

DEPARTMENT OF EDUCATIONAL STUDIES

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The Department of Educational Studies prepares and develops educational leaders and scholars to be agents of transformation in all levels of educational systems. The department offers master's and doctoral degrees in educational administration and supervision, educational psychology, educational technology, higher education, research and measurement, and social foundations of education (including philosophy, sociology, and history of education). The department provides a minor in peace studies, along with foundation and support courses for the undergraduate licensure programs.

accreditation

The Education programs in the Judith Herb College of Arts, Social Sciences, and Education are fully accredited by the Council for Accreditation of Educator Preparation (CAEP). This accreditation status is effective between fall 2023 and fall of 2030. The next on-site visit will take place in spring 2030. Additionally, all licensure programs are approved by the Ohio Department of Higher Education.

Undergraduate Certificate

Certificate in Child and Youth Work in Global Settings (<https://catalog.utoledo.edu/undergraduate/arts-social-sciences-education/educational-studies/child-youth-work-in-global-settings-certificate/>)

- Experiential learning program providing educational development and recreational programming for the United States Army's children and youth in Europe

Minors in Education

Peace Studies Minor (<https://catalog.utoledo.edu/undergraduate/arts-social-sciences-education/educational-studies/peace-studies/>)

- This interdisciplinary academic minor is open to students in all degree programs

EDP 3200 Applied Psychology For Teachers [3 credit hours]

Examination of the ways in which psychological principles can be applied to the planning and implementation of meaningful instruction in elementary and secondary classrooms.

Term Offered: Spring, Summer, Fall

EDP 3210 Child Development For Early Childhood Educators [3 credit hours]

Students in early childhood education will be introduced to emotional, social and cognitive factors in child development (birth to age eight) and examine how teachers can create optimal environments for students.

Term Offered: Spring, Summer, Fall

EDP 3290 Life Span Development [3 credit hours]

This course will examine concepts delineating the physical (including genetic influences), cognitive, social and personality development across the life span. The course is designed to provide a necessary background in the concepts of development as they pertain to a life span orientation for students in special education. An emphasis will be placed on the application of developmental data issues and problems extant in working with special populations.

Term Offered: Fall

EDP 4220 Adolescent Behavior And Development [3 credit hours]

Examines the physical, cognitive, social, emotional and personality development of adolescents. Provides helping professionals with background to identify and solve problems related to adolescent growth and development.

Term Offered: Spring, Summer, Fall

EDP 4240 Classroom Engagement and Behavioral Supports [3 credit hours]

The course builds teacher candidate's knowledge of social and emotional development and needs from birth to age 11. Teacher candidates develop skills to develop support positive classroom dynamics, prosocial behaviors and classroom management. The course addresses theory and practical application of current behavioral support approaches as well as the evolution of the field across time. Special attention will be paid to current best practice as it applies to the primary classroom.

Term Offered: Spring, Summer, Fall

EDP 4990 Independent Study In Educational Psychology [1-3 credit hours]

]Directed study of a current topic in educational psychology. The student meets with the instructor at arranged intervals without formal classes.

Term Offered: Spring, Fall

EDU 1000 Orientation To Education [1 credit hour]

Academic and student development course offering an introduction to College and University community. Offers strategies for successful transition to University environment by examining University resources, procedures, academic programs and advising.

Term Offered: Fall

EDU 1010 Leadership and Best Practices in Child and Youth Programming [3 credit hours]

This course is a practical exploration of the principles, methods, procedures, and skills needed for the development and implementation of child and/or youth programs. Students will be prepared to intern in an established child and/or youth development program upon completion of the course.

Term Offered: Spring, Summer, Fall

EDU 1020 Studies in Child and Youth Learning and Development

[3 credit hours]

This course is an introductory exploration of the content and context associated with an established early childhood and/or youth development program. This course includes practice in modern teaching procedures, construction and use of classroom instructional materials, analysis of the teaching learning process, meeting the needs of diverse learners, classroom supervision, and community relations.

Prerequisites: EDU 1010 with a minimum grade of D- or CYS 1010 with a minimum grade of D-

Corequisites: EDU 1030

Term Offered: Spring, Summer, Fall

EDU 1030 Practicum in Child Development Centers / Youth Services Forums

[6 credit hours]

This course is a supervised leadership experience within a child and/or youth development internship program. Students who complete this course are prepared to work with children and/or youth in a variety of educational and non-educational domestic and international settings. Practical field-based assignments encourage students to reflect upon their experience as part of the development of interpersonal, cross-cultural, and leadership skills.

