APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of ___________________________ Date: 11/10/08
   Department/Division offering course: Special Education & Rehabilitation Counseling

2. What type of change is being proposed? □ Major ✓ Minor
   'See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.
   If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

   PROPOSED CHANGES
   Please complete all “Current” fields.
   Fill out the “Proposed” field only for items being changed. Enter N/A if not changing.
   Circle the number for each item(s) being changed. For example: 6.

3. Current prefix & number: IEC 260 Proposed prefix & number: N/A
4. Current Title Curriculum Planning in Interdisciplinary Early Childhood
   Proposed Title† N/A
   †If title is longer than 24 characters, offer a sensible title of 24 characters or less: ___________________________

5. Current number of credit hours: 4 Proposed number of credit hours: N/A

6. Currently, is this course repeatable? YES □ NO ✓ If YES, current maximum credit hours: __________
   Proposed to be repeatable? YES □ NO ✓ If YES, proposed maximum credit hours: __________

7. Current grading system: ✓ Letter (A, B, C, etc.) □ Pass/Fail
   Proposed grading system: ✓ Letter (A, B, C, etc.) □ Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.
   Current:
   □ CLINICAL □ COLLOQUIUM □ DISCUSSION 4 □ LABORATORY 2 □ LECTURE
   □ INDEPEND. STUDY □ PRACTICUM □ RECITATION □ RESEARCH □ RESIDENCY
   □ SEMINAR □ STUDIO □ OTHER – Please explain: ___________________________
   Proposed:
   □ CLINICAL □ COLLOQUIUM □ DISCUSSION 4 □ LABORATORY 2 □ LECTURE
   □ INDEPEND. STUDY □ PRACTICUM □ RECITATION □ RESEARCH □ RESIDENCY
   □ SEMINAR □ STUDIO □ OTHER – Please explain: ___________________________


10. Supplementary teaching component: □ N/A ✓ Community-Based Experience □ Service Learning □ Both
    Proposed supplementary teaching component: ✓ Community-Based Experience □ Service Learning □ Both
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

11. Cross-listing: ☑ N/A or
Current Prefix & Number

a. Proposed – REMOVE current cross-listing: ☐

b. Proposed – ADD cross-listing:
Prefix & Number

12. Current Distance Learning (DL) status: ☐ Already approved for DL ☑ Please Add ☐ Please Drop

If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.
Internet/Web-based ☑ Interactive Video ☑ Extended Campus ☐

13. Current prerequisites:
IEC 120, IEC 255, and IEC 256.

Proposed prerequisites:
N/A

14. Current Bulletin description:
Theories, research and strategies for planning, implementing and evaluating learning experiences for young children (birth - five years). Application in practicum in an early childhood setting.

Proposed Bulletin description:
N/A

15. What has prompted this change?
Student request for alternative format and potential grant deliverable.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus? ☐ YES ☑ NO

If YES, list below the programs that require this course:

In order for the course change to be considered, program change form(s) for the programs above must also be submitted.
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

18. Is this course currently included in the University Studies Program? ☑ No

☐ Check box if changed to 400G or 500.

19. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

20. Within the department, who should be contacted for further information on the proposed course change?

Name: Kim Townley
Phone: 257-9776
Email: kim.townley@uky.edu

21. Signatures to report approvals:

Oct 16, 2008
DATE of Approval by Department Faculty

1/13/2009
DATE of Approval by College Faculty

3/30/2010
*DATE of Approval by Undergraduate Council

*DATE of Approval by Graduate Council

*DATE of Approval by Health Care Colleges Council (HCCCC)

*DATE of Approval by Senate Council

*DATE of Approval by the University Senate

Reported by the Office of the Senate Council

*If applicable, as provided by the University Senate Rules.

Excerpt from University Senate Rules:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This is 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/JSC/New/forms.htm).

<table>
<thead>
<tr>
<th>Course Number and Prefix: IEC 260</th>
<th>Date: April 15, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name: Charlotte Manno</td>
<td>Instructor Email: <a href="mailto:charlotte.manno@uky.edu">charlotte.manno@uky.edu</a></td>
</tr>
</tbody>
</table>

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?

The course will meet via interactive video with assignments being submitted and responses from Black Board, email, or US Postal Service. Students will locate an approved practicum site and faculty will correspond with the practicum site supervisor about the student progress.

