EDUCATION (EDUC)

200 Level Courses
EDUC 203: Disability in American Culture. 3 credits.
Examines disability, past and present, in American culture through changes in historical, political, legal and societal responses to people with disabilities. Analyzes the disability experience through social and behavioral science perspectives, including diversity, bioethical and human rights conceptualizations/constructs of disability. Offered by Graduate School of Education. May not be repeated for credit.

Mason Core: Social/Behavioral Sciences
Schedule Type: Lecture

300 Level Courses
EDUC 300: Introduction to Teaching. 3 credits.
Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines roles of teacher, nature of American schools, and potential contributions of students. Notes: Requires school-based field experience during course. Offered by Graduate School of Education. May not be repeated for credit.

Schedule Type: Lecture

EDUC 301: Educationally Diverse Populations: Handicapped, Gifted, Multicultural. 3 credits.
Introduction to educational issues; not applicable in graduate-level teacher education programs. Introduces psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. Emphasizes litigation and legislation pertaining to education of diverse populations. Notes: Requires school-based field experience during course. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDUC 521.

Schedule Type: Lecture

EDUC 302: Human Growth and Development. 3 credits.
Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines human development through life span with special emphasis on cognitive, language, physical, social, and emotional development of children. Emphasizes contemporary theories of human development and their relevance to educational practice. Notes: Requires school-based field experience during course. Offered by Graduate School of Education. May not be repeated for credit.

Schedule Type: Lecture

EDUC 303: Politics of American Education. 3 credits.
Focus on the study of the American political system. Designed for students studying the American political system and students interested in careers in education. Explores how interactions between various levels and branches of government affect education. Offered by Graduate School of Education. May not be repeated for credit.

Schedule Type: Lecture

EDUC 372: Human Development, Learning, and Teaching. 3 credits.
Examines research and theories for understanding learning process.

400 Level Courses
EDUC 400: In-Service Educational Development. 1-6 credits.
Offered at request of school division or other educational agency. Notes: Content varies. May be repeated with permission of department, but no more than 6 credits in EDUC 695, 695, or 699 may be applied toward master's degree. Offered by Graduate School of Education. May be repeated within the term.

Schedule Type: Internship

EDUC 415: Student Teaching in Physical Education. 12 credits.
See PHED 415. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Completion of all courses in the approved program, and admission to and good standing in the Teacher Education Program.

Recommended Corequisite: PHED 472.

Schedule Type: Internship

EDUC 422: Foundations of Secondary Education. 3 credits.
Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines educational trends and issues. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to the secondary Education Program.

Registration Restrictions:
Enrollment limited to students with the Undergrad Teacher Licensure attribute.

Schedule Type: Lecture

500 Level Courses
EDUC 511: Child and Adolescent Development in Global Contexts. 3 credits.
Provides an introduction to teaching culturally & linguistically diverse and exceptional learners, includes analysis of human growth and development, an overview of psychology, and introduction to using technology across the curriculum. Requires 20 hours of PK-12 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDCI 511.

Recommended Prerequisite: Admission to FAST TRAIN or Permission of Instructor.
EDUC 511: Teaching Elementary Science in International Schools. 3 credits.
Focuses on developing common PK-6 science components and integrating them with other disciplines. Introduces design and implementation of activities for PK-6 science. Requires 20 hours of PK-6 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511.

EDUC 512: Teaching Elementary Social Studies in International Schools. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 513: Teaching Elementary Math in International Schools. 3 credits.
Focuses on developing common PK-6 math strands for application in international schools. Focuses on exploring, verifying, and explaining concepts using concrete materials. Requires 20 hours of PK-6 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 514: Teaching Elementary Science in International Schools. 3 credits.
Focuses on developing common PK-6 science components and integrating them with other disciplines. Introduces design and implementation of activities for developing concepts solving problems, and strengthening thinking skills in PK-6 science. Requires 20 hours of PK-6 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 515: Language Across the Elementary International School Curriculum. 3 credits.
Focuses on developing common PK-6 reading and writing components and integrating them with other disciplines. Introduces design and implementation of activities for developing concepts solving problems, and strengthening thinking skills in PK-6 reading and writing. Requires 20 hours of PK-6 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 516: Language Across the Elementary International School Curriculum. 3 credits.
Focuses on developing common PK-6 second-language acquisition components and integrating them with other disciplines. Introduces design and implementation of activities for developing concepts solving problems, and strengthening thinking skills in PK-6 second-language acquisition. Requires 20 hours of PK-6 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 520: Elementary Curriculum, Instruction, and Assessment in International Schools. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 522: Foundations of Secondary Education. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 523: Anthropology of Education. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 524: Foundations of Curriculum. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 525: Foundations of Instruction. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 526: Foundations of Assessment. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 527: Foundations of Research. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.

