EDUCATIONAL STUDIES (EDUS)

EDUS 101. Teacher Cadet Program. 3 Hours.
Semester course; 3 hours. 3 credits. Open only to students concurrently enrolled through a Teacher Cadet program at a participating Virginia high school. Designed to provide an introduction and foundation for the teaching profession, including awareness of personal attributes related to education, learning and cognitive styles, student growth and development, history and trends in public education, basic instructional approaches and the structure and governance of public education. The program includes an extended clinical component.

EDUS 200. Education in American Society. 3 Hours.
Semester course; 3 lecture hours. 3 credits. An elective course for non-education majors, including those who may be exploring careers in education. An examination of the complex nature of our American educational system and various societal influences on that system. The course will include an exploration of some critical issues affecting the future of American education, on-site visits to educational institutions, and other field experiences in settings that will permit exploration of career options.

EDUS 300. Foundations of Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. The historical, sociological and philosophical backgrounds of educational theories and practices. The aim of the course is to help the student develop a basic understanding of education in the modern world.

EDUS 301. Human Development and Learning. 3 Hours.
Semester course; 3 lecture hours. 3 credits. A study of human development through the life span with special emphasis on child and adolescent psychology, the nature of learning, and basic concepts of learning theories.

EDUS 305. Educational Psychology. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: PSYC 101. The application of psychological principles to the teaching-learning process, with special emphasis on theories of learning and development. Crosslisted as: PSYC 305.

EDUS 400. Independent Study. 1-6 Hours.
Semester course; 1-6 hours. 1-6 credits. Opportunities are provided for supervised research and independent study in selected areas. Designed for advanced students. All work offered on an individual basis with the approval of instructor and departmental chair.

EDUS 476. Methods for Residence Hall Assistants. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: serve in VCU residence halls or permission of instructor. Course designed primarily to present resident assistants and others with student development concepts, peer assistance and helping skills, and group techniques. Residence halls will be used as primary learning laboratories.

EDUS 494. Topical Seminar in Education. 1-3 Hours.
Semester course; variable hours. 1-3 credits. May be repeated for a maximum of 6 credits. A seminar intended for group study by students interested in examining topics, issues or problems related to teaching and learning.

EDUS 500. Workshop in Education. 1-3 Hours.
Semester course; 1-3 credits. Repeatable to 6 credits. Designed to focus on a single topic within a curriculum area, the workshop offers graduate students exposure to new information strategies and materials in the context of a flexible instructional framework. Activities emphasize a hands-on approach with direct application to the educational setting.

EDUS 514. Parent-child Relations. 3 Hours.
Semester course; 3 lecture hours. 3 credits. A methods course in parent-child communications and problem solving. Designed to enable parents and professionals to understand and relate more effectively with children.

EDUS 594. Topical Seminar. 1-3 Hours.
Semester course; variable hours. 1-3 credits. May be repeated for a maximum of 6 credits. A seminar intended for group study by students interested in examining topics, issues or problems related to teaching and learning.

EDUS 601. Philosophy of Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. A study of basic philosophies that have contributed to the present-day educational system. Attention will be given to contemporary philosophies and their impact on educational aims and methods.

EDUS 602. Adolescent Growth and Development. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Contemporary learning theories and their implications for teaching the adolescent learner. Emphasis will be placed on specific problems of adolescent growth and development as they relate to the learning situation.

EDUS 603. Seminar in Child Growth and Development. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Intensive study of child growth and development and application of this knowledge. Emphasis on current research.

EDUS 604. Adult Development. 3 Hours.
Semester course; 3 lecture hours. 3 credits. An introductory study of adult development from the life cycle perspective with implications for educators working with adults. Emphasis will be placed on major physiological, psychological, sociological, and anthropological factors that make adults distinct from earlier developmental levels.

EDUS 605. Child and Adolescent Development. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines theory and practical applications of the research about the cognitive, social and physical development of children and adolescents. Emphasizes issues that affect students in school environments.

