

## EARLY CHILDHOOD EDUCATION TRANSFER ASSURANCE GUIDE (TAG) December 8, 2009

<b>Ohio Transfer Module:</b>		
<b>Ohio Transfer Module (OTM) Requirements:</b> 36-40 semester hours / 54-60 quarter hours. Students should select courses within the OTM that complement the selected major and meet any specific general education requirements. Students are encouraged to complete the OTM to ensure maximum transferability and application of credits.		
<u>Required Disciplines</u>	<u>Minimum Required Hours</u>	<u>Recommended Courses</u>
Area I. English Composition	3 sem. / 5-6 qtr.	English Composition I & II, Speech  Introduction to Psychology (General )
Area II. Mathematics	3 sem. / 3 qtr.	
Area III. Arts & Humanities	6 sem. / 9 qtr.	
Area IV. Social Sciences	6 sem. / 9 qtr.	
Area V. Natural & Physical Science	6 sem. / 9 qtr.	
Additional courses beyond the minimum required hours, from any of the disciplines listed above, will count toward the completion of the OTM (36-40 semester hours or 54-60 quarter hours).		
<b>Major Courses– Hours/courses listed below that count toward the major or pre-major requirements.</b>		
<b>a. Introduction to Education – OED001</b>	Credits: 2-3 semester hours / 4-5 quarter hours	
Advising Notes:		
<b>b. Educational Technology – OED002</b>	Credits: 2-3 semester hours / 4-5 quarter hours	
Advising Notes:		
<b>c. Education Psychology – OED003</b>	Credits: 2-3 semester hours / 4-5 quarter hours	
Advising Notes:		
<b>d. Individuals with Exceptionalities – OED004</b>	Credits: 2-3 semester hours / 4-5 quarter hours	
Advising Notes:		
<b>e. Introductory Child Development – OED005</b>	Credits: 3 semester hours / 3-4 quarter hours	
Advising Notes:		
<b>f. Families, Communities, and Schools – OED006</b>	Credits: 3 semester hours / 3-4 quarter hours	
Advising Notes:		
<b>Transfer Assurance Guides Total Guaranteed Credits (Range)</b>		
• Ohio Transfer Module	36 – 40 sem.	54 – 60 qtr.
• Pre-major / Major	0 – 14 to 18 sem.	0 – 22 to 28 qtr.

**Institutional Requirements:** For entrance and graduation, a transfer student must meet all institutional requirements which would include, but may not be limited to: minimum grade point average, residency requirements, upper division credits attained, minimum grades in specific courses, performance requirements (ex. dance, music) and other requirements of native students from the same institution.

**OED001 – INTRODUCTION TO EDUCATION**  
**2-3 Semester Hours/4-5 Quarter Hours**

**Related TAGs:** Education

**Outcomes marked with an asterisk are essential and must be taught.**

**General Course Description**

This survey course is an introduction to the teaching profession. Candidates engage in a variety of experiences that broadly explore the purposes of schools in society and the knowledge, dispositions, and performances required to be an effective teacher today.

**Candidates are expected to:**

- 1. demonstrate familiarity with each of the six themes as major components of the teaching profession\***
- 2. cite examples of specific issues for each theme and explain how the issues impact the field of education.\***

**Themes:**

**1. Standards-based Education\***

**Introduction to the national and state professional standards (including INTASC, PRAXIS III, SPA's, NCATE/TEAC, and state academic content standards) which guide the practice of educators in today's society.\***

**2. Professionalization\***

**Exploration of the process by which people are socialized into and are rewarded in the field of education and the roles of institutions in determining what it means to be a professional educator, or a member of the teaching profession.\***

**3. Diversity\***

**Exploration of the various components of diversity, including an awareness of multiple categories that teachers need to recognize and respond to in their teaching, how these influence teacher expectations and student achievement and how diversity is related to a dynamic global society.\***

**4. Democratic Issues/Social Justice\***

**Exploration of the purposes of education historically and currently for individuals, groups and society. \***

**5. Curriculum and Instruction\***

**Exploration of a variety of theories of curriculum and instruction.\***

**6. Legal and Organizational Issues\***

**Exploration of the legal and organizational context within which schools and teachers operate.\***

**OED002 – EDUCATIONAL TECHNOLOGY**  
**2-3 Semester Hours/4-5 Quarter Hours**

**Related TAGs:** Education

**Outcomes marked with an asterisk are essential and must be taught.**

**General Course Description**

This is a required course for all preservice teachers. It encompasses effectively identifying, location, evaluating, designing, preparing and efficiently using educational technology as an instructional resource in the classroom as related to principles of learning and teaching. Candidates will develop increased classroom communication abilities through lectures, discussions, modeling, laboratory experiences and completion of a comprehensive project.

**Candidates are expected to:**

- 1. develop basic technology competencies through effective use of multiple operating systems in this unit (This set of knowledge and skills is the first of two sets of foundations for the rest of the semester's activities.)\***
- 2. develop the basic understanding of productivity and utility software capabilities and be able to use a variety of applications. (This set of knowledge and skills is the second of two sets of foundations for the rest of the semester's activities.)\***
- 3. develop the basic understanding of using existing and emergent educational technologies in achieving curricular goals including classroom management, curriculum design, and instructional strategies. \***
- 4. develop an understanding of copyright law, use of copyrighted materials, software licensing, and other ethical issues.\***
- 5. develop the ability to align curricular goals, instructional objectives, and the capabilities of electronic media through the principles of effective visual design, specification of clear instructional objectives and the production of electronic media in various digital and non-digital formats.\***

**OED003 – EDUCATIONAL PSYCHOLOGY**  
**2-3 Semester Hours/4-5 Quarter Hours**

**Related TAGs:** Education

**General Course Description**

This course deals with the major theories of human development and learning, motivation, instructional strategies, assessment, and examines similarities and differences in learners. The role of factors in the students' learning and development are considered.

