1. Submitted by the College of College of Education 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 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 procedure and an email notification will be sent to the contact person.

3. Current prefix & number: IEC 552 Proposed prefix & number: N/A

4. Current Title
   Administration & Supervision in Early Childhood Education

   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: 3 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  COLOQUIUM  1.5 DISCUSSION  LABORATORY  1.5 LECT
   INDEPEND. STUDY  PRACTICUM  RECITATION  RESEARCH  RESIDE
   SEMINAR  STUDIO  OTHER - Please explain:

   Proposed:
   CLINICAL  COLOQUIUM  1.5 DISCUSSION  LABORATORY  1.5 LECT
   INDEPEND. STUDY  PRACTICUM  RECITATION  RESEARCH  RESIDE
   SEMINAR  STUDIO  OTHER - Please explain:


10. Supplementary teaching component: ☐ N/A ☑ Community-Based Experience ☐ Service Learning ☐ B

   Proposed supplementary teaching component: ☑ Community-Based Experience ☐ Service Learning ☐ B
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

11. Cross-listing: N/A

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

13. Current prerequisites:
IEC 260 or consent of instructor.

14. Current Bulletin description:
A course designed for students preparing to become administrators and supervisors in Early Childhood Education Programs. Consideration is given to program evaluation, personnel training and supervision, appropriate curriculum materials, parent involvement and education, program management and funding.

15. What has prompted this change?
Grant deliverables and student demand.

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

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

18. Will changing this course change the degree requirements for ANY program on campus?

\[\text{Yes}\]  
If YES\(^1\), list below the programs that require this course:

\(^1\) In order for the course change to be considered, program change form(s) for the programs above must also be submitted.
8. Is this course currently included in the University Studies Program? □ Yes

19. □ Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergrad 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)

10. 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:

Debra H. Kirby

Printed name: Debra H. Kirby

Reported by Department Chair

Rosetta Sandige

Printed name: Rosetta Sandige

Reported by College Dean

Sharon Gill

Printed name: Sharon Gill

Reported by Undergraduate Council Chair

Jammie Blackwell

Printed name: Jammie Blackwell

Reported by Graduate Council Chair

*

Printed name: Health Care Colleges Council Chair

Reported by Office of the Senate Council

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

Excerpt from University Senate Rules:

SR 3.3.0.C.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 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](http://www.uky.edu/USC/New/forms.htm)).

<table>
<thead>
<tr>
<th>Course Number and Prefix: IEC 552</th>
<th>Date: 3/9/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name: Kim Townley</td>
<td>Instructor Email: <a href="mailto:kim.townley@uky.edu">kim.townley@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?
   
   This course will be offered via interactive video. Students off campus will submit their assignments and received feedback via email.

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.
   
   The student objectives and requirements of this course are the same as if it were an on campus course. All course content will be covered in class via interactive video. Students will be assessed by the level of completion of assignments and course objectives that are listed in the syllabus.

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 includes policies on academic integrity. Proctors will be available for interactive video sessions, and technical support will be available for interactive video sessions.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs
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, literature reviews, book reviews, and exploration of web-based resources.

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

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) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

Yes, this information is included in the syllabus.

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.

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs
<table>
<thead>
<tr>
<th>Does the syllabus contain all the required components, below?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor’s virtual office hours, if any.</td>
<td></td>
</tr>
<tr>
<td>The technological requirements for the course.</td>
<td></td>
</tr>
<tr>
<td>Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</td>
<td></td>
</tr>
<tr>
<td>Procedure for resolving technical complaints.</td>
<td></td>
</tr>
<tr>
<td>Preferred method for reaching instructor, e.g. email, phone, text message.</td>
<td></td>
</tr>
<tr>
<td>Maximum timeframe for responding to student communications.</td>
<td></td>
</tr>
<tr>
<td>Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)</td>
<td></td>
</tr>
<tr>
<td>- Carla Cantagallo, DL Librarian</td>
<td></td>
</tr>
<tr>
<td>- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</td>
<td></td>
</tr>
<tr>
<td>- Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

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

Instructor Name: Kim Townley

Instructor Signature: [Signature]

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs
IEC 552 Syllabus Fall 2008

IEC 552: Administration and Supervision in Early Childhood Education Programs
COURSE SYLLABUS
(3 Credits)

Instructor:
Kim F. Townley, Ph.D.
Office: 116 Taylor Education Building
Office hours: Mondays 4:00 - 5:30 PM
                Monday/Wednesday/Friday 10:00-11:00 AM
Additional hours are available by appointment.
Contact in class, by phone or email to schedule.

