

EDUCATIONAL STUDIES: A.A., A.S.

There is an increasing need for individuals who can help others both learn new things and apply what they know in various settings. #Students who choose to design a degree program in educational studies have careers in diverse settings including training, teaching in certain settings or contexts, researching, and policymaking.

Students in educational studies will examine the processes involved in teaching and learning through courses that examine topics such as learning theories or the social context of learning, as well as be exposed to practical applications such as technology in the classroom and curriculum development. Through examination of current issues, innovations and research, students will build a foundation of historical, philosophical, sociological, political, and multicultural and gender perspectives in relation to education. Students will sharpen their skills in writing and research and critical reading and thinking.

Degree programs in Educational Studies offer students the opportunity to develop individualized degree plans based on their intellectual, professional, and personal interests. General program guidelines can be found on the "Program Details" tab, and students will work with an academic mentor to choose courses that meet the guidelines and address each student's individual interests. Students can also work with their academic mentors to identify applicable transfer credit, prior college-level learning, and possible course equivalencies. Working with a mentor and using Empire State University's educational planning process, students can develop a specialized concentration in Educational Studies by following the general program guidelines as well as any applicable concentration guidelines. Students may also develop their own concentrations.

For more information about general undergraduate degree requirements, please visit Earning an Undergraduate Degree (<http://catalog.esc.edu/undergraduate/earning-undergraduate-degree/>).

For sample degree programs and other degree planning resources, please visit the Department of Educational Studies Degree Planning Resources web page (<https://www.esc.edu/educational-studies/degree-planning-resources/>).

For more information about Educational Studies, please visit the Educational Studies webpage (<https://www.esc.edu/educational-studies/>).

Note: A degree in Educational Studies from Empire State University does not lead to teacher certification at the undergraduate level. Students intending to go on for teacher certification should follow-up with their mentor. All students need to submit a Teacher Disclaimer form.

TEACHER PREPARATION

- The Combined Program Certification Areas and Content Requirements (<https://www.esc.edu/graduate-studies/combined-programs/mat/certification-areas/>) web page provides information about how degree study at the university can be relevant to certification, or when such studies will not be useful to the student specifically seeking certification.
- New York State Association for the Education of Young Children (<http://nysaeyc.org/>) is a resource for individuals planning to work with young children.

- The university offers a teacher-certification program at the master's level for students enrolled in the Master of Arts in Teaching (<https://www.esc.edu/graduate-studies/masters-degrees/education-programs/mat/>) program.

Note: Empire State University does not have a registered teacher certification program at the bachelor's level.

Degree Guidelines for Associate of Arts and Associate of Science

Associate degree programs in Educational Studies are required to meet at least 5 essential foundations (the first five are recommended). Students will explain how they meet each relevant learning outcome in their rationale essay. Knowledge of each outcome can be demonstrated through transcript credit, individual prior learning assessment (iPLA), prior learning evaluation (PLE), or credit by examination, or specific courses at Empire State University. While many students will take one or more courses for each essential foundation, some courses may meet more than one essential foundation.

The concentrations in Educational Studies begin with the 10 essential foundations which prepare the student for more advanced-level work. Students who wish to concentrate in a specific area should review the concentration guidelines below to guide course selection.

Foundation #1: Professional Standards

Code	Title	Credits
ECET 1005	Exploring the Professions: Children & Child Care	2
ECET 1010	Introduction to Early Childhood Education	4
ECET 2010	Early Childhood Professionalism Family & Culture	4
ECET 3020	Children's Programs: Ethical & Professional Standards	4
EDST 1005	Introduction to Teaching	2
EDST 3036	Legal and Ethical Dimensions of Technology for Educators	2

Foundation #2: Foundational Knowledge

Code	Title	Credits
EDST 3030	Historical Foundation of American Education	4
SOSC 2005	Schooling in America	4
DISB 2015	Disabled in America	4

Foundation #3: Human Development

Code	Title	Credits
HUDV 1005	Child Development: Introductory	4
HUDV 1015	Human Development: Introductory	4
HUDV 2005	Adolescent Development: Introductory	4
HUDV 2015	Adult Development: Introductory	4
HUDV 2025	Infant/Toddler Development: Introductory	4
HUDV 3015	Child Development: Advanced	4
HUDV 3030	Infant/Toddler Development: Advanced	4
HUDV 3060	Early Childhood Development	4
HUDV 3065	Human Exceptionalities	4

Foundation #4: Social Contexts of Learning

Code	Title	Credits
SOSC 2005	Schooling in America	4
SOCI 3095	Sociology of Education	4
SOCI 3055	Family & Society	4

