

EDUCATIONAL STUDIES: B.A., B.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. Students will broaden their knowledge and hone valuable skills related to teaching and learning, whether or not it is the goal to be a teacher.

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.sunyempire.edu/educational-studies/degree-planning-resources/>).

WHY CHOOSE A DEGREE IN EDUCATIONAL STUDIES?

Students often pursue a degree in educational studies in order to prepare for:

- Early Childhood Studies and Child Care Administration
- Teaching or training programs for adults
- Workforce development
- Community education
- International training and development
- Advanced study in education or in other fields
- Work developing programs for children
- A Master of Arts in Teaching (<https://www.sunyempire.edu/graduate-studies/graduate-degrees/education-programs/mat/>)
- Research in education
- A role in policymaking

- Work in educational settings (<http://subjectguides.sunyempire.edu/content.php?pid=24669&sid=378650>)

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 an Undergraduate Teaching Disclaimer Form.

NONDEGREE STUDENTS

Taking individual courses as a nondegree student (<https://www.sunyempire.edu/degrees-programs/nondegree-study/>) is possible and will offer the same range of courses and rigorous standards as degree-seeking undergraduate students. Even if you're not pursuing a degree, you can take courses (<https://www.sunyempire.edu/educational-studies/courses/>) to prepare for university-level study, stay current in your field, or improve your job skills.

TEACHER PREPARATION

- New York State Early Childhood Credentials (<https://nyaec.org/>) are recommended for individuals planning to work with young children in settings such as childcare or Head Start.
- The college offers a teacher-certification program at the master's level for students enrolled in the Master of Arts in Teaching (<https://www.sunyempire.edu/graduate-studies/graduate-degrees/education-programs/mat/>) program.

Undergraduate Teaching Certification Disclaimer (https://banner.esc.edu/BannerExtensibility/customPage/page/ESC_TeacherCertification/) - (https://banner.esc.edu/BannerExtensibility/customPage/page/ESC_TeacherCertification/) You will need Adobe Acrobat Reader to read PDF documents. If Acrobat Reader is not installed on your computer, you can download it for free from Adobe (<http://get.adobe.com/reader/>).

Note: Information regarding Continuing Teacher and Leader Education (<https://www.sunyempire.edu/graduate-studies/graduate-degrees/education-programs/continuing-teacher-leader-education/>) is available.

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

Degree Guidelines FOR Bachelor of Arts and Bachelor of Science

Bachelor's Degree programs in Educational Studies must meet the 10 essential foundations listed below. 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.

Please note: Associate degree programs are required to meet at least 5 essential foundations (the first five are recommended).

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 |

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| EDST 2025 | Introduction to Special Education | 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 |
|-----------|--|---------|
| DISB 2015 | Disabled in America | 4 |
| DISB 3030 | The Disability Rights Movement: Policy and Legislation | 4 |
| EDST 3030 | Historical Foundation of American Education | 4 |
| HIST 3695 | History of Educational Technology | 4 |
| SOSC 2005 | Schooling 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 |
|-----------|---|---------|
| ECET 4122 | Poverty and Early Learning | 4 |
| DISB 3025 | Psychosocial Impact of Illness & Disability | 4 |
| SOSC 2005 | Schooling in America | 4 |
| SOCI 3095 | Sociology of Education | 4 |
| SOCI 3055 | Family & Society | 4 |

Foundation #5: CURRICULAR DESIGN, INSTRUCTIONAL STRATEGIES, AND ASSESSMENT

| Code | Title | Credits |
|-----------|--|---------|
| ECET 2075 | Early Childhood Curriculum Planning and Assessment | 4 |
| ECET 3030 | Curriculum & Environments for Infants & Toddlers | 4 |
| ECET 3035 | Curriculum & Environments for Preschoolers | 4 |
| ECET 3080 | Assessment in Early Childhood Education | 2 |
| ECET 3122 | Inclusion in Early Childhood Education | 4 |
| ECET 4010 | Curriculum Models in Early Childhood Education | 4 |
| EDST 3015 | Curriculum Instruction & Assessment | 4 |
| EDST 3127 | Models of Instructional Design | 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 4020 | The Science Behind Learning and Trauma in Early Childhood Settings | 4 |
| EDST 3021 | Language, Literacy, & Learning for School-age Children | 4 |
| EDST 3045 | Learning Theories | 4 |
| EDST 4010 | Human Learning: A Developmental Approach | 4 |
| PSYC 3015 | Educational Psychology: Advanced | 4 |
| PSYC 3100 | Learning & Memory | 4 |

Foundation #8: USES OF TECHNOLOGY

| Code | Title | Credits |
|-----------|---|---------|
| ECET 3015 | Children's Programs: Design & Supervision | 4 |
| ECET 3060 | Young Children & Technology | 4 |
| EDST 3065 | Utilizing Technology in the Classroom | 4 |

