

APPROVED

# The University Of Toledo

## New Course Proposal

|   |       |        |
|---|-------|--------|
| Administrative Use Only (rev. 9/2011)                 |       |        |
| Code:   |       |        |
| Approved (senate or grad council)                     |       |        |
| Effective Date:        /        /        (mm/dd/yyyy) |       |        |
| CIP Code:   |       |        |
| Sub:  | Prog: | Level: |

|   |
|---|
| Level (check one): <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate  |
| Will this course impact program requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>*If Yes, a Program Modification must be completed.   |
| Type of course (check all that apply):<br><input type="checkbox"/> Academic Skills Enhancement <input type="checkbox"/> Writing Intensive (WAC) <input type="checkbox"/>  |
| Honors<br><input type="checkbox"/> Univ. Core: <input type="checkbox"/> English <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Nat. Sciences <input type="checkbox"/> Social Sciences<br>Multicultural: <input type="checkbox"/> Diversity of US Culture <input type="checkbox"/> Non-US Culture<br><input type="checkbox"/> Transfer module: <input type="checkbox"/> Arts&Hum <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Nat Sci & Phys <input type="checkbox"/> Soc Sci |

|                                      |              |
|--------------------------------------|--------------|
| College: JHCEHS                      | Dept: ECPSE  |
| Contact Person: William McInerney    | Phone: x4118 |
| Email: william.mcinerney@utoledo.edu |              |

|  |                                       |
|--|---------------------------------------|
| Alpha/Numeric Code (Subject area-number): SPED 6060<br>If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to form.   |                                       |
| Proposed title: K-3 Curr. Models and Int. Strategies   | Proposed effective term: Spring, 2013 |
| Planned enrollment per section: 15   | Per term: 1                           |
| Is the course cross-listed with another academic unit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Is the course offered at more than one level? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br><i>If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.</i><br><br>a. SPED - 8060        b.        -        c.        - |                                       |
| Approval of other academic unit(signature): _____  |                                       |
| Name and title: <i>same as above,</i>  |                                       |
| If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.  |                                       |

|                              |                 |                  |                  |
|------------------------------|-----------------|------------------|------------------|
| <b>Credit hours:</b>         | <b>Fixed: 3</b> | or               | <b>Variable:</b> |
| <b>Delivery Mode:</b>        | <b>Primary</b>  | <b>Secondary</b> | <b>Tertiary</b>  |
| <b>Activity Type:</b>        | Lecture         | Select One       | Select One       |
| <b>Minimum Credit Hours:</b> | 3               |                  |                  |
| <b>Maximum Credit Hours:</b> | 3               |                  |                  |
| <b>Weekly Contact Hours:</b> | 2.5             |                  |                  |

**Terms offered:**    Fall    Spring    Summer  
**Years offered:**    Every Year    Alternate Years  
**Are students permitted to register for more than one section during a term?**    Yes    No  
**May the courses be repeated for credit?**    No    Yes      **Maximum Hours:**

| Grading System | Undergraduate  | Graduate  |
|----------------|--|---|
|                | <input type="checkbox"/> Normal Grading (A-F, PS/NC, PR, 1)<br><input type="checkbox"/> Passing Grade/No Credit (A-C, NC)<br><input type="checkbox"/> Credit/No Credit<br><input type="checkbox"/> Grade Only (A-F, PR, I)<br><input type="checkbox"/> Audit Only<br><input type="checkbox"/> No Grade | <input checked="" type="checkbox"/> Normal Grading (A-F, PS/NC, PR, 1)<br><input type="checkbox"/> Grades Only (A-F)<br><input type="checkbox"/> Satisfactory/Unsatisfactory (G only)<br><input type="checkbox"/> Audit Only<br><input type="checkbox"/> No Grade |

**Prerequisites (must be taken before):**

a.   -                      b.   -                      c.   -

PIN (Permission From Instructor)       PDP (Permission From Department)

**Co-requisites (must be taken together):**

a.   -                      b.   -                      c.   -

**If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?**

| Course to be removed from inventory | Final Term to be offered<br>(YYYYT. i.e. use 20064 for Fall'06) |
|-------------------------------------|---|
| a.   -                              |   |
| b.   -                              |   |
| c.   -                              |   |
| d.   -                              |   |

**Catalog Description** (30 words Maximum):

Examination of appropriate curriculum models, instructional strategies and adaptations for young students (K- grade 3) with mild to intensive educational needs. A trans-disciplinary team approach is explored with an emphasis on collaboration and communication.