ECET 4122	Poverty and Early Learning	4
EDST 3037	Culturally Responsive Engagement in Home, School, and Community	2

Foundation #5: Curricular Design, Instructional Strategies, and Assessment

Code	Title	Credits
ECET 3030	Curriculum & Environments for Infants & Toddlers	4
ECET 3035	Curriculum & Environments for Preschoolers	4
ECET 4010	Curriculum Models in Early Childhood Education	4
EDST 3015	Curriculum Instruction & Assessment	4
EDST 3127	Models of Instructional Design	4
ECET 3122	Inclusion in Early Childhood Education	4

Foundation #6: Language and Literacy Development

Code	Title	Credits
ECET 3040	Emergent Literacy	4
EDST 3021	Language, Literacy, & Learning for School-age Children	4

Foundation #7: Learners and Learning

Code	Title	Credits
ECET 4122	Poverty and Early Learning	4
ECET 4020	The Science Behind Learning and Trauma in Early Childhood Settings	4
EDST 4010	Human Learning: A Developmental Approach	4
EDST 3045	Learning Theories	4
EDST 3021	Language, Literacy, & Learning for School-age Children	4
PSYC 3015	Educational Psychology: Advanced	4

Foundation #8: Uses of Technology

Code	Title	Credits
ECET 2010	Early Childhood Professionalism Family & Culture	4
ECET 4122	Poverty and Early Learning	4
ANTH 3020	Families in Global Perspective	4
ANTH 1010	Introduction to Cultural Anthropology	4
SOCI 1005	Exploring Society: An Introduction to Sociology	4

Foundation #9: Diversity

Code	Title	Credits
EDST 3037	Culturally Responsive Engagement in Home, School, and Community	2
EDST 3020	Diversity in Educational Settings	4
GSST 2005	Introduction to LGBTQ+ Studies	4

Foundation #10: Methods of Inquiry

Code	Title	Credits
ECET 3050	Observation & Assessment of Children	4
SOSC 2010	Statistics for the Social Sciences	4
SOSC 3025	Social Science Research Methods	4
EDST 4010	Human Learning: A Developmental Approach	4
EDST 4122	Measuring Learning	4
DISB 4010	Assessment & Evaluation of Disabilities	4

- Foundation 1: Professional Standards, Students will be able to define the professional standards including ethics, related to the chosen concentration.
- Foundation 2: Foundational Knowledge, Students will be able to analyze the foundational knowledge of the field from either a historical or philosophical perspective, grounding them in the chosen concentration.
- Foundation 3: Human Development, Students will be able to interpret stages of human development appropriate to the chosen concentration.
- Foundation 4: Social Contexts of Learning, Students will be able to illustrate the sociological perspective of learning including the relationships between home, school, and community.
- Foundation 5: Curricular Design, Instructional Strategies, and Assessment, Students will be able to analyze comprehensive curriculum design appropriate to the concentration.
- Foundation 6: Language and Literacy Development, Students will be able to analyze language and literacy development appropriate to the concentration.
- Foundation 7: Learners and Learning, Students will be able to critically analyze knowledge of learners and the theoretical approaches that support the learning process.
- Foundation 8: Uses of Technology, Students will be able to evaluate the appropriate use of technology in teaching and learning and evaluate its effectiveness in applied situations appropriate to the concentration.
- Foundation 9: Diversity, Students will be able to analyze the impact and importance of human diversity, the impact of individual and collective power, privilege, and oppression, and potential implications for educational settings.
- Foundation 10: Methods of Inquiry, Students will be able to demonstrate skills in locating, evaluating, and critically thinking about research related to the chosen field.

CONCENTRATION GUIDELINES

Concentrations in Educational Studies begin with the ten foundations which prepare the student for more advanced-level work. Courses should be selected from those areas which are most relevant to the specific concentration design and to the specific organizing framework. In planning the concentration, consideration should be given to both the depth and breadth of knowledge. Students wishing to pursue individualized concentrations should use the general area of study guidelines as an organizing framework for their degree plans. Specific guidelines have been developed for a concentration core in the following areas:

- Early Childhood Studies (p. 2)
- Educational Technology (p. 3)
- Students with Exceptionalities (p. 3)
- Child Care Administration (p. 3)

EARLY CHILDHOOD STUDIES

Make a difference in the lives of young children and their families with a concentration in early childhood studies. This concentration is designed for students who wish to provide high-quality early learning for all young children, birth through age 8, in formal and informal settings such as childcare, Head Start, and private preschool programs. By connecting early childhood practice, policy, and research, students will be prepared to serve as leaders in this exciting field. Within the 10 essential foundations, students in Early Childhood Studies should specify in their rationale

essay how they met the following objectives within their concentration of early childhood studies:

- Learning Outcome: Students will be able to define professionalism including ethics and the NAEYC Code of Ethical Conduct.
- Learning Outcome: Students will be able to interpret stages of human development with emphasis on birth through age 8.
 - Please note: A minimum of one developmental course is expected, and it's highly recommended that students also include HUDV 2035 Attachment in Early Childhood and/or HUDV 4015 Development and Meaning Play.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards with an emphasis on curriculum and environments that support play.
 - Please note: A minimum of one course related to curriculum is expected and it's highly recommended that students also include HUDV 4015 Development and Meaning Play.
- Learning Outcome: Students will be able to analyze language and literacy development from birth through age 8 that includes a family literacy component.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning from birth through age 8.
- Learning Outcome: Student will be able to demonstrate skills in locating, evaluating, and critically thinking about research related to their field including observation and assessment of children birth through age 8.

EDUCATIONAL TECHNOLOGY

Technological tools are as common to the modern educational experience as paper and pencil. From preschool programs to high schools and beyond, we see the incorporation of digital aids increasing our abilities to teach and learn. The mere presence of technology does not achieve learning goals. Students who choose to concentrate in Educational Technology will embark on a journey to understand the many dimensions of digital tools so that they can employ them in an informed and purposeful way across variety of settings to meet learning outcomes. Within the 10 foundations, students in Educational Technology should specify in their rationale essay how they met the following objectives within their concentration of educational technology:

- Learning Outcome: Students will be able to define professionalism in the field including a knowledge of relevant standards in areas such as cyber ethics and digital citizenship.
- Learning Outcome: Student will be able to analyze the foundational knowledge of the field from either a historical or philosophical perspective, exploring the impact of technology in the classroom-on-classroom transformation.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards with an emphasis on instructional design in virtual environments.
- Learning Outcome: Students will be able to interpret relevant standards and expectations for digital literacy including digital fluency and the impact of computing and computational thinking.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning demonstrating both breadth and depth.

STUDENTS WITH EXCEPTIONALITIES

The Students with Exceptionalities concentration is for those who have a passion for creating equitable and just environments for diverse learners within educational settings. Students who select this concentration are

committed to enhancing the learning of students with exceptionalities and will find opportunities to expand their own knowledge and develop skills and proficiency through courses, applied practices, and research. Students will also explore topics of particular interest in their own practice through action research projects and directed readings. In addition to the 10 foundations, students should specify in their rationale essay how they gained the specific knowledge of the following objectives:

- Learning Outcome: Students will be able to define professionalism in the field including the Council for Exceptional Children's (CEC) Ethical Principles and Professional Practice Guidelines for special educators.
- Learning Outcome: Students will be able to analyze the foundational knowledge of the field from either a historical or philosophical perspective, including the history of disability in America, and the historical and current legislation that supports students with exceptionalities.
- Learning Outcome: Students will be able to interpret stages of human development with emphasis on human exceptionalities.
- Learning Outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards for inclusive learning environments with emphasis on evidence-based practices.
- Learning Outcome: Students will be able to analyze language and literacy development including research and practice for children with exceptionalities.
- Learning Outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning, with an emphasis on assistive technology.

CHILD CARE ADMINISTRATION

Become a leader as an administrator of children's programs that make a difference in the lives of young children and their families with a concentration in Child Care Administration. This concentration is designed for students who wish to develop and/or lead high-quality early learning programs for all young children, birth through age 8, in formal and informal settings such as childcare and private preschool programs.

Please Note: For a concentration in Child Care Administration, students are expected to meet the first 4 learning outcomes listed below. The 5th learning outcome is optional, but is required for students who wish to apply for the Children's Program Administration Credential

- Learning Outcome: Students will be able to define professionalism from the perspective of an administrator including the principles and responsibilities fundamental to professionals working with children, families, staff, and the community.
- Learning Outcome: Students will be able to Summarize the administration of an effective organizational structure for children's programs including personnel and human resource management.
- Learning Outcome: Students will be able to analyze various professional practices associated with children's programs including curriculum development, design of the learning environment, and program assessment and evaluation.
- Learning Outcome: Students will be able to assess the critical nature of financial planning and budgeting and the process for children's educational programs.
- Learning Outcome: Students will be able to demonstrate breadth and depth through the integration of the information and principles and practices of children's program administration.