EDUC 528: Foundations of Policy. 3 credits.
Focuses on analyzing philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 511 and EDRD 515.
Students in a Non-Degree Undergraduate degree may not enroll.

**EDUC 537: Introduction to Culturally & Linguistically Diverse Learners.** 3 credits.
Examines culturally & linguistically diverse learners through historical, sociological, and philosophical foundations. Explores teacher's culturally identity and implications for teaching diverse learners. Discusses culturally & linguistically responsive instructional and assessment practices and working with families and other school professionals. Notes: Requires 20 hours of PK-12 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

**EDUC 539: Human Development and Learning PK-12.** 3 credits.
Provides practicing teachers with foundations of psychological theory, research, and professional practice relating to development and learning in inclusive PK-12 classroom settings. Notes: School-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

**EDUC 543: Children, Family, Culture, and Schools, 4-12 Year Olds.** 3 credits.
Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies. Notes: Requires school-based field experience. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to the Elementary Education licensure program.

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

**EDUC 547: Scientific Inquiry and the Nature of Science.** 3 credits.
Incorporates understanding about scientific knowledge in K-12 classrooms. Builds fundamental knowledge of scientific inquiry and the nature of scientific knowledge and skills to weave this knowledge explicitly in curriculum. Focuses on developing inquiry-based lessons for students to investigate science and assessing student understanding of science and the nature of science. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

**EDUC 592: Effective Collaboration for Teaching Diverse Learners in Secondary Social Studies.** 3 credits.
Provides history-social studies candidates in secondary education with knowledge and skills necessary to meet the needs of diverse learners in the history-social studies classroom. Emphasizes teacher collaboration between general and special education teachers as an authentic model of practice. Notes: Taught concurrently and in close proximity with special education faculty teaching EDSE 662 to emphasize collaboration between special education and general education teachers. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.
EDUC 595: Perspectives on Exceptl Tching. 3 credits. 
Provides an opportunity for pre-service and in-service teachers to 
interact with young people and teachers in a range of school settings, 
exploring and documenting their points of view on teaching using a range 
of methods and visual and technology-oriented media and interview 
procedures. Offered by Graduate School of Education. May not be 
repeated for credit.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, 
Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level 
students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Seminar

EDUC 597: Special Topics in Education. 1-6 credits. 
Provides advanced study on selected topic or emerging issue in 
American or international education. Notes: May be repeated for credit 
with GSED permission. Offered by Graduate School of Education. May be 
repeated within the term.

Recommended Prerequisite: Admission to program in Graduate School of 
Education.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, 
Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level 
students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 598: Directed Reading, Research, and Individual Projects. 1-6 credits. 
Presents various subjects and projects, principally by directed study, 
discussion, research, and participation under supervision of graduate 
faculty member. Offered by Graduate School of Education. May be 
repeated within the term for a maximum 12 credits.

Recommended Prerequisite: Admission to degree program, and 
permission of dean.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, 
Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level 
students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Independent Study

600 Level Courses
EDUC 606: Education and Culture. 3 credits. 
Uses cultural inquiry process (CIP) and web site to acquire cultural, 
social, and language-related perspectives on educational processes; and 
teaches skills to analyze educational settings and expand strategies to 
address puzzlements in students’ own practice. Offered by Graduate 
School of Education. May be repeated within the degree for a maximum 6 
credits.

Registration Restrictions:
Required Prerequisites: EDUC 612B- and 613B-
B- Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, 
Graduate, Non Degree or Senior Plus.

Enrollment is limited to students with a major in ASTL-Alternative 
Education, ASTL-Early Childhood Educ, Gifted Child Education, ASTL 
- History, ASTL-Instructional Technology, ASTL - Literacy/Reading, 
ASTL - Mathematics, ASTL-NBPTS Preparation Core, ASTL - Science or 
Curriculum and Instruction.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level 
students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 612: Inquiry into Practice. 2 credits. 
Provides experience using research skills to foster systematic and 
thoughtful inquiry into classroom practice. Explores relevant classroom 
practice issues through critical writing, action, and research. Emphasizes 
cultural diversity and gender issues in research. Offered by Graduate 
School of Education. May be repeated within the degree for a maximum 6 
credits.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, 
Graduate, Non Degree or Senior Plus.