Foundation #9: DIVERSITY

| Code | Title | Credits |
|-----------|---|---------|
| ANTH 1010 | Introduction to Cultural Anthropology | 4 |
| ANTH 3020 | Families in Global Perspective | 4 |
| ECET 2010 | Early Childhood Professionalism Family & Culture | 4 |
| EDST 3020 | Diversity in Educational Settings | 4 |
| EDST 3037 | Culturally Responsive Engagement in Home, School, and Community | 2 |
| EDST 4015 | Teaching Critical Literacy | 4 |
| DISB 3010 | Cross-Cultural Perspectives on Disabilities | 4 |
| GSST 2005 | Introduction to LGBTQ+ Studies | 4 |
| SOCI 1005 | Exploring Society: An Introduction to Sociology | 4 |
| SOCI 3015 | Analyzing Race, Class and Gender | 4 |

Foundation #10: METHODS OF INQUIRY

| Code | Title | Credits |
|-----------|---|---------|
| ECET 3050 | Observation & Assessment of Children | 4 |
| EDST 4010 | Human Learning: A Developmental Approach | 4 |
| EDST 4122 | Measuring Learning | 4 |
| DISB 4010 | Assessment & Evaluation of Disabilities | 4 |
| HUDV 4020 | Research Methods for Lifespan Development | 4 |
| SOSC 2010 | Statistics for the Social Sciences | 4 |
| SOSC 3020 | Qualitative Social Science Research: Design & Methods | 4 |
| SOSC 3025 | Social Science Research Methods | 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.
- 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.

As expectations for the educational preparation of workers in the fields of early care and education rise, Empire State University offers you the coursework that prepares you to work and advance in the early childcare and education profession, such as day care programs, infant/toddler and nursery school settings, preschool programs, and Head Start. Your individually designed degree program may be an associate or #bachelor's degree, or both.

SUNY Empire offers the flexibility a childcare provider needs. You can choose from a variety of opportunities at the university, including study groups, online courses and guided independent study.

Note: SUNY Empire does not offer teacher certification programs at the **undergraduate** level which is required to teach in public schools. To find out about the teaching certification requirements in your state, contact your state education department. In New York state, go to the New York State Office of Teaching Initiatives (<http://www.highered.nysed.gov/tcert/>).

Early Childhood Credentials

In addition to degree programs, the college provides you with the college-level academic preparation required for the children's program administrator credential and the infant-toddler care and education credential offered by the New York State Association for the Education of Young Children (NYSAEYC). Call NYSAEYC at 518-867-3517 or visit NYAEYC for information.

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.

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 in the following areas:

- Early Childhood Studies (p. 3)
- Educational Technology (p. 3)
- Students With Exceptionalities (p. 4)
- Child Care Administration (p. 4)

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: 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. Within 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.

NYC PARAPROFESSIONAL PROGRAM

Empire State University is proud to serve Paraprofessionals in partnership with the United Federation of Teachers (UFT), the New York State United Teachers (NYSUT) Education and Learning Trust, and the Department of Education (DOE).

Paraprofessionals can use their DOE vouchers to take college-level courses online, virtually, or at SUNY Empire and UFT locations throughout the NYC Boroughs in pursuit of a SUNY Empire degree to advance their career in any field of study—including education.

Empire's program provides Paraprofessionals with a full range of support services which include assistance with admissions and registration, an assigned primary faculty mentor, access to special events and training, and the support of dedicated tutors and coaches.

PARAPROFESSIONAL PROGRAM HIGHLIGHTS

- Use your voucher – SUNY Empire is an approved college at which your voucher can cover tuition costs, up to 6 credits per term.
- Career Advancement – Credits received may be eligible for use toward salary upgrades.
- Dedicated Guidance – A designated faculty-mentor provides guidance to help you plan and complete an associate or bachelor's degree in any field of study.
- CTLE Courses – SUNY Empire is an approved CTLE provider and offers courses that have been reviewed and approved for CTLE credit.
- Improve your skills – You develop key skills needed in your workplace, such as classroom management, time management, student teacher interaction, problem solving, socio-emotional intervention, and stress management.
- Become a role model – As a student, you become a role model for your own students and your own children.
- Join a community of learners – Connect with students and professionals through special programming targeting your needs and interests.
- Convenience and Flexibility – We're committed to helping you find a way to learn that makes sense for where you are right now, and where you want to be in the future. Whether you prefer instruction online,

in-person, or a combination of both, we have courses and degree programs that meet your unique needs.

For more information, please contact Chanel Clark at chanel.clark@sunyempire.edu or (347) 695-9606, ext #1733.