EDUCATION (EDUC)

Visit the Course Schedule Search website to find out when courses will be offered during the academic year.

Read more about the courses within this subject prefix in the descriptions provided below.

EDUC 801 - Human Development & Learning: Cultural Perspectives
Credits: 4
Learning in formal and informal contexts and cultural aspects of learning and development with an emphasis on childhood and adolescence. Theories of learning including behaviorism, constructivism, sociocultural, and design perspectives. Topics include research and varied cultural perspectives on intelligence, motivation, identity and the self, concept learning and knowledge, noncognitive aspects of learning, social and emotional learning, deficit thinking and social justice perspectives, design-based perspectives on educational innovation, and assessment.
Grade Mode: Letter Grading
Special Fee: Yes

EDUC 803C - Classroom Management: Creating Positive Learning Environments
Credits: 4
This course is designed to help prospective and current teachers create and maintain caring, respectful classroom communities in which learners feel safe, valued, cared for, valued, and empowered. The course includes a strong emphasis on developing knowledge about the culture and backgrounds of children and families in order to establish positive interactions within the classroom community. The course addresses the challenges and opportunities in creating community in the increasingly diverse student populations in US schools. We will consider what it means to be culturally responsive in order to establish a classroom in which all students can succeed academically and socially.
Grade Mode: Letter Grading

EDUC 803D - Social Studies Methods for Middle and High School Teachers
Credits: 4
The social studies theory and methods course begins with an overview of the varied and, at times, competing goals and visions of the profession. Students examine these goals and their underlying rationales, and then develop their own philosophy of social studies teaching and learning. Students also examine state and national scope and sequence frameworks for the social studies, as well as the language arts Common Core standards. A variety of classroom strategies and methods are explored during the remainder of the course, including unit design, leading class discussions, how to approach controversial issues, teaching concepts and generalizations, increasing student engagement and empathy with the past, incorporating technology and the arts, management and discipline, and formats for assessment and grading.
Grade Mode: Letter Grading
Special Fee: Yes

EDUC 803F - Teaching Elementary School Science
Credits: 4
This course is designed to increase pre-service teachers' pedagogical content knowledge and enthusiasm with respect to teaching science at the elementary level. Throughout this course, students will familiarize themselves with reform-based approaches to elementary science instruction through inquiry, readings, and class discussions. Science will be explored not only as an important element of elementary education, but also as a means by which to support a diverse class of elementary students in literacy and mathematics learning.
Mutual Exclusion: No credit for students who have taken EDC 822.
Grade Mode: Letter Grading
Special Fee: Yes

EDUC 803M - Teaching Elementary Social Studies
Credits: 4
Social Studies Methods explores practical teaching models, techniques of implementation, and relationships to curricula in elementary classroom instruction. The New Hampshire Social Studies Frameworks and Common Core Curriculum Standards for instruction are identified and implemented in creating lesson plans for a mini unit.
Mutual Exclusion: No credit for students who have taken EDC 819.
Grade Mode: Letter Grading
Special Fee: Yes

EDUC 806 - Teaching & Learning Literacy in the Elementary Classroom
Credits: 4
Methods in reading and writing instruction, including current theories, practices and materials for teaching, learning and assessment. Course includes a weekly practicum in an elementary classroom and satisfies reading/language arts requirement for prospective elementary teachers in the elementary or P-3 certification programs.
Grade Mode: Letter Grading
Special Fee: Yes

EDUC 807 - Teaching Reading through the Content Areas
Credits: 2
Approaches and methods for teaching reading through content materials; coursework includes practical applications through development of instructional strategies and materials. Required for candidates seeking licensure in art, biology, chemistry, earth science, general science, home economics, physical education, physics, or social studies.
Grade Mode: Letter Grading

EDUC 808 - Literacy Assessment for Elementary Classroom Teachers
Credits: 4
This is the first of a 2 course sequence for students earning an M.Ed. in Elementary Education, and is taken during the internship year. The course aims to prepare teachers to better understand individual readers in elementary classrooms in order to provide effective supports. The course integrates research and practical applications for elementary literacy assessments. Interns have the opportunity to apply their learning with students in their internship classrooms.
Co-requisite: EDUC 900
Prerequisite(s): EDUC 806 with a minimum grade of B-.
Grade Mode: Letter Grading

