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| Courses | Request Tracking |
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Course Change Form

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Open in full window to print or save

OFFICE OF THE SENATE COUNCIL

Attachments:

Browse...

| ID | Attachment |
|-------------|------------------------------------|
| Delete: 581 | EDC 620 Major CC_new syllabus.docx |
| Delete: 705 | EDC620 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 620 - DESGN & IMPLEMENTATH OF READING INSTR | Proposed Prefix & Number: | EDC 620 |
| * What type of change is being proposed? | | <input type="checkbox"/> Major Change <input checked="" type="checkbox"/> 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? <input type="radio"/> Yes <input checked="" type="radio"/> No | | | | |
| If YES, check the areas that apply: | | | | |
| <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> 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? | | | | |
| <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? Select... | | | | |
| e.* * Contact Person Name: Christine A. Mallozzi Email: christine.mallozzi@uky.edu Phone: 859-257-4127 | | | | |
| * Responsible Faculty ID (if different from Contact) Email: Phone: | | | | |
| f.* Requested Effective Date: | | <input type="checkbox"/> Semester Following Approval | OR | Specific Term ² : Fall 2012 |
| 2. Designation and Description of Proposed Course. | | | | |
| a. Current Distance Learning(DL) Status: | | <input type="radio"/> N/A <input checked="" type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop | | |
| *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery. | | | | |
| b. Full Title: | | DESIGN AND IMPLEMENTATION OF READING INSTRUCTION | Proposed Title: * | DESIGN AND IMPLEMENTATION OF READING INSTRUCTION |
| c. Current Transcript Title (if full title is more than 40 characters): | | DESIGN & IMPLEMENTATN OF READING INSTR | | |
| e. Proposed Transcript Title (if full title is more than 40 characters): | | DESIGN & IMPLEMENTATN OF READING INSTR | | |
| d. Current Cross-listing: | | <input checked="" type="checkbox"/> N/A | OR | Currently ³ Cross-Listed with (Prefix & Number): none |
| Proposed - ADD ³ Cross-listing (Prefix & Number): | | | | |

| | | | | | |
|--|---|---|-----------------------------------|---|---|
| Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number): | | | | | |
| e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type. | | | | | |
| Current: | Lecture 8 | Laboratory ⁶ | Recitation | Discussion | Indep. Study |
| | Clinical | Colloquium | Practicum | Research | Residency |
| | Seminar | Studio | Other | Please explain: | |
| Proposed: * | Lecture 8 | Laboratory ² | 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:* | | <input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail | | | |
| g. Current number of credit hours: | | 3 | Proposed number of credit hours:* | | 3 |
| h.* Currently, is this course repeatable for additional credit? | | | | | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| * Proposed to be repeatable for additional credit? | | | | | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| If YES: | Maximum number of credit hours: | | | | |
| If YES: | Will this course allow multiple registrations during the same semester? | | | | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| i. Current Course Description for Bulletin: | | | | | |
| Clinical techniques used in the remediation of reading problems. A course designed to develop individualized procedures related to diagnosis. Classroom application of the instructional procedures is discussed. Lecture, two hours; laboratory, two hours. | | | | | |
| * Proposed Course Description for Bulletin: | | | | | |
| Clinical techniques used in the remediation of reading problems. It is a course designed to develop individualized procedures related to diagnosis. Classroom applications of the instructional procedures are discussed. This course is a combination of lecture and application with a student client. | | | | | |
| j. Current Prerequisites, if any: | | | | | |
| Prereq: EDC 619, or permission of instructor. | | | | | |
| * Proposed Prerequisites, if any: | | | | | |
| Prereq: EDC 619, or permission of instructor. | | | | | |
| k. Current Supplementary Teaching Component, if any: | | | | <input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both | |
| Proposed Supplementary Teaching Component: | | | | <input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change | |
| 3. Currently, is this course taught off campus? | | | | | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| * Proposed to be taught off campus? | | | | | <input checked="" type="radio"/> Yes <input type="radio"/> 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? | | <input type="radio"/> Yes <input type="radio"/> 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? | | <input type="radio"/> Yes <input type="radio"/> No |
| If YES, identify the depts. and/or pgms: | | |
| | | |
| b.* Will modifying this course result in a new requirement ¹ for ANY program? | | <input type="radio"/> Yes <input type="radio"/> No |
| If YES ¹ , list the program(s) here: | | |
| | | |
| 6. Information to be Placed on Syllabus. | | |
| a. | <input type="checkbox"/> 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.) |

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.f.)