EDUS 606. Review of Research. 3 Hours.
Semester course; 3 lecture hours. 3 credits. May be repeated for a maximum of 9 credits. Application of research findings to a specific educational area of study. Emphasis is on the consumption and utilization of research findings rather than the production of research evidence.

EDUS 607. Advanced Educational Psychology for Elementary Teachers. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Application of the principles of psychology to the teaching-learning process in the elementary classroom. Discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the educator and administrator. Crosslisted as: PSYC 607.
EDUS 608. Educational Statistics. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: STAT 508 or equivalent. An intermediate-level statistics class focusing primarily on techniques of inferential analysis. The purpose of this course is to facilitate students' development of the skills required to come up with a research hypothesis and analyze data to confirm or deny said hypothesis. Students will conduct data analysis using the National Center for Education Statistics Educational Longitudinal Study of 2002. Students will specifically consider the development of theoretically grounded hypotheses and the use of a variety of statistical techniques to enable their testing. The class will focus in particular on multiple regression with two or more independent variables and the psychometric analysis of measurement scales intended to tap variables used in the models developed. Students will also consider curvilinear relationships, factor analysis and power analysis. Students who successfully complete the course should have the ability to analyze complex data sets and construct measures that enable the testing of hypotheses that advance theory, research and practice in the field of education.

EDUS 609. Learning and Motivation in Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines perspectives on learning and motivation in school settings.

EDUS 610. Social Foundations of Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. A study of significant social issues involved in the development and operation of schools and other educational institutions and processes.

EDUS 612. Education and the World's Future. 3 Hours.
Semester course; 3 lecture hours. 3 credits. An examination of education as it relates to future changes in other areas: population, energy, transportation, family, etc. The course will consist of readings dealing with educational change as well as a series of modules where students will be engaged in future exercises, games and projects.

EDUS 613. Educational Change. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Developing the skills for planned program change through the use of systematic inquiry, systems analysis and systems approaches through systems concepts. Provides opportunities for students to develop "mini (classroom) changes" or "macro (school district) changes" through the use of systems.

EDUS 614. Contemporary Educational Thought. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course will be devoted to a critical examination of educational ideas and programs emanating from contemporary writings on education. Students will be encouraged to develop critical skills of analysis in examining such writings utilizing historical and philosophical perspectives.

EDUS 615. Lifespan Development: A Gender Perspective. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Overview of human development theories and the impact of cultural gender messages on the developmental process. Crosslisted as: CLED 615.

EDUS 617. Advanced Educational Psychology for Secondary Teachers. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Application of the principles of psychology to the teaching-learning process in the secondary classroom. Discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the educator and administrator. Crosslisted as: PSYC 657.

EDUS 620. Human Development in Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Doctoral seminar that examines issues in human development as they relate to the education of youth and young adults.

EDUS 621. Motivation in Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Doctoral seminar that examines issues in motivation as they relate to teaching and learning.

EDUS 631. American College and University. 3 Hours.
3 credits. Examines historical and contemporary foundations of American higher education through the study of leading developments and of contemporary issues relating to the curriculum, aims and objectives and current directions of American colleges, universities and other institutional settings of higher education. Crosslisted as: CLED 631.

EDUS 632. The Changing Face of Higher Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines how higher education is changing and explores the reasons for these changes; studies how the academy is responding to social pressures and explores scenarios for future change. Crosslisted as: ADLT 632.

EDUS 633. Academic Leadership in Higher Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Analyzes how leadership in higher education is similar to and different from leadership in other organizational settings; explores challenges for leadership (such as access, cost and social responsiveness) and examines emerging leadership roles at various levels of the academic organization. Crosslisted as: CLED 633.

EDUS 641. Independent Study. 1-6 Hours.
Semester course; 1-6 credits. May be repeated for a maximum of 9 credits. Determination of the amount of credit and permission of the instructor and department chair must be procured prior to registration. Cannot be used in place of existing courses. An individual study of a specialized issue or problem in education.