EDUC 809 - Supporting Readers in Elementary Classrooms
Credits: 4
This course is the second of a 2-course sequence for students earning an M.Ed. in Elementary Education, and is taken during the internship year. The course prepares teachers to better understand individual readers in elementary classrooms in order to provide effective supports. The course integrates research and practical applications for elementary literacy intervention strategies. Interns have the opportunity to apply their learning through one-on-one tutoring with students in their internship site.
Co-requisite: EDUC 901
Prerequisite(s): EDUC 806 with a minimum grade of B- and EDUC 808 with a minimum grade of B-.
Grade Mode: Letter Grading

EDUC 810 - Navigating Difficult Dialogue
Credits: 4
This course is designed to support navigating the inevitable 'difficult dialogues' we encounter in schools (and life). This course emphasizes practicing basic counseling skills and deeper listening skills to facilitate effective dialogue and outcomes in a variety of settings. Teachers and administration in schools, managers in the workplace, business leaders in organizations, leaders in communities, and other educators in various fields will find this course useful in their professional work with individuals and groups.
Grade Mode: Letter Grading

EDUC 812 - Teaching Multilingual Learners
Credits: 4
This course is for people interested in teaching in schools and/or community agencies serving multilingual populations. Topics include: theories of first and second language acquisition, translanguaging, language policies and laws, strategies for teaching academic content to emerging bilinguals in mainstream classroom, creating classroom/school cultures that invite all students into learning, and the role of advocacy and professional collaboration in linguistically diverse public schools. In addition to designing and exploring a variety of teaching activities and techniques, students conduct a rich collection of field assignments including interviewing bi-/multilingual adults; visiting community agencies; and collaboratively designing community engagement activities.
Grade Mode: Letter Grading

EDUC 818 - Critical Social Justice in and Beyond Education
Credits: 4
Students will become familiar with key concepts and principles of critical theory, critical pedagogy, and social justice education so that they may use this body of work to inform their teaching, leadership, and scholarship. We will examine the role of a) schools in providing equity of educational access and outcomes, b) teacher agency to change unjust conditions, and c) micro experiences within schools and the macro layers of context (i.e., history, politics economics, culture).
Grade Mode: Letter Grading

EDUC 820 - Educational Technology
Credits: 4
Educators with any experience level will develop the skills and mindset to find and use technology tools that can enhance student learning. Assignments and online discussions focus on foundational educational technology topics, including ethical and social justice considerations, best practices, and national technology standards. Assignments are completed using each week's tech tool category, such as presentations, image/video editing, and website creation. Participants will curate educational technology tools that fit their preferences and needs. This class will include the focus on facilitating remote learning.
Grade Mode: Letter Grading

EDUC 834 - Critical Perspectives on Children's Literature
Credits: 4
Interpretive and critical study of literature and nonfiction texts written for elementary and middle school readers. Applications of children's literature in educational settings.
Grade Mode: Letter Grading

EDUC 839 - Assessment and Individualized Educational Planning in Special and Inclusive Education
Credits: 4
This course is intended to develop beginning inclusive and special educators' abilities in (a) assessing learners and learning environments, (b) designing, implementing, and evaluating the effectiveness of instruction through the use of individualized educational plans, and (c) implementing high-leverage practices in the areas of collaboration, assessment, and social/emotional/behavioral supports. Provides a focus on federal and state legal and procedural mandates.
Equivalent(s): EDUC 939
Grade Mode: Letter Grading

EDUC 840 - Methods for Supporting Students in Special Education Using Intensive Interventions
Credits: 4
This course is designed to prepare educators to develop, implement, and assess the efficacy of evidence-based interventions for children and youth with intensive learning and behavioral needs. Topics addressed include the analysis of characteristics of learners and learning environments, and the subsequent design of individualized educational interventions in the areas of receptive and expressive language and literacy, mathematics, content-area academics and functional social/behavioral skills.
Equivalent(s): EDUC 940
Grade Mode: Letter Grading

EDUC 850 - Introduction to Disability in Inclusive Schools and Communities
Credits: 4
A life span perspective of the social, psychological, and physical characteristics of individuals with exceptionalities including intellectual, sensory, motor, health, and communication impairments. Includes implications for educational and human service delivery.
Grade Mode: Letter Grading