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](#)

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EDC 620 Design and Implementation of Reading Instruction

Equivalence of Face-to-Face and Hybrid Delivery Option

Instructor: Christine A. Mallozzi

Office: 321 Dickey Hall

Office Telephone: 859-257-4127

Email: christine.mallozzi@uky.edu

“Design and Implementation of Reading Instruction” (EDC620) is an advanced course of clinical techniques for the remediation of reading problems. It is a course designed to develop individualized procedures related to diagnosis. Classroom applications of the instructional procedures are discussed.

Equivalent course activities for the on campus and online delivery of the course are listed in Table 1.

Table 1. Equivalence of On-campus and Online Course *

| Feature | Face to Face Delivery | Hybrid Delivery |
|--|---|---|
| <u>Course temporal length</u> | One academic term, as described in the UK Academic Calendar | Temporal length of the course will “correspond roughly to that of the term (semester or summer) in which it is offered”** |
| <u>Readings</u> | Four books, readings available via Blackboard | Four books, readings available via Blackboard |
| <u>Office Hours</u> | Regular campus office hours, email, and telephone | Arranged individually through email and telephone when applicable |
| <u>Class interaction and participation</u> | In class discussions, threaded online discussions, and emails related to assigned readings and projects | Threaded online discussions, chat discussions, and synchronous video observations, emails related to assigned readings and projects |
| <u>Presentation of content</u> | In class lecture/discussion and PowerPoint presentations | Content arranged in modu'es. Online discussions and PowerPoint presentations with audio voice over |
| <u>Evaluation of Students</u> | Checklists and rubrics | Checklists and rubrics including criteria that matches delivery of assignments in online platform |
| <u>Assignment 1) Professionalism</u> | Demonstrated through face to face and online communications (class discussion, emails, etc.) | Demonstrated through online communications (discussion posts, emails, etc.) |
| <u>Assignment 2) Discussion of reflections</u> | Weekly reflections sent electronically to instructor for response | Weekly reflections sent electronically to class and instructor for response |

UNIVERSITY OF KENTUCKY
College of Education - Department of
Curriculum & Instruction

Course Syllabus for EDC 620* - "Design and Implementation of Reading Instruction"
Spring Semester, 2013

| | |
|--|---|
| Instructor: | Christine A. Mallozzi |
| Office Location | 321 Dickey Hall; Mailbox in 335 Dickey Hall |
| Phone Number | 706-983-9581 (cell); 859-257-4127 (office) |
| Email | Christine.mallozzi@uky.edu |
| Virtual Office Hours | Arranged individually through email and telephone as needed |
| Technological Requirements | Computer with internet access or access to UK computer facilities. Access to digital video & audio recording devices (e.g., laptop, access to webcam with microphone) |
| For Technological assistance | Contact TASC at http://www.uky.edu/TASC or call 859-257-8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300 |
| Technical Complaints | Contact the College of Education Instructional Technology Center at 859-257-7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300 |
| Preferred method for contacting instructor | Email or Blackboard |
| Anticipated Response Time | 2 days |
| Information on Distance Learning Library Service | http://www.uky.edu/Libraries/DLLS |
| DL Librarian | Carla Cantagallo, DL Librarian; local 859-257-0500 ext 2171 Long distance: 800-828-0439, option 6 dllservice@email.uky.edu |
| DL Interlibrary Loan Service | http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id16 |
| Course Delivery | At least 51% online (for details see Course Delivery, next page) |

Course Overview

This is an advanced course that focuses on clinical techniques used in the remediation of reading problems. It is a course designed to develop individualized procedures related to diagnosis. Classroom applications of the instructional procedures are discussed. This course is a combination of lecture and application with a student client. Prerequisites: EDC 619 or consent of instructor.

Policies and Procedures

Attendance Policy

Class attendance is mandatory and crucial toward students' understanding of course material. If you are absent, it is each student's responsibility to make up the work and inform the instructor of the absence, preferably in advance. You can miss one class period for any reason (i.e., excused or unexcused absences) without consequence. No verifications of absences are needed. If you miss two class meetings, your final grade may be lowered by one letter grade (i.e. you will lose ten points), at my discretion. If you miss three class periods or more, you may be asked to withdraw from the course, at my discretion. Any tutoring sessions that are missed due to your absence need to be made up at a mutually agreeable time with the readers' families.

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 for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Lateness of Work Policy

Related to the issue of professionalism, late work is regarded as evidence that course requirements are not being taken seriously. Late work will be reduced 10% each of the first two days after the due date. After two days, the assignments may not be accepted, at my discretion.