EDUS 651. Topics in Education. 1-3 Hours.
Semester course; 1-3 credits. May be repeated for 9 credits. Check with department for specific prerequisites. A course for the examination of specialized issues, topics, readings or problems in education.

EDUS 660. Research Methods in Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures and processes appropriate for use in basic, applied and developmental research. Includes developing skills in critical analysis of research studies. Analyzes the assumptions, uses and limitations of different research designs. Explores methodological and ethical issues of educational research. Students either conduct or design a study in their area of educational specialization.

EDUS 661. Educational Evaluation: Models and Designs. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: EDUS 660 or permission of instructor. A comprehensive review of the major evaluation theories and models including their focus, assumptions, designs, methodologies and audiences in educational policy making and program development. Designed for students to gain an understanding of alternative procedures of educational evaluation, an in-depth knowledge of at least one theoretical approach to evaluation and skills in interpretation of evaluation studies for policy and in developing an evaluation design for their area of specialization.
EDUS 662. Educational Measurement and Evaluation. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Provides an understanding
of basic concepts of educational measurement and evaluation. Includes
development, interpretation and use of norm-referenced and criterion-
referenced measures, standardized instruments and qualitative
assessments applicable to a wide variety of educational programs
and settings. Students study in-depth measurement and/or evaluation
procedures in their specialization.

EDUS 672. Internship. 1-6 Hours.
Semester course; 1-6 credits. May be repeated for a maximum of 12
credits. Prerequisite: Permission of adviser. Study and integration of
theory with practice in clinical or off-campus settings supervised by an
approved professional and university faculty. May include seminars,
selected readings, projects and other activities designed and evaluated
by supervising faculty.

EDUS 673. Seminar on Educational Issues, Ethics and Policy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. An analysis of the ethical
dimensions of educational policies and practices. Examines aspects of
selected educational policies and practices, drawn in part from practical
issues encountered in clinical settings. Investigates how educational
policies and practices reflect ethical values and how those values are
grounded.

EDUS 701. Urban Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. A study of urban education
from historical and contemporary perspectives. This course includes
study of the educative effect of urban environments; the development
of public and private urban educational systems; the influence of social,
political, and economic factors on urban educational programs; and the
impact of theories, proposals, and practices on alternative futures.

EDUS 702. Foundations of Educational Research and Doctoral
Scholarship I. 3 Hours.
3 lecture hours. 3 credits. This interdisciplinary seminar is the first
part of a two-semester sequence. Students will learn about the nature
of scholarly inquiry and the worth of situating research within its
wider social and political contexts. Course will deal with limitations of
knowledge and knowing and aid students in understanding major themes
in the field of epistemology. Emphasis will be given to the nature and
structure of knowledge and evidence, justification of beliefs, beliefs about
"truth," naturalized epistemology and the role of skepticism in inquiry and
advanced study. EDUS 702 and 703 are continuous courses.

EDUS 703. Foundations of Educational Research and Doctoral
Scholarship II. 3 Hours.
3 lecture hours. 3 credits. Prerequisite: EDUS 702. This interdisciplinary
semester is the second part of a two-semester sequence. Students will
deepen their understanding of scientific inquiry and apply an
understanding of epistemology to a critical analysis of various
philosophies of research and paradigms that exist (e.g.: positivism,
constructivism, etc.). Emphasis will be placed on the relationships
among research, politics, policy and ethics. Examples will be drawn from
research on urban issues and deal with issues such as race, class and
gender in education. EDUS 702 and 703 are continuous courses.