Enrollment is limited to students with a major in ASTL-Alternative 
Education, ASTL-Early Childhood Educ, Gifted Child Education, ASTL 
- History, ASTL-Instructional Technology, ASTL - Literacy/Reading, ASTL - 
Mathematics, ASTL-NBPTS Preparation Core, ASTL - Liter PK12 Clsrm Teachers, ASTL-Physical Education, ASTL 
- Science, ASTL-Teacher Leadership, Curriculum and Instruction or Dsgning 
Dgtl Lrning in Schools.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level 
students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 613: How Students Learn. 3 credits. 
Advanced course in study of learning based on research and theory from 
different disciplines. Focuses on increasing students’ learning through 
study of different learning systems, and understanding each learner 
in context of learning process itself. Offered by Graduate School of 
Education. May be repeated within the degree for a maximum 6 credits.

Registration Restrictions:
Required Prerequisites: EDUC 612B-
B- Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, 
Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 612: Designing and Assessing Teaching and Learning. 2 credits.
Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms. Offered by Graduate School of Education. May be repeated within the degree for a maximum 6 credits.

Recommended Prerequisite: EDUC 613 (may be taken concurrently)

Registration Restrictions:
Required Prerequisite: EDUC 612B.
B- Requires minimum grade of B-.

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.


Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 613: Models and Strategies for Teaching and Learning in IB Schools. 3 credits.
Focuses on principles and practices of the International Baccalaureate, organized around four areas of inquiry: curriculum processes, teaching & learning, assessment, and professional learning. Requires 20 hours of PK-12 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to GSE, enrollment in FAST TRAIN initial licensure program, or permission of instructor.

Registration Restrictions:

Enrollment to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 621: Teaching and Learning in the International Baccalaureate Program. 3 credits.
Focuses on principles and practices of the International Baccalaureate, organized around four areas of inquiry: curriculum processes, teaching & learning, assessment, and professional learning. Requires 20 hours of PK-12 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to GSE, enrollment in FAST TRAIN initial licensure program, or permission of instructor.

Registration Restrictions:

Enrollment is limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 622: Curriculum Development across IB Programs. 3 credits.
Focuses on the development of the capacity of teachers in IB schools to adopt appropriate teaching strategies and techniques instrumental in ensuring program learning outcomes are achieved. Furthermore, participants develop a deep understanding of the critical relationship between teaching and learning. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to GSE, enrollment in FAST TRAIN IB certificate program and completion of EDUC 621, or permission of instructor.

Registration Restrictions:

Enrollment is limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 623: Models and Strategies for Teaching and Learning in IB Schools. 3 credits.
Focuses on the development of the capacity of teachers in IB schools to adopt appropriate teaching strategies and techniques instrumental in ensuring program learning outcomes are achieved. Furthermore, participants develop a deep understanding of the critical relationship between teaching and learning. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to GSE, enrollment in FAST TRAIN IB certificate program and completion of EDUC 621, or permission of instructor.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree, Undergraduate or Washington Consortium level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

**EDUC 624: Assessment and Learning in IB Schools.** 3 credits.
Explores the essential role of assessment in teaching IB learners. Addresses formative and summative assessment practices as an integral part of the IB curriculum as well as the use of assessment for differentiation and planning. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to GSE, enrollment in FAST TRAIN IB certificate program and completion of EDUC 621, or permission of instructor.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

**EDUC 626: Inquiry into Action: IB Teachers, Learners, and Schools.** 3 credits.
Uses the action research and qualitative process to help educational practitioners plan and complete an action research study related to IB learners, teachers, or schools. Furthermore, the course examines the social, cultural, and ethical issues of conducting research with students. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to GSE, enrollment in FAST TRAIN IB certificate program and completion of EDUC 621, or permission of instructor.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Seminar

**EDUC 647: Critical Reflective Practice.** 1.5 credit.
Engages students in a learning community of teachers to develop skills of critical reflection on professional practice. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to GSE, enrollment in FAST TRAIN IB certificate program and completion of EDUC 621, or permission of instructor.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to students with a concentration in Transformative Teaching.