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

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

Course Requirements and Assessments

1. **Professionalism** – Because this class is geared toward your professional development, you will earn approx. one-half point for each class meeting for exhibiting the professionalism expected of educators, described as respectful engagement, adding to an environment of allowing your peers to learn and your instructor to teach, exhibiting a spirit of generosity with regard to others’ opinions and learning processes. Also, see “**drop box questions.**”
10 points Due date: Ongoing Assessed by observation & anecdotal notes taken by instructor

E.g.,

| | |
|--|--|
| Sarah July 18 th Sarah’s response to a classmates’ question showed professional tact and respect for difference. She submitted a “drop box” question that enriched the conversation. | Nicole July 18 th Nicole arranged to speak with me during a mutually agreeable appointment time. She offered questions and suggestions in to her classmate’s presentation. |
|--|--|

2. **Online discussion of reflections** – As part of being a reflective learner, you will earn approx. 3 points for an assignment. You will submit a total of 10 substantive online contributions. Students will be placed in 2 groups (Group A and Group B). The schedule for 7 online contributions will be as follows:

| Dates | Group A | Group B |
|----------|---|---|
| Week #2 | Post to Blackboard by Mon., the XX th at 5 p.m. | Read posts; respond to Blackboard by Wed., the XX th at 5 p.m. |
| Week #4 | Read posts; respond to Blackboard by Wed., the XX th at 5 p.m. | Post to Blackboard by Mon., the XX th at 5 p.m. |
| Week #5 | Post to Blackboard by Mon., the XX th at 5 p.m. | Read posts; respond to Blackboard by Wed., the XX th at 5 p.m. |
| Week #7 | Read posts; respond to Blackboard by Wed., the XX th at 5 p.m. | Post to Blackboard by Mon., the XX th at 5 p.m. |
| Week #9 | Post to Blackboard by Mon., the XX nd at 5 p.m. | Read posts; respond to Blackboard by Wed., the XX nd at 5 p.m. |
| Week #11 | Read posts; respond to Blackboard by Wed., the XX th at 5 p.m. | Post to Blackboard by Mon., the XX th at 5 p.m. |
| Week #13 | Post to Blackboard by Mon., the XX th at 5 p.m. | Post to Blackboard by Wed., the XX th at 5 p.m. |

For example, on Week #2 **Group A** will post reflections for that most recent tutoring session. The posts will be graded according to the following criteria:

- _____ Reflection includes pertinent references to course reading(s) showing student learned from the texts.
- _____ Reflection includes insight regarding issues that go beyond the tutoring session.
- _____ Response includes examples from session to support ideas.

Satisfying all three criteria will earn 3 points, two criteria 2 points, and 1 criterion 1 point.

- 4. Inquiry Project** – Using Hankins (2003) as an example, you will follow a self-defined and authentic line of inquiry in conjunction with tutoring the Clinic reader. A line of inquiry can be many things, such as a sincere question you have about literacy, social issues, text usage, etc. Your line of inquiry will adopt a clear theoretical backing, and you will complete reflective field notes that will direct and be directed by this line of inquiry. Guided by your line of inquiry you will use the experiences with and data of your reader as evidence that feeds your understanding. You will present your findings in a written paper.

15 points Due date: TBA (Beginning of April) Assessed with an analytical rubric.

| Inquiry Project Rubric | | | | | | |
|---|--|---|--|--|--------|---|
| trait/score | 4 | 3 | 2 | 1 | weight | = |
| Line(s) of Inquiry <i>(a matter of clarity)</i> | Line(s) of inquiry are exceptionally clear. | Line(s) of inquiry are generally clear. | Line(s) of inquiry lack clarity. | Line(s) of inquiry are unclear. | x1 | |
| Excerpts <i>(a matter of effectiveness)</i> | Excerpts from reflective field notes are highly effective in illustrating the students thinking about the line of inquiry. | Excerpts from reflective field notes are effective in illustrating the students thinking about the line of inquiry. | Excerpts from reflective field notes are moderately effective in illustrating the students thinking about the line of inquiry. | Excerpts from reflective field notes are ineffective in illustrating the students thinking about the line of inquiry. | x1 | |
| Contextualization <i>(a matter of clarity)</i> | Enough context is provided with the excerpts so that reader is exceptionally clear on the circumstances of the field notes. | Enough context is provided with the excerpts so that reader is generally clear on the circumstances of the field notes. | Enough context is provided with the excerpts so that reader is somewhat clear on the circumstances of the field notes. | The context provided with the excerpts does not provide clarity on the circumstances of the field notes or no context is provided. | x1 | |
| Readings & Reasons <i>(a matter of effectiveness)</i> | The chosen readings and reasons are highly effective in explaining how the student's thinking would be deepened. | The chosen readings and reasons are effective in explaining how the student's thinking would be deepened. | The chosen readings and reasons are moderately effective in explaining how the student's thinking would be deepened. | The chosen readings and reasons are ineffective in explaining how the student's thinking would be deepened. | x1 | |
| Presentation <i>(a matter of clarity)</i> | Student's presentation is exceptionally clear in the time allotted. | Student's presentation is generally clear in the time allotted. | Student's presentation is lacks clarity in the time allotted. | Student's presentation unclear in the time allotted. | x1 | |
| Project style <i>(a matter of effectiveness)</i> | Lines of inquiry, excerpts, readings, and reasons were highly polished in regard to APA formatting, grammar, and written expression. | Lines of inquiry, excerpts, readings, and reasons were polished in regard to APA formatting, grammar, and written expression. | Lines of inquiry, excerpts, readings, and reasons were moderately polished in regard to APA formatting, grammar, and written expression. | Lines of inquiry, excerpts, readings, and reasons were unpolished in regard to APA formatting, grammar, and written expression. | x1 | |
| Score Earned | | | | | | |