EDUS 706. Educational Theory and Praxis in Historical and Contemporary
Contexts. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This seminar focuses on
philosophies of education with particular attention paid to ways of
thinking about seminal ideas and their relationships to education and
social, institutional, economic and cultural change in the U.S. It considers
how broader social phenomena affect the purposes and structures of
educational institutions as well as how educational change affects
wider society. Additionally, it highlights challenges for social change
within and through public schools given institutional, social and political
influences. Key topics include: schooling for democracy; progressivism,
pragmatism and education; eco-education; behaviorism and social
utopias; multiculturalism/pluralism; contemporary political educational
discourse; and the roles of theory/philosophy in education. This course
offers opportunity for students to engage with theories of social change
that place education/schooling at the center. It provides space for
students to develop a philosophical framework for their work as well as
a means to deepen their understandings of educational research, policy
and theory. Finally, this course requires students to begin to put their
ideas into action in educational and other social contexts by means of a
community engagement/organization component. The worth of engaging
with and not just learning about the curriculum, culture and change is a
core value of the program and in this course we will work hard to both
study about and participate in the overlapping worlds of theory/academia
and education-related social action.

EDUS 707. Socio-cultural Perspectives on Schooling, Society and
Change. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This seminar focuses on
the critical analysis of contemporary schooling in the U.S. and
investigates how educational institutions work from a sociological-
cultural perspective. The structure of schooling is analyzed through such
topics as the social organization of schooling, stratification within and
among schools, youth culture and student peer groups, curriculum and
the stratification of knowledge, and equality of educational opportunity
as mitigated by such factors as social class, race, ethnicity and gender.
Discussions about current social theories and debates in education are
combined with lessons drawn from social justice-based research on
the politics of schooling and institutional transformation. In sum, the
course provides a framework for informed participation in debates on
controversial educational issues at the macro level, including school
reform and educational policy, thereby equipping future curriculum and
instruction leaders with the tools they need to affect change.

EDUS 710. Quantitative Research Design. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: EDUS 660
or equivalent, and a graduate-level statistics course, or permission of
instructor. An examination of quantitative research designs and concepts
commonly utilized in conducting research in applied educational settings.
Fundamental principles of research are extended to cover such topics as
quasi-experimental and nested designs, experimental validity and
alignment of statistical procedures with designs.

EDUS 711. Qualitative Methods and Analysis. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: graduate-level
statistics course, and EDUS 660 or equivalent, or permission of instructor.
Examines qualitative research designs and inductive analysis, including
research traditions, problems formulation in fieldwork, purposeful
sampling, interactive data collection strategies, research reliability and
validity. An interdisciplinary approach is used. Students conduct a small
field study in their specialization.
EDUS 712. Mixed Methods Research. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: graduate-level statistics course, EDUS 660 and EDUS 711 or equivalents, or permission of instructor. Examines mixed methods research designs, including the major philosophical perspectives of mixed methodology, as well as the challenges and strategies for data collection and analysis procedures across designs.

EDUS 720. Seminar in Cognition and School Learning. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines topics in cognition that explain students' learning such as expertise, problem solving, cognitive strategies instruction and development of the knowledge base. Supportive instructional techniques will also be considered.

EDUS 721. Advanced Seminar in Social Processes in Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examines the theoretical/conceptual and empirical bases of various social processes and their relationship to educational outcomes. The content covered is designed to provide students with a survey of literature and research on a number of topics that examine these relationships from individual, contextual/environmental and policy perspectives. Current developments with regard to research methodologies in these areas will also be considered.

EDUS 790. Educational Research Seminar. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Provides doctoral students with opportunities to investigate research areas related to their doctoral studies. Students and instructor will critique student conducted literature reviews and preliminary research proposals.

EDUS 795. Professional Seminar in Educational Issues. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Limited to students in Ph.D. in Education program. Interactive seminar discusses contemporary educational issues based on research in the historical, philosophical, psychological, sociological, political and economic foundations of education. Includes active participation by students as well as guest lectures by scholars from various academic disciplines.

EDUS 890. Dissertation Seminar. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of director of doctoral studies. Designed to develop and refine the skills applicable to the preparation of an acceptable draft of a dissertation prospectus. Crosslisted as: EDLP 890.