Attach a copy of a complete outline of the major topics covered. (Syllabus preferred)

**Where does this course fit in the University/College/Department curriculum?** (Be specific by course level, if applicable). **Indicate prospective demand.**

This is a required course for the Early Childhood Intervention Specialist (ECIS) licensure program. Previously it has been offered under a "special topics" number (SPED 5980) and we are proposing it as a permanent addition to the course inventory in special education. The ECIS Program of Study is only offered at the graduate level. Students who complete this course will primarily be those who are seeking an ECIS license. Some of these students may already have a master's degree and those students would need to complete the course at the Ed.S. level (8060). These students would be similar to the master's students in terms of skill levels (the ECIS license would be an initial license for both), but we are differentiating course requirements between the 6000 and the 8000 level (see course syllabus). We expect approximately 15 students per year to register for this course.

**If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication.** (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

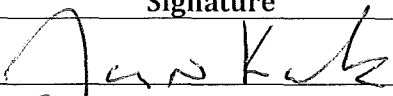
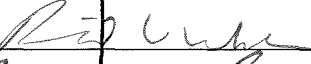


N/A

**If the course is intended to meet a University Undergraduate Core requirement, submit a course syllabus and complete the following:**

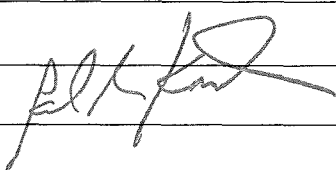
**Please explain how this course fulfills the general education guidelines.**

N/A

**COURSE APPROVAL:**

|                                  | Signature  | Date     |
|----------------------------------|--|----------|
| Department Curriculum Authority: |  | 2/12/12  |
| Department Chairperson:          |   | 3 Feb 12 |
| College Curriculum Authority:    |  | 4-23-12  |
| College Dean:                    |  | 4-24-12  |

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

|   | Signature  | Date       |
|---|--|------------|
| Faculty Senate Undergrad.<br>Curriculum Comm. : |  |            |
| Faculty Senate Core<br>Curriculum Comm. :       |  |            |
| Graduate Council :                              |  | 10-16-2012 |
| Office of the Provost:                          |  |            |
| Registrar's Office:                             |  |            |

**University of Toledo**  
**Judith Herb College of Education, Health Science and Human Services**  
**Department of Early Childhood, Physical and Special Education**

**SPED 6/8060: K-3 Curriculum and Methods for Young Children with Special Needs**

Instructor:

Email: Use course e-mail

Office Hours: By Appointment

**Course Description:** Examination of appropriate curriculum models, instructional strategies and adaptations for young students (K- grade 3) with mild to intensive educational needs. A trans-disciplinary team approach is explored with an emphasis on collaboration and communication.

**Credit:** 3.0 semester hours

**Required Texts:**

Best, S. J., Heller, K. W., & Bigge, J. L. (2010). *Teaching individuals with physical or multiple disabilities*, 6/E. Columbus, Ohio: Prentice Hall.

LaRocque, M., & Darling, S. M. (2008). *Blended curriculum in the inclusive K- 3 classroom*, Boston, Massachusetts: Pearson Education Inc.

Ohio Department of Education Academic Content Standards  
[http://www.ode.state.oh.us/academic\\_content\\_standards/](http://www.ode.state.oh.us/academic_content_standards/)

Select articles available on e-reserve or the Distance Learning Website.

**Course Objectives:**

1. Explain definitions, etiologies and characteristics of several health, physical, and mental impairing conditions including multiple disabilities, physical and health disabilities.
2. Be familiar with the Ohio Department of Education Academic Content Standards for Grades K-3.
3. Identify and describe the impact of the psychological, social-emotional, physical and related behavioral characteristics in the development of individuals with moderate to intensive needs and possible placements to maximize growth for independent living.
4. Understand the importance of an appropriate and effective inclusionary educational environment.
5. Become familiar with a number of models or approaches to curriculum and assessments for students with mild to intensive educational needs.
6. Develop and assess lesson plans that utilize the components of systematic instruction and data based decision-making.
7. Describe various augmentative or alternative communication techniques to meet individual needs of students with moderate, severe, or multiple disabilities.
8. Understand the use of assistive technology to support physical and sensory needs, identifying adaptations and devices to meet individual needs.
9. Identify and implement appropriate health care and handling procedures.