| |
|---------------|
| Grades |
|---------------|

The point distribution and assessment tools for course requirements are as follows:

| Requirement | Total Points | Assessment Tool | Due date |
|---|----------------------------------|-----------------------------|------------------------|
| <i>1. Professionalism</i> | 10 points | Anecdotal notes | Ongoing |
| <i>2. Online discussion participation</i> | 10 points | Checklist | Ongoing |
| <i>3. Assessment/instruction overview and field notes (process)</i> | 15 points | Analytic & holistic rubrics | Ongoing |
| <i>4. Inquiry project</i> | 15 points | Analytic rubric | TBA Beginning of April |
| <i>5. Case reports (1 for each reader) (product)</i> | 50 points (25 points per reader) | Analytic rubric | TBA End of semester |
| Total Possible Points = 100 points | | | |

A course grade will be determined as follows: A final point total (0-100) will be computed. This total will be converted to a course grade as follows: A = 90-100 points; B = 80-89.99 points; C = 70-79.99; E = 0-69.99 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Graduate Bulletin* (http://www.research.uky.edu/gs/bulletin/current/bull09_Part1.pdf) the UK grading systems assigns the following quality labels to grades: A is *High achievement*; B is *Satisfactory achievement*; C is *Minimum passing*; and E is *Failure*. These same quality labels should be used to interpret grades on course requirements and the final course grade. D grades may not be awarded to graduate students. Graduate courses (400G-799) may not be taken Pass/Fail.

| Content Calendar | | | | |
|-----------------------------|---|--|-------------------|---|
| DATE | TOPIC | READINGS DUE | PAGE TOTAL | TASKS DUE |
| Week 9a Face to face | Word study Session #8 with reader, reflection, debriefing | Choice of Bear et al. chapter | TBA | |
| Week 9b Online | Word study | TBA | TBA | <i>Tutoring plan due Saturday, 11:59 p.m.</i> |
| Week 10a Face to face | Vocabulary assessment/instruction Session #9 with reader, reflection, debriefing | Cunningham 2006 Ogle 2010 Walker-Dahlhouse 2010 | TBA | |
| Week 10b Online | Vocabulary | Jones et al, Ch. 6 (pp. 69-80) | TBA | <i>Tutoring plan due Saturday, 11:59 p.m.</i> |
| Week 11a Face to face | Comprehension Session #10 with reader, reflection, debriefing | Almasi (2003) | TBA | |
| Week 11b Online | Comprehension | Applegate 2009 Kletzien 2009 Pardo 2004 Walmsley 2006 | TBA | <i>Tutoring plan due Saturday, 11:59 p.m.</i> |
| Week 12a Face to face | Comprehension Session #11 with readers, reflection, debriefing | Jones et al, Ch. 5 (pp. 57-68) | TBA | |
| Week 12b Online | Comprehension | TBA | TBA | <i>Tutoring plan due Saturday, 11:59 p.m.</i> |
| Week 13a Face to face | Using Texts - Informational Session #12 with reader, reflection, debriefing | Jones et al, Ch. 7 (pp. 81-92) | TBA | |
| Week 13b Online | Using Texts - Digital | Jones et al, Ch. 8 (pp. 93-108) | TBA | <i>Tutoring plan due Saturday, 11:59 p.m.</i> |
| Week 14a Face to face | Text Analysis Session #13 with reader, reflection, debriefing | Jones et al, Ch. 9 & conclusion (pp. 109-119) | TBA | |
| Week 14b Online | Text Analysis for social justice | Jones et al, Ch. 10 (pp. 120- 133) | TBA | <i>Tutoring plan due Saturday, 11:59 p.m</i> |
| Week 15a Face to face | Session #9 with reader Session #14 with reader, reflection, debriefing | View interactive case reports | TBA | |
| Week 15b Online | | View interactive case reports | TBA | <i>Tutoring plan due Saturday, 11:59 p.m</i> |
| Week 16a Face to face | Using Texts Session #15 with reader, reflection, debriefing | | TBA | |
| Week 16b Online | | | TBA | <i>Tutoring plan due Saturday, 11:59 p.m</i> |

Required Materials

Required for this course:

Compton-Lilly, C., & Greene, S. (Eds.) (2011). *Bedtime stories and book reports: Connection parent involvement and family literacy*. New York, NY: Teachers College Press.
[abbreviated in syllabus as BSBR]

Readings – available electronically on Blackboard, an online communication tool that will be used weekly. Reference list of readings available is on the last pages of this syllabus.
Access to an audio recording device.