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

The student requirements of this course are the same as if it were an on campus course. Students will complete assignments and receive feedback via Black Board, email or US Postal Service, rather than in person. Student will be assessed according to the same criteria as an on campus course.

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 syllabus will include policy on academic integrity. Proctors will be available for interactive video sessions, and technical support will be available for interactive video. Quizzes and exams will be on Black Board and will

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs
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</table>
| 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?  
No.  
If yes, which percentage, and which program(s)?  
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval. |
| 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?  
Distance learning students will be connected to student services that are designed to support their participation (e.g. Teaching and Academic Support Center (TASC) services, distance learning librarian, distance learning registration support). |

### Library and Learning Resources

| 6. | How do course requirements ensure that students make appropriate use of learning resources?  
Course requirements include research, outside reading, group activities, and practicum assignment. |
| 7. | Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
Students will identify an approved practicum site in their region of the state. Participation in the course requires access to a computer with internet connection, and TASC provides guidance on types of hardware and software needed for an optimal distance learning experience. |

### Student Services

| 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 Teaching and Academic Support Center [http://www.uky.edu/TASC/index.php](http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center [http://www.uky.edu/UKIT/]?  
Yes, this information will be included in the syllabus. |

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**Abbreviations:** TASC = Teaching and Academic Support Center  
DL = distance learning  
DLP = Distance Learning Program
9. Will the course be delivered via services available through the Teaching and Academic Support Center?

Yes ☒
No ☐

If no, explain how students 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.

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Does the syllabus contain all the required components, below?

- 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.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-4660 (option #6)
  - Email: dllservice@email.uky.edu

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

Instructor Name: Charlotte Manno

Instructor Signature:

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Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs
IEC 260
Curriculum Planning In Early Childhood Education
Spring 2008

Charlotte Manno
124 Taylor Ed.
Office: 257-7909, 257-4603, 257-7732
Home: 278-1063
e-mail: charlotte.manno@uky.edu or acnm1@aol.com

Delivery System: The course may be offered via interactive video in order to enable students from across the state to enroll and participate in the course. Students on campus and at the off campus sites will complete the same assignments and they will be due at the same time. Students are to submit assignments at the due date and can do so via email or US Postal Service. Graded papers will be returned to students via US Postal Service. When group activities are assigned during class, each site will conduct the activity and time will be allotted for the sharing of the experience.

Class Meetings: Wednesday, 5:00 – 6:50

Required Texts:


I. Course Description:

This course focuses on curriculum guidelines and application in guiding young children toward optimum social, emotional, cognitive, and physical development. It will introduce suggestions for guiding children during all the routines and during typical learning activities of school – art, science, math, language arts, music, social studies, dramatic play, and outdoor activities. Also included is practical experience with these activities in the Early Childhood Laboratory or other early childhood site as approved by the instructor.

Relationship of the College of Education’s Conceptual Framework and the Kentucky Education Reform Act (KERA).
Faculty in the College of Education at the University of Kentucky have adopted a conceptual framework with an emphasis on research, reflection, reflection, learning and leading in service to the Commonwealth of Kentucky, the nation and the world. The approved program of preparation for teacher certification is designed to prepare candidates to teach children, including children from culturally diverse backgrounds, and manage tasks identified in the nine teacher performance standards. This course is designed to provide students with the knowledge and skills that will form the basic foundation necessary for a student to become a competent teacher. The Interdisciplinary Early Childhood Education (IECE) certification is designed around nine Teacher Standards that were developed as a result of the Kentucky Educational Reform Act (KERA). The standards describe the skills that teachers certified in this area should have. This course may address all of the nine standards but places specific emphasis on the six that are listed below.

II. Class Objectives:

1. To familiarize the student with the Teacher Performance Standards for IECE certification and the KERA Goals and Academic Expectations.
   Standard 1 Designs and organizes learning environments, experiences and instruction that address developmental needs.
   Standard 2 Create appropriate learning environments that are supportive of developmental needs.
   Standard 3 Introduce, implement, facilitate and manage development and learning.
   Standard 4 Assess learning and communicate results.
   Standard 5 Reflect on and evaluate teaching and learning situations, environments, and programs.
   Standard 9 Uses technology to support instruction.

2. To gain skills in designing/planning an early childhood education curriculum to meet the varied needs of the children in a preschool setting.
3. To select, create, implement, and evaluate creative activities for young children in all curriculum areas.
4. To accomplish an IECE assessment task by planning, implementing, and evaluating a large group activity.
5. To foster increased competence and confidence in interacting with young children in the learning environment.