10. Identify the impact that a cognitive, physical, and health impairment has on the varying aspects of an individual's life: communication, self-help, daily living, education, social, recreation and leisure, and vocational.

**Program Standards Addressed (NCATE):**

- **Subject Matter:** The teacher has a thorough understanding and knowledge of subject matter and uses such knowledge to create effective learning experiences for students (1K1, 1P3).
- **Diversity of Learners:** The teacher understands differences in how student learn and provides instruction to accommodate such diversity (3K1, 3P1).
- **Planning Instruction:** The teacher plans instruction based on knowledge of subject matter of students, and of curriculum goals and models (4K1, 4P1).
- **Assessment:** The teacher effectively uses formal and informal assessment strategies to evaluate student progress (8K1, 8P1).

**CEC Professional Standards (Common Core and Early Childhood) addressed in this course:**

|       |   |
|-------|---|
| CC2K2 | Educational implications of characteristics of various exceptionalities.  |
| CC2K6 | Similarities and differences among individuals with exceptional learning needs.   |
| CC3K1 | Effects an exceptional condition(s) can have on an individual's life.   |
| EC3S1 | Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.            |
| CC4S1 | Use strategies to facilitate integration into various settings.   |
| CC4S3 | Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.     |
| CC4S5 | Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.                        |
| EC4S1 | Use instructional practices based on knowledge of the child, family, community, and the curriculum.   |
| EC4S2 | Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.              |
| EC5S3 | Design, implement and evaluate environments to assure developmental and functional appropriateness.   |
| EC5S4 | Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology- including adaptive and assistive technology. |
| CC7S4 | Use functional assessments to develop intervention plans.   |
| CC7S5 | Use task analysis.  |
| CC7S7 | Integrate affective, social, and life skills with academic curricula.   |
| CC7S8 | Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.                 |
| CC7S9 | Incorporate and implement instructional and assistive technology into the educational programs.   |
| EC7S3 | Design intervention strategies incorporating information from multiple disciplines.   |

**Course Requirements and Grading:**

- 20% Article Critiques: Students will submit one article critiques
- 40% Intervention/ Lesson Plans: Students will submit four plans during this course.
- 40% Module assignments/ chats/ discussions (examples include: additional readings, case studies, behavior plan; alternate assessment, activity matrix etc...). Some modules will require more work than others.

Differentiation for students completing the course at the 8000 level (as SPED 8060). Advanced graduate students should demonstrate in- depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program. They should also

demonstrate mastery of relevant research and theory. Therefore, while advanced graduate students will complete the same assignments as master's level students, their work will be judged on a higher criteria as evidenced by scoring rubrics and guides. In addition, advanced graduate students will have responsibilities for leading at least one course chat. This will include preparation for the chat by working collaboratively with the instructor to design chat questions that will lead to a meaningful discussion and reflecting on the chat through a written commentary submitted to the instructor.

### **Late Work Policy:**

Any course requirements submitted after its due date may be subject to a discounted grade that will increase by the lateness of the submission. Any work received after XXXXX, if accepted at all, will be at the discretion of the instructor.

### **Evaluation Ratings:**

|    |       |    |       |    |       |    |       |
|----|-------|----|-------|----|-------|----|-------|
| A  | 94%+  | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 |
| A- | 90-93 | B  | 83-86 | C  | 73-76 | D  | 63-66 |
|    |       | B- | 80-82 | C- | 70-72 | D- | 60-62 |

### **Article Critique and Presentation:**

Purpose: To give students experience in reading influential professional journal articles in the area of curriculum and strategies for teaching children who have mild to intensive disabilities. This assignment will enhance student knowledge for additional Master's/ Ed.S. degree requirements and will enhance knowledge of recommended and research-based practices. Students will analyze one article from current peer-reviewed tier one sources that address Authentic Assessment. The commentary should provide a critical review of the article, typed and double-spaced. The commentary should be 3-4 pages in length and include:

- a) Citation in American Psychological Association 6/E format
- b) Description of strategy or strategies discussed in the articles
- c) 3-5 key points of the article (include information regarding the target population)
- d) Discussion points: *the following list provides information successful students have included as discussion points of article critiques:* the strategy discussed, ease of implementation of the strategy, resources needed for implementation, when to implement, relevance for different disability areas, relevance for different age ranges, availability of research to support the use of the strategy, implications for practitioners, administrators, and family members.
- e) Students completing this course at the advanced graduate level (SPED 8060) are also expected to include an additional component that demonstrates their mastery of the content (i.e., authentic assessment) through a discussion of how the information from the journal article fits within the wider body of knowledge in authentic assessment. This discussion should include citations from at least five (5) additional references from peer-reviewed journals and should reflect the student's ability to synthesize information from a variety of sources in order to draw conclusions about the efficacy of authentic assessment. The expected length of this additional requirement is 3-4 pages.

Reviews will be submitted to the assignment drop box and should also be copied and posted onto the discussion board. As part of the "module assignment/ discussion" grade, students will discuss

their article review via on-line chat. Specific questions to be addressed for the chat will be posted 5-7 days in advance. **Due dates are outlined within the class schedule.**

### **Lesson Plans:**

Students will provide evidence of their ability to utilize different strategies to address the learning needs of children in the Ohio standards-based K-3 curriculum. Students will develop a total of 4 lesson plans. Students completing this course at the advanced graduate level (SPED 8060) are also required to submit a one page rationale for each lesson plan that outlines the research base for the instructional strategy highlighted in the lesson plan. Included in this rationale must be a description of the evidence base that provides the foundation for using this strategy that includes citations to at least three (3) peer-reviewed studies that are relevant to the instructional strategy.

| <b>Grade Level</b>                 | <b>Curricular Area</b> |
|------------------------------------|------------------------|
| K or 1 <sup>st</sup>               | Language and Literacy  |
| K or 1 <sup>st</sup>               | Social Studies         |
| 2 <sup>nd</sup> or 3 <sup>rd</sup> | Mathematics            |
| 2 <sup>nd</sup> or 3 <sup>rd</sup> | Science                |

The lesson plans will describe multiple strategies to address the needs of children with sensory impairments, physical impairments, cognitive impairments and social/ behavioral challenges. **Directions and template for lesson plan found in “Activity Templates” on homepage. Due dates are outlined within the course schedule. Lesson Plan template and directions will released on XXXXX.**

### **Module Assignments:**

A critical component of this course is active participation and collaboration in the process of learning by all class members. You will be participating in a wide range of activities: reflective writing, research on strategies, case studies, development of behavior plan, etc. These assignments are an integral part of the class and will be completed individually and/or in groups utilizing the discussion board and online chat tool. Modules can be found on the homepage. The Modules will be released in segments.

### **Chat Session Schedule and Chat Participation Policy:**

Please see the schedule for the chats on the DL Course Calendar.

Chat session DATES may be changed with advance notice from the instructor. The content (assignments or readings -- TBA) of the chat sessions will be announced in advance of EACH session via internal course e-mail or under the Chat Information/Chat Logs folder. Transcripts of completed chats will be available in this folder also. You must participate in (log on and remain in chat session for duration of session, as scheduled) for a minimum of 3 chat sessions per semester OR your FINAL grade for the course will be reduced as follows:

- must meet the minimum of 3 chats per semester or there will be a reduction in final grade.
- participation in 2 or fewer chat sessions will result in a final grade of F.

As with Discussion Board responses, chat postings should be substantive and contribute to increased understanding and application. Lots of ‘I agree’ comments are not considered substantive.

Advanced graduate students (those completing the course at the 8000 level or SPED 8060) are required to lead at least one chat session. This includes developing the chat questions in collaboration with the



instructor (i.e., student will submit potential chat questions to the instructor prior to the chat for review), leading the chat session and providing a written reflection on the overall success of the chat.