PH: (859) 257-9776
FAX: (859) 257-1325
Kim.Townley@uky.edu

Class Meetings: Monday, 6:00 – 8:30, TEB 108

Required Text and Readings:
Clifton Park, NY: Delmar.

Can be down loaded at:

Kentucky Early Childhood Core Content can be down loaded at:
http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/default.htm

Kentucky Licensing Regulations can be down loaded at:
http://chfs.ky.gov/dcbs/dec/regul.htm

Additional required readings may be provided by the instructor.

Course Description:
The purpose of this course is to prepare students to become administrators and supervisors in early childhood education programs. Consideration is given to program evaluation, personnel training and supervision, appropriate curriculum materials, parent involvement and education, program management, and funding.

Relationship to 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 that views the teacher as a reflective decision maker. 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 administrator of programs for infants and young children with and without disabilities, upon completion of the integrated early childhood education training program. 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 places a specific emphasis on the four standards listed and discussed below.

Teacher Standard III:  **Implements/Manages Instruction:** The IECE educator introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Teacher Standard V:  **Reflects/Evaluates Professional Practices:** The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Teacher Standard VI:  **Collaborates with Colleagues/Parents/Others:** The IECE educator collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop students abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Teacher Standard VII:  **Engages in Professional Development:** The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

**Early Childhood Director’s Credential:**
The Early Childhood Director’s Credential is designed to ensure directors have the skills they need to provide leadership and administration in early childhood programs. This course addresses two of the six areas of core knowledge and competence needed for the Director’s credential.

**Supervision and Staff Development:**
1. Understanding of managerial styles (e.g., authoritative versus democratic manager, collegiality) and different personalities, in order to motivate, guide, assess, evaluate, lead and inspire staff to meet the needs of children, families, and themselves, as well as to facilitate staff’s professional and personal development.
2. Ability to supervise staff through planned programs for professional growth and ongoing training, so that a director can objectively observe, provide appropriate feedback, including strategies for applauding strengths and remediating areas of concern, an offer support (financially or otherwise) for further development.
3. Ability to effectively communicate verbally and in print, so that a director can articulate clear program philosophy and mission, goals and objectives, job responsibilities and expectations, and vision for the program to staff, children, and families.
4. Ability to truly listen, so that a director can promote an environment conducive to learning, team work, team building, conflict resolution, and active involvement of staff and families in the evaluation process of the director and the program, resulting in empowerment of staff, director,
children, and families.

Financial Management and Marketing:
1. Understanding of financial concepts and utilization of financial tools (e.g., budgeting, revenue, full-time enrollment, payroll, staff compensation, fixed and variable expense), in order to secure viability and promote expansion, if appropriate of the center.
2. Ability to maintain accurate and complete financial reports and project income based on tuition and other resources of revenue, such as grants and fundraising, so that a director can manage short-term as well as long-term needs of the center.
3. Awareness of the market climate and the assessment of supply and demand characteristics of the selected area in order to attract families, staff, and financial supporters needed for financial operation of the center.
4. Ability to understand the role of the center in relation to the larger community, so that a director can define and promote the center’s image through public relations, advertisements, press releases, job descriptions, brochures, staff incentives, handbooks, and mission statements.

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 and Level 5 for graduate students, specifically in the following areas:
1. Professional Development/Professionalism
2. Program/Management/Evaluation

Course Objectives:
During and upon completion of this course the student will, through written products, class discussions, and activities:
1. Demonstrate an understanding of major responsibilities of supervisors and leaders in early childhood programs.
2. Demonstrate an understanding of theoretical frameworks of leadership and how they apply to early childhood programs.
3. Describe various approaches for hiring staff and supporting and evaluating their performance and professional growth.
4. Describe characteristics of effective communication strategies used in leadership and supervision.
5. Demonstrate knowledge of different types of early care and education programs.
6. Describe characteristics of exemplary early childhood programs.
7. Describe and discuss issues related to managing the day-to-day tasks (e.g., adhering to regulations, staff supervision, food/nutrition program, maintenance, health, and safety issues) of early care and education programs.
8. Demonstrate knowledge of developing and implementing a budget.
9. Describe the role of early childhood programs in supporting families and the community.
10. Demonstrate knowledge of support agencies and programs for early childhood programs.

Class Format:
This course will be primarily a lecture/discussion format, delivered via interactive video, but will 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.

