

EDST: EDUCATIONAL STUDIES (UNDERGRADUATE)

EDST 1005 Introduction to Teaching (2 Credits)

This course will introduce students to the profession of teaching and education. Students will be encouraged to think more deeply, more broadly, and more systematically about the role of teachers and explore teaching practices, various contexts of teaching and learning, as well as contemporary issues that relate to the teaching profession.

EDST 1122 Introduction to Digital Literacy (4 Credits)

Literacy in the 21st Century has gone beyond the ability to read and write. Cornell University defined digital literacy as, "the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet (Cornell University, The Digital Literacy Project, n.d.)." This introductory course will examine digital literacy in the 21st Century, including, what it means to be digitally literate, key concepts in digital and information literacy, how to evaluate sources on the Internet, organizing information, presenting information, and effective research skills in the Internet age for educators. Students will contrast different types of literacy, explore digital citizenship, and evaluate different types of information from an educational perspective.

Attributes: Liberal

EDST 1996 Special Topics in EDST (2-4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

Attributes: Liberal

EDST 1997 Special Topics in Educational Studies (2-4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDST 1998 Individualized Studies in Educational Studies (EDST) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Educational Studies (EDST). Please contact your mentor/advisor for more details.

EDST 2005 Schooling in America (4 Credits)

This course provides students with the sociological and historical background necessary to understand schooling in America. This course explores the various forms of schooling such as public, private, public schools, and others; education reforms and innovations that are transforming schools; and the role of our educational system in a democratic society. This course was previously SOC-282244 Schooling in America. This course is also cross listed as SOSC 2005. Credit cannot be given for both.

Cross-listed with SOSC 2005.

Attributes: Liberal

EDST 2006 School Age Programs: Introduction (4 Credits)

This introductory-level course will help students develop the skills necessary to work as staff or administrator in the many modalities of school-age care. This course covers professionalism in school-age care, predictable development of the school-age child, positive behavior management strategies, safety, health and nutrition. Competencies needed for excellence as a school age childcare professional are discussed. This course supports and enhances critical thinking, problem solving, self-reflections, self-management and provides a foundation for theory and application.

Attributes: Liberal

EDST 2010 Children's Literature Across the Curriculum (4 Credits)

This course offers students an opportunity to develop thematic activities based on quality children's literature that extend into content areas such as math, science, creative arts, technology, and/or social studies. Topics may include different approaches to integrating literature, lesson plans, the application of National Standards, family literacy, the differentiation of instruction for individual learners, and critical literacy. Prerequisites: Introduction to Children's Literature (or equivalent).

EDST 2998 Individualized Studies in Educational Studies (EDST) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Educational Studies (EDST). Please contact your mentor/advisor for more details.

EDST 3006 School-Age Programs: Curriculum and Program Management (4 Credits)

This advanced-level course goes beyond the basic care of children in out-of-school environments and into curriculum development. Students will go on to study the challenging aspects of program planning, working with families, and how to evaluate and manage a high-quality school-age program. Competencies needed for excellence as a school age childcare professional are discussed. This course will help students apply theory and application necessary to manage to school-age programs.

EDST 3008 LGBTQ+ Youth & Education (4 Credits)

In this course, we will explore key issues that LGBTQ+ youth face within the P-12 U.S. educational system, and ways in which teachers and advocates are striving to make education more inclusive and welcoming to LGBTQ+ students. Issues may include: the risk of suicide for LGBTQ youth; history of LGBTQ+ inclusivity in public education in the U.S.; supportive movements in LGBTQ education; the role of educators and support staff; intersections of race, class, gender and sexuality and their impact on educational and health outcomes for students. In this course we will explore both the challenges that educators face and successes to date providing welcoming and inclusive educational experiences for LGBTQ+ youth. LGBTQ+ Youth and Education is a companion course to the 4 credit GSST 2005 Introduction to LGBTQ+ Studies; students may enroll in both courses. Introductory level course in LGBTQ+ Studies, or Women, Gender and Sexuality Studies is strongly recommended.