**Discussion Boards:**

The Discussion Boards are your forum to share observations and comments with your colleagues. In conjunction with some Module Assignments, students will be expected to post on questions and comments. In addition, you may create specific topics for discussion. Responses should be substantive and contribute to increased understanding and application. The discussion boards will be monitored regularly by the course instructors. **See Discussion Board Guidelines folder on homepage for further guidelines.**

**Professionalism:**

Criteria that will be taken into account include attendance for chats, punctuality, attitude, and class contribution. Grades will be reduced if students do not participate in the learning community.

**Course Statement RE: Academic Honesty Policy:**

Students are expected to uphold the school's standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work must be that of the student's own creation. Please review the policy as stated in the course catalog.

Unless otherwise specified, each person, must complete his or her own work to the assigned modules, article reviews and lesson plans. **In other words, students may not "work together" on the preparation of graded Activities and submit the same file as a copy.** Such collaboration constitutes academic dishonesty. A student may not use or copy (by any means) another's work (or portions of it) and represent it as his/her own. If you need help on an assignment, contact your instructor.

**Special Arrangements:**

For a student needing special accommodations, the prescribed program from the Office of Accessibility will be followed.

*The information in this syllabus is subject to change with ample notice from the instructor.*

**CLASS SCHEDULE**

**ALL assignments due by Saturday at 4:00 pm. the week they are assigned unless otherwise indicated**

| Week of         | Topic  | Required Readings in Text Books                                   | Additional Assignments<br>ALL assignments due by Saturday at 4:00 pm. the week they are assigned unless otherwise indicated |
|-----------------|--|---|---|
| Weeks:<br>1 & 2 | Introduction / Course Requirements<br>Inclusion / Universal Design | Read Chapter 1 (Best)<br>Read Chapter 1 (LaRocque)                | Complete Module 1<br>(due xxxxx)  |
| Week 3          | Response to Intervention   |   | Complete Module 2<br>(due xxxx)<br><b>Online Chat- xxxx<br/>7-8:30 p.m.</b>   |
| Week 4          | Student Characteristics<br>Universal Design (revisited)            | Read Chapter 2, 3, & 4 (Best)                                     | Complete Module 3<br>(due xxxx)   |
| Week 5          | Task Analysis, Sensory/Motor Considerations, Adaptations           | Read Chapter 6, 7, 9, & 10<br>(Best)<br>Read Chapter 4 (LaRocque) | Complete Module 4<br>(due xxxx)   |
| Weeks:<br>6 & 7 | Assessment   |   | Complete Module 5<br>(due xxxx)<br><b>ALL-:Article Review<br/>Due Sat.2/19<br/>Online Chat- xxxxx<br/>7-8:30 p.m.</b>       |
| Week 8          | Social / Emotional Curriculum                                      | Read Chapter 5 (LaRocque)   | Complete Module 6<br>(due xxxx)   |
| Week 9          | <b>Spring Break</b>  |   |   |

|                   |   |  |  |
|-------------------|---|--|--|
| Week 10           | Social / Emotional Curriculum<br>(continued)                            | Read Chapter 5 (LaRocque)                            | Complete Module 6<br>(due xxxx)<br><b>Online Chat- xxxx<br/>7-8:30 p.m.</b>  |
| Weeks:<br>11 & 12 | Language and Literacy   | Read Chapter 13 (Best)<br>Read Chapter 7 (LaRocque)  | Complete Module 7<br>(due xxxx)<br>xxxxx:Language and Literacy Lesson Plan<br>Due  |
| Week 13           | Writing   | Read Chapter 14 (Best)<br>Read Chapter 8 (LaRocque)  | Complete Module 8<br>(due xxxxx)<br><b>Online Chat- Sun. xxxx<br/>7-8:30 p.m.</b>  |
| Weeks:<br>14 & 15 | Math<br><b>NOTE: Module and Lesson Plan<br/>are due different dates</b> | Read Chapter 16 (Best)<br>Read Chapter 9 (LaRocque)  | Complete Module 9<br>(due xxxx)<br>xxxxx:Math Lesson Plan Due  |
| Week 16           | Science   | Read Chapter 15 (Best)<br>Read Chapter 10 (LaRocque) | Complete Module 10<br>(due xxxx)<br>xxxx:Science Lesson Plan Due   |
| 5/2<br>Week 17    | Social Studies  | Read Chapter 15 (Best)<br>Read Chapter 11 (LaRocque) | <b>ALL Assignments Due by midnight, xxxxx</b><br>Complete Module 11<br>(due xxxx)<br>7980 students- xxxx:<br>2 <sup>nd</sup> Article Review Due<br>Xxxxx: Social Studies Lesson Plan Due |