Required from prerequisite course EDC 619:

Jones, S., Clarke, L. W., & Enriquez, G. (2010). *The reading turn-around: A five part framework for differentiated instruction*. New York, NY: Teachers College Press.

Leslie, L., & Caldwell, J. S. (2011). *Qualitative reading inventory-5*. Boston, MA: Pearson.

McKenna, M., & Stahl, K. A. D. (2009). *Assessment for reading instruction*. New York, NY: Guilford Press.

Recommended Materials

Bear, D. R., Invernizzi, M., Templeton, T., & Johnston, F. (2007). *Words their way: Word study for vocabulary, and spelling instruction* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Cunningham, P. M. (2009). *Phonics they use: Words for reading and writing*. Boston, MA: Pearson.

Fountas, I. C., & Pinnell, G. S. (2000). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Policies and Procedures

Attendance Policy

Class attendance is mandatory and crucial toward students' understanding of course material. You can miss two class periods for any reason (i.e., excused or unexcused absences) without consequence. No verifications of absences are needed. If you miss three class periods, your final grade may be lowered by one letter grade (i.e. you will lose ten points), at my discretion. If you miss four class periods or more, you may be asked to withdraw from the course, at my discretion. Tardiness speaks to your professionalism and should be avoided.

Special note: If an absence occurs on a day which you are meeting a student reader, it is your responsibility to contact the student's home contact person (e.g., parent, guardian) to let them know you will not be at that day's session. It is also your responsibility to make up that session with the student at the student's family's convenience. These absences that are made-up with the student will not be counted in your absence total; however, a session not made-up with the student will be considered an absence and counted toward your absence total. Every effort should be made to be present at the regularly schedule sessions, and repeated rescheduling of sessions with your student client speaks to your professionalism and should be avoided.

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

Group A: Course Requirements and Assessments

1. Students 1 & 2: Assessment/Instruction Plans – The grading of your plans will be on a rotating basis (see schedule above), but you will provide an overview sheet each week. You will conduct at least a total of 7 assessments with your reader. One must be a reader self-assessment. One must be an Informal Reading Inventory (interview, oral reading, miscue analysis, comprehension questions, and retelling assessment) (approx. grades 2-onward) or a Concepts About Print assessment (approx. grades K-2). In conjunction with collecting assessment information, you will work instructionally with the reader. You and your client will develop a Powerful Literacy Plan or PLP (based on the Powerful Reading Plan from Jones, Clarke, & Enriquez, 2010), which will guide your instruction along with the assessment results. The instruction sessions should support the individual reader’s needs, with reference to specific reading strategies and skills identified in the assessment process. After each session with the reader you will write reflective field notes that will involve your interactions with the home representative.

25 points Due dates: Ongoing Assessed by checklist, analytic rubric, and holistic rubric

| Assessment/Instruction Plan | | | | |
|--|--|--|---|--|
| trait/score | 4 | 3 | 2 | 1 |
| Instruction & assessment link <i>(a matter of clarity)</i> | Plan is exceptionally clear with the assessments and how assessment results led to the instruction plan. | Plan is generally clear with the assessments and how assessment results led to the instruction plan. | Plan lacks clarity with the assessments and how assessment results led to the instruction plan. | Plan is unclear with the assessments and how assessment results led to the instruction plan. |
| Strategy lesson <i>(a matter of content)</i> | Thorough details are provided on the strategy lesson. | Substantial details are provided on the strategy lesson. | Partial details are provided on the strategy lesson. | The strategy lesson lacks detail. |
| Text & instruction link <i>(a matter of effectiveness)</i> | The text and surrounding conversation plan is highly effective with the instructional plan. | The text and surrounding conversation plan is effective with the instructional plan. | The text and surrounding conversation plan is moderately effective with the instructional plan. | The text and surrounding conversation plan is ineffective with the instructional plan. |
| Instruction & Powerful Literacy Plan link <i>(a matter of clarity)</i> | Plan is exceptionally clear with how the PLP is linked to the instruction. | Plan is generally clear with how the PLP is linked to the instruction. | Plan lacks clarity with how the PLP is linked to the instruction. | Plan is unclear with the PLP is linked to the instruction. |