Cross-listed with GSST 3008.

Attributes: *Diversity Gen Ed, Liberal

EDST 3012 Deaf Education in Bilingual Communities (4 Credits)

This course recognizes the fundamentals of general, special, and bilingual education and how they are infused into Deaf education. It will acquaint students with current issues, trends, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from the educational perspective. Students are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions. Please note: This course is open only to participants in the ASL-English Interpretation Program (AEIP) through SUNY Empire State College and CUNY LaGuardia Community College.

Attributes: Liberal

EDST 3015 Curriculum Instruction & Assessment (4 Credits)

In this course students will explore theories of curriculum design and study examples of how they are applied in instructional practice in elementary, middle and/or high school settings. They will learn how to align learning outcomes with instruction and how to utilize assessment strategies such as informal and formal assessments, formative and summative assessments, portfolios, standardized testing, outcomes, and/or practical applications. Consideration is given to how different contexts and characteristics of learners influence design. This course was previously EDU-234144. Prerequisites: Learning Theories EDST 3045 or equivalent.

EDST 3020 Diversity in Educational Settings (4 Credits)

Students will develop an awareness of diversity, equity, inclusion and social justice through the lens of culture, race, gender, religion, economic class, family structures, abilities, and others. Topics include the ways children and families from various cultures are affected by, and effect, schools and programs; the role of the staff in creating open and inclusive environments; and/or the link between multicultural and environmental issues in educational settings.

Attributes: *Diversity Gen Ed, Liberal

EDST 3021 Language, Literacy, & Learning for School-age Children (4 Credits)

Students will explore the processes of language and literacy as they emerge in diverse educational settings with emphasis on theoretical approaches that support the learning process for learners. Topics are varied but focus on upper primary and typically include vocabulary acquisition, the development of reading, and writing competency, investigating instructional techniques including: the integration of language and literacy across all curricular areas; creating environments that support children's language and literacy learning within different cultural contexts, and theoretical frameworks.

Attributes: Liberal

EDST 3030 Historical Foundation of American Education (4 Credits)

This course focuses on the evolution of education in the United States beginning in colonial times. The student will examine the history of education and the historical evolution of curriculum and instruction in American schools. Topics include the legal and judicial issues both at the national and state level, the economics and politics of schooling, and the significant social and cultural challenges emerging in our country.

Attributes: Liberal

EDST 3036 Legal and Ethical Dimensions of Technology for Educators (2 Credits)

Our two-credit liberal learning course supports the Educational Area of Study Guideline in Professional Standards. It is designed to assist educators in developing a greater understanding of the ways in which technology, especially computer technology, affects our views of legal and ethical questions relating to intellectual property, individual liberty, and personal privacy. An emphasis will be placed on application in the K12 classroom, but all educators are encouraged to participate and apply the knowledge to their own settings. This course will cover various ways in which technology impacts education, from political decisions to student safety. Course participants have the opportunity to research areas such as cyberethics, cyberbullying, online education, and social media and to apply their findings to individualized projects and journal reflections.

Attributes: Liberal

EDST 3037 Culturally Responsive Engagement in Home, School, and Community (2 Credits)

This course will include a study of the relationship between the child, family, school, and the community with an emphasis on culturally responsive family engagement in educational settings. Topics typically include barriers to family engagement, informal and formal communication, developing partnerships, and innovative approaches to engaging families in their children's learning in school and at home. Family involvement in education and parent education will be emphasized.

EDST 3040 Learning Styles (2 Credits)

The purpose of the course is for the learner to understand how diverse learning styles impact the life of others as well as their own life. The concept 'learning styles' is a broad frame within which to include diverse paradigms for different ways of knowing. Learners will analyze learning style concepts from Western, Eastern, and Indigenous learning styles as well as learning styles within different learning contexts. Please note: This course does not meet the area of study guideline for learning theories. Please note: This course may be used for educational planning credit with mentor approval. This course was previously EDU-233222 Learning Styles.