Enrollment is limited to Graduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

**EDUC 649: Critical Dialogue in Education.** 1.5 credit.
Offers opportunity to develop critical dialogue and peer feedback skills focused on professional practice. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to GSE, enrollment in FAST TRAIN IB certificate program and completion of EDUC 621, or permission of instructor.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to students with a concentration in Transformative Teaching.

Enrollment is limited to Graduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

**EDUC 651: Critical Theories and Pedagogies.** 3 credits.
Explores critical theories and pedagogies experientially, including alternative assessments that address educational equity and access, power, and approaches for deepening our practice as citizens in a democracy. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 647.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to students with a concentration in Transformative Teaching.

Enrollment is limited to Graduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Students in the GMU Korea campus may not enroll.
Schedule Type: Seminar

EDUC 653: Technology and Learning. 3 credits. Develops technological knowledge and skills to support teaching and learning and to sustain and enhance learning communities. Teachers explore and critique the possibilities and concerns of using technology in learning environments. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 647.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to students with a concentration in Transformative Teaching.
Enrollment is limited to Graduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

EDUC 655: Teacher Research Methods. 3 credits. Introduces teacher research methods and situates them in relation to other research approaches. Emphasizes the understanding and use of various research methods as innovative approaches to teaching and learning. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 651 and EDUC 653.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to students with a concentration in Transformative Teaching.
Enrollment is limited to Graduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

EDUC 657: Teaching for Democracy and Social Justice. 3 credits. Focuses on the research that supports teachers to create democratic classroom practices and to support PK-12 students in exercising civic rights. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 651 and EDUC 653.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to students with a concentration in Transformative Teaching.
Enrollment is limited to Graduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

EDUC 659: Teacher Leadership. 1.5 credit. Engages learners in data gathering exercises toward articulating a leadership agenda in the context of PK-12 educational environments. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission into the MEd Curriculum and Instruction concentration in Teacher Inquiry, Development and Empowerment for Social Justice program (TIDES) cohort. Completion of EDUC 655 and EDUC 657.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to students with a concentration in Transformative Teaching.
Enrollment is limited to Graduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

EDUC 661: Teacher Empowerment and Policy. 1.5 credit. Provides advanced study on a selected topic or emerging issue in American or international education with particular attention to developing policy solutions. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 655 and EDUC 657.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to students with a concentration in Transformative Teaching.
Enrollment is limited to Graduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

EDUC 663: Culturally Relevant Pedagogy. 3 credits. Offers opportunity to view how language and culture shape realities, including perceptions of children as learners. Explores cultural constraints and transformative possibilities embedded within cultures. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 659.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to students with a concentration in Transformative Teaching.
Enrollment is limited to Graduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Students in the GMU Korea campus may not enroll.
Schedule Type: Seminar

EDUC 665: Teacher Inquiry in Practice I. 3 credits.
Builds further understanding of teacher research as teachers form and frame salient questions, examine the existing literature related to their questions, and take actions to improve teaching and learning. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 659.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to students with a concentration in Transformative Teaching.

Enrollment is limited to Graduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

EDUC 667: Teacher Inquiry in Practice II. 3 credits.
Builds on the teacher research project begun in Teacher Inquiry in Practice I as teachers continue to address their pedagogical questions, take actions to improve teaching and learning, gather, analyze and interpret multiple forms of data, and share their experience in communities of practice. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 663 and EDUC 665.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to students with a concentration in Transformative Teaching.

Enrollment is limited to Graduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Students in the GMU Korea campus may not enroll.

Schedule Type: Seminar

EDUC 669: Teaching and Learning in Practice. 3 credits.
Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program. Completion of the EDUC 663 and EDUC 665. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 663 and EDUC 665.

Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to students with a concentration in Transformative Teaching.

Enrollment is limited to Graduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Students in the GMU Korea campus may not enroll.

Schedule Type: Lecture

EDUC 671: Schools and Culture in the Future. 3 credits.
Focuses on relationship between schools and communities from the past to the future. Research-based education reform, ideas from futurists, and ISTE technology standards influence teacher planning for students in the 21st century. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 522 and EDUC 670

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 672: Human Development and Learning: Secondary Education. 3 credits.
Explores developmental issues associated with middle and high school students, and theories that provide basis for understanding learning process. Addresses implications for designing instruction and curriculum. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 674: Assessing Learning and Teaching in the Secondary School Classroom. 3 credits.
Supports beginning teachers’ development and design of assessment practices for promoting student learning. Focuses on individual differences and classroom, teacher, school, and cultural factors that impact assessment; different types and purposes of assessment; and relationship of assessment to national and state standards. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 522 and advanced methods course.

Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to students with a major in Curriculum and Instruction or Secondary Education Licensure.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture
EDUC 675: Research in Secondary Education. 3 credits.
Links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms, reviewing literature, and systematically collecting and interpreting evidence to improve practice. Facilitates completion of the M.Ed. exit requirement. Notes: All students enrolled in this course must be working daily in or have access to a classroom setting classroom setting, since the major course assignment involves a classroom-based teacher research project. The M.Ed. program exit requirement is completed in EDUC 675. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Required Prerequisite: EDCI 790.
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.
Enrollment is limited to students with a major in Curriculum and Instruction or Secondary Education Licensure.
Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

700 Level Courses
EDUC 751: Mentoring/Supervising Intern Teachers and Mentor Teacher Career Development. 3 credits.
Examines multiple roles of teachers as they mentor and supervise intern teachers in schools. Covers career development, leadership, and instructional roles and strategies. Designed to assist intern teachers in their first year, and provide quality career and staff development to their mentors. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

EDUC 790: Research Inquiries in International Education. 3 credits.
Focuses on the intersection of international education and research methodologies in educational settings. Students will delve into the construction, implementation, and impact of research in international settings or with an internationally-minded perspective. Through critical inquiry into practice, the course offers students the opportunity to develop more sophisticated understandings of the research process in international education settings. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to the PhD program.

Schedule Type: Lecture

EDUC 802: Leadership Seminar. 3 credits.
Intensive study of leadership, emphasizing decision and change processes, and assessment and development of leadership skills. Notes: Required course during first semester of study in the program. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 803: Teacher Preparation and Professional Development. 3 credits.
Explores research and current recommended practices related to teacher preparation and professional development. Provides opportunity for practical application with preservice or inservice teachers. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to ECED 803.

Recommended Prerequisite: Approval of instructor and acceptance to PhD program.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 805: Research and Scholarship in Education. 2 credits.
Provides an intellectual framework for research and scholarship in education, including consideration of specific scholarship of CEHD faculty as representative of the range of educational scholarship that make up the educational research community. Offered by Graduate School of Education. May not be repeated for credit.

Schedule Type: Lecture

EDUC 880: Ways of Knowing. 3 credits.
Provides understanding of characteristic ways of knowing in various liberal arts disciplines while examining subject matter, scope, key concepts, principles, methods, and theories. Analyzes philosophical traditions underlying educational practice and research. Notes: Required course during first spring semester of study in the program. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to the PhD program.

Registration Restrictions:
Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.
Enrollment is limited to Graduate level students.

**Schedule Type:** Seminar

**EDUC 845: Multilingual Learners With Diverse Educational Needs.** 3 credits. Examines examine issues surrounding identification, assessment, and instruction of multilingual learners with diverse educational needs. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to the PhD Program in Education or permission of instructor.

**Registration Restrictions:**
Enrollment is limited to Graduate level students.

**Schedule Type:** Seminar

**EDUC 850: The Study of Teaching.** 3 credits. Explores the history and development of the search for teaching effectiveness. The course will trace the various definitions of effectiveness and the methods created to assess effectiveness. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDRS 810.

**Registration Restrictions:**
Enrollment is limited to Graduate level students.

**Schedule Type:** Lecture

**EDUC 851: Research on Teacher Education.** 3 credits. Explores the history and development of the search for effectiveness in the preparation of preservice teachers and the continuing professional development of practicing teachers. The students will examine the substance and gaps in the study of the education of educators. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDRS 810.

**Registration Restrictions:**
Enrollment is limited to Graduate level students.

**Schedule Type:** Lecture

**EDUC 852: Technology and Teacher Development.** 3 credits. Investigates the latest research and issues related to technology integration in teacher education; includes research supporting the incorporation of technology in staff development for in-service K-12 educators, as well as preservice university coursework. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**EDUC 853: World Perspectives of Teacher Education.** 3 credits. Focuses on the cross-cultural analysis of current U.S. and internationally based teacher preparation and continuing professional development pedagogical models, policy reforms, and their historical contexts. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to doctoral program.