EDUC 851A - Inclusive Elementary Education: Literacies and Learning for Diverse Learners
Credits: 4
This course examines the role and responsibility of the elementary educator as an advocate for, and educator of, students with diverse learning needs. Methods and structure to enable educators to understand, engage, and respond to the challenges presented within an academically diverse classroom are addressed. Special focus is given to research and applications for facilitating emergent literacies and social, emotional and behavioral development.
Mutual Exclusion: No credit for students who have taken EDC 820.
Grade Mode: Letter Grading
Special Fee: Yes

EDUC 851B - Methods of Inclusive Secondary Education: Literacies, Learning, and Transitions
Credits: 4
This course examines the role and responsibility of the secondary educator as an advocate for, and educator of students with diverse learning needs. Methods and structures to enable educators to understand, engage, and respond to the challenges presented within an academically diverse classroom are addressed. Special focus is given to research and applications for developing literacy, knowledge and competence within the content areas, and for facilitating post secondary transitions.
Mutual Exclusion: No credit for students who have taken EDC 820.
Grade Mode: Letter Grading
Special Fee: Yes

EDUC 856 - Advocating for Diverse and Inclusive Family-School-Community Partnerships
Credits: 4
The course is to examine the socio-cultural circumstances surrounding racially, culturally and linguistically diverse (RCLD) families raising children with disabilities, address the implications of the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA) for families and professionals, discuss issues regarding families' experience during the special education process, assess family strengths and coping styles, and develop knowledge and skills to advocate for diverse and inclusive family-school-community partnerships.
Grade Mode: Letter Grading

EDUC 860 - Introduction to Young Children with Special Needs
Credits: 4
The needs of children (birth to eight years) with developmental problems or who are at risk for disabilities. Strengths and special needs of such children; causes, identification, and treatment; current legislation; parent and family concerns; program models.
Grade Mode: Letter Grading

EDUC 861 - Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)
Credits: 4
This course focuses on designing curriculum for inclusive and equitable settings for young children, birth through age 8. Classroom applications for constructivist theory in the areas of curriculum planning and implementation; issues of equity and diversity in curriculum and assessment; overview of research and theory related to teaching and learning of specific content areas, with emphasis on integrated approach to early childhood curriculum. Stresses the reciprocal nature of student-teacher relationship in the inclusive and equitable settings.
Grade Mode: Letter Grading

EDUC 881 - Introduction to Statistics: Inquiry, Analysis, and Decision Making
Credits: 4
An applied statistics course that covers introductory level approaches to examining quantitative information. Students spend about half of class time in the computer lab analyzing real data from the behavioral and social sciences. An emphasis is placed on the role of statistics in making empirically-based policy decisions.
Grade Mode: Letter Grading

EDUC 882 - Introduction to Research Methods
Credits: 4
This course provides an introduction to research methods in education and the social sciences. Issues from a wide variety of perspectives on research are covered, including the formal procedures employed by experimental psychologists, qualitative perspectives, and techniques used by researchers involved in exploratory investigations in schools and other real-life settings. The design and implementation of research studies is contextualized in current educational and social science issues.
Grade Mode: Letter Grading

EDUC 884 - Educators as Researchers
Credits: 4
With the guidance and support of the instructor, program participants will select an issue in education to explore in detail. They will articulate question (s) for inquiry, conduct a literature review related to their question (s), design and undertake their research study, and report their findings. Program participants will present their work within the context of the course. This course should be taken towards the end of your studies.
Grade Mode: Letter Grading

EDUC 900A - Internship and Seminar in Teaching
Credits: 2-6
A two semester, full-time, supervised internship consisting of less-than-full-time teaching responsibility in selected educational settings and programs. Weekly seminars and occasional workshops held concurrently with internship.
Prerequisite(s): EDUC 706 with a minimum grade of D- or EDUC 806 with a minimum grade of B-.
Grade Mode: Graduate Credit/Fail grading
Special Fee: Yes

EDUC 900B - Internship and Seminar in Early Childhood Education
Credits: 3 or 4
A two semester, supervised internship with a bi-weekly seminar. Admission by Application.
Grade Mode: Graduate Credit/Fail grading
Special Fee: Yes

EDUC 900C - Internship and Seminar in Special Education
Credits: 3 or 6
A two semester, supervised internship with a weekly seminar. Admission by application.
Grade Mode: Graduate Credit/Fail grading
Special Fee: Yes

