

Education (EDU)

(Education Department)

EDU 101—Child Development

3 cr. (Fall/Spring)

This course provides study of human development and behavior from infancy through early childhood. Topics include: physical, cognitive, social, emotional, and language development; biological and experiential influences on development; development exceptionalities; and relevant child development and learning theories. Up to four (4) hours of directed observation beyond classroom hours are required. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

EDU 103—Introduction to Early Childhood / Childhood Education

3 cr. (Fall/Spring)

This course offers a broad look at intentional teaching and developmentally appropriate practice for pre-service teachers, focusing on teaching children from birth through sixth grade. Foundational information regarding child development, learning theories, appropriate environments and curricula, educational issues and trends, diversity, learning standards, family partnerships, and the multi-faceted role of the early childhood/childhood professional will be addressed. Twenty (20) hours of observation outside of the college classroom at two diverse settings are required. A grade of B- or better is required for SUNY New Paltz School of Education. Pre/Corequisite: ENG 101

EDU 105—Preparing to Teach Young Children

2 cr. (Fall/Spring)

This course is an introduction to the early childhood teaching profession, and explores the roles and responsibilities associated with classroom teaching. Emphasis is placed on fostering the development of the whole child through play experiences. Beginning lesson planning, strategies for communicating with families, positive classroom guidance, and the preparation of developmentally appropriate classroom environments are introduced. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

EDU 107—Protecting Children's Well-Being

1 cr. (Fall/Spring)

This course encompasses three New York State training sessions necessary for New York State certification in several areas, including public school teaching. Upon successful completion of this course, students in attendance will receive certification in Identification and Prevention of Child Abuse, Schools Against Violence in Education (SAVE), and Dignity Act Training (DASA). Course assignments will foster deeper exploration of topics introduced in the trainings. In addition, other topics relating to the protection of children's well-being are covered in the course, such as discussions regarding Shaken Baby Syndrome and Fetal Alcohol Spectrum Disorder. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

EDU 109—Language and Literacy Development in the Young Child

3 cr. (Fall/Spring)

This course focuses on the interaction between speaking, listening, reading and writing in the development of language and literacy in young children. Emphasis is placed on the educator's role in providing a supportive environment through the use of both small and large group instruction, play experiences, open-ended materials, storybook reading, thematic units, and print rich environments. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program. A grade of B- or better is required for SUNY New Paltz School of Education.

Prerequisite: ENG 101

EDU 111—Childhood Health and Safety

3 cr. (Fall/Spring)

This course focuses on promoting the health, safety, and well-being of young children in partnership with their families and communities. Emphasis is placed on identifying, preventing, and managing common early childhood illnesses, safety hazards, and injuries. The USDA guidelines and recommended rules and practices of food preparation and safety will be explored in relation to meal and snack planning. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

EDU 201—Observation and Assessment

2 lect., 2 lab, 3 cr. (Fall/Spring)

This course introduces developmentally appropriate and effective methods for observing, documenting, assessing, and communicating about children's development and learning. The importance of using assessment results to guide teacher decision-making will be stressed. Additionally, assessment of early childhood programs for developmentally appropriate practice will be introduced. Students will implement learned assessment methods outside the college classroom during field work experiences. Twenty-four (24) hours of

field work are required. A grade of C or better is required to continue and graduate in the A.A.S. program. A grade of B- or better is required for SUNY New Paltz School of Education.

Prerequisite: EDU 101, PSY 111

EDU 202—Infant and Toddler Development and Curriculum

2 lect., 2 lab, 3 cr. (Spring)

This course will explore the diverse roles of the infant/toddler professional. The education and care of infants and toddlers, according to child development principles, will be discussed. Techniques to stimulate cognitive, language, physical, social, and emotional growth, and to create appropriate environments, curricula, and care will be studied. Thirty-two (32) hours of field work in diverse settings are required. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

Prerequisite: EDU 101, EDU 105, PSY 111

EDU 203—Child Care Curriculum Development and Field Experience 1

3 lect., 6 lab, 5 cr. (Fall)

This course is a combination of fieldwork and lecture. Students will gain experience in the early childhood classroom through supervised participation in a local early childhood setting where, over the course of the semester, they take on increasing responsibility in the various roles of an early childhood professional. In a weekly seminar/lecture, students discuss their field experiences and develop skills relating to the early childhood teaching profession. Emphasis will be placed on teacher discourse, classroom management, effective read alouds, developing learning centers, lesson planning, and fostering creativity and physical wellness. A grade of C or better is required to continue and graduate in the A.A.S. program.

Prerequisite: EDU 101, EDU 105, and permission of instructor/coordinator

Pre/Corequisite: EDU 109, EDU 201

Note: As per state regulations, students in EDU 203 and EDU 204 are required to provide documentation of a satisfactory physical examination, negative tuberculin test, fingerprinting through the Office of Children and Family Services, and clearance through the State Central Register.

EDU 204—Child Care Curriculum Development and Field Experience 2

3 lect., 6 lab, 5 cr. (Spring)

This course is a continuation of EDU 203 and is a combination of fieldwork and lecture. Students will gain experience in the early childhood classroom through supervised participation in a local early childhood setting where, over the course of the semester, they take on increasing responsibility in the various roles of an early childhood professional. In a weekly seminar/lecture, students discuss their field experiences, ethical/professional behaviors, and develop skills relating to the early childhood teaching profession. Emphasis will be placed on managing both large and small groups, transitioning through a daily routine, planning and carrying out developmentally appropriate experiences fostering math, science, language and literacy skills, and communicating with families. Students participate in a lead teaching day, where full classroom responsibility is assumed. A grade of C or better is required to graduate in the A.A.S. program.

Prerequisite: EDU 203

Note: As per state regulations, students in EDU 203 and EDU 204 are required to provide documentation of a satisfactory physical examination, negative tuberculin test, fingerprinting through the Office of Children and Family Services, and clearance through the State Central Register.

EDU 206—Administration and Management of Child Care Centers

3 cr. (Spring)

This course is designed to acquaint students with practical matters involved in establishing and maintaining an early childhood facility. Students will understand how to determine the need for and structure of an early childhood facility. Other topics covered include state regulations for child care centers and staff, staff recruitment, funding and budget management, center enrollment, interactions with families and community organizations, and an introduction to management techniques. A grade of C or better is required to graduate in the A.A.S. program.

Prerequisite: EDU 203

EDU 207—Social and Philosophical Foundations of Education in America

3 lect., 3 cr. (Fall/Spring)

This course introduces the historical, sociological, and philosophical foundations of education. Students will examine the social purposes of education in historical and contemporary contexts, as well as the significance of social differences (socio-economic status, culture, race/ethnicity, gender, sexual orientation, religion) which have resulted in inequities in education. Students will begin to develop and express a personal philosophy of education; and examine the relationship of schooling to democratic practices and principles. Ten (10) hours of field observation outside of the college classroom are required. A grade of C or better is required for SUNY New Paltz School of Education.

Prerequisite: ENG 101

EDU 208—Home, School and Community: Families and Teachers as Partners

3 cr. (Spring)

This course introduces the importance of engaging families in reciprocal partnerships. Strategies to develop these partnerships and overcome barriers which can impede these relationships will also be emphasized. Major themes of the course include two-way communication, relationship-building, and culturally responsive teaching. Students will also reflect on the benefits of and strategies for fostering community connections. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

Prerequisite: EDU 101, EDU 105