Class Policies:
1. Class attendance and participation is required. It is the student’s responsibility to speak directly with the instructor if a class is to be missed. It is also the student’s responsibility to obtain class notes and in-class assignments. For each unexcused absence, three percentage points will be subtracted from the final grade.
2. The schedule of course topics is tentative and subject to change at the discretion of the course instructor. In the event of any syllabus change, every reasonable effort will be made to notify the students in advance.
3. All assignments must be submitted on the due date. DL students will submit assignments via email and will receive feedback via email.
4. All assignments must be typed and double-spaced unless otherwise indicated.
5. English must be used properly in all assignments. If it is not, you may be asked to rewrite the assignment.
6. Incomplete or “I” grades are assigned in accordance with university regulations. Students must notify the instructor when a grade of “I” is desired. Upon notification, a contract between the student and instructor will be developed for completion of the course.
7. The University of Kentucky, the College of Education, and the Department of Special Education and Rehabilitation Counseling expect academic honesty. Cheating and plagiarism will not be tolerated. The minimum penalty for either of these academic offenses is an “E” on the assignment. Please refer to the Students Rights and Responsibilities handbook for more information regarding policies that I will be upholding related to cheating and plagiarism.
8. During class discussions and activities, interactions among students and faculty should be characterized by civility. While it is our right to disagree from time-to-time, remember to treat others with respect at all times.

Support for Students with Disabilities:
If you have a disability and require adaptations and/or accommodations for this course, please visit the University of Kentucky’s Disability Center to acquire the proper paperwork to distribute to all your class instructors. The Resource Center is located in room 2, Alumni Gym, 859-257-2754.
www.uky.edu/studentaffairs/disabilityresourcecenter/

Learning Activities:
The learning activities for this course are designed to ensure accomplishment of the objectives listed in this syllabus. Brief descriptions of the assignments are provided below. Specific instructions and grading criteria for each project will be distributed in class. Our accreditation association and policy of the Graduate School require that there be different assignments and grading criteria for undergraduate and graduate students in 500 level courses. For that reason, you will see differences in course requirements in this class.
1. Out-of-Class Activities
Students will complete five Out-of-Class activities and write a summary of the activity to be turned in to the instructor in class or via email. The summary will also be shared orally with the class when the topic is relevant. Students will choose five Out-of-Class Activities from a list provided by the instructor. Students must demonstrate their knowledge of the readings through their written summary and class report. Activity summaries should be no longer than five pages, double spaced.

2. Portfolio Entry: Professional Growth Plan
This assignment meets the criteria for the Professional Growth Plan required for the IECCE portfolio. Students will reflect on their knowledge, skills, strengths, and areas of need to develop a plan that outlines how they hope to grow and improve professionally. Specifically, each student will (a) identify the three most important personal/professional strengths and three priorities for growth he/she has recognized in him/herself relative to the Kentucky Teacher Performance Standards for IECCE and provide a rationale for each selection, (b) formulate an individual growth plan for each identified priority for growth that includes short-term and long-term goals and project timelines for meeting those goals for self-improvement, and (c) identify realistic activities that will help him/her achieve the goals and explain how he/she will evaluate his/her progress toward reaching the stated goals. The professional growth plan will be submitted to the instructor, who will grade the plan and suggest revisions. The student will make the appropriate revisions and submit the final professional growth plan at the end of the semester for approval before incorporating it into the portfolio.

3. Shadow/Interview with an Administrator
Each student will "shadow" an early childhood administrator for at least 4 hours, and conduct an interview with the director. A paper, not to exceed 7 typed pages, will be written about the shadowing experience and the interview. Students will sign up from a list of approved administrators in class. Students outside of the Lexington area will select an administrator and discuss it with the instructor for approval. The interview should focus on how the administrator spends his/her time, how the program philosophy and priorities affect the role of the administrator, his/her philosophy or approach to supervising staff, and how he/she supports the families of the program and community as a whole. Other topics of interest also may be explored. Specific questions to be asked during the interview should be submitted and approved by the instructor prior to conducting the interview. A short presentation will be given, describing the experience and what was learned.

3. Early Childhood Program Budget
Each student will research and prepare an annual budget for an early care and education center that serves 100 children from the ages of six-weeks to five-years-old. The program operates 51 weeks of the year and is open from 6 am to 6 pm. The budget will include a narrative about the program including how many classrooms of each age are included and the services provided. The budget should include:
   - Income: Registration fees, tuition, fund raising, grants, federal programs, etc.
   - Expenses: Personnel (salaries and benefits), Housing (rent, custodial, utilities,
building and grounds), Supplies (food/grocery items, administrative and classroom), Equipment (repairs and replacement), Telephone, Insurance, Marketing, Transportation, Professional Development (conferences, courses, dues, books, journals).

4. Final Exam
A final exam will be given at the end of the course. DL students will take the exam at the designated time in their site and will be proctored. The exam will cover the content covered during in-class discussion and activities and assigned readings.