EDUC 901A - Internship and Seminar in Teaching
Credits: 2-6
A two semester, full-time, supervised internship consisting of less-than-full-time teaching responsibility in selected educational settings and programs. Weekly seminars and occasional workshops held concurrently with internship.
Prerequisite(s): EDUC 706 with a minimum grade of D- or EDUC 806 with a minimum grade of B-.
Grade Mode: Graduate Credit/Fail grading
Special Fee: Yes

EDUC 901B - Internship and Seminar in Early Childhood Education
Credits: 3 or 4
A two semester, supervised internship with a bi-weekly seminar. Admission by Application.
Grade Mode: Graduate Credit/Fail grading
Special Fee: Yes

EDUC 901C - Internship and Seminar in Special Education
Credits: 3 or 6
A two semester, supervised internship with a weekly seminar. Admission by application.
Mutual Exclusion: No credit for students who have taken EDC 803.
Grade Mode: Graduate Credit/Fail grading
Special Fee: Yes

EDUC 902 - Doctoral Pro-seminar
Credits: 4
Introduces students to the range of scholarly inquiry undertaken in doctoral programs. Students develop a broad understanding of educational studies and analyze various research paradigms in terms of assumptions, methods, and outcomes. Coursework includes developing a proposal. Matriculated doctoral students only.
Grade Mode: Letter Grading

EDUC 904 - Qualitative Inquiry in Research
Credits: 4
Course will offer a theoretical background for conducting qualitative inquiry in social science research and practical experience in the design of research studies. Efforts focus on understanding how the type or tradition of qualitative inquiry shapes study design across conceptualization and research question formation phases as well as preliminary considerations about evidence. Critical perspectives in qualitative inquiry also explored. Through comparative analysis of different qualitative traditions, students will be prepared to make informed decisions about what approaches to use in their studies and why they are using them.
Grade Mode: Letter Grading

EDUC 905 - Critical Inquiry in Education
Credits: 4
Designed for advanced students to study philosophical methods needed for critical inquiry in education. Primary emphasis on practical mastery of: the construction and assessment of cogent argumentation; identification of common fallacies in reasoning; conceptual analysis; the appraisal of definitions, slogans, and metaphors in educational thought; and the disentangling of conceptual, factual, and normative claims associated with practical educational issues. Investigation of the difference between critique and criticism.
Grade Mode: Letter Grading

EDUC 906 - The Literature Review in Educational Research: Interdisciplinary Perspectives
Credits: 4
This course introduces graduate students to the rhetorical and analytic skills necessary for writing a well-structured, soundly presented literature review. This course covers systematic topics selection, research analysis, how to limit your research topic and focus your literature search, how to appraise your sources, negotiate the range of books, periodicals and reports you collect about your study, and writing, revising and editing strategies. Upon completing the course, students will have produced a literature review using a minimum of 30 self-selected research articles, books and digital resources. The course is appropriate for master's and doctoral students who are writing course papers, dissertations or theses.
Grade Mode: Letter Grading

EDUC 935A - Seminar and Practicum in Teaching
Credits: 4
For new graduate students admitted to the M.Ed. or M.A.T. program in the Department of Education. In-school experiences to develop introductory skills in observation and teaching. On-site seminars for analysis and evaluation. Assessment and advising related to teaching as a career. Prerequisite for further work toward a teacher licensure. Minimum of 7 hours a week, plus travel time, required.
Grade Mode: Graduate Credit/Fail grading
Special Fee: Yes

EDUC 956 - Developing Positive Behavior Supports to Ensure Success for All Learners
Credits: 4
Behavioral challenges are the most frequent reason students with significant disabilities are excluded from inclusive settings in schools and communities. This course will provide a baseline knowledge of the 3-tiered MTSS-B framework, including the key features, how services and supports are implemented for all students in the school, and specific interventions for students who show risk of developing an emotional or behavioral disorder (Tier II), and development of strategies to support students who experience challenging behavior and individualized interventions for students with significant impairment (Tier III). This course provides knowledge in behavior as communication, utilization of functional assessments, and development of strategies to support students who experience challenging behavior.
Grade Mode: Letter Grading

EDUC 958 - Analysis of Teaching and Learning
Credits: 4
Examination of and reflection on the nature of teaching will serve as the basis for analysis. A variety of strategies for analysis of teaching will be explored and implemented. Student-initiated inquiry into specific aspects of teaching will provide practical application of course material.
Grade Mode: Letter Grading