Attributes: Liberal

EDST 3045 Learning Theories (4 Credits)

The purpose of this course is to reinforce the major learning theories and allow the student to identify characteristics associated with each theory. Students will examine the human capacity for learning and learn how to create assessments that are aligned with the content, content delivery, and the theoretical framework upon which the content delivery was based. Prerequisites: HUDV 3015 Child Development or equivalent.

Attributes: Liberal

EDST 3050 Reflective Learning (2 Credits)

This course will help students better understand how adults learn and the importance of reflection to the learning process. Students will review traditional learning theory (Knowles) and contemporary learning theory (Zull) that investigate the importance of self-reflection, the social nature of learning, biological bases for learning, and emotional aspects of learning. The purpose of the course is to enable students to both learn about learning and apply concepts to become more aware of themselves as learners (and thus more able to direct their own learning). Please note: This course may be used for educational planning credit with mentor approval. This course was previously EDU-233022 Reflective Learning.

Attributes: Liberal

EDST 3065 Utilizing Technology in the Classroom (4 Credits)

This course will examine specific methods for utilizing technology (hardware, software, and networks) in educational settings. Students will research the various forms of electronic and digital technology used in today's schools, explore how to integrate it into teaching and learning practice, and learn to evaluate its success or failure in applied settings. Topics may include integrating technology into lesson plans, the Internet safety, and cyberbullying. Prerequisites: At least 1 course in curriculum development such as EDST 3015 Curriculum, Instruction, and Assessment.

EDST 3127 Models of Instructional Design (4 Credits)

This course will provide an overview of significant instructional design models used in training and educational settings. Students will explore each stage of the instructional design process and integrate those concepts into a practical application utilizing instructional technology. Different modes of learning will be explored. Prerequisites: EDST 3045 Learning Theories or equivalent.

EDST 3996 Special Topics in EDST (2-4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

Attributes: Liberal

EDST 3997 Special Topics in EDST (2-4 Credits)

The content of this course will vary by term and section. Students may repeat this course for credit as long as the topic differs. Please refer to the Term Guide for course topic offerings.

EDST 3998 Individualized Studies in Educational Studies (EDST) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Educational Studies (EDST). Please contact your mentor/ advisor for more details.

EDST 4005 Adults as Learners: Theories & Strategies (4 Credits)

This course provides an understanding of adults as learners, making use of key learning theories from cognitive, emotional, and metacognitive perspectives. It is appropriate for students who are (or will be) involved with adult learners in academia, communities, or business; and who, as adult learners, wish to reflect on their personal process. The course focuses on approaches to adult learning and learning strategies associated with each approach. Prerequisites: HUDV 1015 Human Development or equivalent Please note: This course may be used for educational planning credit with mentor approval. This course was previously HDV-283184 Adults as Learners: Theories and Strategies.

Attributes: Liberal

EDST 4010 Human Learning: A Developmental Approach (4 Credits)

This course will examine developmental learning from its distant origins to the present. It surveys multiple perspectives (historical, biological, linguistic/symbolic, cognitive, and social/emotional) to ascertain various aspects of developmental and educational learning. Major theories will be discussed, with an emphasis on language and learning acquisition from birth through adulthood. Students will learn how behaviorism, constructivism, and other developmental lenses have contributed to the knowledge base of learning theories. Key points from learning theories will be used to help students understand developmental and educational theories and how to apply them to their practice. Note: This course may be used for educational planning credit with mentor approval.

Attributes: Liberal

EDST 4015 Teaching Critical Literacy (4 Credits)

Critical literacy is the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships. The purpose of this course is to help current and future teachers incorporate critical literacy regarding race, class, and gender as they plan literacy activities for children. Through texts and articles, students will explore issues of race, how it shapes our society, and how we handle those issues in the classroom. Students will explore how their choices can unconsciously marginalize certain groups of people as they integrate their knowledge of teaching, learning, and instructional design, and explore how the curricular choices they make can work both for and against them. Prerequisites: EDST 3045 Learning Theories (or equivalent), EDST 3015 Curriculum, Instruction, and Assessment (or equivalent), at least 1 course in written expression.