**Registration Restrictions:**
Enrollment is limited to Graduate level students.

**Schedule Type:** Seminar

**EDUC 854: Working in Schools: Spanning Boundaries/Expanding Roles.** 3 credits. Prepares future teacher educators and professional developers for their work in K-12 settings. Examines the principles of clinical field experiences, the foundations of school-university partnerships, and the roles/relationships of all stakeholders engaged in field-based teacher preparation and teacher professional development. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
Enrollment limited to students in the PHD Education or PHD Education and Human Dvlpmt programs.

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Lecture

**EDUC 860: STEM Education Research and Policy.** 3 credits. Examines research on science, technology, engineering, and mathematics (STEM) education issues and education policy issues including the rationale for STEM education, STEM education policy, models of STEM schools in K-12 education, STEM education leadership, informal STEM education, STEM curriculum and instruction, and research in STEM education. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDRS 810 (may also be taken concurrently).

**Schedule Type:** Seminar

**EDUC 870: Education Policy: Process, Context, and Politics.** 3 credits. Examines public policy decision-making in education at local, state, and national levels, and its impact on education institutions, students, and public. Focuses on theories and methodological approaches, and resolution of competing policy arguments in political arena. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:**
Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

**Schedule Type:** Lecture

**EDUC 871: Advanced Policy Issues in Education.** 3 credits. In-depth analysis of selected education policy issues. Focuses on issue interactions and education-related policy actions by different levels of government. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** EDUC 870 or permission of instructor.

**Registration Restrictions:**
Enrollment is limited to Graduate level students.

**Schedule Type:** Lecture
EDUC 870: Social Science Research and Education Policy. 3 credits.
Focuses on research base used to support education policy actions. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDRS 810, 811, and 812 or permission of instructor.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Lecture

EDUC 873: Education Policy: Comparative and International Perspectives. 3 credits.
Using interdisciplinary approach, addresses education policy issues that transcend national boundaries and have implications for educators in fostering social justice and global awareness. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment is limited to students with a major in Education. Enrollment is limited to Graduate level students.

Schedule Type: Lecture

EDUC 874: The Achievement Gap. 3 credits.
Focuses on achievement gap in schools. Students research and analyze gaps in student achievement related to race and ethnicity, limited English proficiency, family background, gender, poverty, and ableism, and practices designed to close the gap. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment limited to students in a Doctor of Philosophy degree.

Schedule Type: Lecture

EDUC 875: Contemporary and Emerging Issues in Education Policy. 3 credits.
Focuses on identifying and analyzing factors that promote new initiatives in education policy agenda. Attention given to nontraditional sources of education policy initiatives. Notes: Must be admitted to PhD program. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 870 (concurrent enrollment is also permitted) and admission to the PhD program.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Lecture

EDUC 876: Teacher Development and Education Policy. 3 credits.
Focuses on the impact of policy actions at the local, state, and national levels on teacher preparation and continuing professional development. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 870 or permission of instructor.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Lecture

EDUC 877: Teacher Policy in Historic Perspective. 3 credits.
Examines the history of policies pertaining to public school teachers in the United States. Evaluate and engage current policy debates by putting the past and present into conversation. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to The PhD in Education program, or permission of instructor.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 878: Intercultural Competence: Theory and Research Application to International Education. 3 credits.
Explores and examines intercultural competence theory and research as a teaching and learning framework in international education. Emphasizes the comparison of alternative models of intercultural competence development, research paradigms using intercultural competence theory in international education, and empirical studies that examine and explore the use of intercultural competence theory in education. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 880.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 879: Language and Second Language Acquisition Research in International Education. 3 credits.
Examines the theoretical and historical role of language in international education, with special emphasis on the foundations and variables of second language acquisition. Focuses the role of language in cross-cultural and international contexts, the application of language acquisition theories and empirical studies globally. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: EDUC 880.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 880: Introduction to International Education. 3 credits.
Using interdisciplinary approach, addresses education policy issues that transcend national boundaries and have implications for educators in fostering social justice and global awareness. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment limited to students in a Doctor of Philosophy degree.

Schedule Type: Lecture

EDUC 881: Seminar in Bilingual Education: Policy. 3 credits.
Examines historical development of education for language minority students in United States, including federal and state legislation and court decisions. Explores policy issues regarding administrative program models, instructional approaches, curricular reform, and assessment
policies for language minority students developed in response to legal mandates, legislative decisions, and school reform movement. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 882: Second Language Acquisition: Theory, Research, and Practice. 3 credits.
Examines the theoretical foundations of second language acquisition with focus on linguistic, anthropological, sociological, psychological, and educational research through theory and practice. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:
Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 883: Seminar in Sociocultural Theory. 3 credits.
Explores and analyzes the theoretical contributions of sociocultural theory. Focuses on the growing body of contemporary research on literacy, equity in education and emancipatory teaching for diverse students. Offered by Graduate School of Education. May be repeated within the degree for a maximum 6 credits.

