

School of Social and Behavioral Sciences - Educational Studies

Course Map

Introduction to Educational Studies

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.

As a student in educational studies, you 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 your examination of current issues, innovations and research, you will build a foundation of historical, philosophical, sociological, political, and multicultural and gender perspectives in relation to education. You will sharpen your skills in writing and research and critical reading and thinking, as, together with a faculty mentor, you create a program to meet your specific needs and goals.

Note: A degree in Educational Studies from Empire State College 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.

Program Guidelines:

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

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.

Foundation # 1: Professional standards

Learning outcome: Students will be able to define the professional standards including ethics, related to the chosen concentration. 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
- EDST 1005 Introduction to Teaching
- EDST 3036 Legal and Ethical Dimensions of Technology for Educators

Foundation # 2: Foundational knowledge

Learning outcome: 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. Courses that meet this guideline include (but are not limited to):

- EDST 3030 Historical Foundations of American Education
- SOSC 2005 Schooling in America
- DISB 2014 Disabled in America

Foundation # 3: Human development

Learning outcome: Students will be able to interpret stages of human development appropriate to the chosen concentration. Please note: a lifespan course in human development is recommended. Students planning to work with a specific age group are strongly encouraged to undertake further study in that specific developmental stage to demonstrate breadth and depth. For example, students could take Human Development at the introductory level followed by Infant and Toddler Development, Child Development, or Adolescent Development at the advanced level depending on their focus. Courses that meet this guideline include (but are not limited to):

- HUDV 1015 Human Development: Introductory
- HUDV 3035 Human Development: Advanced
- 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 3065 Human Exceptionalities
- HUDV 2005 Adolescent Development
- HUDV 2015 Adult Development

Foundation # 4: Social contexts of learning

Learning outcome: Students will be able to illustrate the sociological perspective of learning including the relationships between home, school, and community. Courses that meet this guideline include (but are not limited to):

- SOSC 2005 Schooling in America
- SOCI 3095 Sociology of Education
- SOCI 3055 Family and Society
- ECET 4122 Poverty and Early Learning
- EDST 3037 Culturally Responsive Caregiving in Home, School, Community

Foundation # 5: Curricular design, instructional strategies, and assessment

Learning outcome: Students will be able to analyze comprehensive curriculum design appropriate to the concentration. 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
- ECET 4010 Curriculum Models in Early Childhood Education
- EDST 3015 Curriculum, Instruction, and Assessment
- EDST 3127 Models of Instructional Design
- ECET 3122 Inclusion in Early Childhood Education

Foundation # 6: Language and literacy development

Learning outcome: Students will be able to analyze language and literacy development appropriate to the concentration. Courses that meet this guideline include (but are not limited to):

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

Foundation # 7: Learners and learning

Learning outcome: Students will be able to critically analyze knowledge of learners and the theoretical approaches that support the learning process. Courses that meet this guideline include (but are not limited to):

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

Foundation # 8: Uses of technology

Learning outcome: 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. Courses that meet this guideline include (but are not limited to):

- ECET 3060 Young Children and Technology
- ECET 3015 Children's Programs: Design & Supervision
- EDST 3065 Utilizing Technology in the Classroom

Foundation # 9: Diversity

Learning outcome: 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. Courses that meet this guideline include (but are not limited to):

- ECET 2010 Early Childhood Professionalism, Family, & Culture
- ECET 2020 The Culture of Caregiving: Infants, Toddlers and Families
- ECET 4122 Poverty and Early Learning
- SOCI 3015 Analyzing Race, Class, Gender

- ANTH 3020 Families in Global Perspective
- ANTH 1010 Intro to Cultural Anthropology
- SOCI 1005 Exploring Society: An Introduction to Sociology
- EDST 3037 Culturally Responsive Caregiving in Home, School, Community
- EDST 3020 Diversity in Educational Settings
- GSST 2005 Intro to LGBTQ+ Studies

Foundation # 10: Methods of Inquiry

Learning outcome: Students will be able to demonstrate skills in locating, evaluating, and critically thinking about research related to the chosen field. Courses that meet this guideline include (but are not limited to):

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