

**Career Technical Credit Transfer (CT)²
Early Childhood Education Career Technical Assurance Guide (CTAG)
Spring 2017**

The following course, indicated by a Career-Technical Articulation Number (CTAN), is eligible for post-secondary credit and transfer among Ohio's Public Secondary career-technical institutions and state institutions of higher education. The SCTAI alignment document with ODE competencies and post-secondary learning outcomes are available on the ODHE website at <https://www.ohiohighered.org/sctai/ctags>.

CTECE001 Introduction to Early Childhood Education	Credits: 3 Semester Hours
<p>Advising Notes:</p> <ul style="list-style-type: none"> • Students must access credit within 3 years of program completion • Students must earn a grade of "C" or better from an approved secondary program and earn a score of 50 or higher on the "End of Course" examination. <p><u>ODE Secondary Course: 350205 Early Childhood Education Principles</u></p>	<p>CERTIFICATE OF AFFIRMATION FORM required for course submission through CEMS. https://www.ohiohighered.org/transfer/ct2/affirmation</p>
CTECE002 Health, Safety, and Nutrition	Credits: 2 Semester Hours
<p>Advising Notes:</p> <ul style="list-style-type: none"> • Students must access credit within 3 years of program completion • Students must earn a grade of "C" or better from an approved secondary program and earn a score of 65 or higher on the "End of Course" examination. <p><u>ODE Secondary Course: 350230 Health, Safety, and Nutrition</u></p>	<p>CERTIFICATE OF AFFIRMATION FORM required for course submission through CEMS. https://www.ohiohighered.org/transfer/ct2/affirmation</p>
CTECE003 Infant and Toddler Curriculum	Credits: 3 Semester Hours
<p>Advising Notes:</p> <ul style="list-style-type: none"> • Students must access credit within 3 years of program completion • Students must earn a grade of "C" or better from an approved secondary program and earn a score of 57 or higher on the "End of Course" examination. <p><u>ODE Secondary Course: 350210 Infant and Toddler Education</u></p>	<p>CERTIFICATE OF AFFIRMATION FORM required for course submission through CEMS. https://www.ohiohighered.org/transfer/ct2/affirmation</p>

Each CTAN identifies the learning outcomes equivalent or common to those taught in introductory technical courses. To receive credit under these agreements, career-technical programs and the state institutions of higher education must document that their course content matches the learning outcomes in the CTANS.

Requirements and Credit Conditions:

1. The receiving institution must have a comparable program, major, or course for the CTAN listed in this document.
2. Credits apply to courses in the specified technical area at Ohio's public institutions of higher education, if the institution offers courses in the specific technical area. In the absence of an equivalent course, and when the institution offers the technical program, the receiving institution will guarantee to grant and apply an equivalent credit value of the Career-Technical Articulation Number (CTAN) toward the technical requirements of the specific degree/certificate program.
3. The applicant must provide proof to the receiving institution that she/he completed a course that has been approved through the (CT)² approval process and has passed the end-of-course assessment(s), AND has earned a "C" or better in the course.
4. A career-technical student seeking credit under the terms of this CTAG must enroll and submit their verification form to the college within three years of completing a career-technical course.
5. A career-technical student who meets all eligibility criteria will receive the credit hour value for the comparable course(s) as offered at the receiving state institution of higher education.
6. The admission requirements of individual institutions and/or programs are unaffected by the implementation of (CT)² outcomes.
7. The transfer of credit, through this CTAG, will not exempt a student from the residency requirements at the receiving institution.

Secondary Career-Technical students must complete courses in the Education and Training pathway to be eligible for credit under this CTAG. This pathway is outlined in the Ohio Department of Education's *Education and Training Career Field Technical Content Standards*.

General Course Description: This introductory course provides a general introduction to the field of early childhood education as well as related services that support children and their families, birth to age 5. This course is intended for those who are interested in the field of early childhood as well as those who are still undecided but are considering a career working with young children. Content in this course provides an overview of the profession of early childhood education and the role of the teacher/caregiver. It explores the history of early childhood education, major models and programs that support and/or educate young children, the theories and practices that are the foundations for such programs, and current issues in the classroom/child care setting.

Credits: 3 Semester Hours

Learning Outcomes:

Historical Foundations

- *1. Describe and discuss the historical foundations of early childhood education.
- *2. Identify influences (theories and models) on today's early childhood programs.

