

Education

ED110 Speed Reading for College

Cr-3

This course emphasizes techniques for reading college-level material more effectively and efficiently. It includes rate improvement, flexibility, skimming, and scanning. Techniques for acquiring academic vocabulary are presented, and varied textbook materials are analyzed to maximize student use. Prerequisite: An appropriate placement test result.

ED150 Social & Philosophical Foundations of Education

Cr-3

This course provides a study of the philosophical, historical, sociological, ethical, and political bases of the N-12 American educational system. It includes a comprehensive introduction to the issues, laws, policies, and practices affecting the education system, teaching, learning, and assessment. It explains ways that teachers and schools can work with students and families to provide a meaningful and equitable education. Topics include diversity in student populations, school funding, high-stakes testing, school desegregation and re-segregation, technology, standardized tests, and learning standards. The history of the American educational system is discussed in relation to current issues and topics in education, teaching, and learning. A 15-hour observation in a general education classroom must be completed.

ED151 Prevention & Safety Issues for the Classroom Teacher

Cr-1

This course focuses on prevention and safety issues facing professionals working with children. Topics include the identification and prevention of child abuse and neglect, violence in schools, and substance abuse. Traffic, fire, and safety issues are covered. Successful completion results in NYS certification in Identification & Reporting of Child Abuse and Neglect and in School Violence Prevention & Intervention.

ED201 Introduction to Early Childhood Education

Cr-3

This course aids in understanding and providing for the needs and education of young children in care/educational settings. Methods and materials used to plan, implement, and assess integrated learning experiences that consider the inter-relatedness of physical, social/emotional, and cognitive development are explored. The importance of planning experiences for young children to develop intellectual curiosity and demonstrate a respect for diversity of backgrounds is emphasized. This course includes a minimum of eight hours of observation in a preschool classroom. Prerequisites: ED150 Social & Philosophical Foundations of Education and ED205 Child Development. Prerequisites must be met with a minimum grade of "C".

ED203 Early Childhood Methods and Materials

Cr-3

This course introduces early childhood curriculum development including planning, implementing, and assessment based on the New York State Learning Standards. It covers developmentally appropriate practice, methods, and materials for preschool through primary grade children. Emphasis is placed on curriculum that meets the needs of the whole child: cognitive, social, emotional, language, and physical. Knowledge is gained of early childhood curriculum that is respectful to the backgrounds of all children and families. Early childhood best practices are learned, grounded in early childhood educational theories, including Vygotsky and Piaget, and using play as the vehicle for planning, implementation, learning, assessment, and emphasizing Constructivist practice. Best practice techniques, including lesson plan and thematic unit planning, are demonstrated. This course includes

a minimum of eight hours of observation in a preschool classroom. Prerequisites: ED150 Social & Philosophical Foundations of Education and ED205 Child Development. Prerequisites must be met with a minimum grade of "C".

ED204 Infant & Toddler Development

Cr-3

This course helps to synergize knowledge of total development from the neonatal stage to age three. These concepts are applied to develop appropriate strategies and care programs that are responsive and supportive of the young child and family. Information gained through observation of infants and toddlers, and through interviews with parents is collected and evaluated in terms of the impact of adult-child interactions and on activity planning. Programming problems and services to families are included. This course includes a minimum of fifteen hours of observation in an 8-week-old to 3-year-old classroom/daycare setting. Prerequisites: ED150 Social & Philosophical Foundations of Education and ED205 Child Development. Prerequisites must be met with a minimum grade of "C".

ED205 Child Development

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This course examines children's physical, social, emotional, language, and cognitive development from pre-natal to age twelve. Topics include childhood development theories and research, the recognition and understanding of significant child behaviors, the role of parenting and culture, the role of the teacher, influence of peers, and play. Students must complete a 15-hour child observation in a daycare setting, observing both infants/toddlers and preschool children.

ED206 Language and Literacy in Childhood

Cr-3

This course studies acquisition of language and literacy from birth through age 8, including theories of acquisition, the components of language, development milestones, atypical development, and ESL. Methods are covered for teaching literacy to children from infants through intermediate grades, including learning to read and write, phonics, whole language other techniques, and integrating literacy into the whole curriculum. Topics include children's literature and how it can be used in the classroom and curriculum. A minimum of 10 hours of observation is required, five in a Universal Pre-Kindergarten (UPK) classroom and five hours in a primary grade classroom. Prerequisites: ED150 Social & Philosophical Foundations of Education and ED205 Child Development. Prerequisites must be met with a minimum grade of "C".

ED207 Observation and Assessment in Early Childhood Environments

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This course explores the guidelines for appropriate observation and assessment of young children, as well as how to apply numerous developmentally appropriate observation and assessment techniques commonly used in group care and educational settings. It examines the early childhood professional's role in sharing information gathered and in implementing practices that promote physically healthy/safe and emotionally secure environments. This course requires the student to complete a minimum of 30 hours of observation in early child care settings. Students concurrently enrolled in ED251 Educational Internship, will have the ED207 observation hours waived. Prerequisites: ED150 Social & Philosophical Foundations of Education; ED205 Child Development, ED201 Introduction to Early Childhood Education and ED203 Early Childhood Methods & Materials. Prerequisites must be met with a minimum grade of "C".

ED211 Introduction to Exceptionalities

Cr-3

This course provides an overview of the education of children and adolescents with exceptionalities, focusing on those with

disabilities and those with giftedness. Topics include the historical, philosophical and legal foundations of special education and other exceptionalities and their prevalence, causes, and characteristics. Educational modifications, accommodations, and teaching strategies for general and specific classrooms are addressed. Current issues and trends educating children with exceptionalities are explored. A minimum of fifteen hours of observations in a special education setting must be completed. Prerequisites: ED150 Social & Philosophical Foundations of Education and ED205 Child Development or PY212 Adolescent Psychology. Prerequisites must be met with a minimum grade of “C”.

ED251 Education Internship

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This course provides the student with a field experience in an early childhood or primary grade classroom. Emphasis is placed on the special needs of young children in all-day care, including planning the daily program; promoting nutrition, health, and safety; involving parents; child guidance; observing and recording children’s behavior; and meeting licensing regulations. The weekly seminar is used to discuss fieldwork experiences and teaching concepts and skills. A medical exam, fingerprinting, and Child Abuse Central Register clearance are usually required. Students must complete a minimum of 90 clock hours in a classroom setting in addition to a weekly seminar class. Prerequisites: A grade of C or better in the following courses: ED150 Social & Philosophical Foundations of Education; ED205 Child Development, ED201 Introduction to Early Childhood, and ED203 Early Childhood Methods & Materials. Corequisite: ED207 Observation and Assessment in Early Childhood Environments.