| Reflective Field Notes Holistic Rubric | |
|---|---|
| 1 (100%) | There is evidence of thorough thinking about the session and interaction with home representative. Reflection includes exceptional insight regarding issues that go beyond the clinic setting. Notes include precise examples to support ideas. |
| .875 (87.5%) | There is evidence of substantial thinking about the session and interaction with home representative. Reflection includes general insight regarding issues that go beyond the clinic setting. Notes include examples to support ideas. |
| .75 (75%) | There is evidence of incomplete thinking about the session and interaction with home representative. Reflection lacks insight regarding issues that go beyond the clinic setting. Notes lack examples to support ideas. |
| .65 (65%) | There is evidence of serious misconceptions about the session or interaction with home representative. Reflection is unclear regarding issues that go beyond the clinic setting. Notes are unclear about a link from ideas to the session. |
| Points Earned | |

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

Group A: Grades

The point distribution and assessment tools for course requirements are as follows:

| Requirement | Total Points | Assessment Tool | Due date |
|---|--------------|-----------------------------|------------------------|
| 1. <i>Assessment/instruction plans (process)</i> | 25 points | Analytic & holistic rubrics | Ongoing |
| 2. <i>Interactive case representation (product)</i> | 25 points | Analytic rubric | April 27 th |
| 3. <i>Assessment/instruction plans (process)</i> | 25 points | Analytic & holistic rubrics | Ongoing |
| 4. <i>Interactive case representation (product)</i> | 25 points | Analytic rubric | April 27 th |
| Total Possible Points = 100 points | | | |

A course grade will be determined as follows: A final point total (0-100) will be computed. This total will be converted to a course grade as follows: A = 90-100 points; B = 80-89.99 points; C = 70-79.99; E = 0-69.99 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Graduate Bulletin* (http://www.research.uky.edu/gsbulletin/current/bull09_Part1.pdf) the UK grading systems assigns the following quality labels to grades: A is *High achievement*; B is *Satisfactory achievement*; C is *Minimum passing*; and E is *Failure*. These same quality labels should be used to interpret grades on course requirements and the final course grade. D grades may not be awarded to graduate students. Graduate courses (400G-799) may not be taken Pass/Fail.

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

- 2. Student 1: Interactive Case Representation** – Part of the assessment & instructional path is to report results to the stakeholders in the educational situation. In 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 create an interactive (e.g., with audio, visual, other modes) representation of the work done by your client and you (assessments, instruction, results, summary, & recommendations for the future). You also will provide a practical reminder tool that will assist people at home who want to continue to support the reader.
 25 points Due date: April 28th (final) Assessed with an analytical 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. | x1 | |
| 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. | +2 | |
| 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 | |
| Reminder tool (a matter of effectiveness) | Reminder tool is highly effective in communicating and encouraging home literacy involvement. | Reminder tool is effective in communicating and encouraging home literacy involvement. | Reminder tool is moderately effective in communicating and encouraging home literacy involvement. | Reminder tool is ineffective in communicating and encouraging home literacy involvement. | x1 | |
| Interactive components (a matter of effectiveness) | Interactive components are highly effective in demonstrating concepts (e.g., reader performance, activity, etc.) | Interactive components are effective in demonstrating concepts | Interactive components are moderately effective in demonstrating concepts | Interactive components are ineffective in demonstrating concepts | x1 | |
| "Balance" of interactive and traditional components (a matter of effectiveness) | Interactive component are included at appropriate points (i.e., neither too many as to be distracting or too few as to be inadequate) to create a highly comprehensive representation. | Interactive component are included at appropriate points to create a comprehensive representation. | Interactive component are included at appropriate points (i.e., neither too many or too few) to create a moderately comprehensive representation. | Interactive component are included at appropriate points (i.e., neither too many or too few) to create an incomprehensive representation. | x1 | |
| Score Earned | | | | | | |

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

- 4. Family Literacy Presentation** – Based on the interests of the home representatives, you will deliver a presentation to and facilitate a conversation with the “parent” and/or adult group. You will engage in a self-guided investigation and develop a reading list under my guidance to enrich your knowledge of your topic. You will complete a presentation contract and provide a rubric with which you will be graded. The rubric must at minimum include attention to quality of content, citational support, presentation style, and appropriateness for audience.

