

EDUCATION TAG

Suggestions for Preparing a Successful Submission

- All of the themes or outcomes (100%) listed below for each course must be met.
 - A two-semester hour course must address all of the themes or outcomes and nothing else.
 - A three-semester hour course must include all of the themes or outcomes and may address additional themes or outcomes.
 - Each course must address the span of ages and disciplines. The textbook must also reflect the span. A course with a narrow focus (e.g. early childhood, middle childhood, music) will not be approved.
 - Check that appropriate standards are addressed. For example, the NAEYC standards would not be appropriate in a course that is across the span of ages and disciplines.
 - Make certain the course numbers are consistent throughout the submission.
 - The themes or outcomes must be reflected in the assignments and assessments (plan of work, course outline, course schedule).
 - Selected examples of approved syllabi that might be helpful are noted below for each course.
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Introduction to Education (OED001) – Six themes

- Standards-based Education
- Professionalization
- Diversity
- Democratic Issues/Social Justice
- Curriculum and Instruction
- Legal and Organizational Issues
 - Example: LCCC-2005-OED001-Introduction_to_the_Teaching_Profession_Educt271

Educational Technology (OED002) – Five outcomes

- Multiple operating systems
- Productivity and utility software applications
- Existing and emergent software educational technologies
- Understanding copyright law, use of copyrighted materials, software licensing & other ethical issues
- Alignment of curricular goals, instructional objectives and capabilities of electronic media
 - Example: AKRN-2005-OED002-5500-230

Educational Psychology (OED003) – Eight outcomes

- Major theories of development and learning across the lifespan
- Differences in the way students learn
- Role of language in learning and the cultural influences on development of language
- Exceptionality in students' learning
- Major theories and concepts in motivation and their relation to classroom instruction
- Factors in students' school, home, community, and culture that may influence development, learning, and motivation
 - Example: YNGS-2005-OED003-Educational_Psychology_-_PSYCH3709

Individuals with Exceptionalities (OED004) – Seven outcomes

- Current and historic foundations, legal issues and mandates, theories and philosophy of special education as well as current issues
- Definitions, identification procedures, causes, and prevalence of exceptionalities
- Continuum of placement options and service delivery models
- Similarities and differences in cognitive, physical, cultural, social, emotional needs
- Etiological factors and differential characteristics and their implications
- Effect of exceptional conditions on individual's life
- Strategies for differentiating curriculum, instruction, assessment and classroom learning environments.
 - Example: TLDO-OED004-SPED2040-10F1-Ver1