EDUC 959 - Issues in Education
Credits: 4
Emphasizes the development of understandings, dispositions, and skills necessary to effectively participate in P-12 reform discussion and decision-making. The course focuses on foundational issues related to a) the legitimacy of public education, b) accountability-based national reform efforts, and c) the goals and content of school curricula. This on-line course is required for the M.Ed. in Educational Studies or elective for other degrees.
Grade Mode: Letter Grading

EDUC 960 - Curriculum Development
Credits: 4
Students learn how to develop the curriculum for schools and school districts. The course builds skills and infuses an understanding of the role that curriculum development plays. It explores how current curricular issues influence the development of curriculum.
Grade Mode: Letter Grading

EDUC 962 - Educational Finance and Business Management
Credits: 4
Principles of financing education, budgetary procedures, computer simulations, and business management. Analysis of N.H. school funding system. Handling practical school finance problems is part of the project work.
Grade Mode: Letter Grading

EDUC 964 - Human Resources in Education
Credits: 4
Principles, policies, and practices of human resources administration. Emphasis on recruitment, selection, induction, compensation, and labor relations. Students analyze legal, ethical, and policy issues shaping personnel management, including Title VII, Title IX, and ADA. Application of theories as well as structured field reviews to connect theory and practice.
Grade Mode: Letter Grading

EDUC 965 - Educational Supervision and Evaluation
Credits: 4
Theoretical foundations and practical applications of supervisory and instructional practices and procedures; consideration of observation instruments and techniques. Teacher evaluation and supervision reviewed. Each student conducts a field supervision project. Teaching experience required.
Grade Mode: Letter Grading

EDUC 967 - School Law
Credits: 4
Relationship of law to public education. Emphasis on federal constitution, New Hampshire statutes, and case law related to public interests served by elementary and secondary education. Special topics: church-state relationship, due process, desegregation, teacher employment, discrimination, negotiations, student rights, tort liability.
Grade Mode: Letter Grading

EDUC 968 - Collective Bargaining in Public Education
Credits: 4
An examination of collective bargaining as practiced by school boards, administrators, and teacher organizations. Consideration is given to collective bargaining statutes, case law, employee relations boards, unit determinations, exclusive representation, union security provisions, scope of bargaining, good faith, grievance procedures, bargaining strategies, strikes, public interest, mediation, fact finding, arbitration, and the administration of the negotiated contract.
Grade Mode: Letter Grading

EDUC 970 - Foundations for Leadership in Higher Education
Credits: 4
Seminar for master's and doctoral level students in education and related fields. Focus on the organization, structure, function, and dynamics of institutions of higher education, and the corollary roles and responsibilities of leaders in academic and student affairs. Intended for those currently in or planning to enter into leadership roles in a college or university.
Grade Mode: Letter Grading

EDUC 972 - Introduction to Educational Evaluation
Credits: 4
This is a graduate level course that provides a broad overview of evaluation methods that influence K-12 education, as well as the nonprofit sector. While educational assessments include a full range of procedures used to gain information about student learning (e.g., observations and paper-and-pencil tests), educational evaluation is the process of determining something about the merit, worth, or significance of that information. Therefore, the goal of this course is to provide students with an introduction to educational evaluation from both a practitioner and a programmatic perspective. To meet this goal students explore the importance of evaluation across educational contexts; evaluate student achievement; develop a program logic model; and conduct an evaluability assessment.
Grade Mode: Letter Grading

EDUC 973 - Policy, Politics, and Planning in Education
Credits: 4
Policy systems and fundamental values shaping the development and enactment of education policy at the federal, state, and local levels.
Grade Mode: Letter Grading

EDUC 974 - Educational Administrative Internship
Credits: 4
This course is a clinically-based internship for students enrolled in a variety of graduate programs including masters, education specialist, doctorate, and educational credential programs. Students can intern in educational settings including schools, school/districts, educational agencies, centers, and in a higher education. Supervision is provided by university faculty and a clinical administrator or other appropriate official from the internship site.
Grade Mode: Graduate Credit/Fail grading

EDUC 975 - Advanced Professional Education Project
Credits: 4
This course is clinically based. The student will work with an educational institution (e.g., school, school district, higher education) or agency (e.g., Department of Education, educational center, higher education) with a clinical administrator/appropriate educator and a university supervisor. The project will address an educational institution's problem of practice, serve as a pilot study, or consist of an action research project.
Grade Mode: Graduate Credit/Fail grading