Attributes: Liberal

EDST 4020 Teaching Methods: Mathematics (4 Credits)

The purpose of this study is to examine the latest research and methods for mathematics instruction in elementary and/or middle school. Students will investigate how children develop number sense and skills in mathematical computation. Students will further investigate manipulatives and other instructional materials used to maximize the development of math skills. Finally, students will explore goals, objectives, and assessments in accordance with national and state standards. Please note: This study has not been approved and is not valid for future New York State certification. Prerequisites: At least 2 general education courses in mathematical processes.

EDST 4025 Teaching Methods: Reading in Elementary Schools (4 Credits)

This study examines the theories and methodologies of teaching reading in elementary schools. This course introduces the student to state and national standards related to reading and the use of expository and informational texts in elementary classroom settings. Students will explore a variety of techniques and assessment strategies. Additional topics may include literal understanding, text complexity, and close reading. Please note: This study has not been approved and is not valid for future New York State certification. Prerequisites: EDST 3045 Learning Theories, EDST 3015 Curriculum, Instruction, Assessment (or equivalent), and at least 1 course in written expression.

EDST 4030 Teaching Methods: Science (4 Credits)

Discover ways to engage students in learning activities that deepen their curiosity for science! The purpose of this study is to examine the latest research and methods for science instruction in elementary and/or middle school. Students will review scientific concepts and explore inquiry-based approaches that make teaching science fun for everyone. Students will explore goals, objectives, and assessments in accordance with national and state standards. Please note: This study has not been approved and is not valid for future New York State certification. Prerequisites: At least 2 general education courses in scientific processes.

EDST 4035 Teaching Methods: Writing in Elementary Schools (4 Credits)

This course introduces the best practices for teaching writing process in an elementary classroom. Students will be introduced to state and national standards related to writing such as composing narrative, argument, and informational texts. Components of the writing process will be explored from generating ideas and publication to writing across all disciplines for real purposes. Students will explore a variety of methods utilized in writing workshop such as guided writing, shared writing, and independent writing. Summative and formative assessment strategies will be examined. Please note: This study has not been approved and is not valid for future New York State certification.

Prerequisites: EDST 3045 Learning Theories, EDST 3015 Curriculum, Instruction, and Assessment (or equivalent), and at least 1 course in written expression.

EDST 4040 Technology in Mathematics Education (4 Credits)

This course is designed to help students gain competence in selection, evaluation, and utilization of various instructional technologies in mathematics education. Application of new technologies to teaching and learning will be emphasized along with performance-based activities in instructional design for middle school and/or high school mathematics. This course will provide the student with an understanding of learning models and the impact technology can have toward enhancing and enriching the learning process. The use of technology tools for solving a variety of problems, evaluating student performance, and implementing blended learning systems will also be explored. Prerequisites: At least 2 general education courses in mathematical processes (such as MATH 1040 Algebra) are required. Recommended courses: Precalculus or higher. This study has not been approved and is not valid for future New York State certification.

EDST 4122 Measuring Learning (4 Credits)

In this study, students will review the types, purposes, procedures, uses, and limitations of assessment strategies and techniques, including formative and summative, and their implications for course-based assessment. The characteristics and uses of both formal and informal assessment instruments and procedures will be studied with emphasis on principles and practices for effective objective and standards-based instruction, including online learning environments. Prerequisites: EDST 3127 Models of Instructional Design.

EDST 4998 Individualized Studies in Educational Studies (EDST) (1-8 Credits)

Students have the opportunity to develop individualized studies with their mentor in Educational Studies (EDST). Please contact your mentor/ advisor for more details.