

# EDUCATIONAL STUDIES (EDUS)

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## **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 202. Diversity, Democracy and Ethics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course engages students in critical exploration of public education in the United States within sociocultural, historical and philosophical contexts. It examines the relationships between an increasingly diverse society and education in a democracy. Students will be taught the ethical obligations of educational professionals and how to become active agents for democratic, equity-oriented schools. In addition, the course will explore legal and policy aspects of education.

## **EDUS 203. Pop-cultural Foundations of Education: Film/TV, Music, Literature and Schooling in the U.S.. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course will examine the relationship between education, schools and society as presented in film/TV, popular music and literature. Visual media and literature are valuable windows that can help us to see how a culture thinks about education and to consider the place of schools in contemporary society. Furthermore, popular culture images of teachers, teaching and schools are powerful influences on public educational debates, arguably even more powerful than educational research. As such, it is essential to think critically about these images, how they have evolved over time, the meanings they convey, and how they structure the ways we think about educational issues. Students will use visual media, music and literature to explore issues such as teaching, equality, educational aims and the relationship between schooling and social change.

## **EDUS 268. Artificial Intelligence and Machine Learning in Education. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. The course is designed for undergraduate students, especially beginners, who are curious about how artificial intelligence and machine learning are transforming education. It highlights foundational concepts in AI and ML, focusing on their practical applications and implications in teaching, learning, assessment, policy and research. Through engaging, hands-on activities and real-world examples, students will develop skills in using AI tools and interpreting ML models. By the end of the course, students will be equipped to critically evaluate and propose innovative ways to leverage AI and ML to address educational challenges, preparing them for future careers in education or related fields.

## **EDUS 300. School and Society. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 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 (delivered online, face-to-face or hybrid). 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 304. Educational Psychology for Teacher Preparation. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. The application of psychological principles to the teaching-learning process, with special emphasis on theories of learning and development. This course explores the application of psychological principles to the teaching-learning process, with special emphasis on learning and development. Intended specifically for pre- and in-service educators, the course will require students to apply theory and research in educational psychology to their prior, current and future teaching experiences.

## **EDUS 305. Educational Psychology. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 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 401. Assessment in Diverse Settings. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: TEDU 413 or SEDP 201. Enrollment is restricted to students enrolled in a B.S.Ed. program. This course explores all aspects of assessment that a teacher encounters in preK-12 educational settings. The course will cover current assessment theories, approaches and instruments used to measure the performance of the children and students representing the diverse learners in today's classrooms – including students with and without disabilities, English language learners and students representing a range of cultural backgrounds. Assessments at all stages of instruction (before, during and after), including formal and informal assessments and their applications in an inclusive educational setting, will be addressed. Particular attention is paid to the ways in which teachers can gather and use assessments to make data-informed decisions for effective instruction and intervention leading to optimal child development and student achievement. Specifically, the course will explore the relationships among content standards, instruction and assessment as well as ways to use a variety of assessments to monitor student progress. The course emphasizes making valid inferences from assessments in a variety of formats; understanding the legal and policy context of assessment; and the implications for appropriate grading practices and decision-making. Course content and assignments will promote critical-thinking and problem-solving skills. Crosslisted as: SEDP 401.

**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 personnel interested in examining topics, issues or problems related to the teaching, learning and development of students.

**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. 3 Hours.**

Semester course; 3 lecture hours (delivered online, hybrid or face-to-face). 3 credits. Application of the principles of psychology to the teaching-learning process. Discussion will focus on the comprehensive development of individual learning experiences and educational programs from the point of view of the PK-12 educator and administrator.

**EDUS 608. Educational Statistics. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. An introductory-level statistics class focusing primarily on techniques of inferential analysis. The course focuses on basic concepts in quantitative design and analysis for educational research, probability theory, null hypothesis significance testing, inferential statistics including the t-test and analysis of variance, and applications of statistics to applied problems in 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 engage 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 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. 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. 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. Understanding Social Foundations and Contemporary Issues in American Higher Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Examines the purpose of higher education and whether this purpose has changed over time, exploring the reasons for change; 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 639. Race, Ethnicity and Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. A cross-disciplinary examination of issues related to race, ethnicity and cultural diversity in education. This course works under the premise that race is an essential social category of analysis for the policies and everyday practices experienced in U.S. society. Students will review a variety of historical and contemporary theories of race from early foundations of race theory to relevant contemporary theories and methodological approaches to research and problem resolution strategies. Crosslisted as: TEDU 639.