Early Childhood Core Competencies:
The Kentucky Core Content represents the knowledge, skills, and competencies needed by early childhood professionals who work with young children and families. This course contains skills and competencies at a Level 4 for undergraduate students, specifically in the following areas:
IV. Class Format:
This course will be primarily a lecture/discussion format, but will also include in-class, small group activities. Students are expected to come to class meetings thoroughly prepared. “Thoroughly prepared” is defined as having read the assigned readings and reviewed notes from previous lectures and readings adequately and with sufficient understanding to competently discuss the topic. Off campus students are expected to find their own early childhood site and discuss with the instructor for approval. All assignments are required of all off campus students and can be submitted via email or US mail.

V. Class Policies:
Class participation and attendance are required. It is the student’s responsibility to speak to the instructor if a class is to be missed. It is also the student’s responsibility to obtain class notes and assignments. For students who are off campus sites the class will be video taped and is available for watching for a week after the class. For an absence to be ‘excused’, it must follow the university guidelines on excused absences. Students who miss more than 3 class periods (20%) will be asked to take an “I” in the course. For each unexcused absence, 3 points will be deducted from the overall grade.

VI. Students with Disabilities
Students with disabilities should inform the instructor of any modifications or accommodations that need to be made. If you have not already done so, you should contact the Disability Resource Center. The Resource Center is located in room 2, Alumni Gym, 859-257-2754. www.uky.edu/StudentAffairs/DisabilityResourceCenter/

VII. Information for Distance Learning Students:
Technical Requirements:
In order to participate in this course, you will need access to a computer with the minimum hardware, software, and Internet configuration described at this site: http://www.uky.edu/Blackboard/computer.php. You will also need to have Quicktime and Adobe Reader plugins installed on your computer. If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. Their hours are 7am to 6pm Monday through Friday. You may reach them at 859.257.1300 or by e-mail at helpdesk@uky.edu.

Distance Learning Library Services:
As a Distance Learning student you have access to the Distance Learning Library services (http://www.uky.edu/Libraries/DLLS). This service can provide you access to UK’s circulating collections and can deliver to you manuscripts or books from UK’s library or other libraries. The DL Librarian, Carla Cantagallo, may be reached at 859.257.0500, ext. 2171, 800.828.0439 (option #6), or by email at dllservice@email.uky.edu. For an interlibrary loan visit
Communicating with the Instructor:
The best way to reach your instructor is by email. On campus or virtual office hours can be scheduled and are available by appointment. The instructor will respond to emails within 48 hours on weekdays. The instructor may respond much more quickly, but students should not expect a response after 4:30pm on weekdays or during weekends.

TASC
The Teaching and Academic Support Center (TASC) website (http://www.uky.edu/TASC/) offers much more information and resources that can promote a successful distance learning experience. They may also be reached at 859.257.8272 and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/).

Distance Learning students will submit their assignments on the day they are due via email or if mailed via US mail it must arrive at the instructor’s office on the day it is due.

VIII. Learning and Required Activities:

1. Six individual activity plans will be carried out with the children in your laboratory group. Each activity will be written up according to the sample lesson plan provided. The activity areas are as follows:
   * Art
   * Language arts
   * Social Studies
   * Math/Science
   * Dramatic play
   * Motor

   In addition to the 6 individual activity plans, 4 circle times must be implemented over the course of the semester. Both the schedules of individual activities and circle times are outlined on the schedule of course assignments. In general, students will turn in lesson plans during class, then implement the lesson plan the following week. Lesson plans will be reviewed by the instructor, and will be available for pick-up in the main office of the ECL after 12:00 on Friday (following class Wednesday night) or comments will be returned to off-campus students via email. Please speak with your lab instructor when planning your circle time materials. Lesson plans for the 4 circle time activities must be turned in during class the week before implementation. The circle times will consist of 1) a finger play or song 2) a story or book 3) a motor or dancing activity. If circle times do not consist of all 3 elements, students will not receive credit for the circle time.