Professional Ethical Standards, Administration, and Career Possibilities

- *3. Identify the various credentials, licenses, and career opportunities in different programs that serve young children, including young children with diverse needs and abilities.
- *4. Explain the significance of a professional portfolio that exhibits a sense of professionalism.
- *5. Identify a variety of and discuss current professional standards related to the early childhood educator (e.g. NAEYC, OSTP, Ohio Core Knowledge and Competencies, and Ohio Early Learning and Development Standards {Birth to 5}).
- *6. Discuss current social, cultural, psychosocial, and diversity issues associated with the care and education of young children.
- *7. Identify appropriate interpersonal communication skills (written and verbal) with children, staff, and families.
- *8. Apply reflective and critical thinking skills in the field of early childhood education.
- *9. Demonstrate understanding of the importance of intentionality and reflection as an early childhood professional.

Curriculum and early learning standards for planning for developmentally appropriate practices (DAP)

- *10. Use resources and content knowledge to plan and evaluate meaningful and challenging curriculum that is developmentally appropriate.
- *11. Describe the value and role of play in relation to a child's development and learning.
- *12. Evaluate early childhood settings.

Children, Families, and Communities

- *13. Describe the role of diverse families in the early childhood program.
- *14. Observe and evaluate the adult roles that impact the 0-5 year old child.
- *15. Identify opportunities to advocate for early childhood.
- *16. Locate and describe early childhood education programs available in the candidate's community.

*Learning outcomes with an asterisk are essential and must be included.

General Course Description: In this course, students will examine and discuss content and issues related to the health, safety, and nutrition of young children birth through age 5. Student will explore information that relates to the development of safe learning environments, healthy nutrition, and other positive interactions that support optimal growth and development of young children. Ways to engage the family in supporting these practices as well as licensing rules and information about required training will be included

Credits: 2 Semester Hours

Learning Outcomes:

Safety: Licensing, Environments, Practices

- *1. Describe strategies and practices important in securing a safe environment for children, both indoors and outdoors
- *2. Locate and discuss existing licensing rules, regulations, and mandates concerning health, safety, and nutrition
- *3. Review and summarize Ohio's current state program standards

Nutrition

- *4. Describe basic nutritional guidelines for young children
- *5. Plan, develop, and evaluate nutritious menus for young children
- *6. Describe dietary guidelines and how nutritious foods are essential in healthy growth and development

Health and Wellness

- *7. Identify developmentally appropriate integrated learning experiences in the health education content areas
- *8. Describe signs and sources of stress in children's lives, as well as factors which contribute to stress resilience
- *9. Identify the interconnection of nutrition and health in preventing obesity
- *10. Explore strategies to assist teachers in promoting nutrition, activity and movement, and wellness in the young child's life

*Learning outcomes with an asterisk are essential and must be included.

General Course Description: This course engages participants in exploration and discussion about high-quality care giving and developmentally appropriate practices when engaging with infants and toddlers and their families. The importance of quality environments that support development, language and literacy, family engagement, advocacy, positive guidance, and professionalism are discussed as they relate to required standards and the care of infants and toddlers.

Credits: 3 Semester Hours

Learning Outcomes:

Environments: Health and Safety

- *1. Identify the rules regarding licensing of childcare programs for infants and toddlers in the State of Ohio
- *2. Examine and explain Ohio's current state program standards for quality
- *3. Evaluate the early childhood environment to ensure the learning, health, and safety of infants and toddlers

Caregiving/Appropriate Practices

- *4. Review and analyze appropriate practices and curriculum models for infants and toddlers, including infants and toddlers with diverse needs and abilities
- *5. Discuss the unique routines and roles of the caregiver in the infant and toddler setting
- *6. Identify the importance of respectful interactions and guidance as a characteristic of quality care for infants and toddlers

Development and Early Language Development

- *7. Identify the importance of emergent literacy in families with infants and toddlers
- *8. Research how infants and toddlers (0-3) develop and learn
- *9. Explain effective techniques that guide infant and toddler behavior by describing the impact(s) of positive guidance, behavioral techniques, and practicing consistency

Families: Relationships with Community

- *10. Discuss strategies for establishing positive and productive relationships with families of infants and toddlers
- *11. Explain strategies to include families from diverse backgrounds and cultures in order to encourage their involvement in the educational care setting and supporting the young child's relationship with their family
- *12. Review and analyze the role of the family/caregiver in the infant/toddler experience

Advocacy and Support: Early Awareness and Intervention

- *13. Discuss the importance of becoming an advocate for infants and toddlers on issues that concern their overall development and welfare
- *14. Discuss and demonstrate how to integrate goals from the Individualized Family Service Plan (IFSP) into the child's daily interactions
- *15. Describe the collaboration of professionals and families in addressing the needs of infants and toddlers with diverse needs and abilities

Standards Early Learning and Development (ODE): Core Knowledge (JFS)

- *16. Examine the various standards used in the field that impact their work with infant and toddlers

Philosophy and Professional Ethics

- *17. Examine and describe their professional philosophy on infant and toddler care and education

*Learning outcomes with an asterisk are essential and must be included.

**Early Childhood Education Panel Participants
Spring 2017**

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