# The University Of Toledo

## Program Requirement Revision Form

| Administrative Use Only (rev. 9/2011) |     |              |
|---------------------------------------|-----|--------------|
| Code:                                 | CM  |              |
| Date Received:                        | / / | (dd/mm/yyyy) |
| Date Effective:                       | / / | (dd/mm/yyyy) |

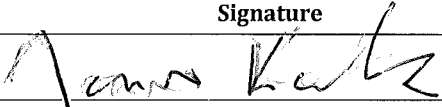
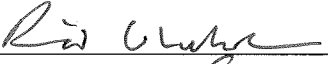
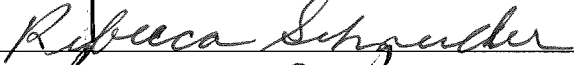

Please list the proposed program structure.

|   |                     |
|---|---------------------|
| <b>College:</b> JHCEHSHS  | <b>Dept:</b> ECPSE  |
| <b>Contact Person:</b> Laurie Dinnebeil   | <b>Phone:</b> x4118 |
| <b>Email:</b> laurie.dinnebeil@utoledo.edu  |                     |
| <b>Program Name:</b> Doctorate in Curriculum and Instruction: Elementary                                  |                     |
| <b>Program Level:</b> <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Undergraduate |                     |

### CHANGES AND REASONS FOR CHANGES

We are requesting a name change for the C&I doctoral specification in "Elementary" to "Early Childhood Education". We are requesting this name change because use of the term "elementary" is outdated and doesn't appropriately reflect the focus of study on education for young children between the ages of birth to 8 years. Since this is a shared doctoral program, we met with faculty in Curriculum and Instruction and Early Childhood, Physical, and Special Education and there is full approval of this request. No content changes will be made to the program--this is a name change request only. We are also in the process of submitting the appropriate paperwork to the Ohio Board of Regents

### APPROVAL:

|                                  | Signature  | Date     |
|----------------------------------|--|----------|
| Department Curriculum Authority: |  | 2/2/12   |
| Department Chairperson:          |   | 3 Feb 12 |
| College Curriculum Authority:    |  | 4-23-12  |
| College Dean:                    |  | 4-24-12  |

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240).

|  | Signature | Date |
|--|-----------|------|
| FS Acad. Programs or Graduate Council: |           |      |
| Office of the Provost:                 |           |      |

|                     |  |  |
|---------------------|--|--|
| Registrar's Office: |  |  |
|---------------------|--|--|

## CHANGE REQUEST: NAME CHANGE

Use this form to notify RACGS of name changes to authorized programs. Questions about the form and/or your request may be directed to Char Rogge, Administrator for Graduate Programs, at (614) 466-0886 or [crogge@regents.state.oh.us](mailto:crogge@regents.state.oh.us)

Please submit your notification electronically to [racgs@lists.state.oh.us](mailto:racgs@lists.state.oh.us) at least 30 days before the change will occur.

**Date of submission:** February 1, 2012

**Name of institution:** University of Toledo

**Previously approved title:** Curriculum and Instruction: Elementary

**Proposed new title:** Curriculum and Instruction: Early Childhood Education

**Proposed implementation date of the request:** August 1, 2012

**Date that the request received final approval from the appropriate institutional committee:**

**Primary institutional contact for the request:**

**Name:** Laurie Dinnebeil, Ph.D.

**Title:** Professor

**Phone number:** 419.530.4118

**E-mail:** [laurie.dinnebeil@utoledo.edu](mailto:laurie.dinnebeil@utoledo.edu)

**Educator Preparation Programs:**

*Indicate whether the program that is being renamed leads to educator preparation licenses or endorsements.*

Licensure No

Endorsement No

*If educator preparation licenses or endorsements are associated with the renamed program, please contact Tom Bordenkircher, Associate Vice Chancellor, Academic Quality & Assurance at (614) 752-9543 or [tbordenkircher@regents.state.oh.us](mailto:tbordenkircher@regents.state.oh.us) so that he can coordinate your request with individuals in our office who oversee the approval of educator preparation programs.*