   The Circle Time or Large Group Activity Portfolio task implemented during this class will become part of your portfolio for the IECE program. The components of this activity include: rationale, description of children, 3 lesson plans and an overall evaluation of your performance. All components of this activity (rationale, description of children, 3 lesson plans) are due on March 19, 2008. Students will receive feedback, and implement circle the following week. This circle time activity will be videotaped. Revisions to lesson plans, and other components will be made, and the final
product is due on April 23, 2008 (rationale, description of children, 3 lesson plans, and evaluation).

2. Each learning activity planned for this class will follow the lesson plan format provided in class. This same lesson plan will be used following graduation during the student’s KTIP year. In keeping with sound practice, each activity will relate to classroom children’s goals and activities. Each child at the ECL has been assessed using the AEPS. Each student will be required to embed goals and objectives from the AEPS in chosen activities. For example, during the first activity, the student will plan a developmentally appropriate art activity, and embed one goal or objective for one child from the AEPS into the activity. During the 2nd activity, 2 children’s goals from the AEPS will be embedded, and so on. By the solo day, AEPS goals and objectives for each child will be embedded throughout the activities. Data will be collected during each activity. Classroom teachers have AEPS data in each child’s folder, and have individual goals for each child in the class based on AEPS data, formal and informal observation and parent input.

3. Each student is responsible for a variety of teacher made materials. All materials must be made by the student for this class. No previously made materials will be allowed. Failure to use original materials will result in a grade of 0 for the activity. Teacher made materials will include: circle time props, dramatic play kit, activities for math/science, music props or instruments, and various other materials. All learning materials must be laminated or covered in contact paper.

4. Each student will plan a total of 4 large group activities (4 circle times). Circle times will consist of a book or other literacy activity, a movement activity and a music/fingerplay activity. Each of these activities will be carried out with a group of children in your laboratory classroom. Circle times will be used to fulfill the IECE assessment task of planning, implementing and evaluation of a large group activity. The fourth circle time will be videotaped for inclusion in your portfolio. Taping will take place during the week of March 27 – 31st. Each student will meet with the instructor the week of April 7 – 11 to view his/her video. If you are not pleased with the outcome of the video taping, you may ask to implement a 5th circle time and have it videotaped. Students are required to purchase a small compact video cassette (type will be announced in class) for the videotaping. Students will keep this video in their portfolio.

5. Each student will be required to visit 2 early childhood programs during the week of March 24 – 28th. This will take the place of March 26 class meeting. Suggested observations sights are centers with NAECYC accreditation, Early Learning Centers in Woodford, Anderson or Jessamine Counties, local Montessori Programs, or programs across the state that have 3 or 4 STARS in the STARS for KIDS NOW program. If all students can block a portion of their schedule during this week, we will visit programs as a class. If not, individual students will be responsible for making these visits. After your observation, a one-page summary report will be due on each program. These are due on April 9, 2008.
6. Each student will keep a journal of laboratory experiences. At the end of the laboratory session, each student is responsible for meeting with the head teacher to discuss the day. A brief summary of the day should be entered into the journal noting the children’s interest and happenings of the day. The journal will be shared during solo planning for the group in April.

7. Each laboratory group will be responsible for planning and implementing a curriculum plan with the children, based on children’s interests and ideas. The topic will be planned as a group. Each student will be responsible for one full day of planning and implementing activities. Solo days will be the weeks of April 14th – 18th.

8. One Examination: April 30, 2008 (the content and structure of this exam will be discussed in class).

9. All students are required to be punctual, have a positive attitude, demonstrate professionalism both in class and in laboratory, and be enthusiastic. Students will attend laboratory each week. If the laboratory is closed for any reason (snow, holiday, etc.) other than the days mentioned in the course outline, the student will be responsible for making up his/her lab time. The lab follows Fayette County Public School’s snow day calendar and Spring Break calendars. The lab does not follow FCPS’s inservice schedule. Students are expected to attend laboratory 4 hours each week (including the week of finals) for a total of 14 labs over the course of the semester.

10. A food handler’s permit must be obtained to comply with state law. The training is administered at the Fayette County Health Department’s Environmental Health Division which is located at 333 Waller Ave. The cost is $7.00. The training is administered from 8:30 – 3:30 on certain days of the week. Students outside the Fayette County area can contact the local health department to receive information about how to obtain a food handler’s permit in that specific county. Students will need to mail or fax a copy of the food handler’s permit to the instructor. Please call before you go to confirm training is being held that day. Please keep a copy of this permit. It will be needed for student teaching.

11. A current TB test must be on file for all students. Tests can be administered at the UK Student Health Service for all full and part time students.