**EDUS 640. The Academic Profession. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. Designed to introduce graduate students to the roles and responsibilities of faculty members in institutions of higher education. Through readings, discussion and conversations with faculty members from a variety of settings, students will learn about the changing social expectations for higher education, the diverse settings in which faculty work and strategies for developing and presenting marketable academic skills. Graded as pass/fail.

**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 650. College Teaching and Learning. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. This class is designed to provide students with positive, informative and useful experiences that will help them develop an understanding of effective instruction and themselves as effective instructors in higher education. Graded as pass/fail.

**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 658. Community-Based Action Research for Education Stakeholders. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course introduces students to a research approach that engages school and/or community stakeholders. The course focuses on action-based research designs with a thoughtful and critical focus on community-based participatory action research and related approaches, such as participatory action research, youth participatory action research and community-engaged research. The course will explore this work as it occurs in school- and community-based settings, as well as within research-practice partnerships. Collectively, these approaches offer students not just a set of methods, but seek to equip them with the skills and insights to fundamentally change the relationship between researchers and research participants and the power dynamics of the knowledge production process. The course attends to the following questions: How can research help with addressing real-world problems in education? How can data collection and knowledge creation through praxis be participatory in a truly democratized, co-owned and emancipatory process? And, how can educational stakeholders use action research as a means to transcend disciplinary boundaries in order to positively impact social and educational change? Crosslisted as: ADMS 658.

**EDUS 660. Research Methods in Education. 3 Hours.**

Semester course; 3 lecture hours (delivered online, hybrid or face-to-face). 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. 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. Prerequisite: EDUS 608. 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 663. Applied Multivariate Statistics in Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: EDUS 608 or equivalent. Examines multivariate statistical analysis and evaluation research methods with application to educational research. Emphasizes advanced regression, including moderator and mediator analysis, logistic regression, repeated measures ANOVA, factor analysis, cluster analysis and introductions to multilevel modeling and structural equation modeling as they are applied in the field of educational research.

**EDUS 664. Multilevel Modeling in Education. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: EDUS 608 or equivalent. Examines multilevel statistical analysis and evaluation research methods with application to educational research. Emphasizes both cross-sectional and longitudinal multilevel models, as well as cross-classified and generalized linear models as they are applied in the field of educational research.

**EDUS 665. Assessment Issues and Design for Classroom Practice and Education Policy. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course explores all aspects of assessment that a teacher encounters in prek-12 educational settings and in doing so provides a strong foundation for emerging educational researchers and evaluators in the area of assessment. Classroom discussion will focus on current assessment theories, dimensions of assessment literacy and assessment strategies used to monitor and measure student learning in today's classrooms -- including students with and without disabilities and English language learners, as well as accounting for students' diverse cultural backgrounds and experiences. Assessments at all stages of instruction (before, during and after), including formal and informal assessments and their applications in, and for, inclusive educational settings will be discussed. Particular attention will be paid to the ways in which teachers can gather and use assessments to make decisions to support effective instruction and intervention to support student growth and learning. Specifically, the course will explore the relationships among content standards, instruction and assessment, as well as ways to use a variety of assessments to monitor student progress. The course emphasizes making valid inferences from assessments in a variety of formats, understanding the legal and policy context of assessment, and the implications for appropriate grading practices and decision-making.

**EDUS 667. Applied Structural Equation Modeling in Education. 3 Hours.**

Semester course; 3 lecture hours (delivered face-to-face or hybrid). 3 credits. Prerequisite: EDUS 663 or equivalent. Enrollment is restricted to students enrolled in the Ph.D. in Education program. Students are expected to have some basic knowledge of multiple regression and multivariate data analysis. Most of the statistical methods in this course are an extension of regression and multivariate models. This course provides students with an understanding of basic concepts and statistical procedures of structural equation modeling in educational research. Students will learn to perform analyses in Mplus and R. These analyses will allow the class to examine the interrelationships among variables based on the proposed theoretical model and simultaneously handle measurement error issues and statistical biases. The analyses cover path analysis, measurement models (exploratory and confirmatory factor analysis), SEM with continuous and categorical variables, multi-group SEM, measurement invariance, latent growth models, latent class analysis and multilevel SEM.