6. Graduate Students ONLY: Compare/Contrast Program Administrators
Each graduate student will conduct an observation of two different early childhood programs (Head Start, State Funded Preschool, For Profit, Not-For Profit, Laboratory School) and interview both administrators to learn more about the day-to-day management of an early childhood program. The interview should focus on how the administrator spends his/her time, how the program philosophy and priorities affect the role of the administrator, his/her philosophy or approach to supervising staff, and how he/she supports the families of the program and community as a whole. Other topics of interest also may be explored. Specific questions to be asked during the interview should be submitted and approved by the instructor prior to conducting the interview. A written paper not to exceed 15 pages will organizing the major themes and roles of the administrators will compare and contrast the two administrators and programs. A 10-minute informal discussion/presentation to the class will be planned to share the results and a 3-5 page summary of the interview will be submitted to the instructor. This assignment is separate from the “Shadow” assignment.

Evaluation System:

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Undergraduate Points</th>
<th>Graduate Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-Class Activities</td>
<td>5 (20 points each for 100 points)</td>
<td>5 (20 points each for 100 points)</td>
</tr>
<tr>
<td>Professional Growth Plan</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Administrator</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Shadow/Interview Activity</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Early Childhood Program Budget</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Points</th>
<th>Graduate Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Administrator/Interview</td>
<td>Not applicable</td>
<td>50</td>
</tr>
<tr>
<td>Compare/Contrast Paper Discussion of</td>
<td>Not applicable</td>
<td>25</td>
</tr>
<tr>
<td>Compare/Contrast Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL Points Possible</td>
<td>355</td>
<td>430</td>
</tr>
</tbody>
</table>

Grading Scale:
There will be no grading curve used in this course. Midterm grades will be provided on
or before the week of October 20, 2008. Grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 318-355</td>
<td>A = 385-430</td>
</tr>
<tr>
<td>B = 283-317</td>
<td>B = 342-384</td>
</tr>
<tr>
<td>C = 247-282</td>
<td>C = 299-211</td>
</tr>
<tr>
<td>D = 212-246</td>
<td>E = 211 and below</td>
</tr>
<tr>
<td>E = 255 and below</td>
<td></td>
</tr>
</tbody>
</table>

**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 UKs 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 http://www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16.

**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 to the instructor.

**Tentative Class Schedule**

| Date | Topic | Reading | Assignment |
|------|-------|---------|------------|------------|

7
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>No class – Labor Day Holiday</td>
<td>Down load, bring to class (9/15) and be familiar with KY's Licensing Regulations for Child Care Facilities/Programs</td>
</tr>
<tr>
<td>9/8</td>
<td>Syllabus, Course Overview State of Early Childhood Development in Kentucky</td>
<td>#1 Activity Due</td>
</tr>
<tr>
<td>9/15</td>
<td>Types of Programs &amp; Quality Issues</td>
<td>Click Ch. 2</td>
</tr>
<tr>
<td>9/22</td>
<td>Leadership &amp; the Director</td>
<td>Down load, bring to class (9/29) and be familiar with KY's Early Childhood Core Content</td>
</tr>
<tr>
<td>9/29</td>
<td>Early Childhood Core Content and Professional Development</td>
<td>1st Draft Professional Growth Plan Due</td>
</tr>
<tr>
<td>10/6</td>
<td>Staff Recruitment, Selection and Professional Development</td>
<td>#2 Activity Due</td>
</tr>
<tr>
<td>10/13</td>
<td>Program Philosophies, Goals, &amp; Content</td>
<td>Administrator Interview Questions Due #3, 4, 5, 6, 7 Activity Due</td>
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<tr>
<td>10/20</td>
<td>Health, Safety and Nutrition</td>
<td>#8 Activity Due</td>
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<tr>
<td>10/27</td>
<td>Fiscal and Facility Management</td>
<td>#9, 10, 11 Activity Due Budget Assignment Due</td>
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<tr>
<td>11/3</td>
<td>State Program Supports Supporting Families and the Community</td>
<td>Director Shadow/Interview Paper Due #12 Activity Due</td>
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<tr>
<td>11/10</td>
<td>No Class - NAEYC</td>
<td>Shadow Administrator</td>
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<tr>
<td>11/17</td>
<td>Panel Discussion of Early Childhood Administrators</td>
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<tr>
<td>11/24</td>
<td>Child Abuse, Neglect, and other Problems</td>
<td>Final Professional Growth Plan Due</td>
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<tr>
<td>12/1</td>
<td>Working with Families</td>
<td>#14 Activity Due</td>
</tr>
<tr>
<td>12/8</td>
<td>Program Evaluation</td>
<td>Compare/Contrast</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>12/15</td>
<td>Final Exam</td>
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Presentations
#15 Activity Due