

EDUCATION TRANSFER ASSURANCE GUIDE (TAG)
Professional Education Module with Advising Recommendations for AYA Math
February 20, 2015

Ohio Transfer Module:		
Ohio Transfer Module (OTM) Requirements: 36-40 semester 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 Semester Hours	First Writing, Second Writing, Speech
Area II. Mathematics	3 Semester Hours	Calculus I
Area III. Arts & Humanities	6 Semester Hours	
Area IV. Social Sciences	6 Semester Hours	Introduction to Psychology (General)
Area V. Natural & Physical Science	6 Semester Hours	Natural, Physical or Life Science with Lab (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).		

Major Courses – Hours/Courses listed below that count toward the major or pre-major requirements	
OED007 – Introduction to Education	Credits: 3 Semester Hours
Advising Notes:	
OED008 – Educational Psychology	Credits: 3 Semester Hours
Advising Notes:	
OED009 – Individuals with Exceptionalities	Credits: 3 Semester Hours
Advising Notes:	

Transfer Assurance Guides Total Guaranteed Credits (Range)	
Ohio Transfer Module (OTM)	36 – 40 Semester Hours
Pre-major/Major	0 – 9 Semester Hours

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.

OED007 – Introduction to Education
3 Semester Hours

Related TAGs: Education, Early Childhood Education

General Course Description:

This introductory course explores the purposes, organizations, and outcomes of schooling from the perspectives of the field of social foundations of education. Candidates undertake critical inquiry into teaching as a profession. Licensure requirements, teachers' legal responsibilities, and the accountability of public schools are also explored.

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

Learning Outcomes:

Aims of Education and Role of Schools in a Democratic Society (Understand the Purposes of Education Past and Present)

1. Describe the emergence and development of the American education system with a focus on the civic, social, economic and individual aims of education.*
2. Illustrate how schools reflect, reproduce, and seek to challenge social stratification in society.*

Economic, Legal and Political Context of Schools (Know about Schools)

3. Identify the roles that federal, state and local governments play in consideration of equal education provision, comparing types of schools (public, charter, private, virtual) and the ways they are organized and supported.*
4. Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.*

Culturally Responsive and Inclusive Education (Know about Students)

5. Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.*
6. Identify various dimensions of educational exclusion, (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.*

Ethics and Professionalization (Understand the Teaching Profession)

7. Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.*
8. Describe standards and processes guiding the preparation and professional development of educators.*
9. Develop knowledge and understanding of Ohio educator requirements, with attention to the reasons for new developments and changes.*

OED008 – Educational Psychology
3 Semester Hours

Related TAGs: Education, Early Childhood Education

General Course Description:

This course deals with the major theories of human development, motivation and learning. Planning of instruction, teaching strategies, assessment and classroom management are examined. Authentic pedagogical practices are used to gain an understanding of the teaching and learning process.

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

Learning Outcomes:

Candidates are expected to:

1. Recognize the importance of diversity in individuals and communities (e.g. language, Socioeconomics Status, exceptionalities, etc.) to better understand students.*
2. Recognize that all students can learn.*
3. Explain major theories of human development (including cognitive, social, emotional, and moral development across the lifespan) in the context of teaching and learning.*
4. Explain major theories of learning (cognitive, behavioral, and social).*
5. Explain effective learning strategies (e.g. study strategies).*
6. Explain major theories of motivation.*
7. Explain principles of classroom management.*
8. Understand the basic interrelationships and interactions between planning, instruction, and assessment.*
9. Apply teaching strategies and approaches that address the ways individual students learn.*

OED009 – Individuals with Exceptionalities
3 Semester Hours

Related TAGs: Education, Early Childhood Education

General Course Description:

This is a survey course to prepare all educators to teach diverse learners, including those with exceptionalities. It covers developmental characteristics, assessment methods, intervention strategies, and ethical principles for students in education and community settings.

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

Learning Outcomes Organized by Theme:

Learner Development and Individual Learning Differences

1. Explain how exceptionalities may interact with development and learning.*
2. Describe meaningful and suitably challenging learning experiences for individuals with exceptionalities.*

Learning Environments

3. Describe the principles of an individualized, safe, appropriately inclusive, culturally responsive learning environment.*
4. Explain how the learning environment supports individuals with exceptionalities to improve academic and lifetime outcomes.*

Curricular Content Knowledge

5. Demonstrate knowledge of general curricula and evidence-based strategies to differentiate instruction for all learners.*

Assessment

6. Describe the multiple methods of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (RtI), and reading and implementing an Individualized Education Program (IEP).*

Instructional Planning and Strategies

7. Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.*

Professional Learning and Ethical Practice

8. Articulate foundational knowledge of the field, ethical principles and dispositions to inform teaching and learning.*

Collaboration

9. Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.*

**Education: Professional Education Module TAG Courses Revision 2015
Faculty Participants**

Introduction to Education	
Natasha Levinson	Kent State University
David Konczal	Eastern Gateway Community College
Patricia Hofbauer	Northwest State Community College
Cassandra Brown-Collier	Cuyahoga Community College
Huey-Li Li	The University of Akron
Romena Holbert	Wright State University
Kelly Coffey	Zane State College
Educational Technology	
Marius Boboc	Cleveland State University
Erica Brownstein	The Ohio State University
Michelle Dickey	Miami University
David Moore	Ohio University
Sangeeta Gulati	Rio Grande Community College
Jeremy Brueck	The University of Akron
Marguerite Veres	Wright State University
Educational Psychology	
Patrick Vrooman	Bowling Green State University
Aldena Francisco-Harris	Lorain County Community College
Rachel Wlodarsky	Ashland University
Chris Was	Kent State University
Nimisha Patel	Wright State University
Individuals with Exceptionalities	
Cheryl Irish	Miami University
Diane Drummer	Sinclair Community College
Elisa Huss-Hage	Owens Community College
Monica Hummons	Rio Grande Community College
Beverly Ochieng-Sande	Shawnee State University
Karen Young	Stark State College
Bridgie Ford	The University of Akron
Richard Welsch	The University of Toledo