**EDUS 668. Applied Machine Learning in Education Research. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. Prerequisite: EDUS 608 or equivalent. This is an advanced-level course tailored for graduate students in education and related social science disciplines who are interested in integrating machine learning techniques in their research. Students will delve deep into core machine learning algorithms, data processing techniques and applications specific to education research challenges. The course will combine the technical rigor of machine learning with the nuances and needs specific to educational research. With a blend of individual mentorship, peer feedback and practical applications, students will be empowered to not just understand, but to apply these techniques to their research, producing work that stands up to academic scrutiny and has the potential for real-world impact.

**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. Democracy, Equity and Ethics in Education. 3 Hours.**

Semester course; 3 lecture hours (delivered online, face-to-face or hybrid). 3 credits. This course is designed to engage participants in a critical exploration of education issues and inequities within sociocultural, historical and philosophical contexts. Students will examine the relationship between an increasingly diverse society and democracy in education. The course will also develop strategies for participants to understand the ethical obligations of educational professionals and to become active agents for democratic, equity-oriented schools.

**EDUS 690. Academic Writing and Publishing. 3 Hours.**

Semester course; 3 seminar hours (delivered online, face-to-face or hybrid). 3 credits. Enrollment requires permission of the instructor. The purpose of this course is to assist doctoral students in developing and refining a journal article manuscript for publication. The course is designed to be individualized to specific student needs and goals. The primary aim of the course is to facilitate and provide feedback on each student's manuscript in preparation for submission. Graded S/U/F.

**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 (delivered online, face-to-face or hybrid). 3 credits. Prerequisite: EDUS 608 or equivalent. 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 experimental designs, quasi-experimental designs, observational designs, secondary data analysis, advanced analysis of variance designs and multiple regression analysis.

**EDUS 711. Qualitative Methods and Analysis. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. 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 (delivered online, face-to-face or hybrid). 3 credits. Prerequisites: EDUS 608 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 713. Critical Methods in Educational Research for Justice and Equity. 3 Hours.**

Semester course; 3 lecture hours (delivered face-to-face or hybrid). 3 credits. Prerequisites: EDUS 710 and EDUS 711, or equivalents, or with permission of the instructor. Enrollment is restricted to students enrolled in the Ph.D. in Education program. This course focuses on critical educational research in the scholar-activist model. Through engaging with critical theoretical frameworks, critical empirical research and research methods, this course prepares students to produce research and scholarship for social justice and equity in education.

**EDUS 714. Qualitative Data Analysis. 3 Hours.**

Semester course; 3 seminar hours (delivered face-to-face or hybrid). 3 credits. Prerequisite: EDUS 711 or equivalent. Enrollment is restricted to students enrolled in the Ph.D. in Education program. This graduate seminar surveys methods of text analysis. The focus of the course is on developing skills that students can use to do systematic analysis of textual data, including written, text, photos, and audio or video data. This course will explore a range of inductive and deductive approaches and will cover analytic skills that cut across traditions, including theme identification, code definition and construction of codebooks, as well as teamwork in text analysis. Advanced topics covered will include grounded theory, classical content analysis and word-based analysis. This course is also designed as a practicum in qualitative data collection and analysis, which will include participant interviewing.

**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 780. Researching Lived Experience: Post Phenomenology. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: EDUS 711, NURS 770, SWKD 704, SBHD 638 or equivalent basic qualitative research course or with permission of the instructor. This advanced qualitative research course focuses on “sensitive” approaches to the study of lived experience (phenomenology) before it is reduced by reflection to words and even before lived experience is felt or emerges as “an experience” (posthumanism). In this course, cherished qualitative notions – validity, experience, subjectivity, coding, thematic analysis, identity, voice, language, etc. – are interrogated, and rigor is invested in an open style of wondering, engaging, writing and creating that transcends the authority of an author acting on its own. The course is conceptually grounded in continental philosophy. Lively philosophical passages and research studies – drawn from feminism, affect theory, critical theory and other fields – are augmented with activities that keep concepts vibrant, immediately useful and dynamically in play throughout the semester. Crosslisted as: TEDU 780.

**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.