EDUC 976 - Policy and Governance in Higher Education
Credits: 4
Seminar for master's and doctoral level students in Education and related fields. Examination of federal and state policies and regulations affecting two-year and four-year colleges and universities, and governance practices necessary to achieve institutional mission. Consideration of rationales for public oversight and financing of higher education, controversial topics (e.g., affirmative action, accreditation, proprietary institutions, distance learning), and strategies for effective shared governance are included.
Grade Mode: Letter Grading

EDUC 977 - Leadership: The District Level Administrator
Credits: 4
Examines the school superintendency and other district level positions of leadership that comprise the administrative team, focusing on the complexity of the current role and relationships, the critical issues facing school leaders, and the skills necessary for success as an educational leader in today's climate. Students analyze contemporary issues of school governance and examine problems of practice to understand the role of school superintendent and other district level administrators from a theoretical, political, and contemporary perspective.
Grade Mode: Letter Grading

EDUC 978 - Applied Regression Analysis in Educational Research
Credits: 4
This course introduces students to simple and multiple regression analysis, specifically as the methods are applied to research questions in educational research. Students learn about the linear regression model and its assumptions, how to use SPSS to fit the model to data, and how to interpret results. Students will also learn how to: evaluate the tenability of the model's assumptions; conduct thoughtful model building; model the effects of categorical predictors and statistical interactions; and handle multi-collinearity. The use of statistical techniques are modeled in class and then students apply these new techniques to datasets of educational relevance from a variety of sources, including educational surveys, observational studies, and randomized experiments. Students learn how to interpret the outcomes of their analyses thoughtfully and meaningfully and are asked to communicate these interpretations clearly and concisely in writing.
Prerequisite(s): EDUC 881 with a minimum grade of B-.
Grade Mode: Letter Grading

EDUC 979 - Applied Multilevel Modeling
Credits: 4
This applied course in multilevel modeling is designed for graduate students in education and the social sciences who are interested in conducting statistical analysis to answer questions about (1) contextual effects on individual outcomes, and (2) individual change over time. Topics addressed include exploratory analyses of multilevel data, conditional and unconditional models, fixed and random effects, model assumptions, model fit, non-linear change, discontinuous change, time-varying predictors, unequally spaced measurement occasions, and three-level multilevel models.
Prerequisite(s): EDUC 978 with a minimum grade of B-.
Grade Mode: Letter Grading

EDUC 981 - Quantitative Inquiry: Methods and Techniques of Educational Research
Credits: 4
Conceptual aspects and practical realities of the research process applied to problems in education and human service disciplines. Develops skills necessary to use, as well as conduct, research.
Grade Mode: Letter Grading

EDUC 982 - Qualitative Fieldwork & Data Analysis
Credits: 4
This course provides guidance and fieldwork opportunities for students to apply principles and strategies for qualitative fieldwork and data analysis. It focuses on how qualitative researchers generate, use, and represent data to generate ideas and build theory.
Prerequisite(s): EDUC 904 with a minimum grade of B-.
Grade Mode: Letter Grading

EDUC 986 - Philosophy of Education
Credits: 4
Seminar in comparative analysis of educational theories and the philosophical foundations upon which they are based. Application of theoretical criteria for evaluating educational practices and for developing one's own philosophy of education.
Grade Mode: Letter Grading

EDUC 991 - Curriculum Theory I
Credits: 4
This course focuses on the historical, cultural, and political dimensions of curriculum theory in the United States and Canada. An emphasis is placed on the underlying philosophical perspectives that inform the field of curriculum theory, including, but not limited to feminist theory, critical race theory, queer, and post-colonial theory.
Grade Mode: Letter Grading

EDUC 995 - Independent Study
Credits: 1-4
Opportunity for intensive investigation of a special problem or issue in the field of education.
Repeat Rule: May be repeated for a maximum of 8 credits.
Grade Mode: Letter Grading

EDUC 998 - Special Topics
Credits: 1-4
Study of a particular theoretical, methodological, or policy issue. May be offered off campus as professional development.
Repeat Rule: May be repeated up to unlimited times.
Grade Mode: Letter Grading
Special Fee: Yes

EDUC 999 - Doctoral Research
Credits: 0
Doctoral Research.
Grade Mode: Graduate Credit/Fail grading
Special Fee: Yes