**Outcomes marked with an asterisk are essential and must be taught.**

Candidates are expected to demonstrate knowledge of

- 1. Major theories of development and learning across the lifespan.\***
- 2. Differences in the way students learn\***
- 3. The role of language in learning and the cultural influences on the development of language\***
- 4. Areas of exceptionality in students' learning\***
- 5. Major theories and concepts in motivation and their relation to classroom instruction\***
- 6. Factors in students' school, home, community, and culture that may influence development, learning, and motivation\***
- 7. Instructional strategies\***
- 8. Principles of assessment\***

Candidates are expected to demonstrate skills in

- 9. Writing about educational psychology topics\***
- 10. Identifying human development, motivation, learning and instruction principles in case studies\***

Candidates are expected to demonstrate the following dispositions:

- 11. An appreciation for the importance of understanding diversity while teaching\***
- 12. A belief that all students can learn\***

**OED004 – INDIVIDUALS WITH EXCEPTIONALITIES**  
**2-3 Semester Hours/4-5 Quarter Hours**

**Related TAGs:** Education

**Outcomes marked with an asterisk are essential and must be taught.**

**General Course Description**

This is a survey course covering the identification, developmental characteristics and intervention strategies for exceptional children and youth across education and community settings

Candidates are expected to

- 1. articulate current and historic foundations, legal issues and mandates, theories, and philosophies of special education as well as overviews of current issues.\***
- 2. demonstrate an understanding of definitions, identification procedures, causes, and prevalence of specific exceptionalities\***
- 3. demonstrate an understanding of the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education\***
- 4. demonstrate an understanding and knowledge of the similarities and differences in cognitive, physical, cultural, social, emotional needs among students with and without exceptionalities and the implications of those for education and living.\***
- 5. demonstrate an understanding and knowledge of etiological factors and differential characteristics of students with exceptionalities and the educational implications of these characteristics\***
- 6. present the effects exceptional conditions may have on an individuals life, including interpersonal relationships, social/emotional aspects, psychological factors, intellectual functioning, and language development\***
- 7. articulate various strategies for differentiating curriculum, instruction, assessment and classroom learning environments\***

**OED005 – Introductory Child Development**  
**3 Semester Hours/3-4 Quarter Hours**

**Related TAGs:** Early Childhood Education

**Outcomes marked with an asterisk are essential and must be taught.**

Candidates demonstrate essential understanding of young children’s characteristics and needs:

- 1. Candidates describe sequences, stages, and milestones of children’s growth and development, social, emotional and cognitive domains and recognize variations of typical and atypical developmental characteristics of young children, from pre-natal periods through the age of eight.\***
- 2. Candidates express preliminary understanding of historical and contemporary theories and research, to include psychoanalytic, behaviorist, Piagetian, Vygotskyian, and information processing models, on the characteristics and needs of children from birth through age eight to include aspects of physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, learning process, and motivation to learn. Candidates recognize that developmental domains are interrelated and provide examples of interrelationships among developmental domains. \***

Knowing and understanding the multiple influences on development and learning:

- 3. Candidates recognize and articulate multiple influences on children’s development and learning which include the diverse cultural, economic and linguistic contexts for development, ecological contexts (home, community, support systems, etc.), child’s health status and disabilities, individual developmental variations and learning styles, and opportunities to play and learn.\***
- 4. Candidates should understand the influence of early intervention programs on child outcomes.\***

Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments:

- 5. Candidates describe the essentials of developmental research and the principles used as a basis for creating effective learning environments.\***

**6. Candidates understand and value the central role of relationships and efficacy in the promotion of learning.\***

**7. Candidates should recognize elements of preliminary early childhood learning environments and opportunities to learn that are healthy, respectful, and supportive.\***

**Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.**

**OED006 – Families, Communities, and Schools**  
**3 Semester Hours/3-4 Quarter Hours**

**Related TAGs:** Early Childhood Education

**Outcomes marked with an asterisk are essential and must be taught.**

Knowing about and understanding family community characteristics:

- 1. Demonstrate an understanding of ecology of the child (e.g. socioeconomic, home environment, etc) through an exploration of present practices of family/educational setting/community and the impact on child development.\***
- 2. Understand the availability and accessibility of community services, supports, and agencies and their impact on the child, family, and community.\***
- 3. Demonstrate sensitivity to the uniqueness of family structures and social and cultural backgrounds, identities, and customs to create foundations for learning.\***

Supporting and empowering families and communities through respectful, reciprocal relationships:

- 4. Understand the importance of establishing and maintaining positive, productive and collaborative relationships with families and ways to create partnerships that respect family's choices and goals for children. \***
- 5. Understand the use of communication in the process of family/educational setting/community relations and involvement.\***
- 6. Understand the role of advocacy within the community to support and strengthen children and families.\***

Involving families and communities in their children's development and learning:

- 7. Understand the relationship between family involvement and student learning.\***

**8. Understand the importance of respectful dialogue when involving families in the assessment of their child's development and learning.\***

**9. Demonstrate an ability to plan experiences that involve families and communities by providing opportunities and resources to promote child development and learning.\***

**Note: All learning outcomes listed above are considered essential. All comparable courses must address 100% of the learning outcomes listed above.**

## EARLY CHILDHOOD EDUCATION TAG – FACULTY PARTICIPANTS

<b>Name</b>	<b>Institution</b>
Lisa Henderson	Baldwin-Wallace College
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## EARLY CHILDHOOD EDUCATION TAG – ADVISORY BOARD MEMBERS

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