahon. (2007). Assessing comprehension: A classroom-based process. *The reading teacher, 60,* 406–417. doi:10.1598/RT.60.5.1

29. Coiro, J. (2009). Rethinking online reading assessment. *Educational leadership, 66,* 59-63.

30. Stahl, K.A.D. & Bravo, M.A. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher, 63,* 566–578. dOI:10.1598/RT.63.7.4

31. Pearson, P. D., Heibert, E. H., Kamil, M. L. (2007). Vocabulary assessment: What we know and what we need to learn. *Reading research quarterly, 42,* 282-296. doi:10.1598/RRQ.42.2.4

32. Kearns, G. & Biemiller, A. (2010/2011). Two-Questions Vocabulary Assessment: Developing a New Method for Group Testing in Kindergarten through Second Grade. *Journal of education, 190,* 31-41.

33. Restrepo, M. A. et al. (2006). Performance on the PPVT–III and the EVT: Applicability of the Measures With African American and European American Preschool Children. Language, speech, and hearing services in schools, 37, 17-27. doi: 0161-1461/06/3701-0017

* This course syllabus is a general plan for the course; deviations announced to the class by the11 instructor may be necessary.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix: EDC 619	Date: 9/30/11
Instructor Name: Christine Mallozzi	Instructor Email: christine.mallozzi@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☐   Interactive Video ☐   Hybrid ☒

	Curriculum and Instruction
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?
	Timely and appropriate interaction will be assured through use of asynchronous online discussion groups, which will be faciliated by faculty member. Video conferring and chat will be used for synchronous observation of tutoring and discussions, as needed. The syllabus does conform to the University Senate Guidelines and includes Distance Learning Considerations and information.
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.
	I have included an Equivalence of On-Campus and Online Delivery Option and syllabus. In brief, they show that readings, the learning outcomes, course objectives, and assessment of student learning outcomes are identical to a face-to-face class. The course temporal lengths, office hours, class interaction and participation, presentation of content, evaluation of students, and assigments will be modified and comparable to the face-to-face class features. This hybrid course uses multiple modes for course presentation. For example, in this class, the class-based discussion in the face-to-face class is active using electornic discussion boards and online chat. Observations of tutoring will occur using video synchronous technologies. Class materials are available from the Blackboard, and assignments are distributed and collected online. Students in the course will participate in online activities. All students will participate in the same experiences.
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.
	The integrity of student work is ensured by requiring the same requirements as a face-to-face class. As an advanced graduate class, course assessment are based on developed projects rather than examinations. The security of student work is facilitated by the security affordance of UK's Blackboard course system and UK's academic offense policies apply.

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? ☒ Yes

☐ Instructor's *virtual* office hours, if any.

☐ The technological requirements for the course.

☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).

☐ Procedure for resolving technical complaints.

☐ Preferred method for reaching instructor, e.g. email, phone, text message.

☐ Maximum timeframe for responding to student communications.

☐ Language pertaining academic accommodations:

    o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

    o Carla Cantagallo, DL Librarian

    o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

    o Email: dllservice@email.uky.edu

    o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

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

Instructor Name: Christine A. Mallozzi   Instructor Signature:

File Edit View History Bookmarks Tools Help

IRIS Systems - myUK : University ... | eCATS (Curricular Proposal) - my... × +

https://www.uky.edu/s/portal

myUK

Good morning Janie   Sign Off

Launch Pad | Employee Self-Service | Enterprise Services | myUK
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eCATS (Curricular Proposal) | Back Forward

Detailed Navigation

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- Financial Disclosure

Related Links

- Browser Compatibility

| Courses | Request Tracking |

eCATS Request Tracking

○ No Filter   ○ Filter By College Name   ● Filter By Course ID   ○ Filter By Date Range
FromDate   ToDate

EDC

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
⊕ EDC 554	Display Form	Course	Change	EDUCATION	12/9/
⊕ EDC 619	Display Form	Course	Change	EDUCATION	9/6/2

Details of Course/Program ID(EDC 619)

WORKITEM ID	Workflow Status	Date	Time
000010769584	Department Received	2012-09-06	18:33 PM
000010739590	Department Approved	2012-09-14	09:29 AM
000010843272	Received by College	2012-09-14	09:29 AM
000010843274	Approved by College	2012-09-19	14:11 PM
000010864041	Received by GC	2012-09-19	14:11 PM
000010864043	Returned for Revision by GC	2012-09-20	14:21 PM
000010876386	Revised and Approved by College	2012-09-20	15:54 PM
000010876957	Received by GC	2012-09-20	15:54 PM
000010876959	Approved by GC	2012-10-29	11:09 AM
000011157979	Received by Senate Council	2012-10-29	11:09 AM

| ⊕ EDC 620 | Display Form | Course | Change | EDUCATION | 9/10/2 |