Educational Studies Concentration Guideline Course Maps

Concentrations in Educational Studies begin with the ten essential 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:

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 College.

Early Childhood Studies Concentration

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 child care, 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:

1 - Learning outcome: Students will be able to define professionalism including ethics and the NAEYC Code of Ethical Conduct. Courses that meet this guideline include (but are not limited to):

- ECET 1005 Exploring the Professions: Children and Child Care
- ECET 1010 Introduction to Early Childhood Education
- ECET 2010 Early Childhood Professionalism, Family, & Culture
- ECET 3020 Children's Programs: Ethical and Professional Standards

2 - Learning outcome: Students will be able to interpret stages of human development with emphasis on birth through age 8. Courses that meet this guideline include (but are not limited to):

- HUDV 2025 Infant/Toddler Development: Introductory
- HUDV 3030 Infant/Toddler Development: Advanced
- HUDV 3060 Early Childhood Development
- HUDV 1005 Child Development: Introductory
- HUDV 3015 Child Development: Advanced
- HUDV 4015 Development and Meaning of Play
- HUDV 2035 Attachment in Early Childhood

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.

3 - Learning outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards with an emphasis on curriculum and environments that supports play. Courses that meet this guideline include (but are not limited to):

- ECET 3030 Curriculum and Environments for Infants and Toddlers
- ECET 3035 Curriculum and Environments for Preschoolers
- HUDV 4015 Development and Meaning Play
- ECET 4010 Curriculum Models in Early Childhood Education

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.

4 - Learning outcome: Students will be able to analyze language and literacy development from birth through age 8 that includes a family literacy component. Courses that meet this guideline include (but are not limited to)

- ECET 3040 Emergent Literacy

5 - Learning outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning from birth through age 8. Courses that meet this guideline include (but are not limited to):

- ECET 3060 Young Children and Technology

6 - 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. Courses that meet this guideline include (but are not limited to):

- ECET 3050 Observation and Assessment of Children
- SOSC 3025 Social Science Research Methods
- SOSC 2010 Statistics for the Social Sciences

Educational Technology Concentration

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, however. 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 essential foundations, students in Educational Technology should specify in their rationale essay how they met the following objectives within their concentration of educational technology:

1 - 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. Courses that meet this guideline include (but are not limited to):

- EDST 3036 Legal and Ethical Dimensions of Technology for Educators

2 - 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. Courses that meet this guideline include (but are not limited to):

- HIST 3695 History of Educational Technology

3- Learning outcome: Students will be able to analyze comprehensive curriculum design that supports learning standards with an emphasis on instructional design in virtual environments. Courses that meet this guideline include (but are not limited to):

- EDST 3127 Models of Instructional Design

4 - 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. Courses that meet this guideline include (but are not limited to):

- EDST 1122 Introduction to Digital Literacy

5 - Learning outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning demonstrating both breadth and depth. Courses that meet this guideline include (but are not limited to):

- ECET 3060 Young Children and Technology
- EDST 3065 Utilizing Technology in the Classroom

Students with Exceptionalities Concentration

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 essential foundations, students should specify in their rationale essay how they gained the specific knowledge of the following objectives:

1 - 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. Courses that meet this guideline include (but are not limited to):

- EDST 2025 Introduction to Special Education

2 - 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.Courses that meet this guideline include (but are not limited to):

- DISB 2014 Disabled in America
- DISB 3030 The Disability Rights Movement: Policy and Legislation

3- Learning outcome: Students will be able to interpret stages of human development with emphasis on human exceptionalities. Courses that meet this guideline include (but are not limited to):

- HUDV 3065 Human Exceptionalities

4 - 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. Courses that meet this guideline include (but are not limited to):

- ECET 3122 Inclusion in Early Childhood Education

5 - Learning outcome: Students will be able to analyze language and literacy development including research and practice for children with exceptionalities. Courses that meet this guideline include (but are not limited to):

- EDST 3021 Language, Literacy and Learning for School-Age Children
- ECET 3040 Emergent Literacy

6 - Learning outcome: Students will be able to evaluate the appropriate use of technology in teaching and learning, with an emphasis on assistive technology. Courses that meet this guideline include (but are not limited to):

- EDST 3065 Utilizing Technology in the Classroom

Child Care Administration Concentration

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 child care and private preschool programs.

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

1 - 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. Courses that meet this guideline include (but are not limited to):

- ECET 3020 Children's Programs: Ethical and Professional Standards

2 - 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. Courses that meet this guideline include (but are not limited to):

- ECET 3010 Children's Programs: Administration

3 - 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. Courses that meet this guideline include (but are not limited to):

- ECET 3015 Children's Programs: Design and Supervision

4 - Learning outcome: Students will be able to interpret the critical nature of financial planning and budgeting and the process for children's educational programs. Courses that meet this guideline include (but are not limited to):

- ECET 3025 Children's Programs: Financial Planning and Budgeting

5 - 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. Courses that meet this guideline include (but are not limited to):

- EDST 4005 Children's Program Administration: Capstone