25 points Due dates: Varies

Assessed by analytic rubric

Plan B: Grades

The point distribution and assessment tools for course requirements are as follows:

| Requirement | Total Points | Assessment Tool | Due date |
|---|--------------|--|--|
| 1. <i>Assessment/instruction plans (process)</i> | 25 points | Analytic & holistic rubrics | Ongoing |
| 2. <i>Interactive Case representation (product)</i> | 25 points | Analytic & holistic rubrics (with parent survey input) | April 28 th |
| 3. <i>Powerful Family Literacy Plan (process)</i> | 25 points | Analytic rubric | Ongoing and April 28 th |
| 4. <i>Family Literacy Presentation (product)</i> | 25 points | Analytic rubric | Individual dates as mutually agreed upon |
| Total Possible Points = 100 points | | | |

A course grade will be determined as follows: A final point total (0-100) will be computed. This total will be converted to a course grade as follows: A = 90-100 points; B = 80-89.99 points; C = 70-79.99; E = 0-69.99 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Graduate Bulletin* (http://www.research.uky.edu/gsbulletin/current/bull09_Part1.pdf) the UK grading systems assigns the following quality labels to grades: A is *High achievement*; B is *Satisfactory achievement*; C is *Minimum passing*; and E is *Failure*. These same quality labels should be used to interpret grades on course requirements and the final course grade. D grades may not be awarded to graduate students. Graduate courses (400G-799) may not be taken Pass/Fail.

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

| Content Calendar | | | | | |
|-------------------------|-----|---|--|-------------------|--|
| DATE | | TOPIC | READINGS DUE | PAGE TOTAL | TASKS DUE |
| #10a Mar. 21 | 8M | Workshop: Conferring | Anderson, Chs. 1 & 6 (pp. 6-24; 55-70) | 23 pages | |
| #10b Mar. 23 | 8W | Workshop: Environment | Ray, Chs. 1&4 (pp. 1-15; pp. 41-50); | 25 pages | <i>Blue tutoring plan #9 & Overview sheet for all due</i> |
| #11a Mar. 28 | 9M | Workshop: Environment | Ray, Chs. 1&4 (pp. 1-15; pp. 41-50); | 25 pages | |
| #11b Mar. 30 | 9W | Workshop: Structure of a workshop | Kaufman (pp. 114-123) | 9 pages | <i>Green tutoring plan #10 & Overview sheet for all due</i> |
| #12a Apr. 4 | 10M | Workshop: Minilesson | Calkins, Ch. 5 (pp. 81-99) | 18 pages | |
| #12b Apr. 6 | 10W | Workshop: Independent reading and writing | Fountas & Pinnell (pp. 115-127; 128-142; 186-187) | 29 pages | <i>Red tutoring plan #11 & Overview sheet for all due</i> |
| #13a Apr. 11 | 11M | Workshop: Independent reading and writing | Pinnell (pp. 8-17) Calkins, Ch. 3 (pp. 21-37) | 25 pages | |
| #13b Apr. 13 | 11W | Workshop: Conferring | Calkins, Ch. 6 (pp. 100-117) Nickel (pp. 136-147) | 29 pages | <i>Blue tutoring plan #12 & Overview sheet for all due</i> |
| #14a Apr. 18 | 12M | Workshop: Poetry | Calkins, Ch. 23 (pp. 369-398) | 29 pages | |
| #14b Apr. 20 | 12W | TBA | | | <i>Green tutoring plan #13 & Overview sheet for all due Case report draft due to partner</i> |
| #15a Apr. 25 | 13M | TBA | | | |
| #15b Apr. 27 | 13W | (Last class) Celebration | | | <i>Case report due</i> |