XI. EVALUATION:

*Laboratory 10 points
*6 individual activity plans plus evaluation (5 points each) 30 points
* Practice Circle Time Plans (2 points each) 6 points
*Circle Time plan, implementation, self-evaluation and IECE task 10 points
*Exam (10 points) 20 points
*Group and solo day plans, implementation and evaluation  
* Observation of 2 early childhood programs and summary reports  
* Class participation, attendance, positive attitude and enthusiasm  

TOTAL  

100 POINTS

ALL ASSIGNMENTS ARE DUE AS NOTED ON CLASS SCHEDULE.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 90.0 = A</td>
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<tr>
<td>89.9 – 80.0 = B</td>
</tr>
<tr>
<td>79.9 – 70.0 = C</td>
</tr>
<tr>
<td>69.9 – 60.0 = D</td>
</tr>
<tr>
<td>59.9 - = F</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-09-08</td>
<td>Expectations of class, lab duties</td>
<td>Purchase texts, read chapter 1 in both books</td>
<td></td>
</tr>
<tr>
<td>1-16-08</td>
<td>What is Curriculum? What is Play? Creating the Environment</td>
<td>Ch. 3 and 5, Brewer</td>
<td></td>
</tr>
<tr>
<td>1-23-08</td>
<td>Art and the Basics of Circle Time</td>
<td>Ch. 13 Brewer, Ch. 9, Creative Curriculum</td>
<td></td>
</tr>
<tr>
<td>1-30-08</td>
<td>Math/Science</td>
<td>Ch. 11 and 12, Brewer, Art Plan Due</td>
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</table>

* Implement Art & 1st Circle Time the week of February 4 – 8th

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>2-06-08</td>
<td>Motor Activities</td>
<td>Ch. 15, Brewer, Ch. 16, CC</td>
<td>Math/Science Plan Due</td>
</tr>
</tbody>
</table>

* Implement Math Or Science Plan the week of February 11 – 15th

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-13-08</td>
<td>Language and Literacy</td>
<td>Brewer, Ch. 9 and 10</td>
<td>Motor Plan Due</td>
</tr>
</tbody>
</table>

* Implement Motor Plan and 2nd Circle Time the week of February 18 – 22nd

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-20-08</td>
<td>Social Studies</td>
<td>Brewer, Ch. 14</td>
<td>Language Plan Due</td>
</tr>
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</table>

* Implement Language Plan the week of February 25 – 29th

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-27-08</td>
<td>Dramatic Play</td>
<td>Chapter 7, CC</td>
<td>Social Studies Plan Due</td>
</tr>
</tbody>
</table>

* Implement Social Studies plan and 3rd Circle Time the week of March 3 – 7th

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-05-08</td>
<td>Circle Time Revisited</td>
<td>Readings Provided in class</td>
<td>Dramatic Play Plan Due</td>
</tr>
</tbody>
</table>

* UK Spring Break – March 10 – 14th – No Class or Lab

* Implement Dramatic Play Plan the week of March 17 – 21st

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-19-08</td>
<td>Putting it all together – planning a weekly curriculum</td>
<td>Circle Time Plans Due (rationale, description of group, 3 lesson plans)</td>
<td></td>
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</table>

* Implement and videotape 4th Circle Time during the week of March 27 – 31st

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-26-08</td>
<td>No Class</td>
<td>Visit 2 Local Early Childhood Programs</td>
<td>Write 1 page summary report on each program.</td>
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Fayette County Public Schools Spring Break – March 31 – April 4th – No Class or Lab

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-09-08</td>
<td>Meet with Teaching</td>
<td>Complete Solo Plans in Program summary and</td>
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</tr>
<tr>
<td>Team</td>
<td>Class</td>
<td>Unit plans due</td>
<td></td>
</tr>
<tr>
<td>--------</td>
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<tr>
<td>4-16-08</td>
<td>Blocks, Sand and Water</td>
<td>Unit Plans Due, Impacts and Refin.</td>
<td></td>
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</tbody>
</table>

*Implement Solo Days during the weeks of April 14 – 18th*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Unit plans due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-23-08</td>
<td>Montessori, High Scope and Reggio</td>
<td>Completed Circle Time plans due</td>
</tr>
<tr>
<td>April 30, 2008 @3:30</td>
<td>Exam</td>
<td></td>
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