Prerequisites: EDU 1010 (may be taken concurrently) with a minimum grade of D- or CYS 1010 (may be taken concurrently) with a minimum grade of D-

Corequisites: EDU 1020

Term Offered: Spring, Summer, Fall

EDU 1700 Introduction to Education

[3 credit hours]

Exploration of purposes of schools in society, focusing on professionalism, standards & accountability, education for democracy, legal & organizational issues, diversity, and curriculum & instruction, as well as knowledge and dispositions required to be an effective teacher.

Term Offered: Spring, Fall

EDU 4700 Honors Capstone Practicum

[1-3 credit hours]

Capstone Practicum is an individualized applied learning experience. Faculty engage in a collaborative mentoring relationship with the student to establish an Honors Capstone Plan. The student assumes responsibility for learning in a self-directed manner without the structure provided by the typical classroom course.

Term Offered: Spring, Fall

ETPT 2020 Technology And Multimedia In Educational Environments

[3 credit hours]

Emphasizes the development of computing skills with a focus on productivity tools in organizing, managing, multimedia authoring, homepage development, software evaluation and presenting lessons for professional communication in K-12.

Term Offered: Spring, Fall

PJS 1000 Introduction to Peace and Justice Studies

[3 credit hours]

This survey course provides an overview to fundamental peace knowledge: theories of peace, ethics, violence, conflict and change in the context of historical and 21st century issues and events.

Term Offered: Spring, Fall

Core Social Sciences

PJS 2000 Nonviolence and Conflict Transformation Theory and Practice

[3 credit hours]

This course provides an overview of theories and principles of nonviolence, ethics of conflict, and conflict transformation; it engages students in the application of practical methods and skills of peacebuilding through the lenses of these theories and principles.

Core Arts & Humanities

PJS 2500 Peace Education Facilitating Learning for Change in Schools and Beyond

[3 credit hours]

The purpose of this course is to introduce the basic concepts, theories, and approaches to peace education. The course explores the theories of peace education, including pedagogical approaches to peace-learning for formal, informal, and non-formal learning settings. The course also introduces the substantive areas of peace education.

Prerequisites: PJS 1000 with a minimum grade of D- and PJS 2000 with a minimum grade of D-

Term Offered: Spring, Fall

PJS 3000 Peace Lab Issues and Practices in Peace

[3 credit hours]

Peace Lab is an experiential, issue-focused laboratory that introduces students to practical skills of research or program design for applied peacebuilding in a variety of settings. The project developed by the student is informed by and demonstrates understanding of their core peace studies knowledge. Students present their projects to the public in a scholarly fair/ conference organized by the course.

Prerequisites: PJS 1000 with a minimum grade of D- and PJS 2000 with a minimum grade of D- and PJS 2500 with a minimum grade of D-

PJS 4000 Senior Capstone Seminar

[3 credit hours]

The Capstone Seminar provides the opportunity for the student to develop a formal, independent study culminating in a written discourse that advances our understanding of peace studies or a formal, independent project applying principles of peace studies to analyze a particular problem and culminating in a written discourse. The course builds on the work projects formulated in the Peace Lab (PJS 3000).

Prerequisites: PJS 1000 with a minimum grade of D- and PJS 2000 with a minimum grade of D- and PJS 2500 with a minimum grade of D- and PJS 3000 with a minimum grade of D-

RESM 4100 Educational Statistics

[3 credit hours]

Introduction to major concepts of statistical description; central tendency, dispersion, and relative position and relationship. Inferential methods such as t-tests, one-way analysis of variance and multiple comparisons are also presented.

Term Offered: Spring, Summer, Fall

RESM 4200 Classroom Assessment

[3 credit hours]

This course familiarizes preservice teachers with concepts and principles of classroom assessment. It examines formal and informal strategies for assessing student achievement and explores conceptual and practical issues in assessment and grading.

Prerequisites: Upper Division with a score of 1

Term Offered: Spring, Fall

TSOC 2000 Diversity In Contemporary Society

[3 credit hours]

This course analyzes the roles of people in a culturally diverse society through an exploration of issues of race, class, gender, ethnicity and disability.

Term Offered: Spring, Summer, Fall

Multicultural US Diversity

TSOC 3000 Schooling And Democratic Society

[3 credit hours]

The evolving role of education in the US, including the historical and contemporary relationship of schooling to other educational institutions, groups of people and the process of social change.

Term Offered: Spring, Summer, Fall

TSOC 4990 Independent Study In Educational Theory

[1-4 credit hours]

Directed study of a current topic in educational theory and social foundations. The student meets with the instructor at arranged intervals without formal classes.

Term Offered: Spring, Summer, Fall