

**EDUCATION TRANSFER ASSURANCE GUIDE (TAG) – Professional Education Module with Advising
Recommendations for AYA Science
January 2, 2008**

Ohio Transfer Module:		
Ohio Transfer Module (OTM) Requirements: 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.		
Required Disciplines	Minimum Required Hours	Recommended Courses
Area I. English Composition	3 sem. / 5-6 qtr.	English Composition I & II, Speech
Area II. Mathematics	3 sem. / 3 qtr.	Calculus I
Area III. Arts & Humanities	6 sem. / 9 qtr.	
Area IV. Social Sciences	6 sem. / 9 qtr.	Introduction to Psychology (General)
Area V. Natural & Physical Science	6 sem. / 9 qtr.	Lab sequence in biology, chemistry, physics, astronomy, or earth science (major level)
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).		
Major Courses– Hours/courses listed below that count toward the major or pre-major requirements.		
a. Introduction to Education – OED001	Credits: 2-3 semester hours / 4-5 quarter hours	
Advising Notes:		
b. Educational Technology – OED002	Credits: 2-3 semester hours / 4-5 quarter hours	
Advising Notes:		
c. Education Psychology – OED003	Credits: 2-3 semester hours / 4-5 quarter hours	
Advising Notes:		
d. Individuals with Exceptionalities – OED004	Credits: 2-3 semester hours / 4-5 quarter hours	
Advising Notes:		
Transfer Assurance Guides Total Guaranteed Credits (Range)		
• Ohio Transfer Module	36 – 40 sem.	54 – 60 qtr.
• Pre-major / Major	0 – 8 to 12 sem.	0 – 16 to 20 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***

EDUCATION TAG – FACULTY PARTICIPANTS

Name	Institution
Randy Molmen	Baldwin-Wallace College
Barbara Henry	Bowling Green State University
Joeanna Hill-Thornton	Central State University
Rayma Smith	Cincinnati State Technical and Community College
Dick Hurwitz	Cleveland State University
Davis Hockenbery	Columbus State Community College
Linda Simmons	Cuyahoga Community College
Jim McCollum	Inter University Council
Bette Brooks	Kent State University
Joanne Arhar	Kent State University
Bram Hamovitch	Lakeland Community College
James Toman	Lorain County Community College
Karen Wells - Co-Chair	Lorain County Community College
Ray Witte	Miami University
Terry Thomas	Ohio Association of Community Colleges
Donna Hanby	Ohio Department of Education
Charles Hancock	Ohio State University (The)
Bonnie Beach	Ohio University
Bruce Way	Owens Community College
Paul Madden	Shawnee State University
Dick Jones	Sinclair Community College
Elizabeth Stroble - Co-Chair	University of Akron (The)
Karen Herrington	University of Akron (The)
Lawrence Johnson	University of Cincinnati
Patricia Hart	University of Dayton
Tom Laslely	University of Dayton
Melissa Cain	University of Findlay
Tom York	University of Toledo (The)

Carole Hancock
Valerie Doll
Mary Lou DiPillo
Julia Gill

Washington State Community College
Wright State University
Youngstown State University
Zane State College