Recommended Prerequisite: Admission to the PhD in Education program or permission of instructor.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 885: History of Education in the United States. 3 credits.
Examines the history of education in the United States and explores the social, political, cultural, and economic forces that have shaped reform initiatives. Uses history to engage questions around citizenship, equality, and democracy. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to the PhD in Education program, or permission of instructor.

Registration Restrictions:
Enrollment is limited to Graduate level students.

Schedule Type: Seminar

EDUC 886: School Reform in the United States: Politics and Policies. 3 credits.
Explores a broad range of reform initiatives shaping public education and examines the ways politics infuses education policy. Investigates the disciplinary and methodological frameworks scholars have used to study school reform. Offered by Graduate School of Education. May not be repeated for credit.

Recommended Prerequisite: Admission to the PhD in Education program, or permission of instructor.

Registration Restrictions:
Enrollment is limited to Graduate level students.

**Schedule Type:** Seminar

**EDUC 894:** Seminar in Multicultural Education. 3 credits. Examines knowledge base, policy issues, and curricular and instructional features of multicultural education in United States and other countries. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to the Ph.D. in Education program or permission of instructor.

**Registration Restrictions:**
Enrollment is limited to Graduate level students.

**Schedule Type:** Seminar

**EDUC 896:** Special Topics in Education. 3 credits. Explores selected topics in education across all doctoral specializations. Offered by Graduate School of Education. May be repeated within the term for a maximum 6 credits.

**Registration Restrictions:**
Enrollment is limited to students with a major in Education.

Enrollment limited to students in the PHD Education or PHD Education and Human Dvlpmt programs.

Enrollment is limited to Graduate level students.

Students in a Non-Degree Undergraduate degree may **not** enroll.

**Schedule Type:** Seminar

**EDUC 897:** Independent Study for the Doctor of Philosophy in Education. 1-6 credits. Structured learning experience to extend and develop skills and knowledge relative to field of professional expertise. Offered by Graduate School of Education. May be repeated within the term.

**Recommended Prerequisite:** Admission to the PhD program and prior approval of advisor and PhD director.

**Registration Restrictions:**
Enrollment is limited to students with a major in Education.

Enrollment is limited to Graduate level students.

**Schedule Type:** Independent Study

**900 Level Courses**

**EDUC 994:** Advanced Internship in Education. 3 credits. Internship in setting related to student's major area of study. Requires minimum of 100 hours completed over at least a five-week period. Each intern works with appropriate staff member in cooperating school, school system, or other educational institution or agency. Notes: Internship must be in setting that differs from regular employment. Offered by Graduate School of Education. May not be repeated for credit.

**Recommended Prerequisite:** Admission to the PhD program and prior approval of advisor and PhD director.

**Registration Restrictions:**
Enrollment is limited to students with a major in Education.

Enrollment limited to students in a Doctor of Philosophy degree.

**Schedule Type:** Internship

**EDUC 998:** Doctoral Dissertation Proposal. 1-6 credits. Offered by Graduate School of Education. May be repeated within the degree for a maximum 6 credits.

**Recommended Prerequisite:** Admission to candidacy in the PhD program, successful completion of the doctoral qualifying exam, and EDRS 810, 811, and 812 or their equivalents.

**Registration Restrictions:**
Enrollment is limited to students with a major in Education.

Enrollment limited to students in a Doctor of Philosophy degree.

**Schedule Type:** Dissertation

**EDUC 999:** Doctoral Dissertation Research. 1-9 credits. Provides continued faculty assistance on individual basis to complete dissertation planned in EDUC 998 and initiate new projects. Notes: Requires successful completion of EDUC 998 and faculty approval of proposal. Offered by Graduate School of Education. May be repeated within the degree.

**Recommended Prerequisite:** EDUC 998 and faculty approval of proposal.

**Registration Restrictions:**
Enrollment is limited to students with a class of Advanced to Candidacy.

Enrollment is limited to students with a major in Education.

Enrollment limited to students in a Doctor of Philosophy degree.

**Schedule Type:** Dissertation