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

- Applegate, M., Applegate, A.J., & Modla, V.B. (2009). "She's my best reader; She just can't comprehend": Studying the relationship between fluency and comprehension. *The Reading Teacher*, 62, 512–521. doi:10.1598/RT.62.6.5
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- Walmsley, S.A. (2006). Getting the big idea: A neglected goal for reading comprehension. *The Reading Teacher*, 60, 281–285. doi:10.1598/RT.60.3.9
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- Ogle, D., & Correa-Kovtun, A. (2010). Supporting English-Language Learners and struggling readers in content literacy with the "partner reading and content, too" routine. *The Reading Teacher*, 63, 532–542. doi:10.1598/RT.63.7.1
- Walker-Dalhouse, D., Risko, V.J., Lathrop, K., & Porter, S. (2010). Helping diverse struggling readers through reflective teaching and coaching. *The Reading Teacher*, 64, 70–72. doi:10.1598/RT.64.1.11
- Anderson, C. (2000). Conferences are conversations. In C. Anderson (Ed.), *How's it going: A practical guide to conferring with student writers* (pp. 6-24). Portsmouth, NH: Heinemann.
- Anderson, C. (2000). Decisions, decisions: Choreographing conferences. In C. Anderson (Ed.), *How's it going: A practical guide to conferring with student writers* (pp. 55-70). Portsmouth, NH: Heinemann.
- Ray, K. W. (2001). Understanding the essential characteristics of the writing workshop. In K. W. Ray (Ed.), *The writing workshop: Working through the hard parts (and they're all hard parts)* (pp. 1-15). Urbana, IL: NCTE.
- Ray, K. W. (2001). The tone of workshop teaching. In K. W. Ray (Ed.), *The writing workshop: Working through the hard parts (and they're all hard parts)* (pp. 41-50). Urbana, IL: NCTE.
- Kaufman, D. (2001). Organizing and managing the language arts workshop: A matter of motion. *Language arts*, 79, 114-123.
- Calkins, L. M. (2001). Minilessons. In L. M. Calkins (Ed.), *The art of teaching reading* (pp. 81-99). Portsmouth, NH: Heinemann.
- Fountas I. C., & Pinnell, G. S. (2001). Encouraging independent reading. In I. C. Fountas & G. S. Pinnell (Eds.), *Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy* (pp. 115-127). Portsmouth, NH: Heinemann.
- Fountas I. C., & Pinnell, G. S. (2001). Planning effective minilessons and conferences. In I. C. Fountas & G. S. Pinnell (Eds.), *Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy* (pp. 128-142). Portsmouth, NH: Heinemann.
- Fountas I. C., & Pinnell, G. S. (2001). Struggling readers and writers: Teaching that makes a difference. In I. C. Fountas & G. S. Pinnell (Eds.), *Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy* (pp. 186-187). Portsmouth, NH: Heinemann.
- Pinnell, G. S. (2001). Shared and interactive writing: Making decisions to support young learners. *The Ohio journal of the English language arts*, 8-17.

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

Distance Learning Form

This form must accompany every 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!**

Introduction/Definition: 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 620 | Date: 10/12/11 |
| 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 <input type="checkbox"/> | Interactive Video <input type="checkbox"/> |
| Hybrid <input checked="" type="checkbox"/> | |

| Curriculum and Instruction | |
|-----------------------------------|---|
| 1. | <p>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?</p> <p>Timely and appropriate interaction will be assured through use of asynchronous online discussion groups, which will be facilitated by faculty member. Video conferencing 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.</p> |
| 2. | <p>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.</p> <p>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 assignments 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 electronic 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.</p> |
| 3. | <p>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.</p> <p>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 afforded of UK's Blackboard course system and UK's academic offense policies apply.</p> |

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

Distance Learning Form

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| | |
|-----|--|
| 10. | <p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> 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). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <input type="checkbox"/> "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." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> <input type="checkbox"/> Carla Cantagallo, DL Librarian <input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="checkbox"/> Email: dllservice@email.uky.edu <input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16 |
| 11. | <p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Christine A. Mallozzi Instructor Signature:</p> |

eCATS (Curricular Proposal) - myUK: University of Kentucky - Mozilla Firefox

File Edit View History Bookmarks Tools Help

myUK

Good morning Janie Sign Off

Launch Pad Employee Self Service Enterprise Services myUK

eCATS (Curricular Proposal) Back Forward

Courses **Request Tracking**

eCATS Request Tracking

No Filter
 Filter By College Name
 Filter By Course ID
 Filter By Date Range

FromDate: ToDate:

| Course/ Prog ID | Display Form | Course/ Program | Request Type | College | Date |
|--|------------------------------|--------------------|-----------------|-----------|---------|
| <input checked="" type="radio"/> EDC 654 | Display Form | Course | Change | EDUCATION | 12/9/12 |
| <input checked="" type="radio"/> EDC 619 | Display Form | Course | Change | EDUCATION | 9/6/12 |
| <input checked="" type="radio"/> EDC 620 | Display Form | Course | Change | EDUCATION | 9/10/12 |

Details of Course/Program ID(EDC 620)

| WORKFLOW ID | Workflow Status | Date | Time |
|--------------|---------------------------------|------------|----------|
| 000010306979 | Department Received | 2012-09-10 | 17:43 PM |
| 000010506985 | Department Approved | 2012-09-14 | 09:09 AM |
| 000010845283 | Received by College | 2012-09-14 | 09:29 AM |
| 000010343299 | Approved by College | 2012-09-19 | 14:11 PM |
| 000010864054 | Received by GC | 2012-09-19 | 14:11 PM |
| 000010954055 | Returned for Revision by GC | 2012-09-20 | 14:21 PM |
| 000010876391 | Revised and Approved by College | 2012-09-20 | 15:54 PM |
| 000010876552 | Received by GC | 2012-09-20 | 15:54 PM |
| 000010876554 | Approved by GC | 2012-10-29 | 11:10 AM |
| 000011157983 | Received by Senate Council | 2012-10-29 | 11:10 AM |